

## Scheme of Work

# Cambridge International AS & A Level History

## 9389 Component 3: Interpretations question (source-based)

The Holocaust

For examination from 2016

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## Introduction

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### Recommended prior knowledge

Most learners taking this component will have studied History at IGCSE, GCSE or O Level, and will already have taken the Cambridge International AS History examination. These courses will have equipped them with some background in the subject. However, for this component, no specific prior knowledge is required.

### Context

From their previous studies learners will have developed some understanding about the methods of the subject, and in particular will be familiar with working with sources. However, they will have had less exposure to historians' interpretations and the issues raised by differences between these interpretations.

### Outline

The main focus of the study is on what historians have written about the topic, but to enable learners to understand and analyse these interpretations they will also need to acquire a broad contextual knowledge of the topic itself, although this knowledge will never be directly tested for its own sake in the examination.

In this scheme of work the topics of component 3 are presented in two parts:

- **Part A. Subject content.** The over-arching key question, '*Why did the Holocaust occur?*', covers each of the key content events and developments of the syllabus.
- **Part B. Historians' interpretations.** The over-arching key question, '*How have historians of the Holocaust differed in their interpretations and approaches?*', covers each of the key approaches in the syllabus.

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](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 as they cover each learning objective.

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

#### General Introductions for all three topics

Arnold, JH. *History: A Very Short Introduction*, Oxford University Press 2000

Evans, RJ. *In Defence of History*, Granta Books 1997

Tosh, J. *The Pursuit of History*, (5<sup>th</sup> edition), Routledge 2010

#### Secondary texts for learners – Topic 2: The Holocaust

Farmer, A, *Anti-Semitism and the Holocaust* (2<sup>nd</sup> edition), Hodder Education 2009

Neville, P, *The Holocaust*, Cambridge University Press 1999

Kershaw, I, *Hitler, the Germans, and the Final Solution*, Yale University Press 2008

#### **Other useful texts**

Arendt, H, *Eichmann in Jerusalem*, Penguin 2006

Broszat, M, *Hitler and the Genesis of the Final Solution*, (article in) *Yad Vashem Studies* (13), 1979

Browning, C, *Ordinary Men*, Penguin 2001

Browning, C, *The Origins of the Final Solution*, Arrow Books 2005

Dawidowicz, L, *The War Against the Jews*, Bantam edition 1991

Goldhagen, D, *Hitler's Willing Executioners*, Abacus 1997

Hilberg, R, *The Destruction of the European Jews*, Yale University Press (3rd edition) 2003

Hull, I, *The Measure of Atrocity: The German War against the Hereros*, GHI Bulletin no. 37, 2005. <http://www.ghi-dc.org/publications/ghipubs/bu/037/6hull.pdf>

Krakowski, S, *The War of the Doomed: Jewish Armed Resistance in Poland, 1942–44*, Holmes & Meier 1984

Morse, A, *While 6 Million Died*, Hart 1975

Stone, D, *The Historiography of the Holocaust*, Palgrave Macmillan 2005.

Trunk, I, *Judenrat: The Jewish Councils in Eastern Europe under Nazi Occupation*, Collier Macmillan 1973

Wyman, D, *The Abandonment of the Jews*, The New Press 2007

#### **DVD/YouTube**

DVD: *The Nazis: a Warning from History*, BBC 1997

Feature films/DVDs dealing with aspects of the Holocaust: e.g. *Schindler's List* (1993), *Life is Beautiful* (1997), *The Pianist* (2002), *Sophie's Choice* (1982).

#### **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.yadvashem.org](http://www.yadvashem.org) The website of Yad Vashem, the Jewish people's memorial to the Holocaust. Offers a huge collection of information and research materials.

