

Scheme of Work

Cambridge International AS & A Level History

9389 Component 2: Outline study

Modern Europe, 1789–1917

For examination from 2016

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Introduction

Recommended prior knowledge

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

Context

Learners will be required to answer two questions from the topics below; there is one question per topic. Both parts of the questions chosen must be answered; Part (a) requires a causal explanation, Part (b) requires consideration of significance and weighing the relative importance of factors.

France, 1789–1814

The Industrial Revolution, c.1800–c.1890

The origins of World War I, 1900–1914

The Russian Revolution, c.1894–1917

Outline

This unit considers some of the key developments in Europe during this period. From the revolutionary fervour in France in topic 1 to an alternative revolution in topic 2, that of the Industrial Revolution and its impact across Europe, namely in Britain, France and Germany. Topic 3 focuses on the events leading up to the First World War, whilst topic 4 shows the turmoil in Russia, which inevitably leads to the final revolution to be studied in this unit.

Key: whole class **(W)**, group work **(G)**, pair **(P)** and individual activities **(I)**, as well as homework **(I) (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. Williams, R. *European History 1789–1917*. Cambridge University Press, 2013. ISBN: 9781107613249

Non-endorsed textbooks. Where other textbooks have shown to be useful for some areas of the syllabus they are referred to by the first author. Although most of the reading in this scheme of work is taken from books listed here, 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:

www.historyonthenet.com useful for World War I

www.johndclare.net useful for origins of World War 1 and some latter stages of the Russian Revolution

www.internationalschoolhistory.net useful to some extent for all units, but please be aware that the content follows an alternative syllabus, however, some of the worksheets and activities are transferable

<http://www.studyhistory.co.uk/AS/Resources,%20AS,%20index.htm#unit1> very useful for the Russian Revolution

<http://www.thehistoryfaculty.org/a-levels> useful podcasts on the Russian Revolution by university lecturers, specifically aimed at A level students

www.activehistory.co.uk good for the French Revolution and Russian Revolution

Specific resources for France 1789–1814

NB all suggested resources will be useful in some way for this unit, however, not all are referred to in the ‘Learning Resources’ column below.

- Chapter 1, *European History 1789–1917* by Russell Williams
- *The French Revolution 1787–1804* by PM Jones, Seminar Studies in History
- *Revolution and Terror in France* by D G Wright, Seminar Studies in History
- *Napoleon and Europe* by DG Wright, Seminar Studies in History
- *France in Revolution* by D Rees
- *Revolution and Reaction, Europe 1789–1849* by Andrew Matthews
- *Napoleon, France and Europe* (third edition) Access to History by Dylan Rees and Andrina Styles
- http://www.activehistory.co.uk/Miscellaneous/menus/IB/French_Rev_Napoleon/index.php
- <http://www.napoleonguide.com/>

Specific resources for the Industrial Revolution, c.1800–c.1890

NB all suggested resources will be useful in some way for this unit, however, not all are referred to in the ‘Learning Resources’ column below.

- Chapter 2, *European History 1789–1917* by Russell Williams
- *The Industrial Revolution* by T S Ashton
- *Iron, Steam and Money: the making of the Industrial revolution* by R Osborne is very good on the link between the agricultural changes and industrial ones
- *Making Sense of the Industrial Revolution* by S King
- *The Industrialisation of Britain 1780–1914* by Phil Chapple
- There are two excellent online publications on the Historical Association’s site:
 - RM Hartwell, *The Industrial Revolution*
 - B F Duckham, *The Transport Revolution*
- The Historical Association (UK) has just made available a podcast on the impact of the industrial revolution on towns and cities which is excellent.
- <http://www.bbc.co.uk/history/british/victorians/> useful for various aspects of the British Industrial Revolution

Specific resources for the origins of World War 1, 1900–1914

NB all suggested resources will be useful in some way for this unit, however, not all are referred to in the ‘Learning Resources’ column below.

- Chapter 4, *European History 1789–1917* by Russell Williams
- *The origins of the First and Second World Wars* by Frank McDonough
- *The Origins of the First World War* by Gordon Martel, Seminar Studies in History
- The Historical Associations’ *Cunning Plan—Suggestions on the Teaching of World War One*
- *Rivalry and Accord: International Relations 1870–1914* by John Lowe and Robert Pearce
- <http://www.historyonthenet.com/WW1/ww1main.htm> has some links to causes on the war
- http://www.johndclare.net/causes_WWI1.htm a good section on the origins of war
- <http://www.thinkinghistory.co.uk/ActivityBase/HowDidEuropeBrinkWar1914.html> although aimed at GCSE, this is a lesson which could be used as a fun introductory lesson for AS level students

Specific resources for the Russian revolution, c.1894–1917

NB all suggested resources will be useful in some way for this unit, however, not all are referred to in the ‘Learning Resources’ column below.

- Chapter 5, *European History 1789–1917* by Russell Williams
- *The Russian Revolution* by Anthony Wood, Seminar Studies in History
- *Reaction and Revolution: Russia 1894–1924* by Michael Lynch, access to history
- The Historical Association has some excellent resources – particularly J Laver’s PowerPoints on the Revolution and on essay technique which has Russian Revolution questions as examples
- <http://www.johndclare.net/Russ2.htm> focuses on Russia from 1913
- <http://www.studyhistory.co.uk/AS/Resources,%20AS,%20index.htm#unit1> very useful for the Russian Revolution
- <http://www.thehistoryfaculty.org/a-levels> useful podcasts on the Russian Revolution by university lecturers, specifically aimed at A level students
- http://www.activehistory.co.uk/Miscellaneous/menus/A_Level/Late_Modern/Russia_and_the_USSR/Tsar_Nicholas_II_and_the_Russian_Revolutions.htm some really useful activities and resources on this web site

Topic 1: France, 1789–1814

Key questions	Key content	Suggested teaching activities	Learning resources
What were the aims and domestic problems of French politicians from 1789 to 1795?	The reaction of Louis XVI to the revolution	<ul style="list-style-type: none"> • Teacher-led introduction to the Unit as a whole, its requirements and how Component 2 differs from Component 1. (W) • Teacher-led introduction to the Ancien Regime. The central focus of this section should be initially on giving sufficient background to the Ancien Regime and the causes of the French Revolution. (W) • Learners make (guided) notes on key causes of the Revolution, identifying the main points and selecting appropriate supporting detail. You provide note making template plus example of notes suitable for this level and also appropriate for further revision. (W) • Research tasks. Individually or pairs, learners: (P) (I) <ul style="list-style-type: none"> ○ identify principal long term causes of the Revolution ○ identify principal medium term causes of Revolution ○ identify principal causes of crisis of 1788/9. • Whole class discussion on revolutions and definitions of different types of revolution, such as economic/political/social/industrial. What constitutes a 'revolution'? (W) • Research task. In pairs, learners: (P) <ul style="list-style-type: none"> ○ create a timeline of key events between 1788–1795, (you specify number of items) ○ create a separate timeline which illustrates role of Louis between 1788 and his death. • Whole class discussion on theme of 'What best explains the execution of Louis?' (W) • Written work / homework. 'Explain why the Revolution broke out in 1789.' (I) (H) 	<p>Textbooks, e.g.</p> <ul style="list-style-type: none"> • Chapter 1, <i>European History 1789–1917</i> by Russell Williams • <i>Revolution and Reaction, Europe 1789–1849</i> by Andrew Matthews, introduction and chapter 1 <p>Online</p> <ul style="list-style-type: none"> • http://www.activehistory.co.uk/Miscellaneous/menus/IB/French_Rev_Napoleon/index.php Some good timeline activities included here
	The counter-revolutionaries	<ul style="list-style-type: none"> • Teacher-led introduction to key events between 1789 and 1795 and identification of the principal groups who opposed the course of the revolution. (W) • The central focus of this part of the topic should be on identifying the aims of the principal political groups in France who oppose the revolution and the reasons for their lack of success. • Research tasks. Individually or in pairs, learners identify: (P) (I) 	<p>Textbooks, e.g.</p> <ul style="list-style-type: none"> • Chapter 1, <i>European History 1789–1917</i> by Russell Williams • <i>Revolution and Reaction, Europe 1789–1849</i> by Andrew Matthews, chapter 2

