

Scheme of Work – Paper 4
European option, Depth study 1: European history in the interwar
years, 1919–41

**Cambridge International AS & A Level
History 9489**

For examination from 2021



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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)
Theme 1: Mussolini's Italy, 1919–41	It is recommended that this unit should take about 45 hours/25% of the course.
Theme 2: Stalin's Russia, 1924–41	It is recommended that this unit should take about 45 hours/25% of the course.
Theme 3: Hitler's Germany, 1929–41	It is recommended that this unit should take about 45 hours/25% of the course.
Theme 4: China and Japan, 1919–39	It is recommended that this unit should take about 45 hours/25% of the course.

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

We have written this scheme of work for the Cambridge AS & A Level 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 are learning to / about...’.

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.	Learning objectives	Suggested teaching activities
How was Italy governed under Mussolini?	To evaluate the use of propaganda KC4	<p>Research task Learners create a short presentation on Mussolini’s use of propaganda. The presentations should cover:</p> <ul style="list-style-type: none"> • the key methods used by Mussolini <ul style="list-style-type: none"> ○ Films ○ Mass activities ○ Newspapers ○ Radio • the Mussolini myth (Cult of the Duce) • three visual sources which depict Mussolini, with learners writing a caption for each image which could have been used to promote the official view of Mussolini. <p>Learners plan a response to a Paper 4 question on this topic. (I) (F)</p> <p>Extension activity Learners watch this video and note five-key points about Mussolini’s impact on architecture in Italy www.youtube.com/watch?v=eiQE9xs-yac</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 input from you.

Past and specimen papers

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.

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.

Theme 1: Mussolini's Italy, 1919–41

Syllabus ref. and Key Concepts (KC)	Learning objectives	Suggested teaching activities
<p>Why did Mussolini gain power in 1922? KC1 KC4</p>	<p>To understand the problems facing Italy after the First World War: dissatisfaction with the peace settlement; social and economic.</p>	<p>Teacher-led introduction Introduction to the topic. An overview of Italian history since unification with a focus on factors which led to the political instability which existed in the early 1920s.</p> <p>Research task Learners identify factors which led to instability in Italy after the First World War. Learners could use their own texts or a resource such as this https://encyclopedia.1914-1918-online.net/article/post-war_societies_italy (I)</p> <ul style="list-style-type: none"> • political causes • social causes • economic causes • religious factors • foreign policy factors. <p>Class discussion What was the main cause of instability in Italy in 1922? Ask learners to compare a Paper 2 and Paper 4 question paper and mark scheme.</p> <ul style="list-style-type: none"> • What are the key differences between the two papers? • What are the different demands of Paper 4? (F)
	<p>To understand the problems of democratic government.</p>	<p>Teacher-led introduction Introduction to the topic. Learners identifying the principal parties and explaining the complex nature of Italian politics and the development of democracy in Italy since unification.</p> <p>Research task In pairs/small groups learners identify groups/individuals/institutions:</p> <ul style="list-style-type: none"> • who were hostile to democracy • which were supportive of democracy. <p>Class discussion How secure was democracy in Italy in 1922?</p>

Syllabus ref. and Key Concepts (KC)	Learning objectives	Suggested teaching activities
	To understand the appeal of Fascism.	<p>Learners watch this video www.khanacademy.org/humanities/world-history/euro-hist/mussolini-fascism/v/fascism-and-mussolini as an introduction to the idea of Fascism. What did the key symbols of Fascism mean?</p> <ul style="list-style-type: none"> • What did Fascism mean for Mussolini? • What impact did the First World War have on Mussolini's ideas? • What was the ideology of fascism in Italy by the beginning of the 1920s? <p>Research task (I)</p> <ul style="list-style-type: none"> • Mussolini's early political ideas and career, to 1918 • Identification of the core beliefs of Mussolini 1918–22 • Identification of principal 'opposition' ideologies: Communism, Socialism and the nature and extent of their appeal • Identification of reasons for the appeal of Fascism • Identification of groups/individuals who supported Fascism and why. <p>Learners create a mind map to illustrate appeal of Fascism to different groups within Italy. (F)</p> <p>Extension activity Read this definition of fascism by Mussolini https://sourcebooks.fordham.edu/mod/mussolini-fascism.asp and note his main ideas.</p>
	To assess the reasons for Mussolini's appointment as prime minister.	<p>Research task Learners study the material here and identify</p> <ul style="list-style-type: none"> • the key stages in Mussolini's rise to power • the reasons why Mussolini was able to seize power. <p>https://courses.lumenlearning.com/boundless-worldhistory/chapter/the-rise-of-fascism/</p> <p>Group task Learners are given one of the following factors to research in more detail.</p> <ul style="list-style-type: none"> • the role of key individuals (e.g. the King, Facta, Giolitti) • the role of the army • the role of the squadristi • support of the Pope and key intellectuals • popularity of Fascism (including press support) • The March on Rome. <p>Learners work first with their group to research their factor and then the groups reform so there is one of each</p>