[https://en.wikipedia.org/wiki/List\\_of\\_Holocaust\\_films](https://en.wikipedia.org/wiki/List_of_Holocaust_films)

<http://www.ghi-dc.org> German Historical Institute, Washington DC

<http://www.ghi-dc.org/publications/ghipubs/bu/037/6hull.pdf> The Measure of Atrocity: The German War against the Hereros, 1904–7

## Part A: Subject content

Although the examination on this component focuses on the ability to recognise the essential features of historians' interpretations, learners' ability to succeed in this will, to a great extent, depend on their understanding of two more fundamental questions:

- **Why do historians produce different interpretations of the same events?**
- **Why do historians adopt different approaches to the same events?**

There are many excellent books which explore and discuss the nature of the historian's work. Learners will benefit from using at least one of these throughout the course as a point of reference which can be consulted as a source of more general ideas than the topic-specific material they are studying in class. Some suggestions, varying in length and complexity, are:

John H Arnold, *History: A Very Short Introduction*, Oxford University Press 2000

Richard J Evans, *In Defence of History*, Granta Books 1997

John Tosh, *The Pursuit of History (5<sup>th</sup> Edition)*, Routledge 2010

Learners need to be familiar with the areas of content listed below in order to understand how historians differ in their interpretations of them. Whilst factual knowledge is not tested for its own sake in the examination, it is required for learners to be able to identify, understand and explain the differences in the interpretations they will study. In practice this means that they should acquire a sound, general understanding of the period, rather than detailed knowledge. The content themes should be taught before you move on to the consideration of historians' interpretations. Whether this means that all the content is introduced before any interpretations are covered, or whether the teaching of a content theme is followed by consideration of interpretations on that theme, is for you to decide.

<b>Key question: Why did the Holocaust occur?</b>		
<b>Key content</b>	<b>Suggested teaching activities</b>	<b>Learning resources</b>
The background of European and German anti-Semitism and racist theories	<ul style="list-style-type: none"> <li>• Teacher-led introductions on the following topics: <b>(W)</b> <ul style="list-style-type: none"> <li>○ Background to European anti-semitism;</li> <li>○ Treatment of Jews in Russia in late 19th century;</li> <li>○ Pogroms.</li> <li>○ Anti-Semitism in nineteenth-century Germany;</li> <li>○ Social Darwinism, connections between racist theories and colonialism, case study of German extermination campaign against the Herero in Namibia 1903–07.</li> </ul> </li> <li>• Learner research using textbooks and internet. <b>(I) (H)</b></li> <li>• Discussion: <i>Was there anything special or different about anti-Semitism and racism in Germany compared with other countries?</i> <b>(W) (G)</b></li> <li>• Debate: learners prepare and present arguments on the following issue - <i>How far did events</i></li> </ul>	<b>Textbooks</b> <ul style="list-style-type: none"> <li>• Farmer pp14–27</li> <li>• Neville pp4–12</li> <li>• Hull</li> </ul>

