

## Scheme of Work

# Cambridge International AS & A Level History

**9389 Component 4: Depth study**  
Europe of the Dictators, 1918–1941  
For examination from 2016

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## Introduction

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### Recommended prior knowledge

No prior knowledge is expected or required but a general background understanding of Europe at this time would be useful. Although this unit follows on from the European Option of Component 2 it can be studied as a course in isolation.

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

### Context

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

### Outline

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

- Theme 1: Lenin's Russia, 1918–1924
- Theme 2: Mussolini's Italy, 1920–1941
- Theme 3: Stalin's Russia, 1924–1941
- Theme 4: Hitler's Germany, 1929–1941

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

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

### Resources

The resources for this syllabus, including textbooks endorsed by Cambridge, can be found at [www.cie.org.uk](http://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](http://www.cie.org.uk).

**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:

- Collier, M, *Heinemann Advanced History: Hitler and the Nazi State*, Heinemann, 2005. ISBN: 9780435327095
- Philips, S, *Heinemann Advanced History: Lenin and the Russian Revolution*, Heinemann, 2000. ISBN: 9780435327194
- Philips, S, *Heinemann Advanced History: Stalinist Russia*, Heinemann, 2000. ISBN: 9780435327200
- Townley, E, *Heinemann Advanced History: Mussolini and Italy*, Heinemann, 2002. ISBN: 9780435327255

Other books referred to in this scheme of work:

- Arendt, H, *The Origins of Totalitarianism*, 1958. Out of copyright  
Blinkhorn, M, *Mussolini and Fascist Italy*, Routledge 3<sup>rd</sup> Edition, 2006. ISBN: 9780415262071  
Deutscher, Isaac, *Stalin: A Political Biography*, 1949. Out of copyright  
Gellately, R, *Lenin, Stalin and Hitler: The Age of Social Catastrophe*, Vintage Books, 2008. ISBN: 9781400032136  
Hite, J and Hinton, C, *Weimar and Nazi Germany*, Hodder Education, 2000 ISBN: 9780719573439  
Lynch, M, *Access to History: Stalin's Russia 1924-53*, Hodder Education, 4th Edition, 2008. ISBN: 9780340965894  
Trotsky, L, *The Revolution Betrayed*, 1936. Out of copyright, available online (free) e.g. <http://www.marxists.org/archive/trotsky/1936/revbet/>

Given that there is often academic controversy over the interpretations of authors of their chosen subjects, it is best to ensure that there are a variety of texts available by authors of similar stature so that learners who are prepared to read widely and independently have a real choice of interpretation.

### 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://www.history.org.uk> The Historical Association. Many online resources available to members. Membership requires an annual fee payment.  
<http://www.bbc.co.uk/history> The BBC's history website has a large range of relevant material,  
[http://www.bbc.co.uk/history/worldwars/coldwar/stalin\\_01.shtml](http://www.bbc.co.uk/history/worldwars/coldwar/stalin_01.shtml) Hugh Sebag Montefiore's broadcast on *Humanising Stalin* is available on a free download.

## Theme 1: Lenin's Russia, 1918–1924

While there will be no direct questions on the period before 1917, some knowledge and understanding of Lenin's role in the Party before 1917, and in the Revolutions of 1917, is expected, as well as a grasp of communist ideology and the divisions within the party before 1917.

Key questions	Key content	Suggested teaching activities	Learning resources
What were Lenin's methods in government?	Lenin and Marxism	<ul style="list-style-type: none"> <li>• Teacher-led introduction to theme explaining nature and extent, and expectations of progression on from Unit Two of AS Level. <b>(W)</b></li> <li>• Class design of note making template suitable for A Level. Design of criteria for assessing notes, e.g. clarity, usability, depth, identification of key points. <b>(W)</b></li> <li>• Guided reading and note making to ensure that there is appropriate knowledge and understanding of all four topics within the theme. <b>(I)</b></li> <li>• Focus of note making/reading to ensure selection and organisation of relevant material, identification of key points, understanding sequence of events, understanding cause and effect. <b>(I)</b></li> <li>• Teacher-led introduction (the approach will vary if 'The Russian Revolution' has been studied at AS) to the topic- with a focus on : 1) Lenin's career to date 2) the development of Marxism 3) the situation facing Lenin on his seizure of power in 1917. <b>(W)</b></li> <li>• Central focus of this topic to be on the situation facing Lenin just after the seizure of power in 1917 and the problems he had to overcome in his attempt to bring communism to Russia.</li> <li>• Research task. Group research: <b>(G)</b> <ul style="list-style-type: none"> <li>○ the core beliefs of a Marxist</li> <li>○ the problems facing Lenin, the Bolsheviks and Russia, in order of difficulty, in the beginning of 1918</li> <li>○ the difficulties which had to be overcome, in order of magnitude, in trying to impose communism on Russia.</li> </ul> </li> <li>• Written homework task: 'Assess the nature and extent of the challenges facing Lenin in attempting to impose communism on Russia in 1918'. <b>(I) (H)</b></li> </ul>	<b>Textbooks</b> <ul style="list-style-type: none"> <li>• Philips, <i>Lenin and the Russian Revolution</i></li> <li>• Gellately, <i>Lenin, Stalin and Hitler</i></li> </ul>

Key questions	Key content	Suggested teaching activities	Learning resources
	Party leadership	<ul style="list-style-type: none"> <li>Teacher-led introduction to the other leaders of the revolutionary period and explanation of the role and structure of the Communist Party. <b>(W)</b></li> <li>Central focus of this part of the topic to be on ‘How influential a role was played by other Bolshevik leaders and political groups on the course of events in 1918?’</li> <li>Research task. Small groups or pairs to be given an individual ‘other’ leader, such as Trotsky, Stalin, Bukharin, Rykov, Martov and also the Bolshevik Party as a whole, and to prepare for a discussion of the key influences on the decision making process in 1918. <b>(G) (P)</b></li> <li>Seminar-based discussion with groups/pairs contributing, on the theme of ‘To what extent was Lenin the principal decision maker in 1918/1919?’ <b>(W)</b></li> <li>Written homework task ‘Lenin proved to be a poor decision taker in 1918’. Assess the validity of this view. <b>(I) (H)</b></li> </ul>	<b>Textbooks</b> <ul style="list-style-type: none"> <li>Philips, <i>Lenin and the Russian Revolution</i>, various sections are useful here.</li> </ul>
	Role of Cheka	<ul style="list-style-type: none"> <li>Teacher-led introduction to this section of the topic. A brief explanation of the role of the Okhrana and the use of terror/secret police under the Tsarist regime should be given. <b>(W)</b></li> <li>The central focus of this part of the topic to be on the reasons for the increasing use of force by Lenin and the Bolsheviks.</li> <li>Research task in pairs or groups on: <b>(G) (P)</b> <ul style="list-style-type: none"> <li>The creation of the Cheka – how and why</li> <li>The role and methods of the Cheka</li> <li>Examples of where force was used such as Kronstadt and the closure of the Constituent Assembly</li> <li>The methods used by both the former regime and Lenin’s opponents to deal with dissent.</li> </ul> </li> <li>Whole class discussion based on 1) a defence of Lenin and the use of force and 2) a case against. <b>(W)</b></li> <li>Written homework task ‘Lenin had no alternative but to use terror if he wished to attain his objectives’. Discuss this view of Lenin in 1918–1922. <b>(H)</b></li> </ul>	<b>Textbooks</b> <ul style="list-style-type: none"> <li>Philips, <i>Lenin and the Russian Revolution</i>, various sections are useful here.</li> </ul>
Why did the Bolsheviks win the Civil War?	Reasons for Civil War	<ul style="list-style-type: none"> <li>Teacher-led introduction to the causes of the Civil War in Russia and identification of the principal participants. Provision of a map is vital here. <b>(W)</b></li> <li>The central focus of this part of the topic is on why a Civil War broke out in Russia, who participated in it and why, the areas covered and the principal events in it.</li> <li>Research task – in groups: <b>(G)</b></li> </ul>	<b>Textbooks</b> <ul style="list-style-type: none"> <li>Philips, <i>Lenin and the Russian Revolution</i>, chapters 5 and 6.</li> </ul>

