

Scheme of Work

Cambridge International AS & A Level History

9389 Component 1: Document question

The Search for International Peace and Security, 1919–1945

For examination from 2016

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Introduction

Recommended prior knowledge

We recommend that candidates who are beginning this course should have previously completed a Cambridge O Level or Cambridge IGCSE course in History or the equivalent.

Context

This unit is essentially an introductory unit to the AS and A Level course and possibly could be done first. It is designed to act as a stepping stone on from IGCSE. A higher level of knowledge and understanding is of course expected and in addition a greater degree of sophistication in the use of sources. It has to be stressed that the AOs being assessed here are AO2a and AO2b, (analysis, application and evaluation), and while obviously knowledge and understanding are vital to underpin it all, this paper has a substantial skills-based focus and a major part of the teaching time allocated should be devoted to ensuring the requisite skills are acquired and developed. The first section of each key question contains a source based exercise which has a focus on the specific source-based skills which need developing throughout the study of this unit.

Candidates will be required to answer a compulsory two-part question based on historical sources covering an aspect of the International Option. In Part (a) candidates will be expected to consider two sources on one aspect of the material, and in Part (b) candidates will be expected to use all the sources and their knowledge of the period to address how far the sources support a given statement. The skills which learners will require in order to analyse and evaluate source material should be developed throughout the course. Learners will also require contextual knowledge.

Outline

This unit offers a good in-depth beginning to studying International History through documents. It is a clear preparation for the later units 2b and 4b which are more wide-ranging treatments of International history.

In this component, learners will study the origins, aims and structure of the League of Nations, investigating how effective it was in practice. Why was the League able to succeed over some issues but fail miserably over others? Why, despite its failure, was the United Nations established in 1945?

There is a deliberate emphasis in this unit of beginning to use documentary evidence and reading at length to improve knowledge and understanding. Both of these skills are important not only to the examination of this unit but to the overall study of AS and A Level History in this syllabus. Teachers and educators are encouraged to look for greater opportunities for learners to access and use primary material and to build up their ability to read analytical texts at greater length.

Key: whole class **(W)**, group work **(G)**, pair **(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.

e.g. Wadsworth, P. *International History 1871–1945*, Cambridge University Press, 2013. ISBN: 9781107613232

Non-endorsed textbooks. Where other textbooks have shown to be useful for some learning objectives they are referred to by the first author. These include:

Henig, R. *The League of Nations (Makers of the Modern World)*. Haus Publishing, 2010. ISBN: 9781905791750

Housden, M. *The League of Nations and the Organisation of Peace*. Routledge, 2011. ISBN: 9781408228241

Overy, R. *The Inter-War Crisis*. Routledge, 2nd edition, 2009. ISBN: 9781408223178

Although most of the reading in this scheme of work is taken from these A Level standard text books, other reading on the topics described in the scheme of work would be appropriate providing it is of an AS/A Level standard.

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 in the learning resource column of 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.

Useful websites include:

http://avalon.law.yale.edu/20th_century/leagcov.asp

<http://www.historylearningsite.co.uk/leagueofnations.htm>

http://www.historylearningsite.co.uk/league_nations_failures.htm

http://www.johndclare.net/league_of_nations_TASIBO_VIMCOB.htm

http://www.johndclare.net/league_of_nations8.htm

http://www.dhahranbritish.com/history/A8_SucFailLofNat.htm

<http://www.un.org/en/sections/history/history-united-nations/index.html>

http://www.historylearningsite.co.uk/united_nations1.htm

<http://history.state.gov/milestones/1937-1945/UN>

<http://www.foreignaffairs.com/articles/69293/eduard-benes/the-league-of-nations-successes-and-failures>

Cartoons – original sources online

<https://www.cartoons.ac.uk/record/LSE6996>

<http://www.johndclare.net/images/tweedle.jpg>

<https://www.cartoons.ac.uk/record/DL0602>

<http://www.johndclare.net/images/Japgun.jpg>

<http://www.johndclare.net/images/Abyssinia-Civilisation.gif>

Key question: What were the origins and aims of the League of Nations?