<b>Key question: Why did the Holocaust occur?</b>		
Key content	Suggested teaching activities	Learning resources
	<i>and developments in German history before World War 1 show that the preconditions for the Holocaust already existed? (W) (G)</i>	
Nazi anti-Semitism and persecution of the Jews, 1933–41	<ul style="list-style-type: none"> <li>• Introduction: watch <i>A Warning from History, episode 2 – Chaos and Consent</i> on the nature of the Nazi regime. <b>(W)</b></li> <li>• Learners to work in pairs/small groups researching the following topics:               <ul style="list-style-type: none"> <li>○ Hitler's anti-Semitism,</li> <li>○ Mein Kampf and lebensraum,</li> <li>○ Nazi policies towards the Jews and other minorities after 1933,</li> <li>○ Nuremberg Laws,</li> <li>○ Kristallnacht.</li> </ul> </li> </ul> <p>Learners should prepare a presentation for the class on their allocated topic. <b>(G) (P)</b></p> <ul style="list-style-type: none"> <li>• Learners to deliver presentations and class to take notes. <b>(W)</b></li> <li>• Discussion: <i>Was it clear all along that Hitler intended to exterminate the Jews? (W) (G)</i></li> </ul>	<p><b>Textbooks</b></p> <ul style="list-style-type: none"> <li>• Farmer pp31–45 (on the nature of the Nazi state)</li> <li>• Farmer pp48–68 (on Nazi anti-Semitic policy to 1939)</li> <li>• Neville pp15–35</li> </ul> <p><b>DVD</b></p> <ul style="list-style-type: none"> <li>• <i>A Warning from History, episode 2 – Chaos and Consent</i></li> </ul>
The impact of war on Nazi policy towards the Jews	<ul style="list-style-type: none"> <li>• Introduction: watch <i>A Warning from History, episode 4 –The Wild East (W)</i>.</li> <li>• Learners to complete a timeline of events focusing on Nazi racial policy and invasion and conquest of Eastern Europe. <b>(I)</b></li> <li>• Teacher-led discussion on the following topics:               <ul style="list-style-type: none"> <li>○ <i>Radicalisation of Nazi racial policy</i></li> <li>○ <i>Invasion and conquest of Eastern Europe – impact on local populations: violence, upheaval, slave labour</i></li> </ul> </li> </ul> <p>Learners to identify these topics on their timelines, possibly colour coding factors, such as violence/upheaval, etc. Then they should consider when key changes of policy came into effect and why. <b>(W) (I)</b></p> <ul style="list-style-type: none"> <li>• Additional learner research using textbooks and internet as required. <b>(I) (H)</b></li> <li>• Discussion: <i>How and why did the invasion and conquest of Poland make Nazi racial policies more extreme? (W) (G)</i></li> </ul>	<p><b>Textbooks</b></p> <ul style="list-style-type: none"> <li>• Farmer pp72–84</li> <li>• Neville pp35–39</li> </ul> <p><b>DVD</b></p> <ul style="list-style-type: none"> <li>• <i>A Warning from History, episode 4 –The Wild East</i></li> </ul>
Ghettoisation and Jewish responses to the Holocaust	<ul style="list-style-type: none"> <li>• Several of the films show clear representations of life in the ghetto, which would be useful here, but you should consider suitability for your particular classes.</li> <li>• Teacher-led introductions on the following topics: <b>(W)</b> <ul style="list-style-type: none"> <li>○ <i>creation of ghettos,</i></li> </ul> </li> </ul>	<p><b>Textbooks</b></p> <ul style="list-style-type: none"> <li>• Farmer pp84–9, pp150–5</li> <li>• Neville pp52–6</li> </ul>