Key questions	Key content	Suggested teaching activities	Learning resources
		<ul style="list-style-type: none"> ○ the principal political groups in France ○ the principal political groups which opposed the Revolution ○ what were the aims of those opposition groups? ○ what obstacles did they face in attaining their objectives? <ul style="list-style-type: none"> • Whole class discussion on the theme of ‘To what extent did bad leadership on the part of the King lead to the failure of the counter revolutionaries?’ (W) • Written work / homework. : • ‘Why did the counter revolutionaries fail to achieve their objectives in this period?’ Specify that you don’t just want a list of reasons; you want the reasons (1) in order of priority and (2) explanation of their order of priority. (I) (H) 	Online <ul style="list-style-type: none"> • http://www.activehistory.co.uk/Miscellaneous/menus/IB/French_Rev_Napoleon/index.php
	Aims of the Jacobins and other groups	<ul style="list-style-type: none"> • Teacher-led introduction to this section of the course, identifying the principal revolutionary groups in France at the time and the nature of their objectives. (W) • The main focus of this section of the unit should be on gaining an outline picture of the various groups and their role in the course of events. • Research tasks. Individually or in pairs, learners: (P) (I) <ul style="list-style-type: none"> ○ identify principal groups of supporters of the revolution ○ identify the aims of each group ○ identify the leadership of each group ○ identify the strengths and weakness of each group. • Whole class discussion on theme of ‘Evaluate the contribution of radical groups such as the Jacobins and the Girondins to the revolutionary process.’ (W) • Written work / homework. ‘What best explains why the Jacobins gained and then lost power?’ (I) (H) 	Textbooks, e.g. <ul style="list-style-type: none"> • Chapter 1, <i>European History 1789–1917</i> by Russell Williams, pp20–25 in particular • <i>Revolution and Reaction, Europe 1789–1849</i> by Andrew Matthews, chapter 2
Why were French governments unstable from 1789–1795?	Governments from 1789–1795	<ul style="list-style-type: none"> • Teacher-led introduction to the rise and fall of the various governments of the period identifying the principal areas for study. (W) • The central focus of this part of the unit should be on getting a good understanding of the course of events in the period and identifying the principal causes of political instability. • Research tasks. In pairs, learners: (P) <ul style="list-style-type: none"> ○ develop a clear timeline of political events between 1789 and 1795 ○ identify the principal reasons for the failure of each government to retain power. • Whole class discussion on the theme of ‘What are the principal causes of 	Textbooks, e.g. <ul style="list-style-type: none"> • Chapter 1, <i>European History 1789–1917</i> by Russell Williams, pp14–26 in particular • <i>Revolution and Reaction, Europe 1789–1849</i> by Andrew Matthews, chapter 2

Key questions	Key content	Suggested teaching activities	Learning resources
		<p>political instability, generally, and what were the causes of political instability in France in this period?' (W)</p> <ul style="list-style-type: none"> • Using the Paper 2 specimen paper and mark scheme, whole class discussion and identification of answer for Question 1 (a) in specimen paper: 'Explain the aims of the revolutionaries in France in 1789.' (W) • Written work / homework. Practice exam question (a)s (Specimen Papers): (I) (H) <ul style="list-style-type: none"> ○ Explain why Louis was executed. (10) ○ Explain why the counter revolutionaries failed. (10) 	
	Economic problems	<ul style="list-style-type: none"> • Teacher-led introduction to the role played by the economy in the build-up to the revolutionary process and in the period to 1795. Social issues should be included as well. (W) • The central focus of this part of the unit should be on identifying other (non-political) factors which had an impact of the revolutionary process. • Research tasks. Learners: (I) <ul style="list-style-type: none"> ○ identify the main social and economic problems which faced governments between 1789 and 1795 ○ identify what attempts were made, if any, by governments to solve those problems. • Whole class discussion on theme of 'How important a role did social and economic problems play in determining events in the period 1789–1795?' (W) • Written work / homework. Development of a case/presentation (to be done in 5 minutes maximum) arguing that 'the best explanation for the course of events in the period lies in looking at what is happening to the economy and society generally'. (I) (H) 	<p>Textbooks, e.g.</p> <ul style="list-style-type: none"> • Chapter 1, <i>European History 1789–1917</i> by Russell Williams, • <i>Revolution and Reaction, Europe 1789–1849</i> by Andrew Matthews, introduction, chapters 1 and 2
	Impact of war on France	<ul style="list-style-type: none"> • Teacher-led introduction to the international background of the period, the attitudes of foreign powers to the revolutionary process and the execution of the King and the wars that the revolutionaries found themselves involved in. (W) • The central focus of this part of the topic should be on looking at the role that war and international events played in the revolutionary process in the period to 1795. • Research tasks in pairs/small groups. Learners create a timeline illustrating military and international events relevant to topic in period to 1795: (G) (P) 	<p>Textbooks, e.g.</p> <ul style="list-style-type: none"> • Chapter 1, <i>European History 1789–1917</i> by Russell Williams, • <i>Revolution and Reaction, Europe 1789–1849</i> by Andrew Matthews, chapter 2

Key questions	Key content	Suggested teaching activities	Learning resources
		<ul style="list-style-type: none"> ○ identifying attitudes of foreign countries to events in France ○ identifying reasons for the war ○ explaining course of the war. ● Whole class discussion on theme of 'War was to have a dramatic impact on the course of events in France.' (W) ● Provide learners with specimen question paper and mark scheme to evaluate and discuss assessment criteria for question 1 (b). (W) ● Written work / homework. 'To what extent did war determine events in France in the period?' (I) (H) 	
Why did Napoleon Bonaparte rise to power by 1799?	The aims and rule of the Directory	<ul style="list-style-type: none"> ● Teacher-led introduction to the period 1795–1799, identifying the main events which need to be focussed on in this very complex period. (W) ● The central focus of this part of the topic should be on the reasons for the rise and fall of the Directory. ● Research tasks. In pairs or groups, learners: (G) (P) <ul style="list-style-type: none"> ○ draft a timeline of key events, both domestic and foreign, between the beginning of 1795 and the replacement of the Directory by a 'Consulate' ○ identify the key reasons why the Directory took office ○ identify the principal aims of the Directory and the reasons for their support ○ identify the methods by which the Directory ruled France. ● Whole class discussion on theme of 'To what extent was the Directory a reaction against the Terror and extremism?' (W) ● Written work / homework. Typical question (a)s: Explain why the Directory came to power. All for 10 marks each. (I) (H) 	Textbooks, e.g. <ul style="list-style-type: none"> ● Chapter 1, <i>European History 1789–1917</i> by Russell Williams, pp25–26 in particular
	The reputation of the Directory	<ul style="list-style-type: none"> ● Teacher-led introduction to the administration of France during the period 1795–1799 with a focus on the merits and demerits of the Directory's rule. (W) ● The central focus should be on gaining an understanding of the complex period and a grasp of the nature and extent of the problems facing the Directory and how well they overcame them. The main focus of the Key Question should be on this section. ● Research task. Individually or in pairs, learners: (P) (I) <ul style="list-style-type: none"> ○ identify the principal domestic policies of the Directory ○ identify the key foreign/military policies of the Directory. ● In groups, learners draft a case either for or against the view that 'the Directory 	Textbooks, e.g. <ul style="list-style-type: none"> ● Chapter 1, <i>European History 1789–1917</i> by Russell Williams

Key questions	Key content	Suggested teaching activities	Learning resources
		<p>deserves credit for what it achieved in very difficult circumstances'. (G) (P)</p> <ul style="list-style-type: none"> • Whole class discussion following brief presentations of prepared cases on theme of: 'The Directory - an effective administrator of France?' (W) • Written work / homework. 'How far do you agree with the view that the Directory betrayed and destroyed the Revolution?' (I) (H) 	
	The rise of Napoleon Bonaparte	<ul style="list-style-type: none"> • Teacher-led introduction to the rise of Napoleon to power and what best explains it. (W) • The central focus of this part of the topic should be on the man himself and the extent to which he was responsible for his rise to power, and the extent to which he was just in the right place at the right time. • Research tasks. Individually or in pairs, learners: (P) (I) <ul style="list-style-type: none"> ○ identify the principal reasons for the Directory's unpopularity ○ identify the key reasons for Napoleon's popularity ○ identify the principal reasons for the overthrow of the Directory. • Whole class discussion on theme of: 'To what extent was the failure of the Directory inevitable?' (W) • Written work / homework. 'Assess the claim that Napoleon rose to power simply because he was a successful general?' (I) (H) 	<p>Textbooks, e.g.</p> <ul style="list-style-type: none"> • Chapter 1, <i>European History 1789–1917</i> by Russell Williams, pp27–28 and pp30–31 in particular <p>Online</p> <ul style="list-style-type: none"> • http://www.napoleonguide.com/ • http://www.activehistory.co.uk/Miscellaneous/menus/IB/French_Rev_Napoleon/index.php
What were Napoleon Bonaparte's domestic aims from 1799 to 1814?	Napoleon as first consul	<ul style="list-style-type: none"> • Teacher-led introduction to this period of French History with an outline picture of Napoleon's personality and career before 1799. (W) • The central focus of this part of the topic should be on the situation Napoleon inherited in 1799 and the nature and personality of the man himself. • Research tasks. In pairs, learners: (P) <ul style="list-style-type: none"> ○ create a timeline of key events which illustrate domestic and key military/foreign events in France (domestic to take priority) ○ identify the ways in which the Consulate differed as a form of government from the Directory. • Whole class discussion on theme of: 'To what extent did the Consulate represent a radical move away from revolutionary ideas?' (W) • Written work / homework. (I) (H) <ul style="list-style-type: none"> ○ Explain why the Brumaire coup was successful. ○ Explain the changes that the Constitution of 1800 brought to France. 	<p>Textbooks, e.g.</p> <ul style="list-style-type: none"> • Chapter 1, <i>European History 1789–1917</i> by Russell Williams, pp27–28, and pp30–31 in particular <p>Online</p> <ul style="list-style-type: none"> • http://www.napoleonguide.com/ • http://www.activehistory.co.uk/Miscellaneous/menus/IB/French_Rev_Napoleon/index.php

