

Scheme of Work

Cambridge International AS & A Level History

9389 Component 2: Outline study

International Relations, 1871–1945

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.

International relations, 1871–1918
International relations, 1919–1933
International relations, 1933–1939
China and Japan, 1919–1945

Outline

Topics 1 to 3 provide chronological coverage of international relations in the period from 1871 to 1939. While there is no attempt to cover the First World War, its significance as a watershed in international relations is apparent throughout. Topic 4 focuses on China and Japan which play increasingly significant roles in international relations in the period between the two World Wars.

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

Resources

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

Endorsed textbooks have been written to be closely aligned to the syllabus they support, and have been through a detailed quality assurance process. As such, all textbooks endorsed by Cambridge for this syllabus are the ideal resource to be used alongside this scheme of work and are listed on www.cie.org.uk.
e.g. Wadsworth, P. *International History 1871–1945*. Cambridge University Press, 2013. ISBN: 9781107613232

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

Topic 1

- Anderson, M S. *The Ascendancy of Europe 1815–1914*, Longman, 2003
- Brogan, H. *The Penguin History of the USA*, Penguin 2001
- Culpin, C, Evans, E, and Henig, R. *Modern Europe 1870–1945*, Longman, 1997
- Farmer, A, and Sanders, V. *An Introduction to American History 1860–1990*, Hodder, 2002
- Huffman, J L. *Japan in World History*, OUP USA, 2010

- Pakenham, T. *The Scramble for Africa*, Abacus London, 1992

Topic 2

- Ambrosius, L E. *Wilsonianism: Woodrow Wilson and his Legacy in American Foreign Relations*, Palgrave MacMillan, 2002
- Bell, P M H. *The Origins of the Second World War in Europe*, Longman, 1997
- Henig, R. *Versailles and After*, Routledge, 1991
- Marks, S. *The Illusion of Peace: International Relations in Europe 1918–1933*, Palgrave MacMillan, 2003
- Sharp, A. *The Versailles Settlement: Peacemaking in Paris 1919*, MacMillan, 1991
- Steiner, Z. *The Lights that Failed: European International History 1919–1933*, OUP, 2005

Topic 3

- Bell, P M H. *The Origins of the Second World War in Europe*, Longman, 1997
- Bullock, A. *Hitler: A Study in Tyranny*, Penguin, 1969
- Carr, R. *The Civil War in Spain 1936–1939*, OUP, 1986
- Lee Ready, J. *Avanti: Mussolini and the Wars of Italy 1919–1945*, CreateSpace, 2012
- Parker, R A C. *Chamberlain and Appeasement*, MacMillan, 2000
- Taylor, A J P. *The Origins of the Second World War*, Penguin (New Edition), 1991
- Thomas, H. *The Spanish Civil War*, Penguin, 1986

Topic 4

- Barnhart, M. *Japan Prepares for Total War: The Search for Economic Security 1919–1941*, Cornell University Press, 1988
- Beasley, W E. *Japanese Imperialism 1894–1945*, Clarendon Press, 1987
- Fenby, J. *Generalissimo: Chiang Kai-shek and the China He Lost*, Free Press, 2005
- Huffman, J L. *Japan in World History*, OUP USA, 2010
- Lynch, M. *China: From Empire to People's Republic*, Hodder Education 1996
- Snow, E. *Red Star Over China*, Penguin 1972

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.historylearningsite.com
www.firstworldwar.com
www.markedbyteachers.com
www.historyonthenet.com
www.johndclare.net
www.thinkinghistory.co.uk

www.studyhistory.co.uk
www.internationalschoolhistory.net
www.historymad.com
www.activehistory.co.uk
www.bbc.co.uk/history
www.cartoons.ac.uk

