

Scheme of Work – Paper 1 and Paper 2

International option: International, 1870–1945

Cambridge International AS & A Level History 9489

For examination from 2021



In order to help us develop the highest quality resources, we are undertaking a continuous programme of review; not only to measure the success of our resources but also to highlight areas for improvement and to identify new development needs.

We invite you to complete our survey by visiting the website below. Your comments on the quality and relevance of our resources are very important to us.

www.surveymonkey.co.uk/r/GL6ZNJB

Would you like to become a Cambridge consultant and help us develop support materials?

Please follow the link below to register your interest.

www.cambridgeinternational.org/cambridge-for/teachers/teacherconsultants/

Copyright © UCLES March 2019

Cambridge Assessment International Education is part of the Cambridge Assessment Group. Cambridge Assessment is the brand name of the University of Cambridge Local Examinations Syndicate (UCLES), which itself is a department of the University of Cambridge.

UCLES retains the copyright on all its publications. Registered Centres are permitted to copy material from this booklet for their own internal use. However, we cannot give permission to Centres to photocopy any material that is acknowledged to a third party, even for internal use within a Centre.

Contents

Contents	3
Introduction	4
Empire and the emergence of world powers, 1870–1919.....	8
The League of Nations and international relations in the 1920s	15
The League of Nations and international relations in the 1930s	22
China and Japan, 1912–45	29

Introduction

This scheme of work has been designed to support you in your teaching and lesson planning. Making full use of this scheme of work will help you to improve both your teaching and your learners' potential. It is important to have a scheme of work in place in order for you to guarantee that the syllabus is covered fully. You can choose what approach to take and you know the nature of your institution and the levels of ability of your learners. What follows is just one possible approach you could take and you should always check the syllabus for the content of your course.

Suggestions for independent study **(I)** and formative assessment **(F)** are also included. Opportunities for differentiation are indicated as **Extension activities**; there is the potential for differentiation by resource, grouping, expected level of outcome, and degree of support by teacher, throughout the scheme of work. Timings for activities and feedback are left to the judgment of the teacher, according to the level of the learners and size of the class. Length of time allocated to a task is another possible area for differentiation.

Key concepts

This scheme of work is underpinned by the assumption that History is an academic discipline and is underpinned by the study and interpretation of a range of different types of historical evidence. The key concepts are highlighted as a separate item in the new syllabus. Reference to the Key Concepts is made throughout the scheme of work using the key shown below:

Key Concept 1 (KC1) – Cause and consequence

The events, circumstances, actions and beliefs that have a direct causal connection to consequential events and developments, circumstances, actions or beliefs. Causes can be both human and non-human.

Key Concept 2 (KC2) – Change and continuity

The patterns, processes and interplay of change and continuity within a given time frame.

Key Concept 3 (KC3) – Similarity and difference

The patterns of similarity and difference that exist between people, lived experiences, events and situations in the past.

Key Concept 4 (KC4) – Significance

The importance attached to an event, individual or entity in the past, whether at the time or subsequent to it. Historical significance is a constructed label that is dependent upon the perspective (context, values, interests and concerns) of the person ascribing significance and is therefore changeable.

Key Concept 5 (KC5) – Interpretations

How the past has been subsequently reconstructed and presented by historians.

Guided learning hours

Guided learning hours give an indication of the amount of contact time teachers need to have with learners to deliver a particular course. Our syllabuses are designed around 180 hours for Cambridge International AS Level, and 360 hours for Cambridge International A Level. The number of hours may vary depending on local practice and your learners' previous experience of the subject. The table below give some guidance about how many hours are recommended for each topic.

Topic	Suggested teaching time (hours / % of the course)	Suggested teaching order
Empire and the emergence of world powers, 1870–1919	It is recommended that this unit should take about 45 hours/25% of the course.	1
The League of Nations and international relations in the 1920s	It is recommended that this unit should take about 45 hours/25% of the course.	2 or 3
The League of Nations and international relations in the 1930s	It is recommended that this unit should take about 45 hours/25% of the course.	3 or 4
China and Japan, 1912–45	It is recommended that this unit should take about 45 hours/25% of the course.	2 or 4

Resources

Textbooks endorsed by Cambridge International are listed at www.cambridgeinternational.org Endorsed textbooks have been written to be closely aligned to the syllabus they support, and have been through a detailed quality assurance process. All textbooks endorsed by Cambridge International for this syllabus are the ideal resource to be used alongside this scheme of work as they cover each learning objective. In addition to reading the syllabus, teachers should refer to the specimen assessment materials.

School Support Hub

The School Support Hub www.cambridgeinternational.org/support is a secure online resource bank and community forum for Cambridge teachers, where you can download specimen and past question papers, mark schemes and other resources. We also offer online and face-to-face training; details of forthcoming training opportunities are posted online. This scheme of work is available as PDF and an editable version in Microsoft Word format; both are available on the School Support Hub at www.cambridgeinternational.org/support. If you are unable to use Microsoft Word you can download Open Office free of charge from www.openoffice.org

Websites

This scheme of work includes website links providing direct access to internet resources. Cambridge Assessment International Education 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 website pages referenced in 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.

How to get the most out of this scheme of work – integrating syllabus content, skills and teaching strategies

Learn about the attempts at Compromise; the Missouri Compromise and the Compromise of 1850. We have written this scheme of work for the Cambridge History 9489 syllabus and it provides some ideas and suggestions of how to cover the content of the syllabus. We have designed the following features to help guide you through your course.

Learning objectives help your learners by making it clear the knowledge they are trying to build. Pass these on to your learners by expressing them as 'We

Suggested teaching activities give you lots of ideas about how you can present learners with new information without teacher talk or videos. Try more active methods which get your learners motivated and practising new skills.

Syllabus ref. and Key Concepts (KC)	Learning objectives	Suggested teaching activities
What were the implications of the 'warlord era' which affected China from 1916–	Issues facing China, e.g. Yuan Shih-kai and the disintegration of China	<p>Learners study this resource and take brief notes on China in 1900. www.historylearningsite.co.uk/modern-world-history-1918-to-1980/china-1900-to-1976/china-in-1900/</p> <p>Source-based task Learners are given a small collection of sources about China in the period and make brief notes on what they can learn from them about China in the period covering:</p> <ul style="list-style-type: none"> • Geography • Politics • Economy • Society. <p>Research task Learners conduct their own research to discover</p> <ul style="list-style-type: none"> • who Yuan Shih-kai was • what his impact was on China. <p>Class discussion What factors made China weak in 1919? Learners to write an explanation of why was there an upsurge in Chinese nationalism in 1919? (F)</p> <p>Extension activity Learners read this article and add to notes from previous discussion about WWI. www.smithsonianmag.com/history/surprisingly-important-role-of-wwi/</p>

Extension activities provide your abler learners with further challenge beyond the basic content of the course. Innovation and independent learning are the basis of these activities.

Independent study (I) gives your learners the opportunity to develop their own ideas and understanding with direct

Formative assessment (F) is on-going assessment which informs you about the progress of your learners. Don't forget to leave time to review what your learners have learnt, you could try question and answer, tests, quizzes, 'mind maps', or 'concept maps'. These kinds of activities can be found in the scheme of work.

