

Scheme of Work

Cambridge International AS & A Level History

9389 Component 4: Depth study
International History, 1945–1991
For examination from 2016

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Introduction

Recommended prior knowledge

No prior knowledge is expected or required but a general background understanding of the world at this time, particularly the causes and early development of the Cold War 1945-1950, would be useful.

Although this topic can be studied as a course in isolation, it would be useful for learners to study Topic 3 of Component 3, The Origins and Development of the Cold War, 1941-50.

It is assumed that Component 2 (Outline study) of the AS Level has been studied and the key skills of knowledge acquisition, independent learning, understanding, analysis, evaluation and application have been mastered.

Context

This unit provides the opportunity for really detailed study of two topics (themes) of post-war International History in depth. There is ample scope for, and expectation of, substantial independent research and study. The final assessment assumes not only a high degree of knowledge and understanding of the chosen themes, but also high quality extended writing which demonstrates a sophisticated level of analysis and evaluation. The emphasis of teaching should very much be based on analytical questioning of the key themes and looking at how trends of change and continuity develop across the period.

Outline

This unit requires a detailed study of at least two of the four themes which make up the whole unit. In the final examination on this topic, one open-ended question will be set on each of the four themes and learners will be asked to answer any two of these questions using examples they have studied in depth. The themes are:

Theme 1: The Cold War, 1950–1975

Theme 2: The Cold War, 1975–1991

Theme 3: China, 1945–1991

Theme 4: Conflict in the Middle East, 1948–1991

A wide range of activities are suggested for all four topics, but it is intended that all activities are capable of being used, with some changing of names and dates, for any of the topics.

Key: whole class **(W)**, group work **(G)**, pair work **(P)** and individual activities **(I)**, as well as homework **(H)**, are indicated within this scheme of work.

Resources

The resources for this syllabus, including textbooks endorsed by Cambridge, can be found at www.cie.org.uk and Teacher Support <http://teachers.cie.org.uk>.

Endorsed textbooks have been written to be closely aligned to the syllabus they support, and have been through a detailed quality assurance process. As such, all textbooks endorsed by Cambridge for this syllabus are the ideal resource to be used alongside this scheme of work and are listed on www.cie.org.uk.

Non-endorsed textbooks. Where other textbooks have shown to be useful for some learning objectives they are listed below and referred to by the first author.

Websites

This scheme of work includes website links providing direct access to internet resources. Cambridge International Examinations is not responsible for the accuracy or content of information contained in these sites. The inclusion of a link to an external website should not be understood to be an endorsement of that website or the site's owners (or their products/services).

The particular website pages referred to in this scheme of work were selected when the scheme of work was produced. Other aspects of the sites were not checked and only the particular resources are recommended.

Further reading

Given that there is often academic controversy over the interpretations of authors of their chosen subjects, it is best to ensure that there are a variety of texts available by authors of similar stature so that learners who are prepared to read widely and independently have a real choice of interpretation. **Some examples are listed below but other reading on the topics would be appropriate providing it is of an A Level standard.**

Theme 1: The Cold War 1950–1975

Ambrose, S, and Brinkley, D, *Rise to Globalism: American Foreign Policy since 1938*, Penguin

Ball, S J, *The Cold War*

Baylis, J, and Smith, S, *The Globalisation of World Politics*

Blum, W, *Killing Hope: US Military and CIA Interventions since World War II*

Calvocoressi, P, *World Politics Since 1945*

Cawthorne, N, *Vietnam – A War Lost and Won*

Crockatt, R, *The Fifty Years War: The United States and the Soviet Union in World Politics, 1941–91*

De Groot, G, *A Noble Cause? America and the Vietnam War*

Dockrill, M, *The Cold War, 1945–63*

Dunbain, J, *The Cold War: The Great Powers and their Allies*

Edwards, *The United States and the Cold War, 1945–63*

Freedman, L, *Kennedy's Wars: Berlin, Cuba, Laos and Vietnam*

Freedman, L, *The Evolution of Nuclear Strategy*

Freedman, L, *The Cold War*

Gaddis, J L, *We Now Know: Rethinking Cold War History*

Hall, M, *The Vietnam War*

Harbutt, F J, *The Cold War Era*

Holloway, D, *The Soviet Union and The Arms Race*

Isaacs, J, and Downing, T, *Cold War: For forty-five years the world held its breath*