Key questions	Key content	Suggested teaching activities	Learning resources
	Aims and reforms	<ul style="list-style-type: none"> • Teacher-led introduction to the principal domestic and political events of the period. There is no need to go into detail on any foreign/military events, but learners should be aware of their effects on his domestic aims and reforms. (W) • The focus of this part of the topic should be on Napoleon’s ambitions for himself and for France internally. This part of the topic should have more time allocated to it than the other parts of the key question. • Research tasks. In pairs or individually, learners identify: (P) (I) <ul style="list-style-type: none"> ○ the principal religious changes ○ the principal legal changes ○ the principal economic changes ○ the principal administrative changes ○ the principal constitutional changes. • Whole class discussion on theme of ‘To what extent did Napoleon destroy the ideals of the French Revolution in the period 1799–1814?’ (W) • Written work / homework. ‘A great reformer in France.’ How far do you agree with this judgement on Napoleon in the period 1799–1814? (I) (H) 	<p>Textbooks, e.g.</p> <ul style="list-style-type: none"> • Chapter 1, <i>European History 1789–1917</i> by Russell Williams, pp32–36 in particular • <i>Revolution and Reaction, Europe 1789–1849</i> by Andrew Matthews, chapter 3 • <i>Napoleon, France and Europe</i> (third edition) Access to History by Dylan Rees and Andrina Styles, chapter 3 is useful here • Chapter 8, <i>France in Revolution</i> by Townson and Rees <p>Online</p> <ul style="list-style-type: none"> • http://www.napoleonguide.com/
	The inauguration of the empire	<ul style="list-style-type: none"> • Teacher-led introduction to the process by which Napoleon became Emperor and the reaction in France to it. (W) • The central focus of this part of the topic should be on the nature and extent of the ‘dictatorship’ that was now imposed on France and whether this had been Napoleon’s ambition from the start. • Research tasks. In groups or pairs, learners: (G) (P) <ul style="list-style-type: none"> ○ identify the key stages by which Napoleon became Emperor ○ develop a case arguing that he just desired power for its own sake ○ develop a case defending Napoleon’s actions in taking complete power. • Whole class discussion, following group presentations, on theme of ‘To what extent was Napoleon acting in the interests of France rather than himself in the assumption of the title of Emperor?’ (W) • Written work / homework. (I) (H) <ul style="list-style-type: none"> ○ Explain how the Constitution of 1804 differed from its predecessors. ○ Why was Napoleon able to become Emperor in 1804? 	<p>Textbooks, e.g.</p> <ul style="list-style-type: none"> • Chapter 1, <i>European History 1789–1917</i> by Russell Williams, pp36–38 in particular • <i>Revolution and Reaction, Europe 1789–1849</i> by Andrew Matthews, chapter 3 <p>Online</p> <ul style="list-style-type: none"> • http://www.napoleonguide.com/

Key questions	Key content	Suggested teaching activities	Learning resources
	Propaganda and popularity	<ul style="list-style-type: none"> • Teacher-led introduction to the role that propaganda and censorship played in the period and the extent to which Napoleon's rise and period in power were popularly supported. (W) • The central focus of this part of the topic should be on the degree to which Napoleon depended on his successes and popular support to acquire and retain power, and the role that propaganda/censorship/police played in it. • Research tasks. In pairs or individually, individual learners: (P) (I) <ul style="list-style-type: none"> ○ identify the methods used by Napoleon to increase his popularity ○ identify the methods used by Napoleon to deal with opponents ○ consider the impact of foreign policy on Napoleon's popularity. • Whole class discussion on theme of 'Napoleon became Emperor because the French people wanted him to be Emperor.' Discuss. (W) • Written work: How far did Napoleon achieve his domestic aims for France up to 1814? (I) (H) 	<p>Textbooks, e.g.</p> <ul style="list-style-type: none"> • Chapter 1, <i>European History 1789–1917</i> by Russell Williams, pp35–36 in particular for propaganda • <i>Revolution and Reaction, Europe 1789–1849</i> by Andrew Matthews, pp82–87 • Chapter 8, <i>France in Revolution</i> by Townson and Rees <p>Online</p> <ul style="list-style-type: none"> • http://www.napoleonguide.com/

Topic 2: The Industrial Revolution, c.1800–c.1890

Key questions	Key content	Suggested teaching activities	Learning resources
What were the causes of the Industrial Revolution by 1800?	Changes in pre-industrial society (agricultural revolution)	<ul style="list-style-type: none"> • Teacher-led introduction to the whole topic stressing start and end points for each country. (W) • Teacher-led introduction to background to agricultural revolution - the role of agriculture in the economy and the societies of the 18th Century. (W) • The central focus of this part of the topic is to look at the structure of pre-industrial society, identifying the main changes that occurred in it and how they led to further changes in industry. • Research tasks. In pairs or individually, learners: (P) (I) <ul style="list-style-type: none"> ○ identify what aspects of pre-revolution agriculture might limit industrial growth ○ identify the principal ways in which agriculture changed in the period. • Whole class discussion on theme of what might constitute a revolution in agriculture/industry/transport/the economy generally. What factors might cause such changes? (W) • Whole class discussion on the theme of why the agricultural changes might lead to other changes in the economy and society. (W) • Written work / homework. (I) (H) <ul style="list-style-type: none"> ○ Explain why the population started to increase in the 18th century. ○ Explain why there were major changes in agriculture in the 18th century. 	Textbooks, e.g. <ul style="list-style-type: none"> • Chapter 2, <i>European History 1789–1917</i> by Russell Williams, pp42–47 in particular • <i>The Industrialisation of Britain 1780–1914</i> by Phil Chapple, chapters 1 and 2
	Growth of capitalism	<ul style="list-style-type: none"> • Teacher-led introduction to the idea of capitalism, the extent to which it existed in the late 18th century and the role it was to play in the industrialisation process. (W) • The central focus of this part of the topic should be on the extent to which a capitalist system had developed by the late 18th century and its link with the industrialisation process. • Research tasks. In pairs or small groups, learners: (G) (P) <ul style="list-style-type: none"> ○ identify the role that capitalism played in the industrial process ○ identify the roles played by banking, investment and joint stock companies in the industrialism process. • Whole class discussion on theme of assessing the importance of the development of capitalism to the industrial revolution. (W) 	Textbooks, e.g. <ul style="list-style-type: none"> • Chapter 2, <i>European History 1789–1917</i> by Russell Williams, pp54–55 in particular • <i>The Industrialisation of Britain 1780–1914</i> by Phil Chapple, pp42–43

Key questions	Key content	Suggested teaching activities	Learning resources
		<ul style="list-style-type: none"> • Written work / homework: make a case for and against the view that capitalism was more important to the industrialisation process than the agricultural changes. (I) (H) 	
	Early mechanisation	<ul style="list-style-type: none"> • Teacher-led introduction to the range of inventions which were to ‘revolutionise’ industrial production. (W) • The central focus of this part of the topic is to examine the causes, nature and results of the industrial mechanisation process. • Research tasks. In pairs, learners: (P) <ul style="list-style-type: none"> ○ identify the principal inventions in agriculture ○ identify the principal inventions in industry ○ place both in an order of importance and give reasons for the prioritisation. • Whole class discussion on theme of why so many inventions took place in this period. (W) • Written work / homework. ‘Explain why the inventions in the textile industry were so important to the industrial revolution.’ (I) (H) 	<p>Textbooks, e.g.</p> <ul style="list-style-type: none"> • Chapter 2, <i>European History 1789–1917</i> by Russell Williams, pp48–52 in particular • <i>The Industrialisation of Britain 1780–1914</i> by Phil Chapple, pp19–21 for textile inventions <p>Online</p> <ul style="list-style-type: none"> • http://www.bbc.co.uk/history/british/victorians/ detailed information about a variety of inventions
	Changes in communications; roads and canals	<ul style="list-style-type: none"> • Teacher-led introduction to the great changes in communications in the period and their link to the wider industrialisation processes. (W) • The central focus of this part of the topic should be on the nature and extent of the ‘communications’ revolution and the part it played in industrialisation. • Research tasks. In pairs or individually, learners: (P) (I) <ul style="list-style-type: none"> ○ identify the principal changes in roads in the period ○ identify the principal changes in canals and river communications in the period ○ identify the links between the agricultural and industrial changes and the changes in communications. • Whole class discussion on theme of ‘no communication changes, no industrial revolution?’ (W) • Written work / homework. ‘The changes in communication should be seen as an effect and not a cause of the industrial revolution.’ How far do you agree with 	<p>Textbooks, e.g.</p> <ul style="list-style-type: none"> • Chapter 2, <i>European History 1789–1917</i> by Russell Williams, pp45–46 in particular • <i>The Industrialisation of Britain 1780–1914</i> by Phil Chapple, pp25–28 for canals