Key content	Suggested teaching activities	Learning resources
<ul style="list-style-type: none"> The role of US President Wilson Cecil (UK), Smuts (South Africa), Bourgeois (France) and Hymans (Belgium) 	<ul style="list-style-type: none"> Research. Learners research the impact of 'The war to end all wars'. In what ways was WWI different to previous wars and how did it affect the countries involved? What were the aims of Britain, France, the USA and Germany at the end of the war? (I) Group discussion. Why, in 1919, was there such an interest in developing a League of Nations type organisation? (W) Research and note taking. Learners research the early suggestions regarding the establishment of a League of Nations (e.g. LEP in the USA, British League of Nations Society) and the roles played by Cecil, Smuts, Bourgeois, Hymans and Wilson. (P) (I) Group discussion. How far was Woodrow Wilson responsible for the idea of a League of Nations? (W) 	<p>Textbooks, e.g.</p> <ul style="list-style-type: none"> Wadsworth, pp131–133 R Henig, <i>The League of Nations</i> M Housden, <i>The League of Nations and the Organisation of Peace</i> R Overy, <i>The Inter-War Crisis, 1919–39</i>
<ul style="list-style-type: none"> Peacekeeping, collective security and international co-operation 	<ul style="list-style-type: none"> With a copy of the Covenant of the League of Nations, learners identify what the aims of the League were. (I) (H) Class discussion. What does the Covenant tell us about the aims of the League of Nations? (W) Working in pairs or small groups, learners go through the Covenant identifying possible strengths and weaknesses of each Article. (G) (P) Class discussion. Identify ways in which the Articles of the Covenant were likely to lead to future friction between member states. (W) In pairs or small groups, learners discuss the concept of Collective Security. How was it intended to work? What are the strengths and weaknesses of the concept? (G) 	<p>Textbooks, e.g.</p> <ul style="list-style-type: none"> Wadsworth, pp134–136 <p>Online</p> <ul style="list-style-type: none"> http://avalon.law.yale.edu/20th_century/leagcov.asp http://www.historylearningsite.co.uk/leagueofnations.htm

Key question: How was the League of Nations organised?

Key content	Suggested teaching activities	Learning resources
<ul style="list-style-type: none"> Reasons why the USA, Russia and Germany were not involved The General Assembly and The Council Permanent Court of International Justice, The Secretariat, Commissions and Committees 	<ul style="list-style-type: none"> In pairs or small groups, learners research and make notes on each section of the key content focusing on the structure of the League of Nations. (G) Group discussion. What were the strengths and weaknesses in the organisational structure adopted by the League of Nations? (W) Issue learners with Specimen Paper 1. Learners should independently address the two-part question. (I) In groups or pairs, learners analyse each other's responses using the mark scheme. Each group/pair should then produce a joint response to both parts of the question, which is marked by you and you provide formative feedback. (P) (H) 	Textbooks, e.g. <ul style="list-style-type: none"> Wadsworth, pp137–139, p147

Key question: What were the successes and failures of the League of Nations?

Key content	Suggested teaching activities	Learning resources
<ul style="list-style-type: none"> • Successes – organisations for labour, refugees, health; Mandates Commission; minor political disputes • Failures – Disarmament Commission; major political disputes (e.g. Manchuria, Abyssinia) • Reasons for the League's failure to preserve peace. 	<ul style="list-style-type: none"> • Research and note-taking. Learners research the incidents below, highlighting the causes of the dispute, the actions taken by the League and the impact of those actions. (This is not an exhaustive list; there are various other incidents which can be studied, e.g. Wadsworth pp140–146.) (P) (I) <ul style="list-style-type: none"> ◦ Corfu ◦ Aaland Islands ◦ Upper Silesia ◦ Greece / Bulgaria ◦ Abyssinia ◦ Manchuria. • Research and note-taking. Learners research the following areas linked to other aspects of the League's role, such as humanitarian, health, economic etc. (P) (I) <ul style="list-style-type: none"> ◦ The International Labour Organisation ◦ The Commission for Refugees ◦ The Health Organisation ◦ The Mandates Commission ◦ The Disarmament Conference ◦ Financial/work related assistance ◦ Humanitarian assistance. • Interpreting cartoons. In pairs or small groups, learners study two cartoons relating to the Corfu incident. What is the message of each cartoon and what does it suggest about the League of Nations? (G) (P) <ul style="list-style-type: none"> ◦ British cartoon 1923 https://www.cartoons.ac.uk/record/LSE6996 ◦ British cartoon 1925 http://www.johndclare.net/images/tweedle.jpg • Interpreting cartoons. In pairs or small groups, learners study two cartoons. What is the message of the cartoons and what do they suggest about the League of Nations? (G) (P) <ul style="list-style-type: none"> ◦ British cartoon from 1931 https://www.cartoons.ac.uk/record/DL0602 ◦ British cartoon from 1933 http://www.johndclare.net/images/Japgun.jpg • Interpreting cartoons. In pairs or small groups, learners study this British cartoon of 1935 relating to the Italian invasion of Abyssinia. What is the message of the cartoon and what does it suggest about the League of Nations? (G) <ul style="list-style-type: none"> ◦ http://www.johndclare.net/images/Abyssinia-Civilisation.gif • Class discussion. Project all the above cartoons so that they are visible to the whole class. 	<p>Textbooks, e.g.</p> <ul style="list-style-type: none"> • Wadsworth, pp140–148 <p>Online</p> <ul style="list-style-type: none"> • http://www.historylearningsite.co.uk/league_nations_failures.htm • http://www.johndclare.net/league_of_nations_TASIBO_VIMCOB.htm • http://www.johndclare.net/league_of_nations8.htm • http://www.dhahranbritish.com/history/A8_SucFailLofNat.htm • http://www.foreignaffairs.com/articles/69293/eduard-benes/the-league-of-nations-successes-and-failures <p>Cartoons</p> <ul style="list-style-type: none"> • https://www.cartoons.ac.uk/record/LSE6996 • http://www.johndclare.net/images/tweedle.jpg • https://www.cartoons.ac.uk/record/DL0602 • http://www.johndclare.net/images/Japgun.jpg • http://www.johndclare.net/images/Abyssinia-Civilisation.gif