Key questions	Key content	Suggested teaching activities	Learning resources
		<ul style="list-style-type: none"> <li>○ Identification of the principal participants and their motives for participating</li> <li>○ Development of a 20 item timeline on the civil war</li> <li>○ Creation of a map identifying key moves in the Civil War.</li> <li>● Written work ‘To what extent was the Russian Civil War just a struggle for power?’ <b>(I) (H)</b></li> </ul>	
	Role of Trotsky	<ul style="list-style-type: none"> <li>● Teacher-led introduction to Trotsky, his beliefs, his role in the Revolution and his relationship with Lenin. <b>(W)</b></li> <li>● The central focus on this part of the topic is on the extent to which Trotsky was personally responsible for Bolshevik victory in the Civil War and also an introduction to essay writing at this level. <ul style="list-style-type: none"> <li>○ Assessment criteria and mark scheme from specimen paper/past papers issued to class. Prepared by you.</li> <li>○ Discussion and design of appropriate methods of planning essays at this level, using mind maps etc. <b>(W)</b></li> <li>○ Groups design template for essays/essay planning for this paper, giving details of what should be in opening paragraphs/supporting paragraphs/conclusions etc. <b>(G)</b></li> <li>○ Learners allocated a reason for Bolshevik victory in the Civil War, e.g. Trotsky, Lenin, White incompetence etc., to research. <b>(I)</b></li> <li>○ Learners given three minutes to present case arguing why their ‘reason’ was the most important in ensuring Bolshevik victory, identifying three key points to support the case. <b>(I)</b></li> <li>○ All learners note key points mentioned above. <b>(I)</b></li> <li>○ Whole class discussion of reasons for Bolshevik victory. <b>(W)</b></li> </ul> </li> <li>● Homework. Essay title such as ‘Trotsky alone determined the outcome of the Civil War.’ Discuss. <b>(I) (H)</b></li> </ul>	<p><b>Textbooks</b></p> <ul style="list-style-type: none"> <li>● Philips, <i>Lenin and the Russian Revolution</i>, chapters 5 and 6.</li> </ul> <p><b>Specimen papers</b> can be found on the Teacher Support website.</p>
	Bolshevik victory	<ul style="list-style-type: none"> <li>● Teacher-led introduction to overview of Civil War outcome. <b>(W)</b></li> <li>● The central focus of this part of the topic is on the identification and prioritisation of the various factors which determined the outcome of the Civil War.</li> <li>● Pairs/small groups are allocated a specific factor which played a part in determining the outcome of the civil war, e.g.: <ul style="list-style-type: none"> <li>○ Geographical factors</li> <li>○ Economic factors</li> </ul> </li> </ul>	<p><b>Textbooks</b></p> <ul style="list-style-type: none"> <li>● Philips, <i>Lenin and the Russian Revolution</i>, chapters 5 and 6.</li> </ul>

Key questions	Key content	Suggested teaching activities	Learning resources
		<ul style="list-style-type: none"> <li>○ Foreign intervention</li> <li>○ Bolshevik leadership</li> <li>○ White leadership</li> <li>○ Military factors.</li> </ul> <p>Each group to be prepared to provide both a case for and a case against why their 'factor' did or did not prove to be a decisive factor in determining the outcome of the Civil War. <b>(G)</b></p> <ul style="list-style-type: none"> <li>● Seminar, with one member of each group presenting a brief case for, and another against, the significance of their 'factor' in determining the outcome. <b>(W)</b></li> <li>● Written/homework tasks: 'Discuss the view that incompetent leadership by the Whites was the principal factor that determined the outcome of the civil war in Russia.' <b>(H)</b></li> </ul>	
How effective were economic policies?	Economic condition of Russia	<ul style="list-style-type: none"> <li>● Teacher-led introduction to the social and economic conditions of Russia in 1918, both before and after the Treaty of Brest Litovsk. <b>(W)</b></li> <li>● The central focus of this part of the topic is identifying the nature and extent of the social and economic issues which faced Lenin and the Bolsheviks in 1918/1919.</li> <li>● Research task. Groups to identify: <b>(G)</b> <ul style="list-style-type: none"> <li>○ the most important economic problems facing the country in January 1918</li> <li>○ the most important social problems facing Russia in 1918.</li> </ul> </li> <li>● Whole class discussion to prioritise the problems above and suggest practical solutions to them in the circumstances. <b>(W)</b></li> <li>● Whole class discussion to identify solutions which might be appropriate for a Marxist. <b>(W)</b></li> <li>● Homework essay entitled: 'The peasants were the greatest socio/economic problem facing the Bolsheviks in 1918.' To what extent do you agree? <b>(H)</b></li> </ul>	<b>Textbooks</b> <ul style="list-style-type: none"> <li>● Philips, <i>Lenin and the Russian Revolution</i>, chapters 5, 6 and 7.</li> </ul>
	Purpose and effectiveness of War Communism	<ul style="list-style-type: none"> <li>● Teacher-led introduction to the specific economic and social problems facing Lenin in 1918 and the reasons behind the policy given the name of 'War Communism'. <b>(W)</b></li> <li>● The central focus of this part of the topic is to examine the reasoning behind what became known as War Communism and to analyse its effectiveness.</li> <li>● Research Task – individual: <b>(I)</b> <ul style="list-style-type: none"> <li>○ The reasons behind War Communism</li> <li>○ The impact of War Communism on all parts of Russia</li> </ul> </li> </ul>	<b>Textbooks</b> <ul style="list-style-type: none"> <li>● Philips, <i>Lenin and the Russian Revolution</i>, chapter 6.</li> </ul>

Key questions	Key content	Suggested teaching activities	Learning resources
		<ul style="list-style-type: none"> <li>○ The effectiveness of War Communism in achieving its objectives.</li> <li>• Whole class discussion on: <b>(W)</b> <ul style="list-style-type: none"> <li>○ War Communism was nothing to do with communism</li> <li>○ It was the only practical solution to the problems facing Lenin at the time</li> <li>○ It was ultimately counterproductive.</li> </ul> </li> <li>• Homework/written work: 'To what extent should War Communism be seen to have failed?' <b>(I) (H)</b></li> </ul>	
	Purpose and effectiveness of New Economic Policy	<ul style="list-style-type: none"> <li>• Teacher-led introduction to the reasoning behind, the operation of, and the effectiveness and implications of the New Economic Policy. <b>(W)</b></li> <li>• The central focus of this part of the topic is a study of the New Economic Policy with a particular focus on whether it was just a temporary and purely pragmatic move on Lenin's part to ensure the survival of his regime, or if it represented a fundamental move away from Marxism and towards autocracy.</li> <li>• Research tasks - in groups or pairs: <b>(G) (P)</b> <ul style="list-style-type: none"> <li>○ Identify the reasons why War Communism had to be replaced</li> <li>○ Identify the reasons why Lenin choose the New Economic Policy</li> <li>○ Identify the extent to which the NEP was fundamentally different from War Communism</li> <li>○ Identify the key factors which could be used to defend the NEP</li> <li>○ Identify the key factors which could be used to criticise the NEP.</li> </ul> </li> <li>• One member of each group presents the 4–6 key points from their research to whole class. <b>(W)</b></li> <li>• Homework/written work: 'To what extent should the NEP be seen as a failure for Lenin?' <b>(I) (H)</b></li> </ul>	<p><b>Textbooks</b></p> <ul style="list-style-type: none"> <li>• Philips, <i>Lenin and the Russian Revolution</i>, chapter 6.</li> </ul>
How far was Lenin a totalitarian ruler?	Extent of totalitarianism in Russia	<ul style="list-style-type: none"> <li>• Teacher-led introduction to the concept of totalitarianism and the tradition of autocracy in Russia. <b>(W)</b></li> <li>• The central focus of this part of the topic is to examine what totalitarianism is, how it is attained and whether for Lenin it was a means to an end, or it became an end in itself.</li> <li>• Research – individual: <b>(I)</b> <ul style="list-style-type: none"> <li>○ The reasons why Lenin used totalitarian methods in order of priority</li> <li>○ The methods used by Lenin to attain/retain power which led to the accusations of being a totalitarian ruler</li> </ul> </li> </ul>	<p><b>Textbooks</b></p> <ul style="list-style-type: none"> <li>• Philips, <i>Lenin and the Russian Revolution</i>, A Level section, various chapters.</li> </ul>