Lowe, P, *The Korean War*

Lowe, P, *The Vietnam War*

Maddock, S J, *The Nuclear Age*

Mason, J W, *The Cold War, 1945–91*

McCauley, M, *The Khrushchev Era*

McCauley, M, *America, Russia and the Cold War, 1949–91*

Painter, D, *The Cold War: An International History*

Robbins, K, *The World Since 1945: A Concise History*

Roberts, G, *The Soviet Union in World Politics: Coexistence, Revolution and Cold War, 1945–91*

Sandler, S, *The Korean War: No Victors, No Vanquished*

Sewell, M, *The Cold War*

Thomas, H, *Cuba or the Pursuit of Freedom*

Walker, M, *The Cold War and the Making of the Modern World*

Young, J, *The Longman Companion to Cold War and Détente*

Young, J, and Kent, J, *International Relations since 1945: A Global History*
<http://www.historylearningsite.co.uk/coldwar.htm>
<http://www.bbc.co.uk/history/worldwars/coldwar/>
<http://www.nationalarchives.gov.uk/education/coldwar/>
<http://www.wilsoncenter.org/program/cold-war-international-history-project>
<http://www.youtube.com/playlist?list=PL4FF5F03E7FE6342C>

Theme 2: The Cold War 1975–1991

Aron, L, *Boris Yeltsin: A Revolutionary Life*
 Berkman, A, *The Russian Tragedy*
 Brown, A, *The Gorbachev Factor*
 Fisher, B A, *The Reagan Reversal: Foreign Policy and the End of the Cold War*
 Kotkin, S, *Armageddon Averted: The Soviet Collapse of 1970–2000*
 Lovell, S, *The Collapse of the Soviet Union: A very short Introduction*
 Laver, J, *Stagnation and Reform: The USSR, 1964–91*
 McCauley, M, *The Soviet Union, 1917–1991*
 McCauley, M, *Gorbachev (Profiles in Power)*
 Nove, A, *An Economic History of the USSR, 1917–1991*
 Oberdorfer, D, *From Cold War to a New Era: The USA and the Soviet Union 1983–1991*
 Sakwa, R, *The Rise and Fall of the Soviet Union, 1917–1991*
 Service, R, *A History of 20th century Russia*
 Walker, R, *Six Years That Shook the World: Perestroika – the Impossible Project*

Theme 3: China 1945–1991

Fenby, F, *Generalissimo: Chiang Kai-shek and the China He Lost*
 Gittings, J, *China Changes Face: The Road from Revolution, 1949–89*
 Karnow, S, *Mao and China; Inside China's Cultural Revolution*
 Lynch, M, *China: From Empire to People's Republic*
 Snow, E, *Red Star Over China*
 Tsou, T, *The Cultural Revolution and Post-Mao Reforms*
 Terrill, R, *Mao*
<http://www.youtube.com/watch?v=eNLVjuvKp7A>
http://www.historylearningsite.co.uk/china_1900_to_1976.htm

Theme 4: Conflict in the Middle East 1948–1991

Aburish, S, *Arafat: From Defender to Dictator*
 Aburish, S, *Nasser: The Last Arab*

Cohn-Sherbok, D, and El-Alami, D, *The Palestinian-Israeli Conflict: A Beginner's Guide*
 Dawisha, A, *Arab Nationalism in the 20th century: From Triumph to Despair*
 Dupuy, T, *Elusive Victory: The Arab-Israeli Wars, 1947–1974*
 Fraser, T G, *The Arab-Israeli Conflict*
 Gerges, F, *The Superpowers and the Middle East: Regional and International Politics, 1955–1967*
 Guyatt, N, *The Absence of Peace: Understanding the Israeli-Palestinian Conflict*
 Kamel, I, *The Camp David Accords: A Testimony*
 Khalidi, R, *Iron Cage: The Story of the Palestinian Struggle for Statehood*
 Kyle, K, *Suez*
 Maghroori, R, *Yom Kippur War: A case study in crisis decision making in American Foreign Policy*
 Parker, R, *The Six Day War: A Retrospective*
 Quandt, W, *Camp David: Peace Making and Politics*
 Shlaim, A, *The Iron Wall: Israel and the Arab World*
 Schulze, K, *The Arab-Israeli Conflict*
 Tessler, M, *A History of the Israeli-Palestinian Conflict*
 Wasserstein, B, *Divided Jerusalem: The Struggle for the Holy City*
 Wasserstein, B, *Israel and Palestine: Why They Fight and Can They Stop?*