<b>Key question: Why did the Holocaust occur?</b>		
Key content	Suggested teaching activities	Learning resources
	<ul style="list-style-type: none"> <li>○ <i>conditions within the ghettos,</i></li> <li>○ <i>extent of Jewish resistance and nature of resistance.</i></li> <li>• Learners should now work on researching each topic above. This could be done by creating three different work stations, each work station containing information on one of the topics. You will need to create a pack of information resources and sources for learners to work through, giving learners a set amount of time at each work station. <b>(I) (H)</b></li> <li>• Discussion: <i>Why was there relatively little violent resistance to the Holocaust by the Jews?</i> <b>(W) (G)</b></li> <li>• Debate: <i>'The only meaningful form of resistance to the Holocaust was to fight back'.</i> Learners are divided into two groups (Yes/No) to prepare and present arguments. <b>(W) (G) (H)</b></li> </ul>	<p><b>DVD</b></p> <p>Feature films, e.g.</p> <ul style="list-style-type: none"> <li>• <i>Schindler's List</i></li> </ul>
The development of Nazi extermination policies towards Jews and other minorities	<ul style="list-style-type: none"> <li>• Introduction: watch <i>A Warning from History, episode 5 – The Road to Treblinka</i> <b>(W)</b>.</li> <li>• Teacher-led introductions on the following topics: <b>(W)</b> <ul style="list-style-type: none"> <li>○ <i>Impact of Operation Barbarossa</i></li> <li>○ <i>Moves towards genocide</i></li> <li>○ <i>First experiments in mass murder using gas</i></li> <li>○ <i>development of extermination camps</i></li> <li>○ <i>Impact on other minorities</i></li> </ul> </li> <li>• Learner research using textbooks and internet. <b>(I) (H)</b></li> <li>• Debate: <i>'Those who carried out the killing during the Holocaust were uniquely evil people'.</i> Learners are divided into two groups (Yes/No) to prepare and present arguments. <b>(W) (G) (H)</b></li> </ul>	<p><b>Textbooks</b></p> <ul style="list-style-type: none"> <li>• Farmer pp89–98, pp101–136</li> <li>• Neville pp39–52</li> </ul> <p><b>DVD</b></p> <ul style="list-style-type: none"> <li>• <i>A Warning from History, episode 5 – The Road to Treblinka</i></li> </ul>
Contemporary reactions to the Holocaust	<ul style="list-style-type: none"> <li>• Teacher-led introduction on the following question: <i>Were the Allies right to have reacted to the Holocaust as they did?</i> <b>(W)</b></li> <li>• Learners to research the following topics: <ul style="list-style-type: none"> <li>○ <i>Extent to which others knew of the Holocaust at the time.</i></li> <li>○ <i>How did they react and what explains their reactions?</i></li> </ul> Learners then use their research to prepare a presentation to the class, in pairs, in answer to the above question. <b>(P) (I)</b> </li> <li>• Pairs to prepare and present arguments. <b>(W) (P)</b></li> </ul>	<p><b>Textbooks</b></p> <ul style="list-style-type: none"> <li>• Farmer pp145–50, pp155–8</li> <li>• Neville pp59–66</li> </ul>

## Part B: Historian's interpretations

Learners need to explore the following issues through the interpretations and approaches of different historians:

- *Why did the Holocaust happen?*
- *How did the Holocaust happen?*
- *What were the reactions of different groups of people to the Holocaust?*

**Key question: How have historians of the Holocaust differed in their interpretations and approaches?**

Key approaches	Suggested teaching activities	Learning resources
Introduction to interpretations on the Holocaust	<ul style="list-style-type: none"> <li>• Learners are given two extracts from historians' writings about the same aspect of the Holocaust, e.g.               <ul style="list-style-type: none"> <li>○ <i>Hitler's role,</i></li> <li>○ <i>actions of perpetrators,</i></li> <li>○ <i>reactions of victims.</i></li> </ul>               It is vital that these two extracts should give sharply contrasting interpretations of the events. As a homework task, learners are asked to identify the differences between the extracts. <b>(H)</b> </li> <li>• In class, these differences can be collated and classified               <ul style="list-style-type: none"> <li>○ which are points of <i>detail,</i></li> <li>○ which are points of <i>argument</i> (i.e. interpretative points, but not sufficient in themselves to identify the historian's overall interpretation),</li> <li>○ and finally <i>the essential difference in the interpretation</i> as a whole.</li> </ul>               The ability to distinguish the qualitative differences between these points is fundamental to the assessment of this component, and should be underlined by you at every opportunity. <b>(W)</b> </li> <li>• In groups, learners can consider the question '<i>What reasons might there be for the differences in these two interpretations of the same aspect of the Holocaust?</i>', and prepare five-minute presentations of their conclusions. <b>(W) (G)</b> </li> <li>• You will want to ensure that discussion of these presentations covers the following issues (as appropriate to the extracts chosen):               <ul style="list-style-type: none"> <li>○ the fragmentary nature of historical evidence;</li> <li>○ the selection and interpretation of evidence;</li> <li>○ the ways that the passage of time can change the focus of historians' views, with the emergence of new evidence or new interpretations of other historians;</li> <li>○ the ways that historians are influenced by the time and place in which they work;</li> <li>○ how different historians ask different questions about their field of study;</li> </ul> </li> </ul>	