Key questions	Key content	Suggested teaching activities	Learning resources
		<ul style="list-style-type: none"> <li>○ A justification for the use of those methods</li> <li>○ Reasons why those methods should be criticised.</li> <li>● Whole class discussion on: <b>(W)</b> <ul style="list-style-type: none"> <li>○ ‘The regime was too weak to be accurately called ‘totalitarian’ by 1924.’</li> <li>○ ‘Lenin had no alternative but to use totalitarian methods.’</li> </ul> </li> <li>● Homework/written work: ‘To what extent did Lenin create a totalitarian state in Russia by 1924?’ <b>(I) (H)</b></li> </ul>	
	Extent and limits of Lenin’s power and success	<ul style="list-style-type: none"> <li>● Teacher-led introduction to the topic, an overview of events in Russia between late 1917 and the death of Lenin and a commentary on what might be seen as ‘success’ in this context. <b>(W)</b></li> <li>● The central focus of this final part of the topic is on an overview of the work of Lenin and an understanding of the nature and extent of his achievement.</li> <li>● Research – pairs or small groups: <b>(G) (P)</b> <ul style="list-style-type: none"> <li>○ A definition of ‘success’ in this context, given the situation in 1918 and his known objectives as a Marxist</li> <li>○ The principal points that could be made, given the definition above, in arguing that he was successful</li> <li>○ The principal points that could be made, given the definition above, in arguing that he failed</li> <li>○ The principal points that could be made in arguing that his power was essentially limited</li> <li>○ The principal points that could be made in arguing that his power was essentially unlimited.</li> </ul> </li> <li>● Whole class discussion on: <ul style="list-style-type: none"> <li>○ Lenin should be seen as a failure</li> <li>○ Lenin should not be seen a totalitarian ruler.</li> </ul> </li> <li>● Homework/written work: ‘Overall, Lenin failed to attain his objectives.’ Assess the validity of this view. <b>(H)</b></li> </ul>	<p><b>Textbooks</b></p> <ul style="list-style-type: none"> <li>● Philips, <i>Lenin and the Russian Revolution</i>, A Level section, various chapters.</li> </ul>

## Theme 2: Mussolini's Italy, 1920–1941

While there will be no direct question on the period before 1920, and outline knowledge of Mussolini's background before 1920 and of the condition of Italy from 1900 to 1920, including the involvement in the First World War and the Versailles settlement from the Italian point of view is expected. While foreign and imperial policy is not directly mentioned in the specification, it should be covered in so far as it affects other parts of the specification.

Key questions	Key content	Suggested teaching activities	Learning resources
Why did Mussolini gain power in 1922?	Italy after World War I	<ul style="list-style-type: none"> <li>Teacher-led introduction to the topic. An overview of Italian history since unification with a particular focus on factors which led to the political instability which existed in the early 1920s. <b>(W)</b></li> <li>The central focus of this part of the topic should be gaining an understanding of Italian politics, its economy and society in the decade before 1920 in order to understand why a totalitarian system developed in Italy.</li> <li>Research tasks – individual. The identification of factors which led to instability in Italy after the First World War: <b>(I)</b> <ul style="list-style-type: none"> <li>Political causes</li> <li>Social causes</li> <li>Economic causes</li> <li>Religious factors</li> <li>Foreign policy factors.</li> </ul> </li> <li>Seminar based discussion. Specified learners argue a case either for or against the view that one of the above was/was not the primary cause of instability in Italy. The overall theme being 'What best explains the political instability in Italy in the early 1920s?' <b>(W) (I)</b></li> <li>Homework/writing task: To what extent was incompetent leadership the main cause of instability in Italy in 1922? <b>(H)</b></li> </ul>	<b>Textbooks</b> <ul style="list-style-type: none"> <li>Townley, <i>Mussolini and Italy</i>, chapter 1</li> <li>Blinkhorn, <i>Mussolini and Fascist Italy</i></li> <li>Arendt, <i>The Origins of Totalitarianism</i></li> </ul>
	Problems of democratic parties	<ul style="list-style-type: none"> <li>Teacher-led introduction to the topic: identifying the principal parties and explaining the complex nature of Italian politics and the development of democracy in Italy since unification. <b>(W)</b></li> <li>The central focus of this part of the topic should be to gain an understanding of how democracy had developed in Italy since unification and the different attitudes towards it held by all sections of Italian society.</li> <li>Research task – pairs/small groups. Identify: <b>(G) (P)</b></li> </ul>	<b>Textbooks</b> <ul style="list-style-type: none"> <li>Townley, <i>Mussolini and Italy</i>, chapters 1 and 2</li> </ul>

Key questions	Key content	Suggested teaching activities	Learning resources
		<ul style="list-style-type: none"> <li>○ Groups/individuals/institutions who were hostile to democracy</li> <li>○ Groups/individuals/institutions which were supportive of democracy.</li> <li>● Whole class discussion on theme of ‘How secure was democracy in Italy in 1922?’ <b>(W)</b></li> <li>● Homework/written work: ‘Democracy failed in Italy by 1922 as it proved itself incapable of coping with crises’. Discuss. <b>(H)</b></li> </ul>	
	Appeal of Fascism	<ul style="list-style-type: none"> <li>● Teacher-led introduction to the topic ensuring that there is a good grasp of the concept of fascism, awareness that it took on different forms in different countries and how it evolved in Italy to 1922. <b>(W)</b></li> <li>● The central focus of this part of the topic should be to gain a clear understanding of Mussolini’s early ideas and the impossibility of getting a precise definition of what Italians fascism was at any one time.</li> <li>● Research task – individual: <b>(I)</b> <ul style="list-style-type: none"> <li>○ Mussolini’s early political ideas and career, to 1918</li> <li>○ Identification of the core beliefs of Mussolini 1918–22</li> <li>○ Identification of principal ‘opposition’ ideologies: communism, socialism and the nature and extent of their appeal</li> <li>○ Identification of reasons for the appeal of fascism</li> <li>○ Identification of groups/individuals who supported fascism and why.</li> </ul> </li> <li>● Whole class discussion based on ‘To what extent did fascism gain support in Italy because it was seen as the least bad alternative to democracy?’ <b>(W)</b></li> <li>● Homework/individual task. Prepare a 5 minute presentation on: <b>(H)</b> <ul style="list-style-type: none"> <li>○ The core beliefs of an Italian fascist in 1922</li> <li>○ The principal reasons why fascism appealed to Italians in 1922.</li> </ul> </li> </ul>	<b>Textbooks</b> <ul style="list-style-type: none"> <li>● Townley, <i>Mussolini and Italy</i>, chapters 1 and 2</li> </ul>
	Mussolini’s appointment as prime minister	<ul style="list-style-type: none"> <li>● Teacher-led introduction to the topic outlining the course of events leading up to the March on Rome and Mussolini’s acceptance of the office of Prime Minister. <b>(W)</b></li> <li>● The central focus on this part of the topic should be on the final stages of Mussolini’s accession to power and the key individuals who were to play a part in the process.</li> <li>● Research task in groups or pairs, identify the role played in Mussolini’s appointment as Prime Minister by: <b>(G) (P)</b> <ul style="list-style-type: none"> <li>○ The King</li> <li>○ The Church</li> </ul> </li> </ul>	<b>Textbooks</b> <ul style="list-style-type: none"> <li>● Townley, <i>Mussolini and Italy</i>, A Level section chapter 1</li> </ul>

Key questions	Key content	Suggested teaching activities	Learning resources
		<ul style="list-style-type: none"> <li>○ Other Italian politicians, e.g. Giolitti etc.</li> <li>○ The Fascist party</li> <li>○ Other political parties, especially those on the Left</li> <li>○ Mussolini himself.</li> </ul> <ul style="list-style-type: none"> <li>● Whole class discussion based on theme of: ‘Simply a talented opportunist.’ To what extent does this explain Mussolini’s appointment as Prime Minister in 1922? <b>(W)</b></li> <li>● Homework/written work: ‘Assess the role played by Fascism and the Fascist Party in Mussolini’s acquisition of power.’ <b>(H)</b></li> </ul>	
What were Mussolini’s domestic aims up to 1941?	Mussolini’s aims in government and administration	<ul style="list-style-type: none"> <li>● Teacher-led introduction to the topic outlining the situation in Italy on his accession to power and identifying his broad aims and achievements in both government and administration. <b>(W)</b></li> <li>● The central focus of this part of the topic should be on ensuring outline knowledge and understanding of Mussolini’s policies in these areas and then linking them to a broad understanding of Italian fascism generally.</li> <li>● Research tasks by groups: <b>(G)</b> <ul style="list-style-type: none"> <li>○ Development of a 20 point timeline covering the central developments (e.g. the Acerbo laws/development of the Corporate State) in the areas of government and administration</li> <li>○ Mussolini’s personal aims in these two areas</li> <li>○ What a fascist might be expected to do in these two areas</li> <li>○ The principal changes made in the way in which Italy was governed</li> <li>○ The principal changes made to the way in which Italy was administered</li> <li>○ The methods by which Mussolini ensured his retention of power.</li> </ul> </li> <li>● Whole class discussion ‘To what extent did Mussolini bring about a revolution in government in Italy?’ <b>(W)</b></li> <li>● Homework/written work: ‘To what extent did Mussolini attain his objectives in government and administration by 1941?’ <b>(H)</b></li> </ul>	<b>Textbooks</b> <ul style="list-style-type: none"> <li>● Townley, <i>Mussolini and Italy</i>, chapters 3 and 4</li> </ul>
	Economic aims	<ul style="list-style-type: none"> <li>● Teacher-led introduction to the economic situation that Mussolini inherited in 1922 and background to Mussolini’s ideas on economic strategy. <b>(W)</b></li> <li>● The central point of this topic is to attempt to give as coherent a picture as possible of Mussolini’s grasp of economics and what he hoped to achieve. You need to make very clear to learners that this is quite a challenge for anyone.</li> </ul>	<b>Textbooks</b> <ul style="list-style-type: none"> <li>● Townley, <i>Mussolini and Italy</i>, chapter 5</li> </ul>