Theme 1: The Cold War 1950–1975

Key questions	Key content	Suggested teaching activities
How did relations between the USA and the USSR change and develop in the 1950s and 1960s?	Post-Stalin thaw after 1953 – achievements and limitations	<ul style="list-style-type: none"> • Divide class into two groups. Group 1 learners research evidence which suggests that there was a thaw in the Cold War in the years following Stalin's death. Group 2 learners identify evidence which suggests that there was no such thaw. (P) (I) <ul style="list-style-type: none"> ○ In the two groups, learners discuss and reach agreement on the key evidence which supports their argument. Each group appoints a spokesperson. (G) ○ Whole class plenary. Group 1 spokesperson puts the case for a thaw. Group 2 spokesman then puts the counter view. (W) ○ Class discussion produces two list, one suggesting that there was a thaw, one that there wasn't. (W) • Learners write an essay for the question: <i>To what extent was there a thaw in the Cold War in the years following Stalin's death?</i> Mark using generic mark scheme found on Teacher Support Website and provide formative feedback. (I) (H)
	Soviet and US policies – Beria; Malenkov; Khrushchev; Eisenhower; Dulles; Kennedy	<ul style="list-style-type: none"> • Each learner researches one of the people listed, identifying what part the person played in shaping international relations between 1953 and 1962. (I) <ul style="list-style-type: none"> ○ Learner presentations to whole class. (W) (I) • Group discussion. <i>In what ways and why did Soviet and American foreign policy change between 1953 and 1962?</i> (W) <ul style="list-style-type: none"> ○ Learners prepare a plan for answering the question. (I) ○ In pairs, learners discuss each other's plans and make changes where appropriate. (P) ○ Learners then write the essay, which is marked by their partner using the generic mark scheme. (P) (I) (H) ○ Learners then re-write their essays which you mark and provide formative feedback. (I) (H) ○ In pairs, learners discuss your comments on their essays. (P)
	Impact of key events – Korean War; Hungarian Uprising; Berlin Wall; Cuba	<ul style="list-style-type: none"> • Group discussion. <i>What do these events tell us about relations between the USA and the USSR during this period?</i> (W) • Learners research each event, focusing on: (P) (I) <ul style="list-style-type: none"> ○ What caused the event? ○ The actions taken by the USSR/USA ○ The response to this action ○ What does the uprising tell us about the Cold War and relations between the USA and the USSR? • Group discussion of findings. (W)

Key questions	Key content	Suggested teaching activities
How and why did the Cold War spread outside Europe after 1950?	Korea; Cuba; Vietnam; Latin America; Africa; the Middle East	<ul style="list-style-type: none"> • Group discussion. <i>What were the USA's motives for becoming involved in the Korean War?</i> (W) • Learners write two newspaper reports regarding American involvement in the Korean War, one as an American reporter writing for an American newspaper, the other as a Russian writing for a Soviet newspaper. (I) <ul style="list-style-type: none"> ◦ In small groups, learners discuss the differences in the two reports and the reasons for them. (G) • Plenary discussion. <i>Why was the USA directly involved in the Korean War while the USSR was not?</i> (W) <ul style="list-style-type: none"> ◦ Learners answer the question as an essay, which you mark using generic mark scheme and provide formative feedback. (I) (H) • Divide final topics up between pairs (Cuba, Latin America etc.). Each pair produces a summary of their topic and reasons why it led to a development in the Cold War. (P) <ul style="list-style-type: none"> ◦ Summaries copied and given to each member of the class. ◦ Whole class discussion on the nature of change in the Cold War. (W)
	Debates over the aims of Soviet policies and involvement	<ul style="list-style-type: none"> • Learners research Soviet involvement in globalising the Cold War, looking closely at policies. (I) • Group discussion. <i>How far were Soviet motives expansionist?</i> (W) • Role play. In groups of three, learners take on the role of Castro, Kennedy and Khrushchev and debate their respective motives in the Cuban missile crisis. (G) • Plenary discussion regarding who was responsible for the Cuban missile crisis. (W)
	US policies and involvement; containment; NSC-68, rollback	<ul style="list-style-type: none"> • Learners work in pairs/small groups and move through research stations around the room (prepared by you) with resources on different US policies/involvement, including containment, NSC-68 and rollback, making notes. (G) (P) • Group discussion. <i>What were the USA's motives for becoming involved in the globalisation of the Cold War?</i> (W)
What impact did the nuclear arms race have on the conduct of the Cold War 1950–75?	Causes and development of the arms race	<ul style="list-style-type: none"> • Learners prepare a timeline showing the development of the arms race from 1945 to 1975. (P) (I) • In pairs, learners identify the 'hotspots' or most dangerous points in the development of weapons from their timeline. (P) • Learners list the causes of the arms race. (I) • Plenary discussion. <i>What was the most important factor in causing the arms race?</i> (W)
	Changes and developments in Soviet and American nuclear strategies 1950–75;	<ul style="list-style-type: none"> • In pairs, learners research the strategies which the USA and the USSR adopted during the nuclear arms race. (P) • Group discussion. <i>In what ways did the nuclear arms race impact on the conduct of the Cold War.</i> (W)