Key questions	Key content	Suggested teaching activities	Learning resources
		this view? (I) (H)	
What factors encouraged and discouraged industrialisation from 1800 to c.1890?	Developments in steam power; railways and machines	<ul style="list-style-type: none"> Teacher-led introduction to the range of factors which played a role in the further development of the whole industrialisation process and those which held it back. (W) The central focus of this section of the topic should be on the identification of the ‘push/pull’ factors in the industrialisation process. Research tasks (it is important that learners note a range of examples from more than one country and across the timeframe). In pairs, learners: (P) <ul style="list-style-type: none"> identify the ways in which governments helped the industrialisation process identify the ways in which governments hindered the industrialisation process identify the role of steam power in industrial development identify the role of railways in industrial development identify the key technological innovations in the period after 1800, in areas such as iron and steel, which aided industrial development. Whole class discussion on theme of ‘To what extent did governments help or hinder industrialising in the period?’ (W) Written work / homework. ‘What best explains the rapid industrialisation after 1800?’ (I) (H) 	Textbooks, e.g. <ul style="list-style-type: none"> Chapter 2, <i>European History 1789–1917</i> by Russell Williams, pp48–52 in particular <i>The Industrialisation of Britain 1780–1914</i> by Phil Chapple, chapter 3
	Urbanisation	<ul style="list-style-type: none"> Teacher-led introduction to the rapid urbanisation process, providing statistical and geographical evidence of its nature and extent. (W) The central focus of this section of the topic should be on how industrialisation changed the city, town and countryside. Research tasks (Learners should be reminded of the need for specific examples from Britain, France and Germany). In pairs or individually, learners: (P) (I) <ul style="list-style-type: none"> explain why industrial towns developed during this period explain how they developed explain the implications of urbanisation on those who lived in the new towns and cities. Whole class discussion on theme ‘the principal reasons why towns and cities developed so much in this period’. (W) Written work / homework. ‘Assess the impact of urbanisation on any two of the countries you have studied.’ (I) (H) 	Textbooks, e.g. <ul style="list-style-type: none"> Chapter 2, <i>European History 1789–1917</i> by Russell Williams

Key questions	Key content	Suggested teaching activities	Learning resources
	Tariffs and trade	<ul style="list-style-type: none"> • Teacher-led introduction to the role that the expansion of trade, both within and between countries, and the role of tariffs/taxes played in the industrialisation process. (W) • The central focus of this part of the topic should be on gaining understanding of the roles played by domestic and international trade in industrialisation and the extent to which governments, through taxes, helped or hindered the process. • Research tasks. In pairs or small groups, learners: (P) (I) <ul style="list-style-type: none"> ○ identify the ways in which trade changed within countries ○ identify the ways in which trade between countries encouraged the industrialisation process ○ identify the ways in which tariffs and taxation encouraged or discouraged the industrialisation process. • Whole class discussion on theme on the importance of international trade to the industrial revolution. (W) • Written work / homework. (I) (H) <ul style="list-style-type: none"> ○ Why was the abolition of tariffs important to industrialisation? ○ How important a role did governments play in industrialisation? 	<p>Textbooks, e.g.</p> <ul style="list-style-type: none"> • Chapter 2, <i>European History 1789–1917</i> by Russell Williams, pp53–54 • <i>The Industrialisation of Britain 1780–1914</i> by Phil Chapple, pp8–9
	Conservative interests	<ul style="list-style-type: none"> • Teacher-led introduction to the factors and forces which slowed down or opposed the industrialisation process. (W) • The central focus of this part of the topic should be on the factors which discouraged industrialisation. • Research tasks. Learners: (I) <ul style="list-style-type: none"> ○ identify the principal opponents of industrialisation ○ identify the reasons why those groups opposed industrialisation. • Presentation by individual members of the class arguing which group/s provided the strongest opposition and why in the countries studied. (W) • Written work / homework. ‘What best explains the limited opposition to the industrial revolution?’ (I) (H) 	<p>Textbooks, e.g.</p> <ul style="list-style-type: none"> • Chapter 2, <i>European History 1789–1917</i> by Russell Williams, pp55–56 • <i>The Industrialisation of Britain 1780–1914</i> by Phil Chapple, pp54–56

Key questions	Key content	Suggested teaching activities	Learning resources
How did the Industrial Revolution affect different classes up to c.1890?	Social impact on higher, middle and lower classes	<ul style="list-style-type: none"> • Teacher-led introduction to the overall social impact of the industrialisation process covering a wide range of areas such as the family, religion and the arts. (W) • The central focus of this part of the topic should be on the way in which industrialisation led to social change, which of course was to lead on to political changes. It is also important to consider how the impact on different groups altered during the course of the nineteenth century. • Research tasks in groups. Each group is allocated a ‘class’ to research. They should be asked to consider ‘positive’ and ‘negative’ impacts, look for examples from Britain, France and Germany, consider whether the fortunes of the class they are allocated improve or deteriorate at particular times: (G) <ul style="list-style-type: none"> ○ identify the impact of the industrial revolution on the higher classes up to c.1890 ○ identify the impact of the industrial revolution on the middle classes up to c.1890 ○ identify the impact of the industrial revolution on the urban working classes up to c.1890 ○ identify the impact of the industrial revolution on the rural working classes up to c. 1890. • Whole class debate/presentations on theme of ‘the class which we have researched underwent the most significant change as....’ (W) • Written work / homework. ‘Assess the impact of industrialisation on the social classes.’ (I) (H) 	<p>Textbooks, e.g.</p> <ul style="list-style-type: none"> • Chapter 2, <i>European History 1789–1917</i> by Russell Williams, pp57–62 • <i>The Industrialisation of Britain 1780–1914</i> by Phil Chapple, chapter 3
	Impact on standards of living	<ul style="list-style-type: none"> • Teacher-led introduction to the way in which industrialisation impacted on standards of living, including areas such as housing, health, family and education. (W) • The central focus of this part of the topic should be on the impact of industrialisation on all types of people and cover such areas as living and working conditions • Research tasks. In pairs or individually, learners identify the impact of the industrial revolution on the standard of living in relation to: (P) (I) <ul style="list-style-type: none"> ○ housing ○ health and welfare 	<p>Textbooks, e.g.</p> <ul style="list-style-type: none"> • Chapter 2, <i>European History 1789–1917</i> by Russell Williams, pp57–62 • <i>The Industrialisation of Britain 1780–1914</i> by Phil Chapple, chapter 3 <p>Online</p> <ul style="list-style-type: none"> • http://www.bbc.co.uk/history/british

Key questions	Key content	Suggested teaching activities	Learning resources
		<ul style="list-style-type: none"> ○ family ○ working conditions ○ education. ● Assess the state of each of these areas by c.1890 in Britain, France and Germany by making a note of specific examples ● Whole class discussion on the theme of ‘Who gained and who lost by the industrialisation process?’ (W) ● Written work / homework. ‘To what extent should the working class be seen as the group who gained least from industrialisation?’ (I) (H) 	<p>/victorians/launch_gms_muck_bra_ss.shtml a game learners might enjoy - the impact of industrialisation on towns and cities in Britain</p> <ul style="list-style-type: none"> ● http://www.bbc.co.uk/history/british/victorians/ information on living and working standards in Britain
What were the political and economic effects of the Industrial Revolution up to c.1890?	Changes and challenges to political structures	<ul style="list-style-type: none"> ● Teacher-led introduction to the political effects of the industrial revolution in all three countries (W) ● The central focus of this part of the topic should be on the way in which the great economic and social changes of the period led to ● political change including the extent of representation by 1890 ● constitutional change including how governing systems were changed in responses to industrialisation ● development of new ideologies including liberalism, Marxism and Socialism ● Research tasks. In pairs, learners: (P) <ul style="list-style-type: none"> ○ identify the impact of industrialisation on British politics and government ○ identify the impact of industrialisation on French government and politics ○ identify the impact of industrialisation on German government and politics. ● Whole class discussion on ‘To what extent did industrialisation bring about major political and constitutional change?’ (W) ● Written work / homework. (I) (H) <ul style="list-style-type: none"> ○ Explain the rise of left-wing politics in this period. ○ Assess the impact of the trade union movement up to c.1890. 	<p>Textbooks, e.g.</p> <ul style="list-style-type: none"> ● Chapter 2, <i>European History 1789–1917</i> by Russell Williams, pp63–70

Key questions	Key content	Suggested teaching activities	Learning resources
	Rise of the middle classes	<ul style="list-style-type: none"> • Teacher-led introduction to the progress made by the middle classes in the period, why the class made such progress and the social, economic and political impact of it. (W) • The central focus of this part of the topic should be on gaining understanding of the interconnection between economic, social and political change. • Research tasks. Learners develop an explanation of why the middle classes were to become such a dominant social, economic and political group in society by 1890 (I) • Whole class discussion/debate on the theme of ‘Did industrialisation bring about the age of the middle classes?’ (W) • Written work / homework. ‘What best explains the rise of the middle classes in this period?’ (I) (H) 	Textbooks, e.g. <ul style="list-style-type: none"> • Chapter 2, <i>European History 1789–1917</i> by Russell Williams • <i>The Industrialisation of Britain 1780–1914</i> by Phil Chapple, chapter 3
	Relative prosperity and decline	<ul style="list-style-type: none"> • Teacher-led introduction to this final section of the topic-encouraging reflection and a development of a ‘big picture’ on the whole industrialisation process. (W) • The central focus of this part of the topic should be on gaining an overview of the whole topic and looking at the full implications when a society undergoes major industrial change. • Whole class discussion on the theme of ‘To what extent should industrialisation be seen as a positive force in society?’ (W) • Written work / homework. ‘Who gained and who lost in the European industrial revolutions?’ (I) (H) • Learners practice examination questions from the specimen paper having completed the unit. They should be encouraged to bring in examples to support their answers from Britain, France and Germany and up to c.1890. (P) (I) 	