Topic 1: International relations, 1871–1918

| Key questions | Key content | Suggested teaching activities | Learning resources |
|---|--|---|---|
| Why, and with what results, was there a growth in imperial expansion during the last quarter of the nineteenth century? | <ul style="list-style-type: none"> Reasons for imperial expansion in the late 19th century The ‘scramble’ for Africa; Treaty of Berlin (1885) | <ul style="list-style-type: none"> Research and note-making. Learners research <i>The Causes of the Scramble for Africa</i>. You provide a template containing headings and sub-headings to help them structure their notes effectively. Check accuracy and suitability of notes produced. (I) Developing understanding. In pairs, learners prepare a brief presentation entitled <i>European nations became involved in the scramble for Africa because...</i> followed by one of: (P) <ul style="list-style-type: none"> they desired commercial gain of advancements in medicine of advancements in transport of the reports of explorers of strategic reasons of political reasons of their desire to bring civilisation to Africa they wanted to enhance their international prestige the desire to compete with each other Seminar. Learners give their presentations, followed by teacher-led discussion of what has emerged. As a class, learners attempt to put the causes in an order of priority / significance. (W) Introduce the question: <i>‘The industrial revolution in Europe was the main reason for the scramble for Africa in the period from 1871 to 1900.’ How far do you agree?</i> <ul style="list-style-type: none"> Group discussion and make two lists, one agreeing and one disagreeing with the statement in the question. (G) Written work / homework. Learners prepare a draft outline essay plan, indicating the argument being pursued and how this argument will be explained, justified and supported. (I) (H) You provide learners with formative feedback on presentations, contributions to group discussion and outline essay plan. (I) Learners prepare for a debate. <i>How far did Africa benefit from European imperialism in the last quarter of the 19th century?</i> <ul style="list-style-type: none"> Group discussion. Divide class into two groups, one group to argue the | <p>Textbooks, e.g.</p> <ul style="list-style-type: none"> Wadsworth, Chapter 1, pp8–19 Pakenham, <i>The Scramble for Africa</i> <p>Online</p> <ul style="list-style-type: none"> http://www.sparknotes.com/history/european/1871-1914/section5.rhtml http://www.saburchill.com/history/chapters/empires/0048.html http://blogs.utexas.edu/15minutehistory/2012/10/24/episode-3-the-scramble-for-africa/ |

| Key questions | Key content | Suggested teaching activities | Learning resources |
|--|---|--|---|
| | | good effects, the other to focus on the bad. You should remind learners to think about how this question might be answered to ensure a clear argument while maintaining balance? (G) | |
| | <ul style="list-style-type: none"> Disputes over the Chinese Empire; wars in South Africa | <ul style="list-style-type: none"> Provide learners with two cartoons (one British and one American) and ask them to <i>compare and contrast the views expressed in the two cartoons about British imperialism in Africa in the late 19th century</i>. Mark using the generic mark scheme for Paper 1 (a) and provide formative feedback. (I) Group work. Learners read the text of Kaiser Wilhelm's telegram to Kruger. Discussion. Why would this telegram have caused so much resentment in Britain? What were the long-term consequences of this? Learners to prepare a diplomatic British response to the Kaiser. (G) | Online <ul style="list-style-type: none"> http://en.wikipedia.org/wiki/File:Punch_Rhodes_Colossus.png British Cartoon http://www.saburchill.com/history/chapters/empires/0048.html American cartoon http://germanyandthegreatwar.wordpress.com/2011/10/25/kruger-telegram/ Telegram |
| How and why did the USA emerge as a world power? | <ul style="list-style-type: none"> Economic growth and the need for trade The Spanish-American War (1898), the Panama Canal and the development of an 'American Empire' Reasons for and implications of the USA's entry into World War I | <ul style="list-style-type: none"> Debate. Divide class into two groups; each group to assume that it represents Americans in 1900. One group to make a presentation arguing that the USA should maintain its isolationist policy. The other group to make a presentation arguing that the USA should expand outwards. Open up for general discussion. Provide feedback to learners on their contributions to both the presentation and the discussion. (G) Research task to demonstrate how to use evidence to support an argument. Learners find evidence which supports the view that <i>In the period from 1871 to 1914, public opinion in the USA largely supported American expansionism.</i> (I) Group discussion. Provide the cartoon published in an American magazine in 1906, <i>what point is the cartoonist trying to make?</i> (G) Group discussion. <i>To what extent had the USA become a world power by 1914?</i> As a group, devise two lists, one showing evidence that the USA was a world power by 1914, one suggesting that it was not. (W) Provide learners with an essay-writing template and ask them to write a response to the question. Mark using the generic mark scheme for Paper 2 (b) and provide feedback. (I) Individual research. <i>Why did the USA enter WWI in 1916 and not before?</i> (I) | Textbooks, e.g. <ul style="list-style-type: none"> Wadsworth, Chapter 1, pp20–23 Farmers, <i>An Introduction to American History 1860–1990</i> Brogan, <i>The Penguin History of the USA</i> Online <ul style="list-style-type: none"> http://en.wikipedia.org/wiki/File:Roos_evelt_monroe_Doctrine_cartoon.jpg Cartoon |