Key questions	Key content	Suggested teaching activities
	impact on the nature of the Cold War	<ul style="list-style-type: none"> Written work / homework. Learners answer the question: <i>To what extent did the nuclear arms race reduce the risk of direct conflict between the USA and the USSR in the period from 1950 to 1975?</i> Mark using generic mark scheme and provide formative feedback. (I) (H)
	Attempts to control nuclear weapons after Cuban missiles crisis – Test Ban treaties; NPT; SALT	<ul style="list-style-type: none"> Each learner researches the Test Ban Treaties and NNPT under the headings: (I) <ul style="list-style-type: none"> Aims Terms Impact Group discussion on the aims and effectiveness of the treaties. (W)
Why was there a move towards détente in the 1970s?	General factors – risk of nuclear war; economic problems, e.g. the oil crisis, 1973; Brandt and Ostpolitik; Kissinger and Realpolitik	<ul style="list-style-type: none"> Learners prepare a plan for the essay: <i>To what extent was the move towards détente in the 1970s due to economic issues?</i> (I) <ul style="list-style-type: none"> Learners begin by researching the general factors in key content, then prepare their essay plan. (I) Divide class into pairs or small groups, which discuss each other's plans. (G) (P) Whole class discussion. (W) Learners write their essays. (I) In original pairs/groups, learners mark each other's essays and provide feedback. (G) (P) Written work / homework. Learners re-draft their essays which you mark using generic mark scheme and provide formative feedback. (I) (H) In original pairs/groups, learners discuss your comments with you present. (G) (P)
	Soviet needs – economic and technological issues; problems in eastern Europe	<ul style="list-style-type: none"> Research task. Divide class into two groups, one group researches Soviet needs the other researches US needs (see next section of key content). <ul style="list-style-type: none"> Groups prepare and deliver a presentation for the rest of the class on their topic. (W) (G) Group discussion. (W)
	US needs in the wake of defeat in Vietnam	<ul style="list-style-type: none"> Group discussion based on previous presentation. <i>Why did the USSR favour a move towards détente in the 1970s?</i> (W) In pairs, learners discuss the roles of Nixon and Kissinger in the move towards détente. (P) Group discussion. <i>Why did established anti-communists such as Nixon and Kissinger encourage détente and how did they take right-wing American public opinion with them?</i> (W)

