

## Scheme of Work

# Cambridge International AS & A Level

## History

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

The Origins and Development of the Cold War, 1941–1950

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, '*Who was to blame for the Cold War?*', 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 Cold War 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 3: The Origins and Development of the Cold War, 1941–50

McCauley, M, *Origins of the Cold War, 1941–9* (revised 3<sup>rd</sup> edition), Pearson Education 2008

Dockrill, ML, and Hopkins, MF, *The Cold War, 1945–91* (2<sup>nd</sup> edition), Palgrave Macmillan 2006

Sewell, M, *The Cold War*, Cambridge University Press 2002

**Other useful texts**

Feis, H, *Churchill-Roosevelt-Stalin: The War They Waged and the Peace They Sought*, Princeton University Press 1957

Gaddis, JL, *We Now Know: Rethinking Cold War History*, Clarendon Press (New edition) 1998

Gaddis, JL, *The United States and the Origins of the Cold War, 1941–1947*, Columbia University Press 2000.

Gaddis, JL, *The Cold War*, Penguin 2007

Leffler, M, and Painter, D, *Origins of the Cold War*, Routledge (2<sup>nd</sup> ed.) 1995

Levering, R, Pechatnov, V, Bozenhart-Viehe, V, and Edmondson, C, *Debating the Origins of the Cold War: American and Russian perspectives*, Rowman & Littlefield Publishers 2002

McNeill, WH, *America, Britain and Russia: Their Co-operation and Conflict, 1941–6*, Oxford University Press 1953

Williams, WA, *The Tragedy of American Diplomacy*, W. W. Norton & Co. (New edition) 1991

Zubok, V, and Pleshakov, C, *Inside the Kremlin's Cold War*, Harvard University Press (New edition) 1997

**DVD**

Feature films dealing with aspects of the Cold War, e.g. *The Third Man* (1949), *The Spy Who Came in from the Cold* (1965), *Red Dawn* (1984 version), *The Red Menace* (1949 – available on You Tube).

**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.JohnDCIare.net](http://www.JohnDCIare.net)

[www.coldwar.org](http://www.coldwar.org)

<https://www.youtube.com/watch?v=gUgoWPe2hPc> The origins of the Cold War: Yalta and Potsdam

Parts 1–4 of Jeremy Isaacs' *Cold War*, available on YouTube: Part 1, Comrades 1917–45; Part 2, Iron Curtain 1945–7; Part 3, Marshall Plan 1947–52; Part 4, Berlin 1948–9. Some uploads are only available in certain countries so you may need to search around.

<https://www.youtube.com/watch?v=gUgoWPe2hPc> The origins of the Cold War: Yalta and Potsdam

## 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: Who was to blame for the Cold War?</b>		
<b>Key content</b>	<b>Suggested teaching activities</b>	<b>Learning resources</b>
Tensions in the wartime alliance against the Axis powers	<ul style="list-style-type: none"> <li>• Introduction: watch Part 1 of Isaacs' <i>Cold War</i>. <b>(W)</b></li> <li>• Teacher-led introductions on the following topics: <b>(W)</b> <ul style="list-style-type: none"> <li>○ <i>The ideological background: communism and capitalism.</i></li> <li>○ <i>How war changed the relationship between USSR and the other Allies.</i></li> <li>○ <i>The Teheran Conference.</i></li> <li>○ <i>The price of war: impact of war on the Soviet Union.</i></li> <li>○ <i>The problems created by the defeat of Germany:</i> <ul style="list-style-type: none"> <li>▪ <i>what to do about Germany itself?</i></li> <li>▪ <i>Poland?</i></li> <li>▪ <i>The occupation of Eastern Europe?</i></li> </ul> </li> </ul> </li> <li>• Research task: Learners work in small groups / individually to explore the areas of potential</li> </ul>	<p><b>Textbooks</b></p> <ul style="list-style-type: none"> <li>• McCauley pp33–52, pp53–60</li> <li>• Sewell pp15–19, pp19–21</li> <li>• Dockrill pp8–11, pp11–17</li> </ul> <p><b>DVD/YouTube</b></p> <ul style="list-style-type: none"> <li>• Isaacs' <i>Cold War</i> Part 1: <i>Comrades 1917–45</i></li> </ul>