| Key questions | Key content | Suggested teaching activities | Learning resources |
|---|---|--|--|
| How and why did Japan emerge as a world power? | <ul style="list-style-type: none"> Rapid modernisation and military development Wars with China (1894–95) and Russia (1905); treaty with Britain (1902) | <ul style="list-style-type: none"> Research. Learners, individually or in pairs, prepare a presentation on one of the following: (I) <ul style="list-style-type: none"> Reasons for Japan's rapid modernisation after 1871 Effects of Japan's rapid modernisation after 1871 Reasons for Japan's interest in China Effects of Japan's interests in China Reasons why Japan agreed to the Anglo-Japanese Alliance in 1902 Cause of the Russo-Japanese War 1904–5 Reasons why Japan defeated Russia in 1904–5. <p>Each presentation should contain 3 or 4 key points, together with appropriate supportive material (including maps, cartoons, diagrams etc.).</p> <ul style="list-style-type: none"> Group discussion. <i>How far had Japan achieved world power status by 1914?</i> Compile two lists; one containing evidence that it had, the other that it had not. (G) | Textbooks, e.g. <ul style="list-style-type: none"> Wadsworth, Chapter 1, pp24–27 Huffman, <i>Japan in World History</i> |
| | <ul style="list-style-type: none"> Japan's strong position in 1918 | <ul style="list-style-type: none"> Learners research the ways in which Japan benefited from WWI. (I) Discussion. Brainstorm the advantages which Japan gained during the 1914–period. (W) (G) Debate. <i>Japan was not a world power in 1914, but had achieved this status by 1918.</i> (W) | |
| Why, and with what results, did a system of rigid alliances develop between European nations? | <ul style="list-style-type: none"> The aims and objectives of each of the European powers | <ul style="list-style-type: none"> Class discussion leading to two lists: (W) <ul style="list-style-type: none"> <i>What were Bismarck's main aims?</i> <i>What methods did he use to achieve these aims?</i> Learners produce a written response to the question: <i>In what ways, and with what effects, did Kaiser Wilhelm II change German foreign policy after 1890?</i> Provide formative feedback. (I) | Textbooks, e.g. <ul style="list-style-type: none"> Wadsworth, Chapter 1, pp28–39 Anderson, <i>The Ascendancy of Europe, 1815–1914</i> Culpin, <i>Modern Europe, 1870–1945</i> Online <ul style="list-style-type: none"> http://www.firstworldwar.com/origins/causes.htm http://www.historyonthenet.com/WW1/causes.htm http://www.historylearningsite.co.uk/causes_world_war_one.htm |
| | <ul style="list-style-type: none"> The development of the Triple Alliance and the Triple Entente | <ul style="list-style-type: none"> Research. Learners provide written evidence to show why each of the following countries felt the need to form alliances: (I) <ul style="list-style-type: none"> <i>Britain</i> <i>France</i> <i>Russia</i> Discussion. <i>To what extent did the existence of two rival sets of alliances make WWI inevitable?</i> (W) | |

| Key questions | Key content | Suggested teaching activities | Learning resources |
|---------------|--|--|--|
| | | <ul style="list-style-type: none"> Learners produce two lists showing both sides of the argument. (P) (I) | <ul style="list-style-type: none"> http://www.johndclare.net/causes_WWI2.htm http://www.johndclare.net/causesWWI_Answer1.htm |
| | <ul style="list-style-type: none"> Implications of the alliances for international peace and stability. | <ul style="list-style-type: none"> Learners prepare presentations outlining how one of the following was responsible for the outbreak of WWI: (P) (I) <ul style="list-style-type: none"> Imperial rivalry such as in Africa The emergence of the USA as a world power The emergence of Japan as a world power French resentment over the Franco-Prussian War Germany's sense of insecurity Rivalry between Russia and Austria-Hungary Nationalism within the Habsburg Empire Naval rivalry and the arms race The existence of two rival sets of alliances Following presentations, class discussion to place these points in an order of significance. (W) Learners answer the question <i>To what extent was the existence of two rival alliance systems responsible for the outbreak of WWI?</i> Mark using generic mark scheme for Paper 2 (b) and provide formative feedback. (I) (H). | |