Topic 3: The origins of World War I, 1900–1914

Key questions	Key content	Suggested teaching activities	Learning resources
Why did the Alliance System develop?	Reasons for the Triple Alliance and Triple Entente	<ul style="list-style-type: none"> Teacher-led introduction to the whole topic, indicating its nature and extent and giving an idea of the background to 1900 which has to be studied. Provision of an appropriate map of both Europe and the wider world, indicating areas such as Africa and the Far East, where there were issues which played a role in the coming war. (W) The central focus of this part of the topic should be on getting the essential background information over and ensuring understanding of the ‘state of play’ in international relations in 1900. Research tasks. In pairs, learners: (P) <ul style="list-style-type: none"> identify the seven major ‘players’ in international relations in Europe identify the foreign policy and wider objectives of each of the seven nations (e.g. France’s revenge ambitions) identify the reasons for the formation of the Triple Alliance and the Triple Entente. Whole class discussion on theme of ‘To what extent was there serious tension in international relations in Europe in 1900?’ (W) Written work / homework. (I) (H) <ul style="list-style-type: none"> Explain the formation of the Triple Alliance. Explain the formation of the Triple Entente. 	<p>Textbooks, e.g.</p> <ul style="list-style-type: none"> Chapter 4, <i>European History 1789–1917</i> by Russell Williams, pp107–115 <i>Rivalry and Accord: International Relations 1870–1914</i> by John Lowe and Robert Pearce, chapter 1 has a useful countries summary <p>Online</p> <ul style="list-style-type: none"> http://www.thinkinghistory.co.uk/ActivityBase/HowDidEuropeBrinkWar1914.html although aimed at GCSE, this is a lesson which could be used as a fun introductory lesson for AS level learners, focusing on different countries and their aims
	Relations between members of the alliances	<ul style="list-style-type: none"> Teacher-led introduction to the relationships within the Alliance and Entente, and also the relationships between members of the Alliance and the Entente. (W) The central focus of this part of the topic should be on ensuring understanding of the complex relationships between the Alliance/Entente and between individual members of both. Research tasks. In small groups, each group is given one of the following seven countries and prepare information to comment on that country’s relationship/attitude towards the other six. (G) <ul style="list-style-type: none"> Russia France Germany 	<p>Textbooks, e.g.</p> <ul style="list-style-type: none"> Chapter 4, <i>European History 1789–1917</i> by Russell Williams, pp107–115 <i>Rivalry and Accord: International Relations 1870–1914</i> by John Lowe and Robert Pearce, chapter 1 has a useful countries summary <p>Online</p> <ul style="list-style-type: none"> http://www.thinkinghistory.co.uk/ActivityBase/HowDidEuropeBrinkWar1914.html

Key questions	Key content	Suggested teaching activities	Learning resources
		<ul style="list-style-type: none"> ○ Austria Hungary ○ Britain ○ Italy ○ Turkey <ul style="list-style-type: none"> ● Whole class discussion/debate. ‘Which country should be seen as the biggest “troublemaker” in European international relations in 1900?’ Each group being expected to put forward a case for and a case against their country being seen as the biggest trouble maker. (W) ● Written work / homework. ‘There were no serious threats to peace in Europe in 1900.’ How far do you agree? (I) (H) 	<p>1914.html although aimed at GCSE, this could be used as a fun introductory lesson for AS level learners, focusing on different countries and their aims</p>
	Consequences of the alliances for international stability	<ul style="list-style-type: none"> ● Teacher-led introduction to the implications of the Alliance/Ententes for international relations and whether they were more or less likely to bring about conflict. (W) ● The central focus of this section of the topic should be on getting learners to reflect on the implication of the Alliance/Entente for each of its members. ● Research tasks. In pairs or small groups, each group identifies the implications of membership of the Alliance/Entente on each nation which joined one. Assign one group to Germany, another to Italy, etc. making sure they identify the nation’s reason for joining and the effect it was to have on their foreign and military policy. (G) (P) ● Whole class discussion/debate on theme of ‘Alliances and Entente made conflict more rather than less likely.’ (W) ● Written work / homework. (I) (H) <ul style="list-style-type: none"> ○ Explain the impact of, and implications for, membership of the Triple Alliance on Austria-Hungary. ○ Explain the impact of, and implications for, membership of the Triple Entente on Russia. 	<p>Textbooks, e.g.</p> <ul style="list-style-type: none"> ● Chapter 4, <i>European History 1789–1917</i> by Russell Williams, pp107–115 ● <i>Rivalry and Accord: International Relations 1870–1914</i> by John Lowe and Robert Pearce, chapter 1 has a useful countries summary <p>Online</p> <ul style="list-style-type: none"> ● http://www.johndclare.net/causes_WWI2.htm#Alliances detailed information on the alliances
What was the importance of militarism and the Naval Race?	Increasing armaments	<ul style="list-style-type: none"> ● Teacher-led introduction to the military (army and navy) background of the major powers pre 1900. (W) ● The central focus of this part of the topic should be on gaining an understanding of the role that possession of military power and concern about the military power of others played in the build-up to the war. ● Research tasks. In pairs or small groups, learners identify: (G) (P) 	<p>Textbooks, e.g.</p> <ul style="list-style-type: none"> ● Chapter 4, <i>European History 1789–1917</i> by Russell Williams, pp116–119

Key questions	Key content	Suggested teaching activities	Learning resources
		<ul style="list-style-type: none"> ○ the size of the army ○ the reputation of the army ○ other relevant factors such as conscription/reserves/influence of the army in national decision making/public attitudes towards their army ○ amount spent on it/readiness for war/technologically advanced etc. of each of the major European powers in the period 1900-1914. ● Whole class discussion/debate on theme of ‘To what extent was militarism becoming a major feature in Europe by 1914?’ (W) ● Written work / homework. The Kaiser said ‘Our army is designed to prevent war.’ How far do you agree with this view? (I) (H) 	
	Reasons for and consequences of the Naval Race	<ul style="list-style-type: none"> ● Teacher-led introduction to the naval background - the size/role of navies pre 1900. (W) ● The central focus of this part of the topic should be on the race itself and its implications for international relations. ● Research tasks. Learners: (P) (I) <ul style="list-style-type: none"> ○ identify the reasons for, and the extent of, the British naval ‘race’ ○ identify the reasons for, and the extent of, the German naval ‘race’ ○ which other nations expanded their navies and why? ● Whole class discussion. ‘Assess the significance of the naval race for international relations.’ (W) ● Written work / homework. (I) (H) <ul style="list-style-type: none"> ○ Explain the impact of the expansion of the German navy on Britain. ○ Explain the impact of the expansion of the British navy on Germany. 	<p>Textbooks, e.g.</p> <ul style="list-style-type: none"> ● Chapter 4, <i>European History 1789–1917</i> by Russell Williams, pp117–119 <p>Online</p> <ul style="list-style-type: none"> ● http://www.johndclare.net/causes_WWI2.htm#Militarism on naval arms race
	War aims	<ul style="list-style-type: none"> ● Teacher-led introduction to other factors which played a part in raising the tension in Europe in the period and indicating, in the event of a war in Europe, what might be the objectives of the participants. (W) ● The central focus of this part of the topic is partly on considering other factors, such as the Morocco crisis, which led to 1914 and considering what might the likely war aims of its participants. ● In groups, learners identify: (G) <ul style="list-style-type: none"> ○ other factors which led to a rise in tension and put them in order of priority ○ the possible objectives of each major European power in the event of war. ● Whole class discussion. ‘To what extent were the major European powers 	<p>Textbooks, e.g.</p> <ul style="list-style-type: none"> ● Chapter 4, <i>European History 1789–1917</i> by Russell Williams, pp120–122 ● <i>Rivalry and Accord: International Relations 1870–1914</i> by John Lowe and Robert Pearce, chapters 3 and 4 go into a lot of detail about factors which increased tensions

Key questions	Key content	Suggested teaching activities	Learning resources
		<p>thinking aggressively in 1914?' (W)</p> <ul style="list-style-type: none"> Written work / homework. 'To what extent had the major European powers developed war aims by the beginning of 1914?' (I) (H) 	<p>Online</p> <ul style="list-style-type: none"> http://www.johndclare.net/causes_WWI3.htm information on Morocco and other factors
Why were the Balkans unstable?	Condition of the Balkans in the late 1800s	<ul style="list-style-type: none"> Teacher-led introduction to the whole background of the Balkans. There will need to be a detailed map provided indicating the 'ownership' and developments in Balkan history for the 30 years prior to 1900. (W) The central focus of this part of the topic should be on gaining an understanding of the key developments in Balkan history, and learning in what ways and why, the Balkans could become the explosive mix that led to the outbreak of the war. Research tasks. In pairs or small groups, learners: (G) (P) <ul style="list-style-type: none"> complete a map of the Balkan region which identifies key countries / features / recent history. identify the role played by the following in causing instability in the Balkans <ul style="list-style-type: none"> Turkey Russia Austria-Hungary Serbia Greece religion and race. Whole class discussion on the theme of 'What best explains instability in the Balkan region between 1900 and 1914?' (W) Written work / homework. 'The Austrians were the problem.' How far do you agree with this view of the growing tension in the Balkans during this period?' (I) (H) 	<p>Textbooks, e.g.</p> <ul style="list-style-type: none"> Chapter 4, <i>European History 1789–1917</i> by Russell Williams, pp123–125 <i>Rivalry and Accord: International Relations 1870–1914</i> by John Lowe and Robert Pearce, chapter 5 <i>The origins of the First and Second World Wars</i> by Frank McDonough, chapter 1 <p>Online</p> <ul style="list-style-type: none"> http://www.johndclare.net/causes_WWI3.htm some general information
	Balkan Nationalism	<ul style="list-style-type: none"> Teacher-led introduction to the role played by nationalism in the Balkans in the period and contrasting it with other forces which played a role in the Balkans, such as imperialism, race and religion. (W) The central focus of this part of the topic should be on gaining an understanding of what nationalism is and the role that nationalism played in the Balkan region. Research tasks. In pairs or individually, learners: (P) (I) <ul style="list-style-type: none"> produce a brief definition of nationalism which is appropriate in the context of the Balkans in 1914 	<p>Textbooks, e.g.</p> <ul style="list-style-type: none"> Chapter 4, <i>European History 1789–1917</i> by Russell Williams, pp123–125 <i>Rivalry and Accord: International Relations 1870–1914</i> by John Lowe and Robert Pearce, chapter 5