<b>Key question: Who was to blame for the Cold War?</b>		
Key content	Suggested teaching activities	Learning resources
	<p>disagreement between USSR and the other Allies as the war came to an end – the future of Germany, what to do about Poland, USSR's expansion into E Europe. <b>(G) (I)</b></p> <ul style="list-style-type: none"> <li>• Class discussion: <i>How far had the wartime alliance come to an end by the time that Germany was defeated? Was anyone to blame for this?</i> <b>(W)</b></li> <li>• Learner research using textbooks and internet. <b>(I) (H)</b></li> </ul>	
Peacemaking at the end of World War II	<ul style="list-style-type: none"> <li>• Teacher-led introductions on the following topics: <b>(W)</b> <ul style="list-style-type: none"> <li>◦ <i>Yalta and Potsdam: the issues and how they were resolved, the personalities of the peacemakers.</i></li> </ul> </li> <li>• Research task: Learners work in small groups / individually to prepare presentations on one of the participants at Yalta / Potsdam (Roosevelt, Truman, Stalin, Churchill, Attlee). What was their role? What did they want? How successful were they? Watching 'The origins of the Cold War: Yalta and Potsdam' on YouTube would provide a basic introduction to the issues. <b>(G) (I)</b></li> <li>• Class discussion: <i>what were the outcomes of the peacemaking process? What was solved and what remained unresolved?</i> <b>(W)</b></li> <li>• Learner research using textbooks and internet. <b>(I) (H)</b></li> </ul>	<p><b>Textbooks</b></p> <ul style="list-style-type: none"> <li>• McCauley pp58–73</li> <li>• Dockrill pp17–31</li> </ul> <p><b>Internet</b></p> <ul style="list-style-type: none"> <li>• The origins of the Cold War: Yalta and Potsdam <a href="https://www.youtube.com/watch?v=gUgoWPe2hPc">https://www.youtube.com/watch?v=gUgoWPe2hPc</a> .</li> </ul>
Increasing tensions in a divided Europe	<ul style="list-style-type: none"> <li>• Introduction: watch Part 2 of Isaacs' <i>Cold War</i>. <b>(W)</b></li> <li>• Teacher-led introductions on the following topics: <b>(W)</b> <ul style="list-style-type: none"> <li>◦ <i>the period of increasing tensions that followed the 1945 peacemaking,</i></li> <li>◦ <i>nuclear tensions,</i></li> <li>◦ <i>the Iron Curtain,</i></li> <li>◦ <i>Soviet expansionism in Eastern Europe,</i></li> <li>◦ <i>'Containment'.</i></li> </ul> </li> <li>• Give learners two maps, one showing frontiers in E Europe in 1939, and the other showing the same area in 1946 (with the Iron Curtain): class discussion on the differences and what the implications of these would be. <b>(W) (G)</b></li> <li>• Research task: <i>What was the Manhattan Project? How did it affect US-Soviet relations in the period to 1949?</i> <b>(I)</b></li> <li>• Learner research using textbooks and internet. <b>(I) (H)</b></li> </ul>	<p><b>Textbooks</b></p> <ul style="list-style-type: none"> <li>• McCauley pp74–87, 98</li> <li>• Sewell pp22–27</li> <li>• Dockrill pp32–36</li> </ul> <p><b>DVD/YouTube</b></p> <ul style="list-style-type: none"> <li>• Isaacs' <i>Cold War Part 2: Iron Curtain 1945–7</i></li> </ul>
The Truman Doctrine and	<ul style="list-style-type: none"> <li>• Introduction; watch Part 3 of Isaacs' <i>Cold War</i>. <b>(W)</b></li> </ul>	<p><b>Textbooks</b></p>