Topic 2: International relations, 1919–1933

| Key questions | Key content | Suggested teaching activities | Learning resources |
|--|---|---|--|
| Why did the peace settlements of 1919–1920 fail to secure lasting peace? | <ul style="list-style-type: none"> Terms and implications of the various treaties | <ul style="list-style-type: none"> Research. Learners identify factors which meant that it was essential for the peace settlement to reach decisions quickly. (I) <ul style="list-style-type: none"> Discussion, leading to compilation of a list of key factors. (W) Role play. In groups of four, learners each adopt a role: Wilson; Lloyd-George; Clemenceau; Orlando. Each group to discuss/debate as if they are at the Paris Peace Conference. (G) Whole class discussion. Why did these disagreements make it difficult for the peacemakers to make an effective peace? (W) | <p>Textbooks, e.g.</p> <ul style="list-style-type: none"> Wadsworth, Chapter 2 pp40–67 Henig, <i>Versailles and After</i> Marks, <i>The Illusion of Peace; International Relations in Europe 1918–33</i> Sharp, <i>The Versailles Settlement</i> Steiner, <i>The Lights that failed: European International History 1919–33</i> <p>Online</p> <ul style="list-style-type: none"> http://history.state.gov/milestones/1914-1920/ParisPeace http://www.johndclare.net/ToV1_IG_CSEnotes.htm http://www.bbc.co.uk/history/worldwars/wwone/versailles_01.shtml |
| | <ul style="list-style-type: none"> Disenchantment of France, Italy, Bolshevik Russia and the defeated powers; implications of the USA's failure to ratify the settlement | <ul style="list-style-type: none"> Written work / homework. <i>Why did Germany resent the terms of the Treaty of Versailles?</i> (I) (H) Peer assessment. In pairs, learners mark each other's answers using generic mark scheme for Paper 2 (a) and discuss outcomes. Learners re-draft their answers which you mark and provide formative feedback. (P) (I) Discussion. <i>How justified were the German criticisms of the Treaty of Versailles?</i> (W) Following discussion, learners answer the question and the same assessment routine is followed, this time using generic mark scheme for Paper 2 (b). (I) (P) Debate. In two groups, learners prepare for then have a debate. One group argues that the Paris peace settlement was a 'bad' peace, the other argues that it was not a 'bad' peace. (W) | |
| | <ul style="list-style-type: none"> Problems in 'successor states' created by the post-war settlements | <ul style="list-style-type: none"> Discussion. Display or hand out copies of the British cartoon of 1919. What is the cartoonist trying to say? (W) Each learner researches the problems facing one of the 'successor states'. (I) Discussion. What problems did the successor states have in common? Which countries faced the biggest possible problems (prioritise a list). (W) | |
| What attempts were made to improve international | <ul style="list-style-type: none"> Disturbed relations (1919–23) in the aftermath of peace settlements | <ul style="list-style-type: none"> Provide learners with a list of the various attempts to improve international relations. In preparation for class / group discussion, learners should research these attempts and make two lists; effective and not effective. (I) Class / group discussion. You compile two agreed lists and learners, in groups or | <p>Online</p> <ul style="list-style-type: none"> http://www.cartoons.ac.uk/browse/cartoon_item/anytext=locarno%20treaties?page=1 Locarno Treaties |