Key questions	Key content	Suggested teaching activities	Learning resources
		<ul style="list-style-type: none"> <li>• Research tasks by individual learners: <b>(I)</b> <ul style="list-style-type: none"> <li>○ What the expectations of Italians were of Mussolini when it came to managing the economy</li> <li>○ The nature and extent of the task which faced him</li> <li>○ What might be expected from a fascist</li> <li>○ Any evidence in his early career of any knowledge or understanding of economics.</li> </ul> </li> <li>• Seminar based discussion on the theme of ‘Is it possible to identify any clear economic aims from Mussolini?’ <b>(W)</b></li> <li>• Homework/written work: ‘Incoherent and designed purely to appease his supporters.’ Discuss this view of Mussolini’s economic ideas in the 1920s. <b>(H)</b></li> </ul>	
	Relations with the church	<ul style="list-style-type: none"> <li>• Teacher-led introduction to the topic explaining the unique history of the Papacy as a temporal power as well as a spiritual one and its relationships with the Italian state since 1850. <b>(W)</b></li> <li>• The central point of this topic is to ensure understanding of the particular role of the Church and Pope in Italian society and politics and above all the relationship between the Pope and Mussolini and the impact that the Roman Catholic Church had on political and social life in Italy.</li> <li>• Research task in pairs: <b>(P)</b> <ul style="list-style-type: none"> <li>○ Timeline of events since 1850 illustrating the relationship between the Papacy and the Italian state</li> <li>○ Identification of the importance of the Papacy/Church in Italian political life</li> <li>○ Identify the role of the Pope/Church in Mussolini’s acquisition of power</li> <li>○ Identify the reasons why Mussolini was anxious to ensure a good relationship with the Church</li> <li>○ Explain the terms of the Lateran Treaty and explain its significance for both the Church and for Mussolini.</li> </ul> </li> <li>• Whole class discussion ‘Who gained most from the Lateran Treaty?’ <b>(W)</b></li> <li>• Homework/Written work: ‘He demonstrated great skill in winning over a valuable ally.’ Discuss this view of Mussolini’s policy towards the Roman Catholic Church in the 1920s. <b>(H)</b></li> </ul>	<b>Textbooks</b> <ul style="list-style-type: none"> <li>• Townley, <i>Mussolini and Italy</i>, AS and A Level sections – various</li> </ul>
How far did Mussolini	Mussolini’s popularity	<ul style="list-style-type: none"> <li>• Teacher-led introduction to the topic with a focus on Mussolini’s methods of government and the attitude of the Italian people towards him and his rule. <b>(W)</b></li> </ul>	<b>Textbooks</b> <ul style="list-style-type: none"> <li>• Townley, <i>Mussolini and Italy</i>,</li> </ul>

Key questions	Key content	Suggested teaching activities	Learning resources
achieve his domestic aims up to 1941?		<ul style="list-style-type: none"> <li>The central point of this topic is to ensure an understanding of the relationship between the Italian people and Mussolini's Fascist Government.</li> <li>Research Task – individual. Identify the measures which Mussolini took to win support for his Fascist regime. This should include coverage of: <b>(I)</b> <ul style="list-style-type: none"> <li>Economic policy</li> <li>Social policy</li> <li>Foreign policy</li> <li>Religious policy.</li> </ul> </li> <li>Whole class discussion on theme of: 'Tolerated rather than loved.' To what extent does this describe the relationship between the Italian people and Mussolini? <b>(W)</b></li> <li>Homework/written work: 'To what extent should Mussolini be seen as a popular ruler of Italy? <b>(H)</b></li> </ul>	chapters 4, 5, 6 and 7, various parts of the A Level section
	Propaganda and repression	<ul style="list-style-type: none"> <li>Teacher-led introduction to the topic to set out its parameters and look at the role of propaganda, indoctrination and repression in ensuring support for and the survival of Mussolini's regime. <b>(W)</b></li> <li>The central focus of this topic should be on the methods used by Mussolini, the necessity for them and their effectiveness.</li> <li>Research tasks in pairs or small groups: <b>(G) (P)</b> <ul style="list-style-type: none"> <li>Identify the principal methods that Mussolini used to convey his message to the Italian people, e.g. use of radio, control of education etc.</li> <li>Identify the principal methods used by Mussolini to ensure no, or limited, opposition to his rule, e.g. censorship, OVRA etc.</li> </ul> </li> <li>Seminar based discussion with individuals being required to speak/present on: <b>(W)</b> <ul style="list-style-type: none"> <li>The method</li> <li>Its effectiveness.</li> </ul> </li> <li>Homework/written work: 'Assess the importance to Mussolini's tenure of power of both propaganda and repression.' <b>(H)</b></li> </ul>	<b>Textbooks</b> <ul style="list-style-type: none"> <li>Townley, <i>Mussolini and Italy</i>, chapters 3, 4 and 6, A Level section various</li> </ul>
	The Corporate State	<ul style="list-style-type: none"> <li>Teacher-led introduction to the topic. This is quite challenging given the disparity of views both at the time and by recent historians. There is a strong case here for giving an outline of the historiographical debate on the topic. <b>(W)</b></li> <li>The central focus of this topic should be on gaining an understanding, as far as is possible, of what Mussolini was trying to achieve as well as what was achieved.</li> <li>Research task – individual: <b>(I)</b></li> </ul>	<b>Textbooks</b> <ul style="list-style-type: none"> <li>Townley, <i>Mussolini and Italy</i>, chapters 5 and 6</li> </ul>

Key questions	Key content	Suggested teaching activities	Learning resources
		<ul style="list-style-type: none"> <li>○ A definition (250 words max) of the theory underpinning the Corporate State</li> <li>○ An explanation of what it meant in practice</li> <li>○ A critique of the Corporate State – identifying the key points which could be used to both defend and criticise it.</li> <li>● Whole class discussion on the merits and demerits of the Corporate State. <b>(W)</b></li> <li>● Timed essay in class on: ‘Incoherent in concept and unworkable in practice.’ Discuss this view of Mussolini’s corporate state. <b>(H)</b></li> </ul>	
How far was Mussolini a totalitarian ruler?	Extent of totalitarianism in Italy	<ul style="list-style-type: none"> <li>● Teacher-led introduction to the topic, with a focus on explaining what totalitarianism is and contrasting Mussolini’s rule with others. <b>(W)</b></li> <li>● The central focus of this part of the topic should be on reflection on totalitarianism, ensuring there is a good definition of it and getting learners to reflect on the extent to which Italy was a totalitarian state in the period.</li> <li>● Research tasks – in pairs/small groups: <b>(G) (P)</b> <ul style="list-style-type: none"> <li>○ A precise definition of a fully totalitarian state (c.100 words)</li> <li>○ Identification of the ways in which Mussolini’s Italy met those criteria</li> <li>○ Identification of the ways in which Mussolini’s Italy did not meet those criteria – the limits on his power.</li> </ul> </li> <li>● Whole class discussion extent to which a fully totalitarian state was an attainable objective in the 20<sup>th</sup> century. <b>(W)</b></li> <li>● Homework/written work: ‘To what extent did Mussolini impose a totalitarian regime on the Italian people?’ <b>(I) (H)</b></li> </ul>	<b>Textbooks</b> <ul style="list-style-type: none"> <li>● Townley, <i>Mussolini and Italy</i>, chapter 4</li> </ul>
	Extent and limits of Mussolini’s power and success up to 1941	<ul style="list-style-type: none"> <li>● Teacher-led introduction to this final part of the topic aiming at an overview of the whole period from 1922 to Italy’s involvement in the Second World War. <b>(W)</b></li> <li>● The central focus of this part of the topic should be on reflecting on the nature and extent of Mussolini’s achievements in Italy from 1922–1941.</li> <li>● Research tasks – groups: <b>(G)</b> <ul style="list-style-type: none"> <li>○ Identification of the criteria by which ‘success’ might be measured in the context of Italy in the period</li> <li>○ Identification of key reasons why Mussolini’s regime could be successful</li> <li>○ Identification of the key reasons why Mussolini’s regime could be seen to have failed.</li> </ul> </li> <li>● Whole class discussion on theme of: ‘Mussolini – a man of limited power and limited success?’ <b>(W)</b></li> </ul>	<b>Textbooks</b> <ul style="list-style-type: none"> <li>● Townley, <i>Mussolini and Italy</i></li> </ul>

Key questions	Key content	Suggested teaching activities	Learning resources
		<ul style="list-style-type: none"><li>• Homework/timed essay: 'To what extent should Mussolini be seen as a successful ruler of Italy between 1922 and 1941?' (I)</li></ul>	

## Theme 3: Stalin's Russia, 1924–1941

While there will be no direct question on Stalin before 1924, there will be an expectation of some knowledge of his career in the party and role in the Revolution etc. before 1924. There is no expectation of any knowledge of Stalin's foreign policy in any detail, but an awareness of the extent to which events abroad, such as in China and Europe, may have influenced domestic policy.