<b>Key question: Who was to blame for the Cold War?</b>		
<b>Key content</b>	<b>Suggested teaching activities</b>	<b>Learning resources</b>
the Marshall Plan	<ul style="list-style-type: none"> <li>• Teacher-led introductions on the following topics: <b>(W)</b> <ul style="list-style-type: none"> <li>○ <i>Why was the Truman Doctrine introduced?</i></li> <li>○ <i>Why did the Marshall Plan cause tensions between East and West?</i></li> </ul> </li> <li>• Class debate: <i>Was the Soviet Union wrong to refuse Marshall Aid for itself and its satellites?</i> <b>(W)</b></li> <li>• Learner research using textbooks and internet. <b>(I) (H)</b></li> </ul>	<ul style="list-style-type: none"> <li>• McCauley pp87–97</li> <li>• Sewell pp34–38</li> <li>• Dockrill pp37–41</li> </ul> <p><b>DVD/YouTube</b></p> <ul style="list-style-type: none"> <li>• Isaacs' <i>Cold War</i> Part 3: Marshall Plan 1947–52</li> </ul>
The Berlin Blockade and Airlift	<ul style="list-style-type: none"> <li>• Introduction: watch Part 4 of Isaacs' <i>Cold War</i>. <b>(W)</b></li> <li>• Teacher-led introductions on the following topics: <ul style="list-style-type: none"> <li>○ <i>The issue of Berlin</i></li> <li>○ <i>The Blockade and why it did not succeed</i></li> <li>○ <i>The creation of NATO.</i></li> </ul> </li> <li>• Class discussion: <i>Who was more to blame for causing the crisis: Stalin or the Western allies?</i> <b>(W)</b></li> <li>• Research task: find out about the creation of NATO. Why does it still exist? <b>(I)</b></li> <li>• Learner research using textbooks and internet. <b>(I) (H)</b></li> </ul>	<p><b>Textbooks</b></p> <ul style="list-style-type: none"> <li>• McCauley pp100–102</li> <li>• Sewell pp38–39</li> <li>• Dockrill pp41–44</li> </ul>

## Part B: Historian's interpretations

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

- *How far were inherent tensions between East and West bound to resurface in 1945?*
- *How important were the personalities of the leaders of the Great Powers in shaping the Cold War?*
- *How far were ideology, security and economics the factors which created Cold War tensions?*

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

Key approaches	Suggested teaching activities	Learning resources
<p>Introduction to interpretations on the Cold War:</p> <ul style="list-style-type: none"> <li>• How far were inherent tensions between East and West bound to resurface in 1945?</li> <li>• How important were the personalities of the leaders of the Great Powers in shaping the Cold War?</li> <li>• How far were ideology, security and economics the factors which created Cold War tensions?</li> </ul>	<ul style="list-style-type: none"> <li>• Learners are given two extracts from historians' writings about the same aspect of the Cold War, e.g.             <ul style="list-style-type: none"> <li>○ <i>Yalta</i></li> <li>○ <i>Marshall Plan</i></li> <li>○ <i>Berlin Blockade</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 Cold War?</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> </ul> </li> </ul>	

<b>Key question: How have historians of the Cold War differed in their interpretations and approaches?</b>		
Key approaches	Suggested teaching activities	Learning resources
	<ul style="list-style-type: none"> <li>○ how different historians ask different questions about their field of study;</li> <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>	
The Traditional approach	<ul style="list-style-type: none"> <li>• Teacher-led introduction: <i>What are the main features of traditional interpretations of the origins of the Cold War?</i> <b>(W)</b></li> <li>• Learners are given an extract which encompasses a Traditional interpretation. 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> </ul>	<b>Textbooks</b> Teacher-generated collection of materials from e.g. <ul style="list-style-type: none"> <li>• McNeill</li> <li>• Feis</li> </ul>
The Revisionist approach	<ul style="list-style-type: none"> <li>• Teacher-led introduction: <i>What are the main features of revisionist interpretations of the origins of the Cold War? Why did revisionists challenge traditional interpretations?</i> <b>(W)</b></li> <li>• In pairs, learners are given an extract which encompasses a Revisionist 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> <li>• Learner challenge: can learners find out what is meant by a Post-Revisionist approach and find an example/extract to bring to the next lesson? <b>(H)</b></li> </ul>	<b>Textbooks</b> Teacher-generated collection of materials from e.g. <ul style="list-style-type: none"> <li>• Williams</li> </ul>
Post-Revisionist approaches	<ul style="list-style-type: none"> <li>• Feedback from learners on Post-Revisionist approaches. Then teacher-led clarification / introduction through discussion: <b>(W)</b> <ul style="list-style-type: none"> <li>○ <i>What are the main features of original post-revisionist interpretations of the origins of the Cold War?</i></li> <li>○ <i>Why did post-revisionists challenge revisionist interpretations?</i></li> </ul> </li> <li>• Learners are given an extract which encompasses an original Post-Revisionist interpretation (they could also use their own if they found any examples for homework), and are asked to</li> </ul>	<b>Textbooks</b> Teacher generated materials from e.g. <ul style="list-style-type: none"> <li>• Gaddis (the most important of the post-revisionist historians. See <i>The United States and the Origins of the Cold War</i> for the original post-revisionist interpretation</li> </ul>