Past papers, specimen papers and **mark schemes** are available for you to download at: www.cambridgeinternational.org/support

Using these resources with your learners allows you to check their progress and give them confidence and understanding.

Topic 1: Empire and the emergence of world powers, 1870–1919

Syllabus ref. and Key Concepts (KC)	Learning objectives	Suggested teaching activities
<p>Why was imperialism a significant force for late nineteenth century Europe?</p> <p>KC1 KC2 KC3</p>	<p>To learn about economic and political motives for imperial expansion.</p>	<p>Teacher-led introduction Introduction into the imperial expansion in the nineteenth-century.</p> <p>Research task In pairs, learners prepare a brief presentation with the title ‘European nations wanted imperial possessions because...’ followed by one of:</p> <ul style="list-style-type: none"> • they desired commercial gain • of advancements in transport • of strategic reasons • of political reasons • they wanted to enhance their international prestige. <p>These websites could provide useful information for this activity. www.sparknotes.com/history/european/1871-1914/section5.rhtml www.saburchill.com/history/chapters/empires/0048.html</p> <p>Learners give their presentations, followed by teacher-led discussion of what has emerged.</p> <p>Class discussion Learners attempt to put the causes in an order of priority/significance and discuss what the main reason for imperial expansion was in this period.</p>
	<p>To understand reasons for the emergence of ‘New imperialism’.</p>	<p>Research task Learners study the article here and take notes on: (I)</p> <ul style="list-style-type: none"> • the reasons for the growth of new imperialism • the countries that were involved • how this was different from previous forms of imperialism. <p>www.tamaqua.k12.pa.us/cms/lib07/PA01000119/Centricity/Domain/119/TheAgeofImperialism.pdf</p> <p>Learners find two views on new imperialism written by contemporary observers and compare them for similarities and differences. (F)</p>

Syllabus ref. and Key Concepts (KC)	Learning objectives	Suggested teaching activities
	To understand the nature and purpose of the 'Scramble for Africa'.	<p>Show learners this cartoon and ask them 'What is the message of this source?'. www.history.org.uk/podcasts/categories/442/podcast/108/the-british-empire-the-scramble-for-africa</p> <p>Research task Using the website below research the following questions about the scramble. (I) www.bbc.co.uk/history/british/abolition/scramble_for_africa_article_01.shtml</p> <ul style="list-style-type: none"> • When did it start? • What form did it take? • Who was involved? • Why were they involved? • What was the impact on Europe? • What was the impact on Africa? <p>Class discussion What was the main motive for the 'Scramble for Africa'</p> <p>Extension activity Watch the lecture here and add an in-depth layer to existing notes of any extra points raised. www.richardjevans.com/lectures/the-scramble-for-africa/</p>
	To understand the Reasons for and extent of domestic support for overseas expansion in Britain, France and Germany.	<p>Learners watch this video www.youtube.com/watch?v=GbcwKv6k0oc and take notes on the key points about popular support/attitudes towards imperial expansion. (Note this applies to Britain only)</p> <p>Research task Learners research public opinion about imperialism in Germany and France and find two pieces of evidence to show why and how far imperialism was popular. This video www.youtube.com/watch?v=7An7KPfflp4 gives a clear account of French attitudes towards and motives for imperialism. This website https://courses.lumenlearning.com/boundless-worldhistory/chapter/german-imperialism/ gives an overview of German attitudes towards and motives for imperialism.</p> <p>Extension activity Learners research how European countries regarded each other's imperial ambitions and find two cartoons to illustrate these views. Learners write an explanation to show how the cartoonist demonstrates their attitude.</p>

Syllabus ref. and Key Concepts (KC)	Learning objectives	Suggested teaching activities
What was the impact of imperial expansion on international relations? KC1 KC2	To understand the impact of growth of overseas empires on relations between European nations.	<p>Learners watch this video and note how British imperialism created tension with other European powers. www.futurelearn.com/courses/empire/0/steps/2533</p> <p>Using the reasons from the exercise above, learners create a mind map to show why there was tension and how it developed.</p> <p>This resource www.bbc.co.uk/worldservice/specials/1624_story_of_africa/page35.shtml is useful for showing how tension developed between Britain and France over their imperial possessions. Learners could use this to create a timeline to show the key points and countries involved.</p>
	To understand the reasons for disputes with China over imperial expansion, the Boxer Rebellion.	<p>Learners could begin by explaining the message of this cartoon www.facinghistory.org/resource-library/image/imperialism-cartoon-1898</p> <p>Learners watch this video www.youtube.com/watch?v=6Pw1MEyT-qU and take notes on the reasons why Western intervention created tension.</p> <p>Research task Learners use texts and internet resources to create a fact file on the Boxer Rebellion and the results. This should include the use of two further contemporary sources to illustrate its impact. (I) Using the sources, the class have identified in the task above, learners devise a Paper 1 Part (b) style question with a hypothesis focused on the main cause of the Boxer Rebellion. (F)</p>
	To understand the reasons for tension between Britain and Germany over South Africa.	<p>Group work Learners read the text of Kaiser Wilhelm’s telegram to Kruger. http://germanyandthegreatwar.wordpress.com/2011/10/25/kruger-telegram/</p> <p>Class discussion</p> <ul style="list-style-type: none"> • Why would this telegram have caused so much resentment in Britain? • What were the long-term consequences of this? <p>Learners prepare a diplomatic British response to the Kaiser. (I)</p> <p>Learners write a PEEL (Point, Evidence, Explanation, Link) paragraph covering one of the reasons explaining why there was tension between Britain and Germany over South Africa. (F)</p>

Syllabus ref. and Key Concepts (KC)	Learning objectives	Suggested teaching activities
		<p>Extension activity Learners study this resource and take notes on anything here which adds detail to their idea about why there was tension. They do not need detailed notes on the events of the Boer War. www.bbc.co.uk/history/british/victorians/boer_wars_01.shtml</p> <p>To learn about the attempts to resolve tensions between imperial nations, the Berlin Conference (1884–85).</p> <p>Learners watch this short (light-hearted) video as an introduction to the topic. www.youtube.com/watch?v=qYksN6yjurg</p> <p>Learners use a resource such as this www.sahistory.org.za/article/berlin-conference to research: (I)</p> <ul style="list-style-type: none"> • what the background was to the Conference • what the purpose of the Conference was • who was involved • what the Conference decided • what the impact was on <ul style="list-style-type: none"> ○ The European Powers ○ Africa. <p>Learners find a map to show the impact of the Berlin Conference and a cartoon which makes a comment on the Berlin Conference and share these with the class.</p> <p>Learners write a Part (b) response to a question on any part of this topic they have studied so far. (F)</p>
<p>Why did Japan emerge as a world power and what was the impact on international relations?</p> <p>KC1 KC2 KC4</p>	<p>To understand the reasons for rapid modernisation and military development.</p>	<p>Teacher-led introduction Introduction to Japan in the late nineteenth century.</p> <p>Research task Individually (or for homework) learners research one of the following: (I)</p> <ul style="list-style-type: none"> • reasons for Japan’s rapid modernisation after 1871 • effects of Japan’s rapid modernisation after 1871. <p>Each learner should list 3 or 4 key points and find an example of appropriate supportive material (including maps, cartoons, diagrams).</p> <p>Group task Working in groups learners share their finding and write a list of reasons why Japan modernized rapidly. Learners write a PEEL paragraph on one of the reasons. (F)</p>