Key questions	Key content	Suggested teaching activities	Learning resources
Why did Stalin gain power from 1924?	Lenin's legacy	<ul style="list-style-type: none"> <li>Teacher-led introduction to period 1920–1929. If learners have studied Theme 1 in Unit Four and/or the Russian Revolution in Unit Two at AS then a different approach needs to be adopted. <b>(W)</b></li> <li>The central focus of this part of the topic is to identify the key reasons why Stalin emerged as the ruler of Russia by 1930.</li> <li>Research tasks in groups, each being allocated a different 'expert' from the list suggested in the resources section to identify: <b>(G)</b> <ul style="list-style-type: none"> <li>Lenin's responsibility for the rise of Stalin</li> <li>The key reasons for Stalin's rise to power, in order of priority</li> <li>The reasoning behind the 'experts' views/prioritisation</li> <li>The groups views on the experts views.</li> </ul> </li> <li>Presentation by groups of above. <b>(W)</b></li> <li>Whole class discussion: 'To what extent should Lenin be blamed for Stalin's rise to power?' <b>(W)</b></li> <li>Homework/written work: 'What best explains Stalin's acquisition of power by 1930?' <b>(H)</b></li> </ul>	<p><b>Textbooks</b></p> <ul style="list-style-type: none"> <li>Lynch, <i>Stalin's Russia 1924–53</i> Access to History series</li> <li>Trotsky, <i>The Revolution Betrayed</i></li> <li>Isaac Deutscher, <i>Stalin</i></li> </ul> <p><b>Online</b></p> <p><a href="http://www.bbc.co.uk/history/worldwars/coldwar/stalin_01.shtml">http://www.bbc.co.uk/history/worldwars/coldwar/stalin_01.shtml</a></p>
	Stalin's position in the Party	<ul style="list-style-type: none"> <li>Teacher-led introduction to the topic, explaining the role of the Party before, during and after the revolution, stressing Stalin's role as Secretary. <b>(W)</b></li> <li>The central focus of this part of the topic should be gaining an understanding of the vital role played by the Party in Bolshevik thinking and examining in depth Stalin's use of the party to acquire both influence and power.</li> <li>Research tasks. Individual. <b>(I)</b> <ul style="list-style-type: none"> <li>Identify the role of the Bolshevik Party in the period 1914–1924 and the part it played in those years</li> <li>Explain the structure of the Party and identify the centre/s of power in it</li> <li>Identify Stalin's role in the party to 1924</li> <li>Identify the way in which Stalin utilised his role in the Party to acquire power.</li> </ul> </li> </ul>	<p><b>Textbooks</b></p> <ul style="list-style-type: none"> <li>Lynch, <i>Stalin's Russia 1924–53</i>, chapters 1 and 2</li> </ul>

Key questions	Key content	Suggested teaching activities	Learning resources
		<ul style="list-style-type: none"> <li>• Whole group discussion ‘To what extent was the Party the dominant force in Russia in the years 1922 to 1926?’ <b>(W)</b></li> <li>• Homework/written work: ‘To what extent was Stalin’s role within the Party the most important factor in his rise to power?’ <b>(H)</b></li> </ul>	
	Relations with Trotsky and other Soviet leaders	<ul style="list-style-type: none"> <li>• Teacher-led introduction to the topic examining the other key leaders of the Party in the years after the death of Lenin, their relationship with Stalin, and the role they played in his rise to power. <b>(W)</b></li> <li>• The central focus of this part of the topic is on the role played by other leaders of the Party, Trotsky in particular, in Stalin’s rise to power.</li> <li>• Research task. In pairs or small groups: <b>(G)</b> <ul style="list-style-type: none"> <li>○ Draw up a 20 point timeline between 1920 and 1929 which identifies the key events which illustrate Stalin’s rise to power</li> <li>○ Identify the principal leaders of the Communist party</li> <li>○ Identify the role of each of the party leaders played in Stalin’s rise to power</li> <li>○ Place those leaders in order of their degree of responsibility for Stalin’s rise to power.</li> </ul> </li> <li>• Whole class discussion on theme of: ‘Trotsky was to blame.’ Assess the validity of this judgement on Stalin’s rise to power. <b>(W)</b></li> <li>• Homework/written work: ‘We underestimated him.’ ( Bukharin) To what extent does this explain Stalin’s rise to power? <b>(I) (H)</b></li> </ul>	<b>Textbooks</b> <ul style="list-style-type: none"> <li>• Lynch, <i>Stalin’s Russia 1924–53</i>, chapter 2</li> </ul>
	Use of repression	<ul style="list-style-type: none"> <li>• Teacher-led introduction to the role that repression and terror played in Stalin’s rise to power, his retention of power and its importance in attaining his objectives. <b>(W)</b></li> <li>• The central focus of this part of the topic should be on Stalin’s use of terror and the nature and extent of the system of repression that he created.</li> <li>• Research tasks – individually: <b>(I)</b> <ul style="list-style-type: none"> <li>○ Identify the nature and extent of the repressive systems used by Tsars and Lenin - the ‘Russian tradition’ in other words</li> <li>○ Identify the nature and extent of the repressive system created by Stalin with a particular focus on the NKVD, the show trials, the Gulags and the Purges.</li> </ul> </li> <li>• Whole class discussion on theme of ‘What best explains Stalin’s Purges?’ <b>(W)</b></li> <li>• Homework/written work: ‘To what extent was the use of Terror necessary to enable Stalin to attain his objectives?’ <b>(I) (H)</b> <ul style="list-style-type: none"> <li>○ Identify one answer, preferably a good but not perfect answer, and either project it</li> </ul> </li> </ul>	<b>Textbooks</b> <ul style="list-style-type: none"> <li>• Lynch, <i>Stalin’s Russia 1924–53</i>, chapters 2 and 4</li> </ul>

Key questions	Key content	Suggested teaching activities	Learning resources
		<p>or photocopy it and ask learners to mark it using the mark allocation laid out in the syllabus. Identify (a) what was good about the essay and (b) how essay could be improved. <b>(W) (I)</b></p> <ul style="list-style-type: none"> <li>Group exercise where learners bring together points from their essays and look how to form a strong argument together. <b>(W)</b></li> </ul>	
What were Stalin's domestic aims up to 1941?	Stalin's aims in government and administration	<ul style="list-style-type: none"> <li>Teacher-led introduction to the topic, giving a broad overview of the areas which have to be covered under 'domestic' policy. <b>(W)</b></li> <li>The central focus of this part of the topic should be on the changes that Stalin made to the way in which Russia was run and the extent to which his primary concern was the establishment of a personal autocracy or whether his intention was to create a communist state in Russia.</li> <li>Research task in pairs/small groups: <b>(G) (P)</b> <ul style="list-style-type: none"> <li>Identify the changes that Stalin brought to the government and administration of Russia, e.g. the Constitution of 1936</li> <li>Identification of what changes a genuine communist might make to the government and administration of Russia.</li> </ul> </li> <li>Whole class discussion on the theme of: 'To what extent do the changes that Stalin made to the government and administration of Russia indicate that he was just creating a totalitarian state?' <b>(W)</b></li> <li>Homework/written work: 'To what extent did the desire to create a communist state influence the changes to government and administration in the years to 1941?' <b>(I) (H)</b></li> </ul>	<p><b>Textbooks</b></p> <ul style="list-style-type: none"> <li>Lynch, <i>Stalin's Russia 1924–53</i>, chapter 3 (possibly 6)</li> </ul>
	Economic aims	<ul style="list-style-type: none"> <li>Teacher-led introduction to the topic identifying what might have been the aims of a genuine communist/socialist in economic policy and introducing learners to the controversy over Stalin's aims. <b>(W)</b></li> <li>The central focus of this part of the topic is to examine the motivation behind Stalin's economic objectives and start the debate on the extent to which he was ideologically driven or was more of a pragmatist.</li> <li>Research task – individual learners: <b>(I)</b> <ul style="list-style-type: none"> <li>Assess the economic problems facing Russia in 1929</li> <li>Identify what a genuine communist might recommend as an economic strategy for Russia in 1929</li> <li>Identify what might be the economic policy in the best interests of Russia in 1929</li> <li>Note Stalin's economic policy and how far it addresses the above.</li> </ul> </li> </ul>	<p><b>Textbooks</b></p> <ul style="list-style-type: none"> <li>Lynch, <i>Stalin's Russia 1924–53</i>, chapter 3</li> </ul>