| Key questions | Key content | Suggested teaching activities | Learning resources |
|--|--|---|--------------------|
| relations between 1919 and 1933 and how successful were they? | <ul style="list-style-type: none"> Improvement in international relations: Washington Conferences (1921–22); Genoa Conference (1922); Dawes Plan (1924); Locarno Treaties (1925); Kellogg-Briand Pact (1928); Young Plan (1929); World Disarmament Conference (1932–33) The impact of world economic problems after 1929 | <p>as a class, discuss to arrange the ‘effective’ list into an order of significance. (W)</p> <ul style="list-style-type: none"> Written work / homework. Provide learners with the Locarno Treaties cartoon, learners write an answer to the question ‘<i>What does this cartoon suggest about the Locarno Treaties?</i>’ You mark and provide formative feedback. (I) (H) Discussion. <i>In what ways did the world economic crisis after 1929 affect international relations?</i> (W) | Cartoon |
| How did relations between the USSR, Britain, France and Germany develop between 1919 and 1933? | <ul style="list-style-type: none"> France’s attempts to deal with the problem of Germany from 1919 to 1933 The USSR’s realisation of the need for peaceful co-existence and co-operation with the capitalist world Relations between the USSR and | <ul style="list-style-type: none"> Learners research and prepare four lists, one each for Britain, the USSR, France and Germany. Each list should contain the following: (P) (I) (H) <ul style="list-style-type: none"> Foreign policy aims How those aims were put into practice Any changes in attitudes detected and the reasons for them Discussion. Learners begin the discussion on each country by making a brief presentation. You compile a group list outlining the main issues which caused problems in relations between European nations 1919–33 and learners discuss the list and put the items into an order of significance. (W) Written work / homework. Learners answer the question ‘<i>To what extent was French fear of Germany the most important cause of tension in Europe between 1919 and 1933?</i>’. Peer marking using generic mark scheme for Paper 2 (b), you go through each and provide formative feedback. (P) (I) (H) | |

| Key questions | Key content | Suggested teaching activities | Learning resources |
|---|--|---|---|
| | Britain, France and Germany | | |
| What were the main aims and implications of US foreign policy, 1919–1933? | <ul style="list-style-type: none"> Reasons for and the impact of the USA's return to isolationism | <ul style="list-style-type: none"> You provide learners with Sources A, B and C from the specimen examination Paper 1. Learners identify the key reasons why Wilson believed that the USA should ratify the peace settlement and why Cabot Lodge and Borah disagreed. (P) (I) Discussion: (W) <ul style="list-style-type: none"> Why didn't the USA ratify the peace settlement? What were the implications of this? | Textbooks, e.g. <ul style="list-style-type: none"> Wadsworth, Chapter 2 pp40–67. Henig, <i>Versailles and After</i> Marks, <i>The Illusion of Peace; International Relations in Europe 1918–33</i> Sharp, <i>The Versailles Settlement</i> Steiner, <i>The Lights that failed: European International History 1919–33</i> Ambrosius, <i>Wilsonianism: Woodrow Wilson and his legacy in American Foreign Relations</i>. |
| | <ul style="list-style-type: none"> Importance of overseas trade, investment and war debt to foreign policy The impact of US foreign policy on the world economic crisis after 1929 | <ul style="list-style-type: none"> Discussion. Learners agree two lists, one showing that the USA did follow an isolationist foreign policy, the other suggesting that it did not. What conclusions can be reached? (W) Discussion. <i>What impact did the USA have on international relations in the period from 1919–33?</i> (W) | |