Syllabus ref. and Key Concepts (KC)	Learning objectives	Suggested teaching activities
		<p>Class discussion What was the most important impact of Japan's rapid modernisation?</p>
	<p>To explore international recognition of Japan as a world power, wars with China (1894–95) and Russia (1905), treaty with Britain (1902).</p>	<p>Learners are given an outline timeline of these developments and annotate a map of the area to show key developments. Learners watch this video www.youtube.com/watch?v=h9mlfpl8p74 and take notes on the reasons for war between China and Japan in 1894–95.</p> <p>Learners read this article www.historytoday.com/archive/anglo-japanese-treaty-alliance and take notes on</p> <ul style="list-style-type: none"> • reasons why Japan was viewed positively in the west • why Japan agreed to the Anglo-Japanese Alliance in 1902 • what Japan gained from the agreement. <p>Learners watch this video www.youtube.com/watch?v=vS-N_IPCRSc and take notes on what this war shows about the development and power of Japan.</p> <p>Learners create a five-point summary to show how Japan's status changed through this period.</p>
	<p>To understand Japan's role in the First World War and global position by 1918.</p>	<p>Learners watch this video as an introduction www.youtube.com/watch?v=WG_SzUVNo8I</p> <p>Research task: Learners research</p> <ul style="list-style-type: none"> • what was Japan's involvement in the First World War • what advantages Japan gained from this involvement • how this involvement impacted on Japan's status • the ways in which Japan benefited from WWI. (I) <p>This article could be useful www.japantimes.co.jp/news/2017/05/09/national/history/japans-little-known-significant-role-world-war/#.XJJHOCj7SUk In pairs, learners brainstorm the advantages which Japan gained during the 1914 period.</p> <p>Class discussion What constitutes a world power? Consider the statement that 'Japan had achieved world power status by 1918'. Learners write a 500-word response explaining how far they agree with this statement. (F)</p>

Syllabus ref. and Key Concepts (KC)	Learning objectives	Suggested teaching activities
Why did the USA emerge as a world power and what was the impact on international relations?	Impact of the closing of the frontier on US foreign policy.	<p>Learners use the website below to note:</p> <ul style="list-style-type: none"> • What was closing the frontier • Why was it significant in the development of the US? <p>www.cliffsnotes.com/study-guides/history/us-history-ii/settling-the-west/the-closing-of-the-frontier</p> <p>Class discussion Ask learners to work in groups and consider each of these questions.</p> <ul style="list-style-type: none"> • Why would closing the frontier have an impact on foreign policy? • What sort of impact do the class think it will have? • Should the US expand or stay isolated? <p>Research task Learners find evidence which supports the view that In the period from 1871 to 1914, public opinion in the USA largely supported American expansionism. (I)</p>
	Economic growth and the need for trade in the late nineteenth century.	<p>Teacher-led introduction Explaining the background of economic growth in the US in the late nineteenth century.</p> <p>Research task Learners read this article about the development of US foreign policy at the turn of the twentieth century www.independent.org/news/article.asp?id=1345 They should make a note of which suggests that the policy was driven by economic motives.</p> <p>Feedback to the class with ideas from the article. Learners make a five-point summary card to show how economic developments impacted on US foreign policy in this period.</p> <p>Read the article here as preparation for the next lesson www.shmoop.com/spanish-american-war/economy.html</p>
	Reasons for, and impact of, the Spanish–American War (1898).	<p>Teacher-led introduction Introduction to the importance of Cuba to the USA and Spain during the nineteenth century. This offers good overview of the causes of the Spanish–American war www.youtube.com/watch?v=IU5I4yQCpMM</p> <p>Research task Learners research the causes, events and impact of the Spanish–American War and summarise in a mind map. (F) Learners should ensure they understand the Teller and Platt Amendments.</p>

Syllabus ref. and Key Concepts (KC)	Learning objectives	Suggested teaching activities
		<p>Learners read the article www.militaryhistoryonline.com/19thcentury/articles/RoughRiders.aspx and write a summary of the role and significance of the Rough Riders led by Theodore Roosevelt in the conflict. (I)</p> <p>Research task In groups, learners produce a presentation on the continuing influence of the United States in Cuba. Groups should begin by researching:</p> <ul style="list-style-type: none"> • the Cuban Pacification/Occupation 1906–9 • Cuban War of 1912 • influence of the United States on sugar markets in the 1920s • Franklin Delano Roosevelt sending warships to Cuba in 1933. <p>Discussion Why was Cuba so important to the US from 1897–1940?</p>
	Reasons for, and impact of, the USA's entry into the First World War.	<p>Teacher-led introduction Introduction to situation in Europe before the First World War and the problems of war for American citizens.</p> <p>Research task Learners research and summarise the main events and reasons for the USA involvement in WWI. (I) This website is useful www.ushistory.org/us/45.asp</p> <p>They could aim to answer the following questions.</p> <ul style="list-style-type: none"> • Why was the USA neutral until 1917? • Why did the policy of neutrality come to an end? • What was the importance of <ul style="list-style-type: none"> ○ the introduction of unrestricted submarine warfare? ○ The Zimmermann telegram? • How did the USA contribute to the Allied War effort? <p>Learners prepare a detailed plan to a Paper 2 question on this topic and peer assess each other's plans. (F)</p>
Past and specimen papers		
Past/specimen papers and mark schemes are available to download at www.cambridgeinternational.org/support (F) 9489 Specimen Paper 1 and Specimen Paper 2, Section C		

Topic 2: The League of Nations and international relations in the 1920s

Syllabus ref. and Key Concepts (KC)	Learning objectives	Suggested teaching activities
<p>Why was there dissatisfaction with the peace settlements of 1919–20?</p> <p>KC1 KC3</p>	<p>To understand the key terms and implications of the peace treaties (Versailles, Trianon, Neuilly, Saint Germain, Sèvres).</p>	<p>Teacher-led introduction Introduction to the process of agreeing the peace treaties at the end of the First World War. There are useful maps here www.bbc.co.uk/guides/zp3ncdm#zqh2fg8 to show how the treaties changed Europe and the Middle East.</p> <p>Research task Using textbooks and internet resources, learners work individually to research one of the treaties listed. (I)</p> <p>They feedback to the class and all learners complete a chart to show what were the key terms of each of the treaties.</p> <p>Class discussion Which country do learners think was treated most harshly and why?</p>
	<p>To learn about the reasons for reparations.</p>	<p>Introduction Learners consider what the message of this source is (as an example)? www.mtholyoke.edu/~bulin20e/classweb/purpose.html They then compare it with this source https://archive.cartoons.ac.uk/GetMultimedia.ashx?db=Catalog&type=default&fname=LSE6501.jpg and consider the similarities and differences between the two sources.</p> <p>Class discussion Why did Germany have to pay reparations?</p> <p>Source-base exercise Study a selection of written and visual sources to discover the reasons behind reparation payments and why the payment was controversial. There are some sources here but the site also has links to more detailed information. www.johndclare.net/peace_treaties4.htm</p> <p>Class discussion Was the treaty of Versailles unfair to Germany?</p>