Theme 2: The Cold War 1975–1991

Key questions	Key content	Suggested teaching activities
How effective was détente in the 1970s?	SALT Treaties	<ul style="list-style-type: none"> Learners research the SALT Treaties under the headings (I) <ul style="list-style-type: none"> Context Aims Terms Impact Group discussion. <i>How effective were the SALT Treaties?</i> (W)
	Helsinki Accords, 1975	<ul style="list-style-type: none"> In pairs, learners research then discuss the Helsinki Accords, identifying why they occurred, what they were intended to achieve and how successful they were. (P) Written work / homework. Learners write essay: <i>Did the Helsinki Accords achieve anything meaningful?</i> You mark and provide formative feedback. (I) (H)
	Debate regarding the achievements and effectiveness of détente	<ul style="list-style-type: none"> Learners research the debate on the achievements and effectiveness of détente and gather a range of views. Individuals can then be allocated one particular viewpoint to support in the following class discussion. (I) Class discussion. <i>What were the strengths and weaknesses of détente during the 1970s?</i> (W)
What were the causes of the ‘Second Cold War’?	USA – rise of neo-conservatism; impact of Islamic militancy in Tehran; failure to ratify SALT II	<ul style="list-style-type: none"> Learners imagine that they are foreign policy advisers to the US government. In pairs, one writes a report advocating (with reasons) continuing the policy of détente. The other writes a report advocating (with reasons) a more aggressive stance against the USSR. Learners need to research the relevant key content to enable them to write their reports. Learners discuss their reports. (P) Whole class discussion. <i>What factors led the USA to move away from détente in the 1970s?</i> (W)
	USSR – increasing influence in the third world; Brezhnev’s failing health	<ul style="list-style-type: none"> Teacher-led introduction to the key content. Learners work in pairs to identify where the USSR was becoming more influential and how. This could be shown on a map and annotated. (P) Individually, learners compile a list of all the ways in which the USSR was responsible for the ending of détente. <ul style="list-style-type: none"> Learners discuss their lists in pairs and add any ideas they had not identified. (P) Put pairs together to form a larger group who then compare their lists. Learners should be left with a comprehensive list to use for the class discussion. (G) Class discussion. <i>In what ways was the USSR responsible for the ending of détente?</i> (W)

Key questions	Key content	Suggested teaching activities
	Soviet invasion of Afghanistan	<ul style="list-style-type: none"> • Learners research the Soviet invasion of Afghanistan as preparation for writing the essay: ‘<i>The Second Cold War was caused by the Soviet invasion of Afghanistan.</i>’ How far do you agree? (P) (I) • Introduce the generic mark scheme to learners who then prepare an essay plan, which can be peer-assessed by another learner. (P) • Learners write their essay and swap with another learner and mark each other’s work. Learners could be given time to rework their essays based on this feedback. (P) (I) (H) • Mark the essays using the generic mark scheme and provide formative feedback. Learners can see if they correctly marked the essays they looked at. (I)
Why, and with what effects, did the USSR suffer a ‘crisis of communism’ during the 1980s?	Long-term factors – stagnation under Andropov and Chernenko; nationalism in USSR and eastern Europe; economic issues	<ul style="list-style-type: none"> • Learners research each long-term factor considering: <ul style="list-style-type: none"> ○ Events ○ Key issues ○ Impact on communism. (I) • Class discussion. <i>What were the inherent weaknesses in the USSR by the beginning of the 1980s?</i> (W) • In small groups, learners discuss what the USSR might do to address these weaknesses. (G)
	Reasons for and effects of Gorbachev’s policies: Glasnost; Perestroika; ‘Sinatra Doctrine’	<ul style="list-style-type: none"> • In pairs, learners produce a timeline of Gorbachev’s reforms. For each reform, explain: <ul style="list-style-type: none"> ○ What he was trying to achieve ○ The nature of the reform ○ The impact of the reform. (P) • Class discussion to ensure that learners fully understand the context of Gorbachev’s reforms and how all of the factors which led to the collapse of the USSR are inter-connected. (W) <ul style="list-style-type: none"> ○ Learners create a diagram of factors and show how the factors link together, giving a brief one-line explanation. (P) (I)
	Collapse of the Soviet Union	<ul style="list-style-type: none"> • Learners prepare a timeline showing the events which led to the collapse of the USSR. (P) (I) <ul style="list-style-type: none"> ○ Learners should identify on their timelines the point at which collapse became inevitable. (P) (I) ○ Class discussion. Did everyone identify the same point? Are there various key points in the collapse of the Soviet Union? (W) • Class discussion. <i>Why didn’t Gorbachev put down the nationalist uprisings in Eastern Europe?</i> (W)
Why did the Cold War come to an end?	Triumphalism – the role of Reagan	<ul style="list-style-type: none"> • Teacher-led introduction on the definition of triumphalism. (W) • Learners identify evidence which supports the triumphalist view that the USA was responsible for both the collapse of the USSR and the end of the Cold War, with a specific focus on the role of Reagan. (P) (I) • Class discussion. Make an agreed list of the factors which emerged from this research and then identify