Topic 3: International relations, 1933–1939

| Key questions | Key content | Suggested teaching activities | Learning resources |
|--|--|--|---|
| What were the aims and implications of Mussolini's foreign policy? | <ul style="list-style-type: none"> Desire to make Italy great and feared – Corfu Incident and Fiume Diplomacy from 1923–1934 | <ul style="list-style-type: none"> Discussion to identify and list the main aims of Mussolini's foreign policy. (W) | <p>Textbooks, e.g.</p> <ul style="list-style-type: none"> Wadsworth, Chapter 3, pp68–101 Bell, <i>The Origins of the Second World War in Europe</i> Lee Ready, <i>Avanti: Mussolini and the wars of Italy, 1919–45</i> <p>Online</p> <ul style="list-style-type: none"> http://www.thestudentroom.co.uk/wiki/Revision:Mussolini_-_Foreign_Policy http://www.historylearningsite.co.uk/italy_foreign_policy.htm https://rudbeck-ib-history-revision.wikispaces.com/3.21+Mussolini's+foreign+policy http://prezi.com/nj7x4ncikkji/mussolini-foreign-policy/ <p>Online images</p> <ul style="list-style-type: none"> http://www.maryevans.com/search.php http://www.corbisimages.com/Search#p=1&q=42-24332115 |
| | <ul style="list-style-type: none"> Aggression after 1934: Abyssinia; Spanish Civil War; Rome–Berlin Axis; Albania; Pact of Steel | <ul style="list-style-type: none"> Research. Learners identify evidence which suggests that Mussolini adopted a diplomatic approach to foreign policy in the period from 1919 to 1934. (P) (I) (H) <ul style="list-style-type: none"> Discussion. Why did Mussolini adopt this approach? (W) Research. Learners identify evidence which suggests that Mussolini adopted a more aggressive approach to foreign policy after 1934. (I) <ul style="list-style-type: none"> Discussion. Why was this? (W) Hold a 'mock trial'. Divide the class into two groups. One group assigned to defend Mussolini's foreign policy 1919–45, showing how it was in Italy's best interests. The other group to 'prosecute', arguing that his foreign policy was not in Italy's best interests. Group discussion of what emerges. (W) (G) Provide learners with two images of Mussolini, one from the cover of a French magazine in 1933 and the other by an Italian artist at around the same time. Learners explain how and why these illustrations give different impressions of Mussolini. Mark using generic mark scheme for Paper 1 (a) and provide formative feedback. (I) | |
| Why did civil war break out in Spain in 1936? | <ul style="list-style-type: none"> Reasons for King Alfonso XIII's abdication in 1931 Problems facing the new republic | <ul style="list-style-type: none"> Individually or in pairs, learners to prepare brief presentations on one of the following: (P) (I) <ul style="list-style-type: none"> Why was Spain politically unstable in the early 1930s? Why did the king abdicate in 1931? What problems faced the Republic after 1931? What actions by the Republic led to the civil war? What actions by the Right led to the civil war? | <p>Textbooks, e.g.</p> <ul style="list-style-type: none"> Thomas, <i>The Spanish Civil War</i> <p>Online</p> <ul style="list-style-type: none"> http://www.historylearningsite.co.uk/spanish_civil_war.htm |

| Key questions | Key content | Suggested teaching activities | Learning resources |
|---|---|---|---|
| | | <ul style="list-style-type: none"> Why did civil war break out in 1936 and not before? Following presentations, discussion on the causes of the Spanish civil war. (W) | <ul style="list-style-type: none"> http://www.bbc.co.uk/bitesize/higher/history/roadwar/spancivil/revisio n/1/ http://www.historyextra.com/feature/spain%E2%80%99s-very-international-civil-war http://www.corbisimages.com/Search#p=1&q=42-25807158 Poster |
| | <ul style="list-style-type: none"> Reasons for and implications of Franco's victory | <ul style="list-style-type: none"> Discussion to list and prioritise the key factors. (W) Written work / homework. Learners answer the question '<i>The disunity of the republican forces was the main reason why the nationalists were able to win the Spanish Civil War.</i>' How far do you agree? Mark using generic mark scheme for Paper 2 (b) and provide formative feedback. (I) (H) Discussion. Provide learners with a copy of poster issued during the Spanish civil war. Which side issued the poster and what was its purpose? (W) (G) | |
| What were the aims and implications of Hitler's foreign policy? | <ul style="list-style-type: none"> Hitler's general aims – destroying Versailles Treaty, building up army, recovering lost territory, bringing all German-speaking people into the Reich | <ul style="list-style-type: none"> Discussion. What were the main aims of Hitler's foreign policy? (W) Written work / homework. Learners answer the question <i>To what extent was Hitler's main foreign policy aim to overturn the Treaty of Versailles?</i> Mark using the generic mark scheme for Paper 2 (b) and provide formative feedback. (I) (H) | <p>Textbooks, e.g.</p> <ul style="list-style-type: none"> Bell, <i>The Origins of the Second World War in Europe</i> Bracher, <i>The German Dictatorship</i> Jackel, <i>Hitler's World View</i> Parker, <i>Chamberlain and Appeasement</i> Taylor, <i>The Origins of the Second World War</i> <p>Online</p> <ul style="list-style-type: none"> http://www.johndclare.net/Roadto WWII1_IGCSEnotes.htm http://www.bbc.co.uk/schools/gcse/bitesize/history/mwh/ir1/hitlersaims andactionsrev1.shtml http://www.cartoons.ac.uk/record/LS4323 http://www.johndclare.net/Roadto |
| | <ul style="list-style-type: none"> Successes, 1933–38; appeasement | <ul style="list-style-type: none"> Research. Learners list Hitler's foreign policy actions and achievements 1933–8. (I) Discussion. How far could Hitler's actions in the period 1933–8 be justified? (W) Divide the class into two groups. One group argues that appeasement was foolish and dangerous. The other provides justification for the policy of appeasement. You should ensure that learners understand the value of hindsight. (G) Written work / homework. Learners answer the question '<i>Hitler's decision to invade Czechoslovakia was a mistake.</i>' How far do you agree? Mark using generic mark scheme for Paper 2 (b) and provide formative feedback. (I) (H) | |