Syllabus ref. and Key Concepts (KC)	Learning objectives	Suggested teaching activities
	Reactions of victors and defeated powers.	<p>Learners plan a Part (a) answer to the question of why Germany was made to pay reparations. (F)</p> <p>Role play activity In groups of four, learners each adopt a role:</p> <ul style="list-style-type: none"> • Wilson • Lloyd-George • Clemenceau • Orlando. <p>Learners research the key aims of each of the leaders. (I) This short video covers the Big Three www.youtube.com/watch?v=vrYhLNQMRro and this website covers all four www.johndclare.net/peace_treaties5_bbcnotes.htm</p> <p>In groups they discuss:</p> <ul style="list-style-type: none"> • What were their aims for the Paris Peace Conference? • Why did they disagree over the settlement? • How satisfied were they at the eventual treaty? <p>Research task What was the reaction of the defeated powers? Learners find two contemporary sources to illustrate the reactions of one of Germany, Austria, Hungary or Turkey. Learners share their resources with the rest of the class.</p> <p>Class discussion How justified was Germany's reaction to the terms of the treaty?</p> <p>Learners answer a Paper 2, Part (a) question on this topic and peer assess each other's answers using the generic levels for this question. (F)</p>
	To understand the problems in 'successor states' created by the post-war settlements.	<p>Teacher-led introduction Introduction covering who the 'successor states' were and why they were given this title. There is an outline presentation here https://slideplayer.com/slide/8521184/</p> <p>Research task Each learner researches the problems facing one of the 'successor states'. (I) Learners then go into groups to feedback the issues facing their state. The groups complete a note grid to show the problems encountered by each state.</p>

Syllabus ref. and Key Concepts (KC)	Learning objectives	Suggested teaching activities
		<p>Class discussion What problems did the successor states have in common? Which countries faced the biggest possible problems (prioritise a list).</p> <p>Each learner devises five question for a class revision quiz on this topic. (F)</p>
<p>How and why did international tensions remain high in the period between 1920 and 1923? KC1 KC2 KC4</p>	<p>To understand the reasons for and results of crises and tensions, e.g. the Ruhr Crisis; Corfu Incident; German hyperinflation</p>	<p>Group work Each group researches one of the topics (Ruhr, Corfu and hyperinflation) using textbooks or internet resources. This website is useful https://spartacus-educational.com/GERuhr.htm</p> <p>Each group writes a short presentation on their topic (to include visual and written contemporary sources).</p> <ul style="list-style-type: none"> • What was the nature of the crisis? • Who was involved? • How was the situation resolved? • How far did the situation result from the peace conference? <p>Each group presents their finding to the class who take notes.</p> <p>Class discussion</p> <ul style="list-style-type: none"> • Which of the crises do learners think was most serious contribution to international tension? • How complete a resolution was reached in each case? <p>Extension activity Write the question and mark scheme for a Paper 2, Part (a) on one aspect of this topic. (F)</p>
	<p>To understand the aims and impacts of international treaties and conferences: Washington Conference (1921–22); Genoa Conference (1922); Rapallo Pact (1922); Treaty of Lausanne</p>	<p>Provide learners with a grid showing the various treaties and conferences listed in the syllabus.</p> <p>In preparation for class/group discussion, learners should research these attempts, noting: (I)</p> <ul style="list-style-type: none"> • key countries involved • the reason for conference/pact • key agreements made, • whether this was likely to help or hinder friendly international relations. <p>Class discussion How far did the treaties listed improve the likelihood of peace in Europe? Learners could complete a washing line</p>

Syllabus ref. and Key Concepts (KC)	Learning objectives	Suggested teaching activities
	(1923). To understand the changing relations between the major powers: Britain, France, Germany, the USSR and USA.	<p>activity to accompany this discussion with ‘likely to encourage peace’ at one end and ‘unlikely to encourage’ peace at the other.</p> <p>Learners take the quiz here to test themselves on their knowledge of this part of the topic. (F) https://quizlet.com/4591498/the-international-agreements-of-the-1920s-flash-cards/</p> <p>Learners work in groups to research and prepare one each of five lists, one each for Britain, the USSR, France, USA and Germany.</p> <p>Each list should contain the following:</p> <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 • were foreign relations improving or deteriorating in this period? <p>Learners feedback on each country by making a brief presentation of the key findings for their country.</p> <p>Class discussion Were relations between these countries improving or deteriorating in this period? What were the main reasons for the improvement/deterioration?</p> <p>Learners are given a response to a Paper 2, Part (b) question on this topic. The response should lack precise detail. They take the response and improve it by adding the relevant detail to support the points which have been outlined. (I) (F)</p>
<p>How successful were attempts to improve international relations from 1924–29?</p> <p>KC1 KC3 KC4</p>	<p>To understand the reasons for economic recovery and improved relations.</p>	<p>Teacher led introduction Economic recovery in Europe in the mid-late 1920s. Learners could watch this video as an introduction www.youtube.com/watch?v=zU0crkiaBuA</p> <p>Ask learners to review their learning so far in this topic and consider</p> <ul style="list-style-type: none"> • Why were relations improving in this period? • Why was economic recovery taking place? • Find two pieces of evidence to support their points in response to both questions above. <p>Class discussion How important was economic recovery for improving international relations?</p>

Syllabus ref. and Key Concepts (KC)	Learning objectives	Suggested teaching activities
		<p>Learners create a mind map to show the connections between the two issues. (F)</p> <p>Extension activity Read the lecture here How far does this lecture challenge the idea that life was improving in Europe in the 1920s? www.historyguide.org/europe/lecture9.html</p>
	<p>To understand the aims and impact of international treaties and conferences: Dawes Plan (1924); Locarno Treaties (1925); Kellogg-Briand (1928); Young Plan (1929).</p>	<p>Provide learners with a grid showing the various treaties and conferences listed in the syllabus.</p> <p>In preparation for class/group discussion, learners should research these attempts noting: (I)</p> <ul style="list-style-type: none"> • key countries involved • the reason for the agreement • key terms • whether this agreement was likely to bring about peace • any weaknesses which are apparent in these agreements. <p>Class discussion How far did these agreements encourage peace between nations?</p> <p>Learners work in groups. Each group is given a small collection of sources about one of the treaties/agreements made. Using the sources, they create a Paper 1, Part (a) question and write the accompanying mark scheme. (F)</p>
	<p>To learn about the reasons for the changing relations between the major powers: Britain, France, Germany, the USSR and USA.</p>	<p>Learners build on the table they completed for changing relationships between the powers in the period 1920–23. Learners work in groups to research and prepare one each of five lists, one each for Britain, the USSR, France and Germany and the USA.</p> <p>Each list should contain the following:</p> <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 • Were foreign relations improving or deteriorating in this period? <p>Learners feedback on each country by making a brief presentation of the key findings for their country.</p> <p>Class discussion How do findings compare with those from the early 1920s? Are relations better? If so, between which countries and why? Are relations more strained? If so, between which countries and why?</p>