Key questions	Key content	Suggested teaching activities
		evidence/arguments to challenge it. (W)
	Problems facing the USSR and the role of Gorbachev	<ul style="list-style-type: none"> • In pairs, learners write joint essays: <i>How far was Gorbachev responsible for the collapse of the USSR?</i> Learners will need to work together to gather evidence on the collapse of the USSR and role of Gorbachev. (P) • Class discussion to make two lists, one showing that Gorbachev was responsible, the other that he was not. (W) • Each learner writes essay, which is marked by you. (I)
	Triangular diplomacy	<ul style="list-style-type: none"> • Teacher-led introduction on the definition of triangular diplomacy. • Learners research examples of triangular diplomacy in pairs. (P) • Class discussion. <i>What role did triangular diplomacy play in ending the Cold War?</i> (W) • Plenary activity. In groups, learners prepare presentations to the class to explain why they think the Cold War came to an end, using evidence to support their reasons and identifying the most important factors. (G)

Theme 3: China 1945–1991

Key questions	Key content	Suggested teaching activities
Why did the CCP gain victory in 1949?	Why the CCP had popular support	<ul style="list-style-type: none"> • Teacher-led introduction about the state of China at the end of World War II. (W) • Learners create a flow diagram showing the events leading up to the CCP's victory in 1949. (I) • Learners identify the reasons why Mao and the communists gained support in China, considering: <ul style="list-style-type: none"> ○ The communists' strengths and weaknesses ○ Communist relations with the Chinese people ○ Communist relations with foreign powers ○ Qualities of Mao as a leader. (I) • Whole class discussion. <i>What are the main reasons why the communists were successful?</i> (W)
	Inefficiencies and corruption of KMT	<ul style="list-style-type: none"> • Having completed the flow diagram above, learners should consider in pairs: (P) <ul style="list-style-type: none"> ○ The KMT's strengths and weaknesses ○ KMT relations with the Chinese people ○ KMT relations with foreign powers ○ Qualities of Chiang as a leader. • Whole class discussion of the question: <i>To what extent was the success of the CCP due to the weaknesses of the KMT?</i>
	Leadership of Mao Zedong and Zhou En-lai	<ul style="list-style-type: none"> • Learners divided into two groups, one group research Mao and the other research Zhou. Each group should compile a fact file about the leader they are researching. (G) <ul style="list-style-type: none"> ○ The groups should then present their findings and identify links between the two leaders. (G) ○ Plenary activity: which leader had the greater impact? (W) • Class discussion to draw the key question together: <i>why did the communists gain victory in China in 1949?</i> (W)
How successful was Mao Zedong in dealing with China's problems?	The problems facing China; agriculture; industry; the new constitution	<ul style="list-style-type: none"> • Learners imagine that they are western newspaper reporters in 1949 given the opportunity to interview Mao after the CCP's victory in 1949. Learners prepare a list of questions they would ask him. These should focus on the specified key content. (I) • In small groups, learners discuss their questions and come up with an agreed list of five. (G) • Class discussion. List all the questions provided by groups and come up with an agreed list of five. (W) • Learners to imagine that they are Mao and provide written answers to the agreed questions. (I) • Class discussion of proposed answers to the questions, in relation to the specified key content. (W)