Key questions	Key content	Suggested teaching activities	Learning resources
		<ul style="list-style-type: none"> <li>• Whole class discussion on theme of 'To what extent were Stalin's economic aims relevant to the needs of Russia in 1929?' <b>(W)</b></li> <li>• Homework/written work: 'To what extent did ideology play the dominant part in deciding economic policy in the years 1929-41?' <b>(I) (H)</b></li> </ul>	
	Social aims	<ul style="list-style-type: none"> <li>• Teacher-led introduction to the topic, again outlining a possible communist agenda for a social policy and comparing and contrasting this with Stalin's intentions. <b>(W)</b></li> <li>• The central focus of this part of the topic should be on a theoretical ideologically driven policy and then contrasting this with what actually happened. There should be a further expansion into the historical debate on Stalin's motives with some comment on the current revisionist thinking.</li> <li>• Research task – in groups or pairs: <b>(G) (P)</b> <ul style="list-style-type: none"> <li>◦ Identification of key elements of a theoretical social policy for a communist</li> <li>◦ Identification of the key elements of Stalin's objectives in his social policy.</li> </ul> </li> <li>• Seminar/discussion on theme of 'What best explains Stalin's social policy?' <b>(W)</b></li> <li>• Homework/written work: 'Realism and not idealism.' To what extent does this explain social policy in Russia between 1929 and 1941? <b>(I) (H)</b></li> </ul>	<b>Textbooks</b> <ul style="list-style-type: none"> <li>• Lynch, <i>Stalin's Russia 1924–53</i>, chapter 6</li> </ul>
How far did Stalin achieve his domestic aims up to 1941?	Stalin's personal reputation	<ul style="list-style-type: none"> <li>• Teacher-led introduction to the topic with the focus on the personality of Stalin and the development of the cult of the 'Father Figure/personality cult'. <b>(W)</b></li> <li>• The central focus of this part of the topic should be on the personality and personal objectives of Stalin himself.</li> <li>• Research tasks – pairs or individual learners: <b>(P) (I)</b> <ul style="list-style-type: none"> <li>◦ The methods by which the cult of personality was developed</li> <li>◦ The reasons for the development of the personality cult.</li> </ul> </li> <li>• Whole class discussion on theme of the importance of the personality cult to Russia and the role it played in communist system of the time. <b>(W)</b></li> <li>• Homework/written work: 'Loved, feared, respected, revered.' Which best describes the attitude of the Russian people towards Stalin in the 1930s? <b>(I) (H)</b></li> </ul>	<b>Textbooks</b> <ul style="list-style-type: none"> <li>• Lynch, <i>Stalin's Russia 1924–53</i>, chapter 6</li> </ul>
	Economic changes	<ul style="list-style-type: none"> <li>• Teacher-led introduction to the topic, identifying the key areas of study: the state of the Russian economy in 1929–30 and the changes that Stalin was to bring into both agriculture and industry. <b>(W)</b></li> <li>• The central focus of this major topic, which needs to be given a substantial time allocation, is on the economic changes of the period and their impact on Russia in the</li> </ul>	<b>Textbooks</b> <ul style="list-style-type: none"> <li>• Lynch, <i>Stalin's Russia 1924–53</i>, chapter 3</li> </ul>

Key questions	Key content	Suggested teaching activities	Learning resources
		<p>1930s.</p> <ul style="list-style-type: none"> <li>• Research tasks in pairs: <b>(P)</b> <ul style="list-style-type: none"> <li>○ The state of Russian agriculture in 1929</li> <li>○ The reasons for collectivisation</li> <li>○ The collectivisation process</li> <li>○ The impact of collectivisation in both the short and long term</li> <li>○ The state of Russian industry in 1929</li> <li>○ The thinking behind the Plans</li> <li>○ The Plans</li> <li>○ The industrialisation process</li> <li>○ The impact of industrialisation process on Russia by 1941.</li> </ul> </li> <li>• Two seminars: <b>(W)</b> <ul style="list-style-type: none"> <li>○ Should collectivisation be seen as a success or a failure?</li> <li>○ Should the industrial policies of the 1930s be seen as successes or failures?</li> </ul> </li> <li>• Homework/written work: 'To what extent did the Russian people lose rather than gain from Stalin's economic policies?' <b>(I) (H)</b></li> </ul>	
	Impact on social groups	<ul style="list-style-type: none"> <li>• Teacher-led introduction to this section of the course with the focus being on the impact that Stalin had on all sections of Russian society, both in 'old' Russia itself, but also on the whole of the USSR, such as the primarily Muslim areas of Central Asia. <b>(W)</b></li> <li>• The central focus of this part of the topic should be on the vast range of 'other' changes which Stalin imposed on the USSR as a whole, ranging from the attempted destruction of all religions to the control of nursery rhyme content.</li> <li>• Research tasks for individual learners. Identify the principal social changes of the 1930s as they impacted on: <b>(I)</b> <ul style="list-style-type: none"> <li>○ The individual</li> <li>○ The family</li> <li>○ The class system</li> <li>○ Religion</li> <li>○ The 'outer' regions of the USSR</li> <li>○ Private life generally.</li> </ul> </li> <li>• Whole class discussion 'To what extent did Stalin bring about a social revolution in Russia in the 1930s?' <b>(W)</b></li> <li>• Homework/written work: 'Apart from a chosen few, the quality of life for most Russians</li> </ul>	<p><b>Textbooks</b></p> <ul style="list-style-type: none"> <li>• Lynch, <i>Stalin's Russia 1924–53</i>, chapters 3 and 6</li> </ul>

Key questions	Key content	Suggested teaching activities	Learning resources
		deteriorated in the 1930s.' To what extent do you agree or disagree with this view? <b>(I)(H)</b>	
How far was Stalin a totalitarian ruler?	Extent of totalitarianism in Russia	<ul style="list-style-type: none"> <li>Teacher-led introduction to the topic ensuring that a definition of a totalitarian state is clear for all learners and indicating the principal methods by which Stalin imposed his rule on Russia. <b>(W)</b></li> <li>The central focus should be on the nature and extent of totalitarianism in Russia and, where possible, comparative work looking at other countries such as Italy or Germany as well as a comparison with Lenin's regime.</li> <li>Research task in groups/pairs: <b>(G)(P)</b> <ul style="list-style-type: none"> <li>The methods used to impose his rule on Russia</li> <li>The impact of those methods on individuals and groups in Russia</li> <li>The degree of support and opposition to both the aims and methods.</li> </ul> </li> <li>Whole class discussion: 'What best explains why Stalin was able to impose such a degree of totalitarianism on the USSR?' <b>(W)</b></li> <li>Homework/written work: 'How totalitarian was Russia under Stalin?' <b>(I)(H)</b></li> </ul>	<b>Textbooks</b> <ul style="list-style-type: none"> <li>Lynch, <i>Stalin's Russia 1924–53</i>, chapter 6</li> </ul>
	Extent and limits of Stalin's power and success up to 1941	<ul style="list-style-type: none"> <li>Teacher-led introduction to an overview of the whole period between 1929 and 1941. The extent and limits to Stalin's power should have been dealt largely in the previous topic, and the focus should be on gaining a reflective overview of the period as a whole. <b>(W)</b></li> <li>The central focus of this part of the topic is ensuring a reflection on Stalin's objectives for both himself and Russia and the extent to which they were attained.</li> <li>Research task by individual learners: <b>(I)</b> <ul style="list-style-type: none"> <li>Identification of Stalin's primary aims for himself in 1929</li> <li>Identification of Stalin's primary aims for the USSR in 1929</li> <li>The preparation of a case both for and against the view that those aims were achieved.</li> </ul> </li> <li>Whole class discussion on the themes of: <b>(W)</b> <ul style="list-style-type: none"> <li>identifying the criteria for a 'successful' rule of the USSR between 1929-31</li> <li>developing a case both for and against the view that Stalin should be seen as a 'successful' ruler of the USSR by 1941.</li> </ul> </li> <li>Homework/written work: 'To what extent can it be successfully argued that Russia benefited from Stalin's rule?' (H)</li> </ul>	<b>Textbooks</b> <ul style="list-style-type: none"> <li>Lynch, <i>Stalin's Russia 1924–53</i></li> </ul>

## Theme 4: Hitler's Germany, 1929–1941

While there will be no direct question on the period before 1929, there should be awareness of the part played by Hitler in the events in Germany between 1919–29 and the development of Nazism and the Nazi party. Foreign policy is not part of this specification, but there should be awareness of the influence of foreign affairs on Hitler's domestic policies.