Syllabus ref. and Key Concepts (KC)	Learning objectives	Suggested teaching activities
		Learners write a timed response to a Paper 2, Part (b) question on this topic. (F)
<p>How successful was the League of Nations during the 1920s?</p> <p>KC1 KC4</p>	<p>To understand the nature of the aims, membership and structure of the League.</p>	<p>Learners watch this short video as an introduction to the topic www.youtube.com/watch?v=MWc5-thIkEQ What can be learned about support for the League?</p> <p>Research and make notes on the following issues about the League of Nations:</p> <ul style="list-style-type: none"> • aims • structure and organisation • voting mechanisms • membership. <p>Class discussion Based on the research above, what were the key strengths of the League? What were the possible sources of weakness?</p> <p>Extension work Find two sources showing different opinions on the likely success of the League of Nations on its formation.</p>
	<p>To understand the concept of collective security and the League's involvement in the resolution of disputes, e.g. Aaland Islands, Vilna, Upper Silesia.</p>	<p>Introduction In pairs or small groups, learners study two cartoons relating to the Corfu incident. (They will have studied this topic already and so this is a useful recap). What is the message of each cartoon and what does it suggest about the League of Nations? British cartoon 1923 www.cartoons.ac.uk/record/LSE6996 British cartoon 1925 www.johndclare.net/images/tweedle.jpg</p> <p>Research task Learners research and create a timeline to show the League's involvement in key disputes and add details on each of the incidents below, highlighting the causes of the dispute, the actions taken by the League and the impact of those actions. They can add Corfu from previous notes.</p> <ul style="list-style-type: none"> • Aaland Islands • Upper Silesia • Greece/Bulgaria. <p>Class discussion How successful was the League in solving disputes in the 1920s?</p>

Syllabus ref. and Key Concepts (KC)	Learning objectives	Suggested teaching activities
		<p>Learners prepare a summary, giving three points which show the League was a success in the 1920s and three points which could be argued to show that it was not a success. (F)</p> <p>As a flipped Learning exercise, learners study a website such as www.johndclare.net/EL3.htm or their textbooks and write a list of the reasons why the League of Nations was weak.</p>
	To understand the reasons for the weaknesses of the League.	<p>Starter activity: learners combine their lists of weaknesses and agree a definitive list of factors.</p> <p>Rainbow grouping</p> <ul style="list-style-type: none"> • Learners are given a different factor for the weakness of the League. • They make a group with other with the same factor and discuss and research further their given factor. • The groups split and reform so that each factor is represented in the group. • Each person feeds back on their factor to the group. <p>Sorting exercise: individuals then sort the factors into order of priority. (I) They discuss their order with others in their group and see whether they have the factors in the same order.</p> <p>Class discussion: What was the main reason for the weakness of the League?</p> <p>Learners complete a Paper 2, part (b) type question on this topic. (F)</p>
	To understand the role and impact of the Agencies.	<p>Research task</p> <p>Set up a series of work stations which each contain a resource (or sources) on each of the following.</p> <ul style="list-style-type: none"> • The Commission for Refugees • The Health Organisation • The Mandates Commission • The Disarmament Conference • Financial/work related assistance • Humanitarian assistance. <p>Learners rotate around each work station and note</p> <ul style="list-style-type: none"> • key work of each organisation • key achievements. <p>If working as a group, learners should feed back on the other organisations.</p>

Syllabus ref. and Key Concepts (KC)	Learning objectives	Suggested teaching activities
		<p>Learners complete a five-point summary of the work of the Agencies.</p> <p>Class discussion Does this aspect of the League challenge the ideas they already have about the strengths/weaknesses of the League?</p> <p>Learners prepare a revision card for one aspect of this topic of the course. (F)</p>
Past and specimen papers		
<p>Past/specimen papers and mark schemes are available to download at www.cambridgeinternational.org/support (F) 9489 Specimen Paper 1 and Specimen Paper 2, Section C</p>		

Topic 3: The League of Nations and international relations in the 1930s

Syllabus ref. and Key Concepts (KC)	Learning objectives	Suggested teaching activities
<p>How did the rise of extremism affect international relations?</p> <p>KC1 KC2</p>	<p>To understand the impact of the Great Depression on political ideologies.</p>	<p>Teacher-led introduction Introduction to the Great Depression. The video here gives a useful overview https://study.com/academy/lesson/the-great-depression-around-the-world-causes-impact-responses.html</p> <p>Learners study this resource and take notes on the impact of depression on Germany, highlighting the importance for the development of the Communist and Nazi parties. https://alphahistory.com/nazigermany/the-great-depression/</p> <p>Learners study this short article and note the impact of the depression on Japan. (I) https://post-ww1.weebly.com/articles.html</p> <p>Learners write a three-point summary, explaining why the depression had an impact on political ideologies. (F)</p> <p>Extension activity Listen to this lecture and add to notes. www.gresham.ac.uk/lectures-and-events/the-age-of-dictatorship-europe-1918-1989-the-little-dictators</p>
	<p>To understand the impact of the rise of dictatorships on relations between powers.</p>	<p>Research task Learners work in groups to consider the ways different countries responded to the rise of dictatorships, to reach an overall judgement on the impact of foreign relations.</p> <ul style="list-style-type: none"> Learners use part of this resource to note how the USA responded to the rise of dictatorships https://millercenter.org/president/fdroosevelt/foreign-affairs Learners complete the first three questions in the activity here on how the British reacted to Hitler's rise to power https://spartacus-educational.com/ExamRHU15.htm Learners research how France reacted to the rise of dictatorship. <p>Class discussion The rise of Hitler had little impact on European relations. (NB the rise of dictatorship in Japan will be considered separately.)</p> <p>Extension activity Read this article and summarise the argument given that key British newspapers misjudged Hitler's rise to power. www.theguardian.com/education/2007/nov/14/research.highereducation</p>

Syllabus ref. and Key Concepts (KC)	Learning objectives	Suggested teaching activities
	To understand foreign responses to the Civil War in Spain.	<p>Learners read this article and make a list of the different ways in which foreigners were involved in the Spanish Civil War www.tutor2u.net/history/reference/international-involvement-in-the-spanish-civil-war</p> <p>Learners use this resource (or similar) https://spartacus-educational.com/Spanish-Civil-War.htm to research the involvement in the response to the events of the Spanish Civil War of</p> <ul style="list-style-type: none"> • Germany • Italy • Britain • The USSR. <p>Class discussion What was the importance of the involvement of Germany and Italy in the Spanish Civil War.</p>
	To learn about the aims and impact of Hitler's expansionist policies: Rearmament, militarisation of the Rhineland (1936); Anschluss (1938); Sudetenland (1938); Czechoslovakia (1939) and Poland (1939).	<p>Learners watch this short video www.youtube.com/watch?v=wflXJAKmyHc as an introduction, noting Hitler's aims.</p> <p>Learners read an extract from the Hossbach memorandum www.historylearningsite.co.uk/world-war-two/causes-of-ww2/the-hossbach-conference-of-1937/</p> <ul style="list-style-type: none"> • From this document what were the main aims of Hitler's foreign policy? • Why do historians disagree about Hitler's intentions based on this document? • Do you think this memorandum made war inevitable and why? <p>Learners draw up a list of Hitler's foreign policy objectives.</p> <p>Research task Annotate a timeline/map to show each of the key developments of Hitler's foreign policy. (I) Learners colour code their timeline to show which of Hitler's aims were being fulfilled in each of the examples given in the learning objectives.</p> <p>Class discussion How far could Hitler's actions in the period 1933–38 be justified?</p>
Why did the League of Nations fail to keep the peace in the 1930s?	To understand the reasons for the failure of disarmament.	<p>Teacher-led introduction Introduction to cover the issues of disarmament raised by the Versailles settlement and the League of Nations.</p> <p>Learners watch this video www.youtube.com/watch?v=pwg6_wqqC_0 and being a timeline to show attempts to</p>