Key questions	Key content	Suggested teaching activities	Learning resources
		<ul style="list-style-type: none"> ○ identify reasons why nationalism could be seen as a force for ‘good’ ○ identify reasons why it could be seen as a harmful/damaging force. ● Whole class discussion on theme of ‘Evaluate the part played by nationalism in causing tension in the Balkans in the period.’ (W) ● Written work / homework. (I) (H) <ul style="list-style-type: none"> ○ Explain the role played by Serbian nationalism in creating tension in the Balkans. ○ How important were religious and racial factors in causing tension in the Balkans? 	<ul style="list-style-type: none"> ● <i>The origins of the First and Second World Wars</i> by Frank McDonough, has some interesting sections on Nationalism and historians views <p>Online</p> <ul style="list-style-type: none"> ● http://www.johndclare.net/causes_WWI3.htm some general information
Why did war break out in 1914?	Reactions to the assassination of Franz Ferdinand at Sarajevo	<ul style="list-style-type: none"> ● Teacher-led introduction to the events which started in Sarajevo and ended with the involvement of all the major powers in conflict by September 1914. (W) ● The central focus of this part of the topic should be on ensuring learner understanding of the complex series of events which led to the involvement of all the major powers. ● Research tasks. In pairs, learners: (P) <ul style="list-style-type: none"> ○ produce a detailed timeline starting with the decision by Austrians for Franz Ferdinand to go to Sarajevo and covering all major events, to the involvement of all major powers ○ explain the motives for the assassination ○ identify the reactions of the major powers to the assassination ○ identify the reasons why the assassination led to an international crisis. ● Whole class discussion on theme of ‘Austria must take the responsibility for the escalation of the Sarajevo crisis.’ (W) ● Written work / homework. (I) (H) <ul style="list-style-type: none"> ○ Explain why the Sarajevo assassination led to the involvement of all the major powers in a wider conflict. ○ Explain the role of the Alliance/Entente system in the escalation of the Balkan crisis in 1914. 	<p>Textbooks, e.g.</p> <ul style="list-style-type: none"> ● Chapter 4, <i>European History 1789–1917</i> by Russell Williams, pp126–134 ● <i>Rivalry and Accord: International Relations 1870–1914</i> by John Lowe and Robert Pearce, chapter 5 ● <i>The origins of the First and Second World Wars</i> by Frank McDonough, chapter 1 <p>Online</p> <ul style="list-style-type: none"> ● http://www.johndclare.net/causes_WWI3.htm
	The invasion of Belgium	<ul style="list-style-type: none"> ● Teacher-led introduction to the pattern of events which led on from the assassination to the invasion of Belgium. (W) ● The central focus of this part of the topic is ensuring learner understanding of the escalation process and that politics was replaced by fighting. ● Research tasks. In pairs or individually, learners: (P) (I) 	<p>Textbooks, e.g.</p> <ul style="list-style-type: none"> ● Chapter 4, <i>European History 1789–1917</i> by Russell Williams, pp126–134 ● <i>Rivalry and Accord: International</i>

Key questions	Key content	Suggested teaching activities	Learning resources
		<ul style="list-style-type: none"> ○ identify the reasons why Germany invaded Belgium ○ identify the reasons why the invasion of Belgium brought Britain into the war ○ identify the reasons why France and Russia became involved in the war ○ identify the reasons why Germany and Austria became involved in the war. ● Whole class discussion on theme of: ‘What best explains why the assassination led to a world war?’ (W) ● Written work / homework. (I) (H) <ul style="list-style-type: none"> ○ Explain the importance of the Schlieffen plan to the course of events in 1914. ○ Explain why Britain declared war on Germany in 1914. 	<p><i>Relations 1870–1914</i> by John Lowe and Robert Pearce, chapter 5</p> <ul style="list-style-type: none"> ● <i>The origins of the First and Second World Wars</i> by Frank McDonough, chapter 1 <p>Online</p> <ul style="list-style-type: none"> ● http://www.johndclare.net/causes_WWI3.htm
	Declarations of war	<ul style="list-style-type: none"> ● Teacher-led introduction to the final stages of the topic with description of the debate (see this as a preparation for Component 3) and encouraging reflection on causative factors. You might like to set the debate off by arguing that it was all down to long term events. (W) ● The central focus of this part of the topic should be on ensuring there is a good grasp of the ‘big picture’ when it comes to the causes of the First World War. ● Research tasks. Assign a country to each group (e.g. Russia) and an individual (e.g. Grey). They have to: (G) <ul style="list-style-type: none"> ○ make a case for the prosecution arguing that their country and individual should take the major responsibility for the outbreak of the war ○ make a case for the defence arguing that their country/individual should not be blamed for the outbreak of the war. (G) ● Whole class debate/presentations on ‘Who should take the blame for the outbreak of the war?’ (W) ● Written work / homework. ‘It was the entirely Kaiser’s fault.’ How far do you agree with this explanation of the outbreak of the First World War? (I) (H) ● Learners could also practice examination questions from the specimen paper, having completed the unit. 	<p>Textbooks, e.g.</p> <ul style="list-style-type: none"> ● Chapter 4, <i>European History 1789–1917</i> by Russell Williams, pp126–134 ● <i>Rivalry and Accord: International Relations 1870–1914</i> by John Lowe and Robert Pearce, chapter 5 and chapter 6 which is good for debate regarding responsibility ● <i>The origins of the First and Second World Wars</i> by Frank McDonough, chapter 1 <p>Online</p> <ul style="list-style-type: none"> ● http://www.johndclare.net/causes_WWI3.htm

Topic 4: The Russian Revolution, c.1894–1917

Key questions	Key content	Suggested teaching activities	Learning resources
What were the causes and immediate outcomes of the 1905 Revolution?	<p>Social and economic change</p> <p>(NB the first two bullet points of key content have been reversed here)</p>	<ul style="list-style-type: none"> The central focus of this topic should be to consider the state of Russia when Nicholas II came to power in 1894 and to gain an understanding of the background to the 1905 Revolution. Group discussion to identify what learners need to know in order to decide what was the state of Russia in 1894. (see headings below for possible questions / areas to consider) (W) Research tasks. Using a selection of sources / materials, learners research the following: How was Russia governed in 1894? (G) <ul style="list-style-type: none"> What was the role of the Tsar? What was the role of the Church / Army / Police? How suited was Nicholas II to his position? How representative was the government? How developed was the Russia economy in 1894 <ul style="list-style-type: none"> How developed was industry? What was the state of agriculture? What problems / issues stood in the way of development? How stable was Russian society? <ul style="list-style-type: none"> What were the main social groupings? Where people in Russia in 1894 contented (and how do you know)? Class discussion of the following questions to agree ‘opportunities and threats’ analysis of Russia in 1894 to decide the state of Russia facing Nicholas II on his accession in 1894. (W) Written homework: How stable was Russia in 1894? (W) 	<p>Textbooks, e.g.</p> <ul style="list-style-type: none"> Chapter 5, <i>European History 1789–1917</i> by Russell Williams, pp137–145 <i>Reaction and Revolution: Russia 1894–1924</i> by Michael Lynch, chapters 1 and 2 <p>Online</p> <ul style="list-style-type: none"> http://www.alexanderpalace.org/palace/AlexPalaceNRbio.html biography of the Tsar http://www.studyhistory.co.uk/AS/Resources,%20AS,%20index.htm#unit1 several good tasks focused on Russian society and the Tsars
	Position and policies of Nicholas II	<ul style="list-style-type: none"> The main aim of this section is to understand how the 1905 Revolution came about and to consider whether Nicholas II can be held responsible. Research tasks. Individually or in pairs, learners: (P) (I) <ul style="list-style-type: none"> identify the main causes of the 1905 revolutions in Russia identify the role that the Tsar played in causing the Revolution. Whole class discussion on the theme of ‘To what extent should Nicholas be seen as personally responsible for the revolutionary outbreaks in 1905?’ (W) Written work / homework. ‘To what extent were the revolutionary outbreaks in 	<p>Textbooks, e.g.</p> <ul style="list-style-type: none"> Chapter 5, <i>European History 1789–1917</i> by Russell Williams, pp137–145 <i>Reaction and Revolution: Russia 1894–1924</i> by Michael Lynch, chapters 1 and 2