Key content	Suggested teaching activities	Learning resources
	<p>General discussion regarding their meaning and implications. (W)</p> <ul style="list-style-type: none"> • Sources on the Italian invasion of Abyssinia. In pairs or small groups, learners should study two sources. What do these sources tell us about the League of Nations' response to the Italian invasion of Abyssinia? (G) <ul style="list-style-type: none"> ○ Source A The League of Nations is to discuss the Italo-Abyssinian dispute. War is on the point of breaking out. Mussolini is consigning shiploads of Italian soldiers to Africa and massing aeroplanes, with bombs and poison gas, on the frontiers of Abyssinia. Italy has signed the Covenant of the League of Nations, yet is now openly and deliberately violating this Covenant. Mussolini pours contempt on the perfectly just claims of Abyssinia as a fellow member of the League. And members of the British government urge that Italy's actions should be condoned lest the Stresa front be broken. The issue thus grows clearer. Italy is to be left to attack Abyssinia in violation of at least five treaties in order that it may be kept in the League of Nations. To keep Italy in the League on such terms would be to dispel forever the conviction that the League must be a society of pledge-observing States or nothing. <i>From 'The Spectator', a British political magazine, August 1935</i> ○ Source B The French fear losing Italian friendship. They believe that Britain is not strong enough to embark on any practical attempt to enforce the provisions of the Covenant. The whole of France fears starting a general war in Europe. Mussolini's attempt to convince the Government of France that he will treat military sanctions as an act of war has come dangerously near to success. The French government believes that if sanctions are imposed, Mussolini will go to war. If Italy is forced to withdraw from the Abyssinian venture, few people in France have the slightest doubt that a combination with Germany and possibly others would instantly follow, and the whole of Europe would be in an upheaval which could have only one end. Against these arguments are the certain weakening, and perhaps the destruction, of the League if a transparent breach of the Covenant is allowed to go unchallenged. <i>Report by a British newspaper correspondent in Paris, August 1935.</i> • Written work / homework. In 1966, the historian AJP Taylor wrote: 'The League died in 1935. One day it was a powerful body imposing sanctions, the next day it was a useless fraud, everybody running away from it as quickly as possible.' How far do you agree with this interpretation? (I) (H) • Learners prepare two lists, one listing the League's successes and the other listing its failures. (P) (I) 	

Key content	Suggested teaching activities	Learning resources
	<ul style="list-style-type: none"> • In groups (ideally of three), learners discuss why the League was successful over some issues yet unsuccessful over others. (G) • Class discussion. Did the League of Nations achieve anything meaningful? (W) • Research. Each learner to find two primary sources about some aspect of the League of Nations' work. The sources can be written or pictorial (e.g. cartoons), but must be about the same basic issue. Each learner should present the two sources to the class together with a '<i>compare and contrast</i>' type question. Group discussion of each question. (W) (I) (H) 	

Key question: What were the origins and aims of the United Nations?

Key content	Suggested teaching activities	Learning resources
<ul style="list-style-type: none"> The role of US President Roosevelt The San Francisco Conference and the Charter Similarities and differences between the United Nations and the League of Nations 	<ul style="list-style-type: none"> Allocate each learner one of the three leaders, Roosevelt, Churchill and Stalin. Learners research the period before the end of WWII and identify: (I) (H) <ul style="list-style-type: none"> why the person was interested in forming a UN what role the person played in the UN's establishment. Role-play. One learner representing each person, hold a meeting in early 1945 and discuss the idea of a UN. (G) Research. Learners research the Atlantic Charter, the aims of the UN, the Yalta Conference, the San Francisco Conference and the Charter of the United Nations. (W) (P) (I) Learners prepare two lists, one showing the similarities between the League of Nations and the UNO, the other showing the differences. (P) (I) Group discussion. Agree on the similarities and differences. (W) As a group, address the question: 'Given the failure of the League of Nations, why was the United Nations established in 1945?' (G) 	<p>Textbooks, e.g.</p> <ul style="list-style-type: none"> Wadsworth, pp152–158 <p>Online</p> <ul style="list-style-type: none"> http://www.un.org/en/sections/history/history-united-nations/index.html http://www.historylearningsite.co.uk/unit-ed_nations1.htm http://history.state.gov/milestones/1937-1945/UN

© Cambridge International Examinations 2015
Version 3.1
Updated: 18.02.16

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