| Key questions | Key content | Suggested teaching activities | Learning resources |
|--------------------------------|--|--|--|
| | <ul style="list-style-type: none"> Czechoslovakia and Poland, 1938–39 | <ul style="list-style-type: none"> Discussion. Provide learners with the two cartoons in the learning resources. What points are the cartoonists trying to make? (W) Learners prepare two lists, showing the advantages of the Pact for: (I) <ul style="list-style-type: none"> Germany The USSR Discussion. Why, then, did the Pact come as a shock to the rest of the world? (W) Written work / homework. Learners answer the question ‘<i>Compare and contrast the views expressed in the two cartoons about the Nazi-Soviet Pact.</i>’ Mark using generic mark scheme for Paper 1 (a) and provide feedback. (I) | <ul style="list-style-type: none"> WWII8.htm http://www.ushmm.org/wlc/en/article.php?ModuleId=10005203 http://www.historyhome.co.uk/europe/hitfor.htm http://hsc.csu.edu.au/modern_history/national_studies/germany/4024/nazi.htm |
| Why did war break out in 1939? | <ul style="list-style-type: none"> Long-term issues such as dissatisfaction with the Treaty of Versailles and the failure of collective security Historical debate regarding Hitler’s intentions Appeasement and the role of the USSR | <ul style="list-style-type: none"> Learners prepare two lists: (P) (I) <ul style="list-style-type: none"> Evidence suggesting that Hitler neither expected nor wanted a major war Evidence suggesting that Hitler did want a major war and actively planned for it. Debate, using the two lists above. Divide class into two groups, one arguing the first point, the other the second. Compile two agreed lists. (G) Written work / homework. Provide learners with this statement by the British PM Chamberlain at the outbreak of WWII: <ul style="list-style-type: none"> <i>Responsibility for this terrible catastrophe lies on the shoulders of one man, the German Chancellor, who has not hesitated to plunge the world into misery in order to serve his own senseless ambitions.</i> Learners answer the following questions: (I) (H) <ul style="list-style-type: none"> <i>Why might Chamberlain make such a statement?</i> <i>How far do you agree with the statement?</i> In pairs, learners review each other’s answers, commenting on style, balance and quality of argument. (P) | |