Key questions	Key content	Suggested teaching activities	Learning resources
		<p>1905 caused by economic factors?' (I) (H)</p> <ul style="list-style-type: none"> • Provide example question (b)s to learners (use specimen paper as a guide). Groups identify and consider best methods of planning question (b)s. (G) • As a class, identify various methods of essay planning and use of mind maps in this context. (W) • Groups draft ideal opening paragraph/introductory paragraph to one of questions set above. (G) • Discussion/comment by you on the opening paragraph. (W) • Groups develop supporting paragraphs, ensuring: (G) <ul style="list-style-type: none"> ○ points are clear and supported ○ there is real focus on the question set ○ there is proper balance, both sides are covered ○ the essay is completed appropriately and that any conclusion does not just repeat or contradict earlier points. • Discussion/comment by you on the final end product for each group. (W) (G) 	<p>Online</p> <ul style="list-style-type: none"> • http://www.activehistory.co.uk/Miscellaneous/menus/A_Level/Late_Modern/Russia_and_the_USSR/Tsar_Nicholas_II_and_the_Russian_Revolution.htm includes an interactive tour around Russia and primary source material on the causes, events and results of the 1905 Revolution

Key questions	Key content	Suggested teaching activities	Learning resources
	Bloody Sunday and wider risings	<ul style="list-style-type: none"> • Teacher-led introduction to the detailed events of 1905 plus provision of a map showing whole extent of Russia and its empire in 1905. (W) • The central focus of this part of the course should be on gaining an understanding of the very different motives and courses of the various events that made up the ‘Revolution’. • Research tasks. Individually or in pairs, learners: (P) (I) <ul style="list-style-type: none"> ○ identify the main events linked to Bloody Sunday itself, indicating causes and course ○ identify the main events in the rest of Russia which made up the ‘revolution’ of 1905 indicating causes and course. • Whole class discussion on theme of ‘How revolutionary were the ‘revolutionaries’ of 1905?’ (W) • Written work / homework. ‘Why were the revolutionary outbreaks of 1905 so easily suppressed?’ (I) (H) 	<p>Textbooks, e.g.</p> <ul style="list-style-type: none"> • Chapter 5, <i>European History 1789–1917</i> by Russell Williams, pp144–147 <p>Online</p> <ul style="list-style-type: none"> • http://www.studyhistory.co.uk/AS/Resources,%20AS,%20index.htm#unit1 includes a useful PowerPoint and writing frame about the 1905 Revolution • http://www.activehistory.co.uk/Miscellaneous/menus/A_Level/Late_Modern/Russia_and_the_USSR/Tsar_Nicholas_II_and_the_Russian_Revolutions.htm includes primary source material on the causes, events and results of the 1905 Revolution
	The October Manifesto and its implementation	<ul style="list-style-type: none"> • Teacher-led introduction to the results and impact of the 1905 revolution and uprisings in Russia. (W) • The central focus of this part of the topic is what impact, if any, the events of 1905 had on Tsarism and its opponents and with the interconnection between 1905 and 1917. • Research tasks. In groups, learners: (G) <ul style="list-style-type: none"> ○ identify the short term results of the 1905 revolution ○ identify the longer term results of the 1905 revolution. • Whole class discussion on theme of ‘To what extent did the 1905 revolutions weaken Tsarist in Russia?’ (W) • Written work / homework. (I) (H) <ul style="list-style-type: none"> ○ Explain the importance of the Duma in Russia. ○ Was the October Manifesto just an empty gesture? 	<p>Textbooks, e.g.</p> <ul style="list-style-type: none"> • Chapter 5, <i>European History 1789–1917</i> by Russell Williams, pp144–147 • <i>Reaction and Revolution: Russia 1894–1924</i> by Michael Lynch, chapters 1 and 2 <p>Online</p> <ul style="list-style-type: none"> • http://www.studyhistory.co.uk/AS/Resources,%20AS,%20index.htm#unit1 • http://www.activehistory.co.uk/Miscellaneous/menus/A_Level/Late_M

Key questions	Key content	Suggested teaching activities	Learning resources
			odern/Russia and the USSR/Tsar Nicholas II and the Russian Revolutions.htm
What were the strengths and weaknesses of Romanov rule from 1906 to 1914?	Support for the Tsar	<ul style="list-style-type: none"> • Teacher-led introduction to the period between Bloody Sunday and the outbreak of the First World War identifying the main themes for focus. (W) • The central focus of this part of the topic should be on the course of events in the period and their implications for the revolutions of 1917. • Research tasks. In groups, learners: (G) <ul style="list-style-type: none"> ○ create a timeline of key events between 1906–1914 ○ identify what could be seen as the strengths of the Tsarist system ○ identify what could be seen as the weaknesses of the Tsarist system. • Whole class debate on theme of ‘How secure was the Tsarist system in 1906?’ (W) • Written work / homework. ‘Given his situation, how wisely did the Tsar react to the events of 1905?’ (I) (H) 	<p>Textbooks, e.g.</p> <ul style="list-style-type: none"> • Chapter 5, <i>European History 1789–1917</i> by Russell Williams, pp148–153 • <i>Reaction and Revolution: Russia 1894–1924</i> by Michael Lynch, chapter 2 <p>Online</p> <ul style="list-style-type: none"> • http://www.studyhistory.co.uk/AS/Resources,%20AS,%20index.htm#unit1 • http://www.activehistory.co.uk/Miscellaneous/menus/A_Level/Late_Modern/Russia_and_the_USSR/Tsar_Nicholas_II_and_the_Russian_Revolutions.htm

Key questions	Key content	Suggested teaching activities	Learning resources
	Reforms of Witte and Stolypin	<ul style="list-style-type: none"> • Teacher-led introduction to the work of Witte and Stolypin explaining the background of Tsarist government and the role played by the Tsar, the Court and the Duma. (W) • The focus of this part of the topic should be on the work of the two ministers and their effectiveness. • Research tasks. Individually or in pairs, learners: (P) (I) <ul style="list-style-type: none"> ○ identify reforms and overall work of Witte ○ identify the reforms and overall work of Stolypin. • Whole class discussion on the theme of ‘Overall the work of the two Ministers did little to benefit Russia and slow the progress towards the collapse of Tsarism.’ How far do you agree? (W) • Written work / homework. You provide Question (a)s and mark scheme (based on those in the specimen papers), 10 marks for each: (I) (H) <ul style="list-style-type: none"> ○ Explain the importance of the work of Witte to economic progress Russia. ○ Explain the importance of the work of Stolypin in strengthening the position of the Tsar in Russia. 	<p>Textbooks, e.g.</p> <ul style="list-style-type: none"> • Chapter 5, <i>European History 1789–1917</i> by Russell Williams, pp148–153 • <i>Reaction and Revolution: Russia 1894–1924</i> by Michael Lynch, chapter 2 <p>Online</p> <ul style="list-style-type: none"> • http://www.studyhistory.co.uk/AS/Resources,%20AS,%20index.htm#unit1 has specific sections on Stolypin • http://www.activehistory.co.uk/Miscellaneous/menus/A_Level/Late_Modern/Russia_and_the_USSR/Tsar_Nicholas_II_and_the_Russian_Revolutions.htm good section on Stolypin’s reforms
	Extent of opposition	<ul style="list-style-type: none"> • Teacher-led introduction to those who opposed Tsarism and desired change. (W) • The central focus of this part of the topic should be on who opposed, why, and the nature and extent of opposition to Tsarism. • Research tasks. In pairs, learners: (P) <ul style="list-style-type: none"> ○ identify the principal groups/individuals who opposed Tsarism and/or wished to change the way in which Russia was governed ○ describe the motives for opposition, and ideas of, each of the groups/individuals who opposed Tsarism ○ place the groups/individuals in rank order of threat they posed to the Tsar and his government ○ identify the methods used by the Tsar to deal with opposition. • Whole class discussion on them of ‘To what extent was Tsarism seriously threatened in the years 1906-1914?’ (W) • Written work / homework. ‘His opponents could not agree on anything.’ To what 	<p>Textbooks, e.g.</p> <ul style="list-style-type: none"> • Chapter 5, <i>European History 1789–1917</i> by Russell Williams, pp150–151 • <i>Reaction and Revolution: Russia 1894–1924</i> by Michael Lynch, chapters 1 and 2 <p>Online</p> <ul style="list-style-type: none"> • http://www.studyhistory.co.uk/AS/Resources,%20AS,%20index.htm#unit1 has specific sections on political opposition