Key questions	Key content		Learning resources
Why did Hitler gain power in 1933?	Problems facing Weimar politicians from 1929	<ul style="list-style-type: none"> <li>Teacher-led introduction to the topic as a whole then an outline introduction to <b>(W)</b> <ul style="list-style-type: none"> <li>Germany 1918–1929</li> <li>Germany 1929–1933</li> </ul> </li> <li>The central focus of this part of the topic is ensuring that there is an understanding of the pre-conditions to Hitler's rise to power.</li> <li>Research tasks - learners to work in pairs: <b>(P)</b> <ul style="list-style-type: none"> <li>Identification of factors which explain Weimar's instability before 1929</li> <li>Identification of factors which explain Weimar's growing weakness between 1929 and 1933.</li> </ul> </li> <li>Whole class discussion on the theme of: 'An inherently unstable regime: Weimar 1919–29.' Groups have to present cases for and against the view. <b>(W) (G)</b></li> <li>Homework/written work: 'What best explains the growing instability of the Weimar republic between 1929 and 1933?' <b>(H)</b></li> </ul>	<b>Textbooks</b> <ul style="list-style-type: none"> <li>Collier, <i>Hitler and the Nazi State</i></li> </ul>
	Nazism	<ul style="list-style-type: none"> <li>Teacher-led introduction to Nazism and the Nazi party from 1919 to 1933. The ideology, the structure and the role of the Party all need to be covered. <b>(W)</b></li> <li>The central focus of this part of the topic should be on trying to convey as far as is possible the ideas inherent in Nazism/Mein Kampf and the role that the Party was to play in Hitler's rise to power.</li> <li>Research tasks – individual: <b>(I)</b> <ul style="list-style-type: none"> <li>Identification of the principal ideas in Mein Kampf and advocated by Hitler in the 1920s</li> <li>Identification of the structure of the Nazi Party and the role it played in the period 1919–1929.</li> </ul> </li> <li>Whole class discussion on the themes of: 'There was no coherent ideology underpinning Nazism' and 'How important was Nazism to the appeal of Hitler?' <b>(W)</b></li> <li>Homework/written work: 'Assess the importance of the Nazi party to Hitler's rise to</li> </ul>	<b>Textbooks</b> <ul style="list-style-type: none"> <li>Collier, <i>Hitler and the Nazi State</i>, chapters 1 and 2</li> </ul>

Key questions	Key content		Learning resources
	Hitler's appointment as Chancellor	<p>power.' <b>(H)</b></p> <ul style="list-style-type: none"> <li>• Teacher-led introduction to the pattern of events between 1929 and Hindenburg's offer of the Chancellorship to Hitler in 1933, identifying the key 'players' in the process. <b>(W)</b></li> <li>• The central focus of this part of the topic is on how Hitler, in spite of never actually winning an election, was able to become Chancellor in 1933.</li> <li>• Research task in pairs or groups, to identify the role of the following in Hitler's appointment as Chancellor: <b>(G) (P)</b> <ul style="list-style-type: none"> <li>○ The Nazi party and Nazi ideas</li> <li>○ Hitler's own skills</li> <li>○ The use of propaganda</li> <li>○ The use of force</li> <li>○ Hindenburg</li> <li>○ Weimar politicians</li> <li>○ Industrial and business supporters</li> <li>○ His opponents</li> <li>○ The Crash of 1929 and the subsequent depression.</li> </ul> </li> <li>• Seminar. Learners from each group to present a case both for and against the view that their 'subject' was the key factor in Hitler's rise to power. <b>(W)</b></li> <li>• Homework/written work: 'What best explains Hitler's accession to power in March 1933?' <b>(H)</b></li> </ul>	<p><b>Textbooks</b></p> <ul style="list-style-type: none"> <li>• Collier, <i>Hitler and the Nazi State</i>, chapter 2</li> <li>• Hite and Hinton, <i>Weimar and Nazi Germany</i>, chapters 8 and 9</li> </ul>
	Consolidation of power, 1933–1934	<ul style="list-style-type: none"> <li>• Students to work in pairs or small groups to assess the following steps in the consolidation of power. For each event / development, learners should consider what happened and how it helped to cement the Nazis hold on power. <b>(G) (P)</b> <ul style="list-style-type: none"> <li>○ The Enabling Act</li> <li>○ Destruction of the Trade Unions</li> <li>○ Banning of other political parties</li> <li>○ Law for the Reconstruction of the State</li> <li>○ Night of the Long Knives</li> <li>○ Death of Hindenburg</li> </ul> </li> <li>• Class discussion: How important was each of the steps listed above in the consolidation of Nazi power? <b>(W)</b></li> <li>• Written / homework: In no more than 500 words explain why Hitler was able to consolidate his position in power. <b>(I) (H)</b></li> </ul>	<p><b>Textbooks</b></p> <p>Hite and Hinton, <i>Weimar and Nazi Germany</i>, chapter 10</p>

Key questions	Key content		Learning resources
What were Hitler's domestic aims up to 1941?	Hitler's aims in government and administration	<ul style="list-style-type: none"> <li>Teacher-led introduction to Hitler's aims after his acceptance of the Chancellorship and the steps he took to ensure his total control of Germany. <b>(W)</b></li> <li>The central focus of this part of the topic is to ensure a degree of understanding of Hitler's aims and aspirations within Germany and to grasp the nature and extent of the historiographical debate on the topic.</li> <li>Research tasks. Pairs to be allocated an 'expert' and have to prepare a 5 minute presentation explaining what that 'expert' argues are Hitler's aims in government and administration in the period after 1933. The experts chosen will depend on what texts are available to the centre: <b>(G) (P)</b></li> <li>Identification on a timeline of the events between March 1933 and 1936 which illustrate how Hitler acquired dictatorial powers. <b>(I)</b></li> <li>Whole class presentations. Each group to present the 'expert's' views. <b>(W) (I)</b></li> <li>Whole class discussion on theme of: 'To what extent was the acquisition of power a means to an end for Hitler or an end in itself?' <b>(W)</b></li> <li>Homework/written work: 'Explain how Hitler acquired dictatorial powers in Germany between 1933 and 1936.' <b>(I) (H)</b></li> </ul>	<b>Textbooks</b> Relevant Historian texts
	The Führer Principle	<ul style="list-style-type: none"> <li>Teacher-led introduction to the concept and the role the Fuhrer Principle was to play in the government of Germany. <b>(W)</b></li> <li>The central focus of this part of the topic should to gain understanding of the idea of the 'Fuhrer' and the principle underlying it and its importance to Hitler and Nazism.</li> <li>Research tasks: <b>(I)</b> <ul style="list-style-type: none"> <li>A definition of the 'Fuhrer' principle</li> <li>An explanation of what Hitler intended it to achieve</li> <li>Identification of the methods by which Hitler administered Germany.</li> </ul> </li> <li>Whole class discussion on theme of: 'Was the "Fuhrer principle" anything more than an excuse for dictatorship?' <b>(W)</b></li> <li>Homework/written work: 'How well governed was Germany under Hitler in the period 1933–1939?' <b>(I) (H)</b></li> </ul>	<b>Textbooks</b> <ul style="list-style-type: none"> <li>Collier, <i>Hitler and the Nazi State</i>, chapter 3</li> </ul>
	Economic aims	<ul style="list-style-type: none"> <li>Teacher-led introduction the economic situation in Germany in 1933, emphasising the role that the economy had played in his acquisition to power. <b>(W)</b></li> <li>The central focus should be on trying to gain an understanding of what might be</li> </ul>	<b>Textbooks</b> <ul style="list-style-type: none"> <li>Collier, <i>Hitler and the Nazi State</i>, chapter 10</li> </ul>