Topic 4: China and Japan, 1919–1945

| Key questions | Key content | Suggested teaching activities | Learning resources |
|---|---|--|---|
| What were the implications of the 'warlord era' which affected China from 1916 to 1928? | <ul style="list-style-type: none"> • Yuan Shih-kai and disintegration of China • May the Fourth Movement • Growth of Kuomintang (Nationalist) Party under Dr Sun Yat-sen | <ul style="list-style-type: none"> • Discussion. As a group, brainstorm the factors which made China weak in 1919. Then, still as a group, use this information to focus on the question <i>How far was Japan responsible for the weak condition of China in 1919?</i> (W) • Discussion. Reflect on the question <i>Why was there an upsurge in Chinese nationalism in 1919?</i> (W) | Textbooks, e.g. <ul style="list-style-type: none"> • Wadsworth, Chapter 4, pp102–129 • Lynch, <i>China: From Empire to People's Republic</i>, Chapter 2 • Beasley, <i>Japanese Imperialism 1894–1945</i> • Fenby, <i>Generalissimo: Chiang Kai-shek and the China he lost</i> • Snow, <i>Red Star over China</i> |
| How effective was the Kuomintang in achieving its aims? | <ul style="list-style-type: none"> • The Three Principles • Progress under Chiang Kai-shek • Kuomintang's successes and failures | <ul style="list-style-type: none"> • Learners imagine that they are newspaper reporters given the opportunity to interview Sun Yat-sen in 1924 and Chiang Kai-shek in early 1926. They devise a series of questions which they would ask. (I) • Divide class into groups, ideally of three. In turn, each asks his/her questions to the other two who answer as Sun and Chiang respectively. (G) • Discussion. Compare and contrast the political views of Sun and Chiang. (W) • Learners prepare two lists, one showing the successes which Chiang had achieved by 1929, the other showing his failures. (I) • Discussion. <i>How far did Chiang Kai-shek provide effective leadership for the KMT?</i> (W) | |
| Why did communism gain support in China? | <ul style="list-style-type: none"> • Mao Zedong and the Long March • Reasons for | <ul style="list-style-type: none"> • Research. In pairs, learners research the rise of Mao Zedong and the Long March. Learners produce a timeline of events and a map (with dates) of the Long March. (P) (H) • Research. In pairs, learners research the reasons for dissatisfaction with the | <ul style="list-style-type: none"> • http://www.historylearningsite.co.uk/long_march_1934_to_1935.htm • http://www.sjsu.edu/faculty/watkins/longmarch.htm • http://www.pacificwar.org.au/histori |

| Key questions | Key content | Suggested teaching activities | Learning resources |
|--|--|--|--|
| | dissatisfaction with Kuomintang | Kuomintang, ranking each reason. (P) (H) • Discussion. Each pair gives their ranked list, followed by a discussion to produce a ranked list agreed by the class. (W) | callbackground/JapMilaggro.html • https://www.mtholyoke.edu/acad/intrel/WorldWar2/manchuria.htm |
| | • Impact of Japanese occupation of Manchuria in 1931 | • Research. In pairs, learners research the effect that the Japanese occupation of Manchuria in 1931 had. (P) (H) • Written work / homework. In pairs or individually, learners prepare an annotated mind map diagram of why communism gained support in China. (P) (I) (H) | |
| Why, and with what effects, did Japan become a military dictatorship in the 1930s? | • Japan's strong position in 1918 • Political and economic factors; Manchuria (1931) and China (1937) | • Research. Individually or in pairs, learners produce a timeline of events which led to Japan becoming a military dictatorship. From this, they should then identify what they consider to be the five most important reasons why Japan became a military dictatorship. (P) (I) • Discussion. Each pair of learners presents their list of five factors and explains why it considers them to be the most significant. (W) (P) (I) • Discussion. Following all of the presentations, whole-class discussion to prioritise the causal factors. (W) | Textbooks, e.g. • Barnhart, <i>Japan Prepares for Total War</i> • Beasley, <i>Japanese Imperialism 1894–1945</i> • Huffman, <i>Japan in World History</i> Online • http://www.johndclare.net/EL5.htm • https://www.mtholyoke.edu/acad/intrel/WorldWar2/manchuria.htm • http://www.historylearningsite.co.uk/manchuria_1931.htm • http://www.bbc.co.uk/learningzone/clips/japanese-invasion-of-manchuria-and-the-league-of-nations-response/2448.html • http://www.bbc.co.uk/history/worldwars/wwtwo/pearl_harbour_01.shtml • http://www.history.co.uk/explore-history/ww2/pearl-harbor.html |
| | • Implications of military rule in Japan; involvement in World War II | • Research. Learners prepare a list of reasons why Japan adopted an aggressive foreign policy in the 1930s and 1940s. (I) • Discussion. Class agree and prioritise the causal factors. (W) • Written work / homework. Learners write a written response to one of the following questions: (I) (H) o <i>Why did Japan invade Manchuria in 1931?</i> o <i>Why did Japan attack Pearl Harbour in 1941?</i> • Peer marking. Put learners who answered different questions into pairs, they mark each other's answers (using generic mark scheme for Paper 2 (a)) and provide verbal feedback. Each learner then writes an answer to the question which they did not attempt originally which is then marked by you and you provide formative feedback. (P) (I) | |

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