Key questions	Key content	Suggested teaching activities
	The Hundred Flowers campaign; The Great Leap Forward; The Cultural Revolution	<ul style="list-style-type: none"> In small groups, learners discuss each of these reforms under the headings: (G) <ul style="list-style-type: none"> Why did Mao implement the reform? What did the reform entail? What was its impact on China? Class discussion on Mao's aims and methods in addressing China's problems. (W) Written work / homework. Learners write the essay: <i>'The policies of the CCP 1949–60 were an unmitigated disaster for China'. How far do you agree?</i> Mark and provide formative feedback. (I) (H)
	Foreign relations; Sino-Soviet split	<ul style="list-style-type: none"> Teacher-led introduction of foreign relations. (W) Class debate. Divide class into two groups, one of which will argue that the USSR was to blame for the split, the other that the CCP was responsible. Learners research the Sino-Soviet split, hold a debate and then a summing up plenary. (W) (G) (P) (I) Class discussion. <i>What were the reasons for the Sino-Soviet split?</i> (W) Key question review task: <i>How successful was Mao Zedong in dealing with China's problems?</i> (W) (I)
How successful was Deng Xiaoping in dealing with China's problems?	Social and economic reforms; 'market socialism'	<ul style="list-style-type: none"> Learners make a timeline of Deng's reforms, identifying for each reform its <i>aims, methods</i> and <i>impact</i>. (I) Class discussion. <i>Define 'market socialism' and explain what Deng was trying to achieve.</i> (W)
	Reaction to demands for political reform	<ul style="list-style-type: none"> Class discussion. <i>In what ways did Deng's reforms in China differ from those of Gorbachev in the USSR?</i> (W) In pairs or small groups, learners research then write a list of reasons why Deng was determined to resist political reform. (G) (P)
	Foreign relations	<ul style="list-style-type: none"> Learners prepare a presentation explaining how and why China's foreign relations changed under Deng. (I) <ul style="list-style-type: none"> Following two or three presentations, hold a plenary class discussion. (W) In groups, learners discuss the impact which changes in China's foreign relations had on the conduct of the Cold War. (G)
Why was China able to survive the 'crisis of communism'?	The crisis of 1987; Tiananmen Square, 1989; divisions within the CCP	<ul style="list-style-type: none"> Teacher-led overview of the time period. (W) Provide learners with written and visual evidence of the Tiananmen Square incident. Learners to identify: <ul style="list-style-type: none"> Reasons for the protests Events of the protests Results of the protests (I) Class discussion: <i>How far did Tiananmen Square show divisions within China?</i> (W)

Key questions	Key content	Suggested teaching activities
	How Deng maintained control of the CCP and the army	<ul style="list-style-type: none"> • Allocate one of the following topics to each learner: (I) <ul style="list-style-type: none"> ○ Why were there increasing demands for political reform in China? ○ Why was Deng determined to resist these demands? ○ What opposition did Deng face within the CCP? ○ How did Deng maintain control over the CCP? ○ How did Deng maintain control over the army and why was this so important? • Class discussion of these points, each one led by a learner. (W)
	Comparisons between the USSR and the PRC in addressing the 'crisis of communism'	<ul style="list-style-type: none"> • Class research listing the similarities and difference between the crisis of communism in the USSR and the PRC. Feedback to share findings. (W) • Written work / homework. Learners answer the question: <i>Why was the PRC able to survive the crisis of communism?</i> Mark and provides formative feedback. (I) (H)

Theme 4: Conflict in the Middle East 1948–1991

Key questions	Key content	Suggested teaching activities
Why did the creation of the state of Israel lead to war?	Long-term factors – Arab unity; strategic importance of the Middle East; foreign interference; persecution of Jews	<ul style="list-style-type: none"> Learners research the situation in the Middle East in 1948, focusing on the key content. (I) Class discussion. <i>What was the most important factor leading to instability in the Middle East in 1948?</i> (W)
	Reasons for, and effects of UN decision to partition Palestine	<ul style="list-style-type: none"> Learners complete research on the following: <ul style="list-style-type: none"> Reasons for the UN decision to partition Palestine Effects of the partition of Palestine. (I) Class discussion. <i>Why did the UN decide to create the state of Israel?</i> (W) In pairs, learners discuss the impact of this decision from the viewpoints of a Jew and an Arab. (P)
	Involvement of Britain and the USA	<ul style="list-style-type: none"> Research task. <i>How far was Britain responsible for the chaos which existed in Palestine in 1948?</i> (W) (P) Written work / homework. Learners answer the question as an essay, you mark and provide formative feedback. (I) (H)
How did the Arab-Israeli conflict develop between 1948 and 1973?	Arab-Israeli War, 1948–49	<ul style="list-style-type: none"> Learners complete a timeline of events of the Arab-Israeli War, 1948–49. (P) (I) Allocate each learner the role of an Arab, Jewish, British or American journalist reporting on the war. Learners write a newspaper report about the war, making predictions about the likely long-term implications. (I) Select sample reports and provides them to all learners, who should look for examples of bias in the accounts. (I) Class discussion. <i>How far did the outcome of the war make future war in the region highly likely?</i> (W)
	Ongoing disputes: Suez War (1956); Six-Day War (1967); Yom Kippur War (1973)	<ul style="list-style-type: none"> Allocate each learner one of the wars to research in detail. (I) Select learners to make presentations on each war, followed by class discussion. (W) In groups, learners discuss the reasons why there was a continuing succession of wars. (G)
	Camp David Agreements, 1978–79	<ul style="list-style-type: none"> Learners identify what the Camp David Agreements were. (P) (I) In pairs, learners discuss why the Arabs and Jews were prepared to negotiate. One learner takes the Arab view, the other the Israeli view. (P) <ul style="list-style-type: none"> Class plenary to discuss outcomes, (W)