<b>Key question: How have historians of the Holocaust differed in their interpretations and approaches?</b>		
Key approaches	Suggested teaching activities	Learning resources
	<ul style="list-style-type: none"> <li>○ how historians' approaches are influenced by their own ideology and beliefs (e.g. by focusing on issues of class, gender, the role of structures)</li> <li>○ the inter-relationship between historians' interpretations and approaches.</li> </ul> <p>This approach to helping learners analyse contrasting interpretations can be repeated as required throughout the course as more aspects of the historiography of the Holocaust are covered.</p>	
How far was the Holocaust a consequence of racist ideas which existed before the Nazis?	<ul style="list-style-type: none"> <li>• Teacher-led introduction: <i>What are the main features of interpretations focusing on the significance of the existence of racist ideas in Germany before the Nazis?</i> <b>(W)</b></li> <li>• Learners are given an extract which encompasses an interpretation focusing on the significance of German history before the Nazis. As a class, read through the extract and discuss each section.</li> <li>• Class discussion: <i>how you can identify the interpretation and approach of the historian?</i> Make a list of guidance points to help learners when they look at the next interpretation. <b>(W)</b></li> <li>• Class debate: <i>How far does German history before Hitler help to explain the Holocaust? Was there anything unique about German anti-Semitism?</i> <b>(W)</b></li> </ul>	<b>Textbooks</b> Teacher-generated collection of materials from e.g. <ul style="list-style-type: none"> <li>• Dawidowicz ,Chapter 2</li> <li>• D Goldhagen, Chapter 2.</li> </ul>
The Intentionalist approach and the role of Hitler: was the Holocaust planned in advance by Hitler?	<ul style="list-style-type: none"> <li>• Teacher-led introduction: <i>What are the main features of intentionalist interpretations?</i> <b>(W)</b></li> <li>• In pairs, learners are given an extract which encompasses the Intentionalist interpretation, and are asked to prepare a draft answer for class discussion on how you can identify the interpretation and approach of the historian, using the guidance devised by the class in the previous lesson. <b>(P) (H)</b></li> <li>• Feedback from pairs and discussion of similarities and differences in answers, to help learners understand how to identify the interpretation and approach of the historian. <b>(W) (P)</b></li> </ul>	<b>Textbooks</b> Teacher-generated collection of materials from e.g. <ul style="list-style-type: none"> <li>• Dawidowicz</li> </ul>
The Functionalist / Structuralist approach; how far did the nature of the Nazi state and the impact of war determine how the Holocaust developed?	<ul style="list-style-type: none"> <li>• Teacher-led introduction: <i>What are the main features of Functionalist/Structuralist interpretations?</i> <b>(W)</b></li> <li>• Learners are given an extract which encompasses a Functionalist interpretation, and are asked to prepare a draft answer for class discussion on how you can identify the interpretation and approach of the historian. This time they should complete the task individually, before feedback and discussion as a whole class. <b>(W) (I) (H)</b></li> </ul>	<b>Textbooks</b> Teacher-generated collection of materials from e.g. <ul style="list-style-type: none"> <li>• Broszat</li> <li>• or from other functionalists such as Hans Mommsen.</li> </ul>