<b>Key question: How have historians of the Cold War differed in their interpretations and approaches?</b>		
Key approaches	Suggested teaching activities	Learning resources
	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>	
How have the perspectives on the Cold War of Russian historians differed from those in the West?	<ul style="list-style-type: none"> <li>• Teacher-led introduction: <b>(W)</b> <ul style="list-style-type: none"> <li>○ <i>What are the main differences in the ways in which Soviet historians interpreted the Cold War?</i></li> <li>○ <i>How can these differences be explained?</i></li> </ul> </li> <li>• Learners could be given anonymous sources here, in groups or pairs, some with a western interpretation, some with a Soviet interpretation. The challenge is to identify which are which and to explain how they reached those conclusions: <b>(W) (G) (P)</b> <ul style="list-style-type: none"> <li>○ what are the key differences?</li> <li>○ Why are they different?</li> <li>○ How did learners identify the interpretation and approach of the historian?</li> </ul> </li> <li>• Class debate: <i>Can either Western or Soviet interpretations be considered as more correct and accurate than the other?</i> <b>(W)</b></li> </ul>	<b>Textbooks</b> Teacher-generated collection of materials from e.g. <ul style="list-style-type: none"> <li>• Levering</li> </ul>
Reinterpretations of the Cold War in the light of new archival sources	<ul style="list-style-type: none"> <li>• Teacher-led introduction: <i>How has the availability of Russian archive sources led to a re-evaluation of Stalin's role?</i> Ask learners to identify how these new materials would impact on previous interpretations and why. <b>(W)</b></li> <li>• Arrange a number of workstations around the room, each with a different extract of a Russian post-revisionist 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) (P) (I)</b></li> <li>• Re-visit the original question – <i>what impact has the availability of Russian archive sources had on the evaluation of Stalin's role?</i> <b>(W)</b></li> </ul>	<b>Textbooks</b> Teacher-generated collection of materials from e.g. <ul style="list-style-type: none"> <li>• Zubok</li> </ul>
The emergence of the 'New' Cold War history	<ul style="list-style-type: none"> <li>• Teacher-led introduction: <b>(W)</b> <ul style="list-style-type: none"> <li>○ <i>What are the main features of current post-revisionist interpretations of the origins of the Cold War?</i></li> <li>○ <i>Why are current post-revisionist interpretations different from original post-revisionist interpretations?</i></li> </ul> </li> <li>• In pairs, learners are given an extract which encompasses a current post-revisionist</li> </ul>	<b>Textbooks</b> Teacher generated materials on how post-revisionism has evolved to encompass a variety of views, many putting ideology back as a central factor, e.g. J L

Key question: How have historians of the Cold War differed in their interpretations and approaches?		
Key approaches	Suggested teaching activities	Learning resources
	interpretation, and are asked to prepare a presentation for class discussion on the interpretation and approach of the historian. <b>(W) (P)</b>	<ul style="list-style-type: none"><li>Gaddis, <i>We Now Know: Rethinking Cold War History</i></li></ul>

© Cambridge International Examinations 2015  
Version 3.1  
Updated: 19.02.16

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