Key questions	Key content		Learning resources
		<p>implied in <i>Mein Kampf</i>, implied from Hitler's speeches and propaganda before 1933 and what might be understood from his actions after his arrival into power.</p> <ul style="list-style-type: none"> <li>• Research tasks in small groups: <b>(G) (P)</b> <ul style="list-style-type: none"> <li>○ Identify, if possible, any specific economic aims inherent in Nazism</li> <li>○ Identify, if possible, any economic commitments made by Hitler in the years before 1933</li> <li>○ Identify Hitler's economic objectives in the years 1933–1939.</li> </ul> </li> <li>• Whole class discussion: 'He hated communism.' Does this summarise Hitler's economics? <b>(W)</b></li> <li>• Written work/homework: 'To what extent did Hitler have coherent economic aims in the years 1929–1936?' <b>(I) (H)</b></li> </ul>	
	Policies towards opposition, Jews and minorities	<ul style="list-style-type: none"> <li>• Teacher-led introduction to Nazi attitudes and actions towards opponents, Jews and all minorities and groups disliked by Hitler and the Nazis. <b>(W)</b></li> <li>• The central focus of this part of the topic is on the reasons for these policies and their development in Germany in the 1930s.</li> <li>• Research tasks in pairs or small groups: <b>(G) (P)</b> <ul style="list-style-type: none"> <li>○ Identification of reasons for, and policies towards, political opponents such as the Communists</li> <li>○ Identification of reasons for, and policies towards, opponents within the Party such as Roehm</li> <li>○ Identification of reasons for, and policies towards, the Jews</li> <li>○ Identification of reasons for, and policies towards, a range of other minorities such as Gipsies, homosexuals and the mentally handicapped.</li> </ul> </li> <li>• Whole class discussion on theme of: 'How effectively did the Nazis deal with their opponents?' <b>(W)</b></li> <li>• Written work/homework: 'What best explains Nazi anti-Semitism?' <b>(I) (H)</b></li> </ul>	<p><b>Textbooks</b></p> <ul style="list-style-type: none"> <li>• Collier, <i>Hitler and the Nazi State</i>, chapters 7 and 8</li> </ul>
How far did Hitler achieve his domestic aims to 1941?	Hitler's reputation and popularity	<ul style="list-style-type: none"> <li>• Teacher-led introduction identifying the principal focus of this section on the impact of Hitler's dominance on Germany and the German people and the extent to which they were linked to what were perceived to be his initial aims. <b>(W)</b></li> <li>• The central focus of this part of the topic is on how Hitler was perceived by the German people, and the nature and extent of his popularity.</li> <li>• Research tasks: <b>(I)</b> <ul style="list-style-type: none"> <li>○ Identification of the ways in which Hitler and the Nazi regime tried to gain</li> </ul> </li> </ul>	<p><b>Textbooks</b></p> <ul style="list-style-type: none"> <li>• Collier, <i>Hitler and the Nazi State</i>, chapters 4, 5 and 8</li> </ul>

Key questions	Key content		Learning resources
		<p>popularity</p> <ul style="list-style-type: none"> <li>○ Identification of reasons why the German people supported Hitler</li> <li>○ Identification of reasons why many Germans chose not to oppose Hitler.</li> </ul> <ul style="list-style-type: none"> <li>• Whole class discussion on theme of: 'What best explains Hitler's popularity in Germany in the period 1933–1939?' <b>(W)</b></li> <li>• Homework/written work: 'Assess the reasons why there was so little opposition to Hitler in Germany in the 1930s.' <b>(I) (H)</b></li> </ul>	
	Propaganda and repression	<ul style="list-style-type: none"> <li>• Teacher-led introduction to the nature and extent of Nazi propaganda and repression. <b>(W)</b></li> <li>• The central focus of this part of the topic is to assess the effectiveness of Nazi propaganda and repression and evaluate the necessity of both to the regime. There will of course be overlap with the previous topic.</li> <li>• Research tasks in pairs/small groups: <b>(G) (P)</b> <ul style="list-style-type: none"> <li>○ Identify the propaganda methods used by the Nazis</li> <li>○ Identify the repressive methods used by the Nazis.</li> </ul> </li> <li>• Seminar on two themes: <b>(W)</b> <ul style="list-style-type: none"> <li>○ Nazi propaganda – brilliant and vital for Hitler's survival in power?</li> <li>○ Nazi repression – ruthless and essential for Hitler's survival in power?</li> </ul> </li> <li>• Written work, ideally done under timed conditions: 'The Nazi regime would not have survived without the work of Goebbels, the Gestapo and the SS.' Discuss the validity of this view. <b>(I) (H)</b></li> </ul>	<p><b>Textbooks</b></p> <ul style="list-style-type: none"> <li>• Collier, <i>Hitler and the Nazi State</i>, chapters 4, 5 and 8</li> </ul>
	Economic changes	<ul style="list-style-type: none"> <li>• Teacher-led introduction to Hitler's management of the economy in the period 1933 to 1939. <b>(W)</b></li> <li>• The central focus on this part of the topic is on Nazi economic policy, the motives for it and its implication for Germany as a whole.</li> <li>• Research Tasks in pairs: <b>(P)</b> <ul style="list-style-type: none"> <li>○ Identify the economic problems facing Hitler in March 1933</li> <li>○ Identify the economic policy of Hitler to 1936 with reference to the work of Schacht to 1937</li> <li>○ Identify the economic policy of Hitler after the dismissal of Schacht to 1939</li> <li>○ Explain the nature of Nazi economic decision making between 1933 and 1939.</li> </ul> </li> <li>• Whole class discussion on theme of: 'Evaluate the economic strategy of the Nazi government between 1933 and 1939.' <b>(W)</b></li> </ul>	<p><b>Textbooks</b></p> <ul style="list-style-type: none"> <li>• Collier, <i>Hitler and the Nazi State</i>, chapter 10</li> </ul>

Key questions	Key content		Learning resources
		<ul style="list-style-type: none"> <li>Homework/written work: ‘To what extent was Nazi economic policy totally subordinated to the need to prepare for war?’ <b>(I) (H)</b></li> </ul>	
	Social impact	<ul style="list-style-type: none"> <li>Teacher-led introduction to the impact that Nazi policies had on all aspects of social life in Germany. <b>(W)</b></li> <li>The central focus of this part of the topic should be on specific aspects of Nazi social policy – and also on whether there was any coherent social policy in the first place.</li> <li>Individual research, identifying the impact of the Nazis on: <b>(I)</b> <ul style="list-style-type: none"> <li>Women</li> <li>Children</li> <li>The family</li> <li>Education</li> <li>Employment</li> <li>Religion</li> <li>Cultural life</li> <li>Sport</li> <li>Leisure.</li> </ul> </li> <li>Whole class discussion on ‘To what extent did the Nazis have a coherent social policy?’ <b>(W)</b></li> <li>Written work/homework: ‘To what extent was there a social revolution in Germany between 1933 and 1939?’ <b>(I) (H)</b></li> </ul>	<b>Textbooks</b> <ul style="list-style-type: none"> <li>Collier, <i>Hitler and the Nazi State</i>, various chapters</li> </ul>
How far was Hitler a totalitarian ruler?	Extent of totalitarianism in Germany	<ul style="list-style-type: none"> <li>Teacher-led introduction ensuring initially a definition of totalitarianism, contrasting Germany with Italy or Russia depending on which other theme has been studied. <b>(W)</b></li> <li>The central focus of this part of the topic is on the nature and extent of German totalitarianism and the extent to which it differed from other regimes studied.</li> <li>Research Task: learners have to prepare a six point case for and a six point case against the hypothesis ‘Hitler and the Nazis achieved the ultimate totalitarian state’. <b>(I)</b></li> <li>Whole class discussion. Each learner has to present their case for and against the hypothesis quoting at least one of the ‘experts’ in each case. <b>(W)</b></li> <li>Homework/written work: ‘Before the outbreak of war Hitler actually had quite limited power.’ Discuss this view. <b>(I) (H)</b></li> </ul>	
	Extent and limits of Hitler’s power and	<ul style="list-style-type: none"> <li>Whole class discussion on theme of: ‘How far Hitler should be seen as a successful ruler of Germany by 1941?’ <b>(W)</b></li> </ul>	

Key questions	Key content		Learning resources
	success up to 1941	• Homework/written work done under timed conditions: 'Hitler had done more harm than good in Germany by 1939.' Discuss this view. <b>(I) (H)</b>	

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