Syllabus ref. and Key Concepts (KC)	Learning objectives	Suggested teaching activities
KC1 KC2 KC3		<p>bring about disarmament.</p> <p>Research task Learners could use this website www.johndclare.net/league_of_nations4_disarmament.htm and the documents it contains to take notes on the following.</p> <ul style="list-style-type: none"> • Why was disarmament a popular idea in the 1920s? • What attempts were made to secure disarmament? • Why did those attempts fail? • Add any details from the 1930s to the timeline. <p>Learners plan a response to a Paper 2, Part (a) question on this topic. (F)</p> <p>Extension activity Learners consider whether the Disarmament Conference ever had a chance of success and whether there was a pivotal point in its fortunes which meant it could no longer succeed and write a short summary of their views.</p>
To understand the reasons for and actions taken in response to, the crises in Manchuria and Abyssinia.		<p>Research task Divide the class into two groups.</p> <ul style="list-style-type: none"> • One will focus on Manchuria www.youtube.com/watch?v=fYGsdC7Sg38 • One will focus on Abyssinia www.youtube.com/watch?v=op-dD3oUMh0 <p>Learners watch the appropriate video for their topic and research the following and produce a short presentation covering:</p> <ul style="list-style-type: none"> • what happened • how the League reacted • why the League reacted in this way • What the response of the Great Powers was • a visual source which shows the reaction to the crisis • a written source which shows a reaction to the crisis. <p>Learners present their finding to the rest of their class and take notes from each other's presentation.</p> <p>Class discussion What are the similarities and differences between the two case studies?</p> <p>Learners complete a Paper 2, Part (a) question on an aspect of this topic in timed conditions. (F)</p>

Syllabus ref. and Key Concepts (KC)	Learning objectives	Suggested teaching activities
	To understand the changing attitudes of the major powers towards the League of Nations.	<p>Introduction Ask learners to ‘think, pair, share’ on the title of this section. What ideas do they have about why attitudes of the major powers towards the League might change?</p> <p>Learners feed back ideas and develop a class list.</p> <p>Research task What evidence can learners find of this change in attitudes from this source? www.nationalarchives.gov.uk/cabinetpapers/themes/german-threat-rearmament.htm</p> <p>Learners produce a mind map to show how the League failed in the 1930s, covering each of the four learning objectives in this part of the course. (F)</p>
Why, and with what effects, did Britain and France pursue a policy of appeasement? KC1 KC2 KC3	To understand the impact of economic and military considerations for foreign policy.	<p>Introduction Learners focus on the following factors to understand why Britain and France followed a policy of appeasement.</p> <ul style="list-style-type: none"> • Losses in the First World War • Economic problems • State of the military • French concerns about security • Britain’s beliefs about the peace treaties following the First World War. <p>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.</p> <p>Learners write an A4 plan, outlining their introduction, each paragraph and conclusion in response to a Paper 2, Part (b) question on this topic. (F)</p>
	To understand the changing nature of relations with the USSR and impact on foreign policy.	<p>Teacher-led introduction</p> <ul style="list-style-type: none"> • What was the position of the USSR in the 1930s? • Why was there suspicion of the USSR in Europe? • How involved was the USSR in European relations? <p>(Alternatively, learners who studied this topic for GCSE could introduce this to the rest of the class)</p>

Syllabus ref. and Key Concepts (KC)	Learning objectives	Suggested teaching activities
		<p>Research task Learners use this resource https://russianlife.com/stories/online/soviet-foreign-policy/ to complete a timeline to show how relations between Britain, France and the USSR changed during this period. (I)</p> <ul style="list-style-type: none"> • When was there hostility? • Why was there hostility? • When were there periods of improved relations? • Why did relations improve?
	<p>To understand the actions taken to appease Hitler (e.g. attitude towards rearmament, the Rhineland, Anschluss).</p>	<p>Learners compare cartoons on Rhineland and Anschluss. www.cartoons.ac.uk/record/LSE4323</p> <p>What can they learn from these cartoons about attitudes towards Hitler's actions in the Rhineland and Austria? Learners are given a timeline showing the key developments in the policy of appeasement (including those from the section below). They use texts and internet resources to add detail to the timeline.</p> <p>Research task Learners take notes on how Britain and France reacted to</p> <ul style="list-style-type: none"> • rearmament • Rhineland • Austria. <p>Class discussion How surprised are learners by Britain's reaction?</p> <p>Learners are given a response to a Paper 2, Part (b) question on this topic which is very detailed but which contains little analysis and no links to the question. They work on the response to improve it. (F)</p>
	<p>Czechoslovakia and the Munich Crisis.</p>	<p>Research task Learners complete their timeline activity by adding detail on Czechoslovakia and Munich using this video www.youtube.com/watch?v=wKA-lhWFbsE</p> <p>Learners prepare two lists: (I)</p> <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. <p>Divide class into two groups, one arguing the first point, the other the second. Compile two agreed lists. Provide learners with the following statement by the British PM Chamberlain at the outbreak of World War Two:</p>

Syllabus ref. and Key Concepts (KC)	Learning objectives	Suggested teaching activities
		<p>‘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’.</p> <p>Learners answer the following questions: (I)</p> <ul style="list-style-type: none"> • Why might Chamberlain make such a statement? • How far do you agree with the statement? <p>In pairs, learners review each other’s answers, commenting on style, balance and quality of argument.</p> <p>Extension activity: Read the article here www.richardjevans.com/lectures/chamberlain-appeasement-differing-views-historians/ and note the key differences of opinion between historians on Chamberlain and appeasement.</p>
<p>Why did war break out in 1939? KC1 KC2</p>	<p>To understand the reasons for British rearmament in response to Germany’s expansionism.</p>	<p>Learners study this source from 1935 and note the key points it makes about Britain’s armaments policy. www.theguardian.com/century/1930-1939/Story/0,,126998,00.html</p> <p>Using the content here, learners list the reasons why Britain began to rearm on the 1930s. www.nationalarchives.gov.uk/cabinetpapers/themes/defence-policy-1933-1939.htm</p> <ul style="list-style-type: none"> • Why was Britain slow to rearm? • What were Britain’s key objectives in rearmament? • How did Britain rearm? <p>Learners watch this video www.youtube.com/watch?v=8xNNB1z1iK8 and add detail to their notes. Learners write a three-point summary of the main reasons why Britain rearmed. (F)</p>
	<p>To understand the British guarantee to Poland and the failure of appeasement.</p>	<p>Ask learners to review their notes and draw up a list of the reasons why appeasement failed?</p> <p>Learners read this article www.independent.co.uk/arts-entertainment/chamberlains-motives-for-standing-by-poland-1110399.html and take notes on the reasons given for Chamberlain not pursuing appeasement over Poland.</p> <p>Class discussion What was the main reason for the failure of appeasement?</p> <p>Learners design a two-part Paper 2 question on this topic and write the mark scheme to accompany it. (F)</p>