Key questions	Key content	Suggested teaching activities
		<ul style="list-style-type: none"> Written work / homework. Learners answer the question – <i>How effective were the Camp David agreements in creating peace between Israel and Egypt?</i> Mark and provide formative feedback. (I) (H)
What impact did the Cold War have on the conflict in the Middle East?	Reasons for superpower involvement	<ul style="list-style-type: none"> Teacher-led introduction into the role of superpowers in the Middle East. (W) In pairs, learners identify how and why the superpowers become involved in the Middle East conflict. This should be an overview activity as the learners will study each superpower in depth in the following lessons. (P) Class discussion. <i>Why would the superpowers want to get involved?</i> (W)
	American policies and their impact	<ul style="list-style-type: none"> Learners produce a timeline of American involvement in the Middle East conflict. (I) In groups, learners discuss the impact of American involvement. (G)
	Soviet policies and their impact	<ul style="list-style-type: none"> Learners produce a timeline of Soviet involvement in the Middle East conflict. (I) In groups, learners discuss the impact of Soviet involvement. (G) Class plenary to discuss the impact of superpower involvement in the conflict. (W) Written work / homework. Learners answer the question: <i>'Superpower involvement in the Middle East from 1956 to 1979 was purely to preserve stability in the region'. How far do you agree?</i> You mark and provide formative feedback. (I) (H)
What factors led to the de-stabilisation of the Middle East between 1975 and 1991?	Civil war in Lebanon	<ul style="list-style-type: none"> Class discussion about the causes and nature of the civil war. (W) Learners work in groups to research the civil war in Lebanon, considering: <ul style="list-style-type: none"> Causes Events Results. (G) Learners write a list explaining how the civil war in Lebanon de-stabilised the Middle East. (I) Class plenary to discuss and agree lists. (W)
	Iran-Iraq War, 1980–88	<ul style="list-style-type: none"> Class discussion about the causes and nature of the war. (W) Divide class into two groups, one researching Iran the other researching Iraq. Groups find out: <ul style="list-style-type: none"> Background Reasons for the conflict Events of the conflict Results/impact for each country. (G) Learners write a paragraph on each of the following: (I) <ul style="list-style-type: none"> Why was the Arab world disunited? What impact did the war have internationally?

Key questions	Key content	Suggested teaching activities
		<ul style="list-style-type: none"> Learner-led class discussion on these two issues. (W)
	Gulf War, 1990–91	<ul style="list-style-type: none"> Class discussion about the causes and nature of the war. (W) Learners research the main events of the Gulf War. (I) In pairs, one learner addresses the question <i>What were the USA's motives for taking action against Saddam Hussein</i>, the other <i>Why was Saddam Hussein allowed to remain in control of Iraq after his defeat?</i> Learners discuss and reach agreement on the two answers. (P) Learner-led class discussion on these two issues. (W) Written work / homework. Learners answer the question – <i>How far was the West's involvement in the Gulf War purely a matter of self-interest?</i>. You mark and provide formative feedback. (I) (H)

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Cambridge International Examinations
1 Hills Road, Cambridge, CB1 2EU, United Kingdom
tel: +44 1223 553554 fax: +44 1223 553558
email: info@cie.org.uk www.cie.org.uk