Key questions	Key content	Suggested teaching activities	Learning resources
		<p>extent does this explain the limited success of opposition to the Tsar in the period 1906–1914? (I) (H)</p>	
What were the causes of the February Revolution in 1917?	Effects of World War I	<ul style="list-style-type: none"> • Teacher-led introduction to the impact that the war had on Russia. If the Option on the Causes of the First World War is studied, then why Russia is at war needs no further comment. If it is not, then there should be some background, particularly on the Tsar's own role in the 'causes' (W) • Then central focus of this part of the topic should be on looking at the impact that total war had on Russia and linking that to the events of 1916–1917. • Research tasks. In pairs, learners: (P) <ul style="list-style-type: none"> ○ create a timeline of key events from August 1914 to the creation of the Provisional Government, including major military events ○ identify the impact of the war on the Russian Army ○ identify the impact of the war on the working classes in Russia ○ identify the impact of the war on middle/upper class in Russia ○ identify the impact of the war on Russia's economy. • Whole class discussion on theme of 'To what extent did the war turn Tsarist supporters into opponents?' (W) • Written work / homework. (I) (H) <ul style="list-style-type: none"> ○ Explain why the Russian army did so badly in the First World War. ○ Explain why the Russian economy failed to cope with the demands of total war. 	<p>Textbooks, e.g.</p> <ul style="list-style-type: none"> • Chapter 5, <i>European History 1789–1917</i> by Russell Williams, pp152–159 • <i>Reaction and Revolution: Russia 1894–1924</i> by Michael Lynch, chapter 3 <p>Online</p> <ul style="list-style-type: none"> • http://www.studyhistory.co.uk/AS/Resources,%20AS,%20index.htm#unit1 • http://www.activehistory.co.uk/Miscellaneous/menus/A_Level/Late_Modern/Russia_and_the_USSR/Tsar_Nicholas_II_and_the_Russian_Revolutions.htm has a variety of activities on this topic •
	The role of Rasputin	<ul style="list-style-type: none"> • Teacher-led introduction to the role of Rasputin, the Tsarina and the court as a whole in the course and conduct of the war. (W) • The central focus of this part of the topic should be on the role of the above in alienating supporters and potential supporters of the Tsar in the build-up to the crisis of 1916/17. • Research tasks. Learners: (I) <ul style="list-style-type: none"> ○ identify the role of Rasputin in alienating support for the Tsar ○ identify the role of the Tsarina in alienating support for the Tsar. • Whole class discussion on the theme of 'How important a role, compared with other factors, did Rasputin and the Tsarina play in causing the overthrow of the Tsar?' (W) • Written work / homework. Explain the harm that Rasputin did to Tsarism. (I) (H) 	<p>Textbooks, e.g.</p> <ul style="list-style-type: none"> • Chapter 5, <i>European History 1789–1917</i> by Russell Williams, pp152–157 • <i>Reaction and Revolution: Russia 1894–1924</i> by Michael Lynch, chapter 3 <p>Online</p> <ul style="list-style-type: none"> • http://www.studyhistory.co.uk/AS/Resources,%20AS,%20index.htm#unit1 has a presentation on

Key questions	Key content	Suggested teaching activities	Learning resources
			Rasputin <ul style="list-style-type: none"> • http://www.activehistory.co.uk/Miscellaneous/menus/A_Level/Late_Modern/Russia_and_the_USSR/Tsar_Nicholas_II_and_the_Russian_Revolutions.htm has an interesting activity on Rasputin and analysing a Hollywood movie
	Abdication of Nicholas II	<ul style="list-style-type: none"> • Teacher-led introduction to the crisis of 1916–1917, with a particular focus on the role of the Tsar. (W) • The central focus of this part of the topic should be the reasons behind the abdication. • Research tasks. Learners identify the reasons, in order of importance, for the Tsar’s abdication. Suggest 5–7 reasons are looked for and learners prepare to explain their order of importance. (I) • Whole class debate/discussion on theme of ‘Realising finally that he was a failure was the main reason for the Tsar’s abdication.’ How far do you agree? (W) • Written work / homework. ‘What best explains the Tsar’s abdication in 1917?’ (I) (H) 	Textbooks, e.g. <ul style="list-style-type: none"> • Chapter 5, <i>European History 1789–1917</i> by Russell Williams, pp152–157 • <i>Reaction and Revolution: Russia 1894–1924</i> by Michael Lynch, chapter 3 Online <ul style="list-style-type: none"> • http://www.studyhistory.co.uk/AS/Resources,%20AS,%20index.htm#unit1 • http://www.activehistory.co.uk/Miscellaneous/menus/A_Level/Late_Modern/Russia_and_the_USSR/Tsar_Nicholas_II_and_the_Russian_Revolutions.htm useful resource where learners judge when the Tsar lost control
	Installation of the Provisional Government	<ul style="list-style-type: none"> • Teacher-led introduction to the final crisis of the Tsar and the formation of the Provisional Government. (W) • The central focus of this, quite brief, section should be on grasping the pattern of events in late 1916 to early 1917 and understanding the nature of the new provisional government and the tasks it faced . • Research tasks. In pairs, learners: (P) 	Textbooks, e.g. <ul style="list-style-type: none"> • Chapter 5, <i>European History 1789–1917</i> by Russell Williams, pp160–161 • <i>Reaction and Revolution: Russia 1894–1924</i> by Michael Lynch,

Key questions	Key content	Suggested teaching activities	Learning resources
		<ul style="list-style-type: none"> ○ identify the principal reasons for the first revolution of 1917 ○ identify the principal members of the Provisional government, their background and aims ○ identify the principal challenges which faced the Provisional Government in February 1917. <ul style="list-style-type: none"> ● Whole class discussion on theme of ‘What best explains the revolution of 1917?’ (W) ● Written work / homework. ‘Certain to fail.’ To what extent does this describe the situation faced by the Provisional Government in February 1917?’ (I) (H) 	<p>chapter 3</p> <p>Online</p> <ul style="list-style-type: none"> ● http://www.studyhistory.co.uk/AS/Resources,%20AS,%20index.htm#unit1 presentation on the Provisional Government
Why did the Bolsheviks gain power in October 1917?	Lenin’s leadership of the Bolsheviks	<ul style="list-style-type: none"> ● Teacher-led introduction to Lenin, his development and ideas and the role he played up to February 1917 (W) ● The central focus should be on gaining an understanding of the work and role of Lenin in Russian history to the summer of 1917. ● Research tasks. In pairs, learners find out: (P) <ul style="list-style-type: none"> ○ What were the principal aims and objectives of Lenin? ○ What role did Lenin and his Party play in opposition before 1914? ○ What role did Lenin and his party play in bringing about the revolution of February 1917? ● Whole class discussion/debate on theme of ‘Impractical aims and limited impact on events’ To what extent does this describe the work of Lenin and the Bolsheviks between 1900 and February 1917? (W) ● Written work / homework. (I) (H) <ul style="list-style-type: none"> ○ Explain the importance of Lenin to the Bolshevik party ○ Explain the importance of Lenin and the Bolsheviks to the downfall of the Tsar. 	<p>Textbooks, e.g.</p> <ul style="list-style-type: none"> ● Chapter 5, <i>European History 1789–1917</i> by Russell Williams, pp158–164 ● <i>Reaction and Revolution: Russia 1894–1924</i> by Michael Lynch, chapters 3 and 4 <p>Online</p> <ul style="list-style-type: none"> ● http://www.activehistory.co.uk/Miscellaneous/menus/A_Level/Late_Modern/Russia_and_the_USSR/Provisional_Government_October_Revolution.php good to look at the role of Lenin in the Revolution ● http://www.studyhistory.co.uk/AS/Resources,%20AS,%20index.htm#unit1
	Crises of the Provisional Government	<ul style="list-style-type: none"> ● Teacher-led introduction to the work of the Provisional Government and how it managed the various crises which faced it. (W) ● The central focus of this part of the topic should be on the work of the Provisional government and the extent to which they had been given an impossible task or fell through mismanagement. ● Research tasks. In pairs, learners: (P) 	<p>Textbooks, e.g.</p> <ul style="list-style-type: none"> ● Chapter 5, <i>European History 1789–1917</i> by Russell Williams, pp160–161 ● <i>Reaction and Revolution: Russia 1894–1924</i> by Michael Lynch,

Key questions	Key content	Suggested teaching activities	Learning resources
		<ul style="list-style-type: none"> ○ identify the principal problems which the Provisional Government faced when it took office ○ identify the principal problems which arose during the period February to October 1917 ○ prepare a case defending the Provisional Government's management of those problems ○ prepare a case criticising the Provisional Government's management of those problems. ● Whole class debate on issue of 'Disastrous mismanagement or limited achievement in very difficult circumstances.' What best describes the work of the Provisional Government? (W) ● Written work / homework. 'Why was the Provisional Government able to achieve so little?' (I) (H) 	<p>chapter 3</p> <p>Online</p> <ul style="list-style-type: none"> ● http://www.studyhistory.co.uk/AS/Resources,%20AS,%20index.htm#unit1 presentation on the Provisional Government
	The October Revolution	<ul style="list-style-type: none"> ● Teacher-led introduction to the second revolution of 1917 identifying the principal personalities and themes which need to be studied. (W) ● The central focus of this part of the topic should be on the causes and nature of the October Revolution and the extent to which it differed from the February Revolution. ● Research tasks. Learners: (I) <ul style="list-style-type: none"> ○ identify the principal causes of the October revolution ○ place the causes in order of importance (be prepared to explain your reasons) ○ identify the reasons why it was successful ○ place those reasons in order of importance (be prepared to explain your reasons). ● Whole class discussion/debate on 'The principal reason for the second revolution of 1917 was the failure of the Provisional Government to leave the War.' How far do you agree? (W) ● Written work / homework. 'To what extent was Lenin personally responsible for the success of the October revolution?' (I) (H) 	<p>Textbooks, e.g.</p> <ul style="list-style-type: none"> ● Chapter 5, <i>European History 1789–1917</i> by Russell Williams, pp158–166 ● <i>Reaction and Revolution: Russia 1894–1924</i> by Michael Lynch, chapter 4 <p>Online</p> <ul style="list-style-type: none"> ● http://www.activehistory.co.uk/Miscellaneous/menus/A_Level/Late_Modern/Russia_and_the_USSR/Provisional_Government_October_Revolution.php very useful for this section ● http://www.studyhistory.co.uk/AS/Resources,%20AS,%20index.htm#unit1 a variety of activities/resources on this topic

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