Syllabus ref. and Key Concepts (KC)	Learning objectives	Suggested teaching activities
	To understand the Reasons for the Nazi-Soviet Pact.	<p>Provide learners with these two cartoons www.cartoons.ac.uk/record/LSE4323 and www.johndclare.net/RoadtoWWII8.htm What points are the cartoonists trying to make? Learners compare the sources as if they were going to answer a Paper 1, Part (a) question and share their ideas. (F)</p> <p>Research task Learners prepare two lists, showing the advantages of the Pact for: (I)</p> <ul style="list-style-type: none"> • Germany • The USSR <p>Class discussion Why did the Pact come as a shock to the rest of the world?</p> <p>Learners answer the question 'Compare and contrast the views expressed in the two cartoons about the Nazi-Soviet Pact.' and mark their answers using generic mark scheme for Paper 1, Part (a) and provide feedback. (I)</p>
	To understand the impact of the invasion of Poland.	<p>Learners watch this video which contains newsreel to gain an introduction to this topic www.youtube.com/watch?v=pw2PenZYBuw</p> <p>Learners study the material here www.iwm.org.uk/history/how-europe-went-to-war-in-1939 and draw up a timeline to show how the war began.</p> <p>Learners review the material here www.bbc.co.uk/history/worldwars/wwtwo/invasion_poland_01.shtml and discuss the reasons why the invasion could be viewed as a gamble by Hitler.</p> <p>Divide learners into groups and ask them to prepare a set of three revision cards for one aspect of this section of the course. (F)</p>
Past and specimen papers		
<p>Past/specimen papers and mark schemes are available to download at www.cambridgeinternational.org/support (F) 9489 Specimen Paper 1 and Specimen Paper 2, Section C</p>		

Topic 4: China and Japan, 1912–45

Syllabus ref. and Key Concepts (KC)	Learning objectives	Suggested teaching activities
<p>What were the implications of the 'warlord era' which affected China from 1916–27?</p> <p>KC1 KC2</p>	<p>To understand the issues facing China, e.g. Yuan Shih-kai and the disintegration of China.</p>	<p>Learners study this resource www.historylearningsite.co.uk/modern-world-history-1918-to-1980/china-1900-to-1976/china-in-1900/ and take brief notes on China in 1900.</p> <p>Learners are given a small collection of sources about China in the period and make brief notes on what they can learn from them about China in the period covering</p> <ul style="list-style-type: none"> • geography • politics • economy • society. <p>Learners use online resource www.khanacademy.org/humanities/world-history/euro-hist/china-early-1900s/v/overview-of-chinese-history-1911-1949 to draw up a timeline of Chinese history from c.1900–1945. More can be added to this later. (I)</p> <p>Research task Learners conduct their own research to discover</p> <ul style="list-style-type: none"> • who Yuan Shih-kai was • what his impact was on China. <p>Class discussion What factors which made China weak in 1919? Learners to consider why was there an upsurge in Chinese nationalism in 1919? (F)</p> <p>Extension activity Learners read this article www.smithsonianmag.com/history/surprisingly-important-role-china-played-world-war-i-180964532/ and add to notes from previous discussion about the impact on China of its role in WWI.</p>
	<p>To understand the reasons for and impact of the May the Fourth Movement.</p>	<p>Present learners with one (or more of the posters) here https://chineseposters.net/themes/may-fourth-movement.php What can they learn from these posters about the Fourth of May movement?</p> <p>Research task Learners study online resources such as http://totallyhistory.com/may-fourth-movement/ or texts and take notes</p>

Syllabus ref. and Key Concepts (KC)	Learning objectives	Suggested teaching activities
		<p>on</p> <ul style="list-style-type: none"> • background to the movements and China's involvement in WWI • the impact of the Versailles settlement in China • Shandong • the demonstrations. <p>Learners prepare a five-point summary of the significance/impact of the Fourth of May Movement.</p> <p>Flipped learning – the class is divided into two groups and given a short article/text about either or Sun Yat-sen or Chiang Kai-shek in preparation for the next activity. This website has an overview of both www.historylearningsite.co.uk/modern-world-history-1918-to-1980/china-1900-to-1976/chiang-kai/</p>
	<p>To understand the reasons for the growth of the Kuomintang Party under Sun Yat-sen (including the Three Principles).</p>	<p>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)</p> <p>Divide class into groups, ideally of three. In turn, each asks his/her questions to the other two who answer as Sun Yat-sen and Chiang Kai-shek respectively.</p> <p>Learners draw up a table to show the similarities and differences between the political views of Sun Yat-sen and Chiang Kai-shek. (I)</p> <p>Extension activity Watch one of the videos listed here and take notes on the legacy of Sun Yat-sen http://english.cctv.com/2016/11/11/VIDEFPQMhukJa5wpZdoF6gq161111.shtml</p>
<p>The Northern Expedition.</p>		<p>Working in groups, learners prepare a five-minute presentation on the Northern Expedition. They should agree how to divide the work between them and the best way to present their ideas. The presentation should cover:</p> <ul style="list-style-type: none"> • What was the Northern Expedition? • Who was involved? • When was it launched? • Why was it launched? • What were the key events? • What was the impact? <p>Presentations should also include:</p>

Syllabus ref. and Key Concepts (KC)	Learning objectives	Suggested teaching activities
		<ul style="list-style-type: none"> • a map • some visual sources/film footage • contemporary reflections on the expedition • a historian's comment on the importance of the expedition. <p>Learners share their presentations on a Moodle site/display board and give feedback.</p> <p>Assessment activity Learners are given a Paper2, Part (a) question from a previous 9389 paper on complete a detailed plan. (F)</p>
<p>How effectively did Chiang Kai-shek deal with the communists in the period 1927–36?</p> <p>KC1 KC2</p>	<p>To understand the reasons for and impact of the Shanghai Massacre and the Extermination Campaigns.</p>	<p>Teacher-led introduction Introduction to the Shanghai Massacre covering:</p> <ul style="list-style-type: none"> • the key events in the massacre • why it took place? • what the impact was for <ul style="list-style-type: none"> ○ the Nationalists ○ the Communists. <p>Learners use this resource https://igcseedexcelhistorychina.weebly.com/the-extermiation-campaigns-1930-1934.html and take notes on: (I)</p> <ul style="list-style-type: none"> • the reasons for the introduction of the campaigns • the reasons for the failure of the first four campaigns • why the Communists survived the fifth campaign. <p>Class discussion How far did these events strengthen the Nationalists?</p> <p>Learners write a five-point summary of the importance of these events. (F)</p>
	<p>To learn about the Long March 1934–35.</p>	<p>Research task 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. The websites listed below are useful. www.historylearningsite.co.uk/long_march_1934_to_1935.htm www.sjsu.edu/faculty/watkins/longmarch.htm</p> <p>Learners investigate in groups the reasons why the Long March came about and what the purpose of the</p>