<b>Key question: How have historians of the Holocaust differed in their interpretations and approaches?</b>		
<b>Key approaches</b>	<b>Suggested teaching activities</b>	<b>Learning resources</b>
Synthesis interpretations which aim to reconcile the Intentionalist and Functionalist viewpoints:	<ul style="list-style-type: none"> <li>• Teacher-led introduction: <i>What are the main features of synthesis interpretations?</i> <b>(W)</b></li> <li>• Arrange a number of workstations around the room, each with a source which encompasses a Synthesis interpretation. Learners are asked to visit each workstation and complete a table to show the interpretation identified in each extract, and the approach of the historian. Whole class feedback on findings. <b>(W) (I)</b></li> <li>• Re-visit the original question: <i>What are the main features of synthesis interpretations?</i> <b>(W)</b></li> </ul>	<b>Textbooks</b> Teacher-generated collection of materials from e.g. <ul style="list-style-type: none"> <li>• Kershaw</li> </ul>
<ul style="list-style-type: none"> <li>• <b>Perpetrators:</b> who carried out the Holocaust, and why? Was murderous behaviour the exception or were many involved? Why did non-Germans participate in the killings?</li> </ul>	The following three lessons should focus on the next three key approaches. <ul style="list-style-type: none"> <li>• Teacher-led introduction – a summary of: <b>(W)</b> <ul style="list-style-type: none"> <li>○ <i>What are the main features of interpretations about the perpetrators / victims / bystanders?</i></li> </ul> </li> <li>• Learners are divided into three groups, each group with a responsibility to plan and prepare a presentation for the whole class on their allocated key content/approach. The three pieces to be allocated are:               <ol style="list-style-type: none"> <li>1. <b>Perpetrators:</b> <i>who carried out the Holocaust, and why? Was murderous behaviour the exception or were many involved? Why did non-Germans participate in the killings?</i></li> <li>2. <b>Victims:</b> <i>How far did Jews resist the Holocaust, and how can resistance be defined? Did men and women experience the Holocaust in different ways? Should definitions of the Holocaust include victims other than Jews?</i></li> <li>3. <b>Bystanders:</b> <i>How did the USA and Britain respond to the Holocaust at the time?</i></li> </ol> </li> <li>○ Learners are given materials from the suggested learning resources and should ensure their presentations include several extracts and clearly show the approach and interpretation of each historian.</li> <li>○ Depending on time, each group could prepare a work sheet or notes for the rest of the class to use in conjunction with their presentation. You will need to guide and advise groups in their research and presentations. It is up to you to decide on how long learners may spend on this research, dependent on allocated teaching time, syllabus yet to cover, etc. <b>(W) (G) (H)</b></li> </ul>	<b>Textbooks</b> Teacher-generated collection of materials from e.g. <ul style="list-style-type: none"> <li>• Goldhagen</li> <li>• <i>Ordinary Men</i> by C Browning. (Note Browning's reply to Goldhagen's interpretation in the 2001 Penguin edition of <i>Ordinary Men</i>)</li> </ul>
<ul style="list-style-type: none"> <li>• <b>Victims:</b> How far did Jews resist the Holocaust, and how can resistance be</li> </ul>	<ul style="list-style-type: none"> <li>• Continued group work, as above. <b>(G) (H)</b></li> </ul>	<b>Textbooks</b> Teacher-generated collection of materials from e.g. <ul style="list-style-type: none"> <li>• Hilberg</li> </ul>

Key question: How have historians of the Holocaust differed in their interpretations and approaches?		
Key approaches	Suggested teaching activities	Learning resources
defined? Did men and women experience the Holocaust in different ways? Should definitions of the Holocaust include victims other than Jews?		<ul style="list-style-type: none"> <li>• Arendt (for interpretations claiming lack of Jewish resistance),</li> <li>• Trunk</li> <li>• Krakowski</li> </ul>
<ul style="list-style-type: none"> <li>• <b>Bystanders:</b> How did the USA and Britain respond to the Holocaust at the time?</li> </ul>	<ul style="list-style-type: none"> <li>• Group presentations (from group work above). It is vital here that you ensure the key points of each interpretation are clearly presented, so there is good whole class understanding, but prior teacher guidance should ensure this. <b>(W) (G)</b></li> <li>• Research task/class discussion: <i>How far do the experiments of social psychologists like Stanley Milgram (e.g. Yale experiment on obedience to authority figures) cast light on debates about the perpetrators? (I/W)</i></li> <li>• Class Debate: <i>Should the victims of the Holocaust have resisted more violently? (W)</i></li> <li>• Class discussion: <i>how far are bystanders to blame? (W)</i></li> </ul>	<p><b>Textbooks</b> Teacher-generated collection of materials from e.g.</p> <ul style="list-style-type: none"> <li>• Morse</li> <li>• Wyman</li> </ul>

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