Syllabus ref. and Key Concepts (KC)	Learning objectives	Suggested teaching activities
		<p>withdrawal was. Learners find out some of the facts and figures of the Long March and devise a quiz to test each other quiz each other, e.g. dates, place names and numbers of soldiers.</p> <p>Learners create two lists:</p> <ul style="list-style-type: none"> • Ways in which the Long March was considered a success. • Ways in which the Long March could be considered a failure. <p>Learners prepare a response to a Paper 2, Part (b) question on this topic. (F)</p>
	To understand the Xi'an Incident, 1936 and its impact.	<p>Learners watch this video as an introduction www.youtube.com/watch?v=3LLHeHDZbNg</p> <p>Research task Learners could use this resource www.chinadaily.com.cn/china/19thcpcnationalcongress/2011-12/12/content_29715109.html (or their own textbooks/internet research) to investigate</p> <ul style="list-style-type: none"> • make a brief timeline to show what happened at Xi'an • why did the Communist free Chaing Kai-shek? • what was the impact of this incident on the strength of the communists? <p>Assessment activity Learners write a Paper 2, Part (a) question and mark scheme on this topic. (F)</p>
	To learn about attempts at modernisation and reform.	<p>Learners use this https://alphahistory.com/chineserevolution/nanjing-decade/ resource to investigate attempts made to modernise and reform China in the period from 1927–36.</p> <p>They should cover attempts to reform and their effectiveness in each of the following areas:</p> <ul style="list-style-type: none"> • the army • politics • society • economy and industry. <p>Class discussion How effective were the reforms? What factors undermined their effectiveness?</p>
Why did the Chinese Communist Party (CCP) gain support up	To understand the results of the Long March and the	<p>Starter activity: watch this short interview conducted on the 80th anniversary of the Long March and note the reasons given for the importance of the Long March www.youtube.com/watch?v=ZFemrtgKvcc</p> <p>Class discussion</p>

Syllabus ref. and Key Concepts (KC)	Learning objectives	Suggested teaching activities
to 1945? KC1 KC4	leadership of Mao Zedong.	<p>How did the Long March:</p> <ul style="list-style-type: none"> • help Mao • gain support • strengthen the party? <p>Research task Learners complete a CV for Mao up to 1945 focusing on his experience and strengths.</p> <p>Extension activity Learners read excerpts from some of Mao's speeches listed here and note what they learn about his leadership from these speeches.</p>
	To understand the importance of the establishment of the Yan'an Soviet, land reform and Mao's Rectification Campaign (1941–44).	<p>What was the Soviet in Yan'an? http://factsanddetails.com/china/cat2/sub5/item60.html</p> <p>Research task Learners investigate using this website www.historylearningsite.co.uk/china_1900_to_1976.htm</p> <ul style="list-style-type: none"> • the impact of the Second World War on the Nationalists • how they were losing the support of the Chinese peasant population • how did Chiang Kai-shek's method of government contribute to a sense of disunity? <p>Learners create a mind map to show the changing strength of the Nationalists between 1930 and 1945. (F)</p>
	To understand the impact of war with Japan after 1937	<p>Research task Learners research the effect that the Japanese occupation of Manchuria in 1931 had on China. (I) www.historylearningsite.co.uk/modern-world-history-1918-to-1980/china-1900-to-1976/the-japan-china-war/</p> <p>Homework task In pairs or individually, learners prepare an annotated mind map diagram of why communism gained support in China. (I)</p> <p>Learners study the documents here and http://afe.easia.columbia.edu/ps/china/chiang_kaishek_natl_identity.pdf and answer question 1 and 2 on this document.</p>
	Unpopularity of Chiang Kai-shek and	As a 'think, pair, share' activity, learners review what they have studied so far and list reasons that Chiang and the KMT had become unpopular.

Syllabus ref. and Key Concepts (KC)	Learning objectives	Suggested teaching activities
	the Kuomintang.	<p>Learners listen to the podcast here and add detail and extra reasons to their list. (I) www.bbc.co.uk/programmes/b09yhgvn Learners feed back to create a class list. Working in pairs, learners prioritise the reasons for unpopularity.</p> <p>Class discussion Learners feed back on their lists and the class try to agree an order of priority.</p> <p>Learners complete a Paper 2, Part (a) question on this topic in timed conditions and peer assess each other's work.</p>
Why did Japan become a military dictatorship in the 1930s and with what consequences?	Japan's international status in 1919 and its reactions to the Paris peace settlements.	<p>Based on learning earlier in this course, ask learners to recap on each of these issues:</p> <ul style="list-style-type: none"> • the status of Japan by 1919 • Japan's react to the Versailles settlement. <p>Learners read this source and summarise the argument that involvement in the First World War put Japan on a collision cause with the West. www.japantimes.co.jp/news/2014/07/26/national/history/japans-baptism-of-fire/#.XJJwbCj7SUK</p> <p>Extension activity Learners read the primary source here and answer the questions which follow. http://afe.easia.columbia.edu/ps/japan/illusions.pdf</p>
	To understand the political and economic factors in the failure of democracy.	<p>Divide learners into two groups.</p> <ul style="list-style-type: none"> • One will focus on political reasons. • One will focus on economic reasons. <p>Using resources such as www.bbc.co.uk/history/worldwars/wwtwo/japan_quest_empire_01.shtml (or their own textbooks/research, learners research how their set of factors helped to bring an end to democracy in Japan and lead to military rule. (I)</p> <p>Learners go into pairs with someone who had researched a different aspect. They feedback to each other on their research area.</p> <p>Class discussion</p> <ul style="list-style-type: none"> • Why did democracy fail in Japan?

Syllabus ref. and Key Concepts (KC)	Learning objectives	Suggested teaching activities
		<ul style="list-style-type: none"> • Were economic or political reasons more to blame? <p>Learners create a five-point revision card on the topic they researched. (F)</p>
	To understand the implications of military rule for Japanese expansionism.	<p>Using the following resource and their notes from previous lessons, learners prepare a list of reasons why Japan adopted an aggressive foreign policy in the 1930s and 1940s. This website is helpful www.bbc.co.uk/history/worldwars/wwtwo/japan_quest_empire_01.shtml</p> <p>Did military rule make war inevitable for Japan? Ask learners to write a 300-word response to this question.</p> <p>As flipped learning exercise learners study this resource www.thoughtco.com/japanese-aggression-in-world-war-ii-195806 and produce a five-point summary on Japan's motives for involvement in the Second World War.</p>
	To understand the reasons for involvement in the Second World War.	<p>Learners feed back their ideas from their flipped learning and make a mind map to show how Japan became involved in the Second world War ensuring that they highlight</p> <ul style="list-style-type: none"> • the importance of long- term developments • the short term factors which drew them into the war. <p>Learners write a written response to one of the following questions: (I)</p> <ul style="list-style-type: none"> • Why did Japan invade Manchuria in 1931? • Why did Japan attack Pearl Harbor in 1941? <p>Put learners who answered different questions into pairs, they mark each other's answers (using generic mark scheme for Paper 2, Part (a)) and provide verbal feedback. (F)</p> <p>Each learner then writes an answer to the question which they did not attempt originally which is then teacher marked. (I) (F)</p>
Past and specimen papers		
<p>Past/specimen papers and mark schemes are available to download at www.cambridgeinternational.org/support (F) 9489 Specimen Paper 1 and Specimen Paper 2, Section C</p>		

Cambridge Assessment International Education
The Triangle Building, Shaftesbury Road, Cambridge, CB2 8EA, United Kingdom
t: +44 1223 553554
e: info@cambridgeinternational.org www.cambridgeinternational.org

Copyright © UCLES March 2019