Syllabus ref. and Key Concepts (KC)	Learning objectives	Suggested teaching activities
		<p>factor in each group. Learners each feed back on their factor. The group then discusses what the most important factor was.</p> <p>Class discussion Why did Mussolini come to power?</p> <p>Give learners a paragraph from an essay on this topic. The paragraph should be very detailed, with little analysis and no clear link to the question. Ask learners to</p> <ul style="list-style-type: none"> • say what they think the question is and give feedback on the strengths/ weakness of the paragraph • to rewrite the paragraph putting in analysis and links to the question, when they know the question. (F) <p>Extension activity Read this extract https://slate.com/news-and-politics/2017/01/how-italian-fascists-succeeded-in-taking-over-italy.html and write a summary of the key points of the argument.</p>
<p>How was Italy governed under Mussolini?</p> <p>KC1 KC2 KC4</p>	<p>To evaluate Mussolini's aims in government and his leadership.</p>	<p>Based on what they learned in the previous topic, ask learners what they would expect Mussolini's aims to be in a 'think, pair, share' activity. Based on this exercise devise a class list.</p> <p>Learners study a collection of sources/texts and identify Mussolini's aims in each of these areas (note this is an outline at this stage)</p> <ul style="list-style-type: none"> • economy • society • foreign policy • politics. <p>Learners watch this video and note key points about the style of Mussolini's leadership. https://classroom.ricksteves.com/videos/mussolini-and-fascism-in-italy</p>
	<p>To understand the establishment of a dictatorship, repression of opposition.</p>	<p>Teacher-led introduction Introduction to the topic to set out its parameters and give an overview of the steps Mussolini took to establish a dictatorship (including the Matteotti murder).</p> <p>Research task In pairs or small groups, learners identify the principal methods used by Mussolini to limit opposition.</p> <ul style="list-style-type: none"> • Acerbo Law

Syllabus ref. and Key Concepts (KC)	Learning objectives	Suggested teaching activities
		<ul style="list-style-type: none"> • Censorship • Use of tribunals • Role of militia and squads. <p>Class seminar style discussion: individuals being required to speak/present on: (I)</p> <ul style="list-style-type: none"> • the method • its effectiveness. <p>Learners read the article here on the murder of Matteotti and summarise the key points of the argument. https://primolevicenter.org/printed-matter/the-matteotti-murder-and-the-origins-of-mussolinis-totalitarian-fascist-regime-in-italy/</p>
	To evaluate the use of propaganda.	<p>Study a range of visual sources depicting Mussolini and note the intended impact of the sources on the audience. (I)</p> <p>Research task Learners create a short presentation on Mussolini's use of propaganda. The presentations should cover:</p> <ul style="list-style-type: none"> • the key methods used by Mussolini <ul style="list-style-type: none"> ○ films ○ mass activities ○ newspapers ○ radio • the Mussolini myth (Cult of the Duce) • three visual sources which depict Mussolini, with learners writing a caption for each image which could have been used to promote the official view of Mussolini. <p>Learners plan a response to a Paper 4 question on this topic. (I) (F)</p> <p>Extension activity Learners watch this video and note five-key points about Mussolini's impact on architecture in Italy. www.youtube.com/watch?v=eiQE9xs-yac</p>
	To understand the aims and impact of foreign policy.	<p>Research task Using textbooks and internet resources, learners</p> <ul style="list-style-type: none"> • draw a timeline which gives an overview of Mussolini's foreign policy

Syllabus ref. and Key Concepts (KC)	Learning objectives	Suggested teaching activities
		<ul style="list-style-type: none"> • What his main objectives were • How Italy's recent past shaped Mussolini's foreign policy • What Mussolini's attitude was to the League of Nations • How far Mussolini's foreign policy was driven by <ul style="list-style-type: none"> ○ economic issues ○ the desire for prestige • How popular Mussolini's foreign policy was. <p>Learners watch this video www.youtube.com/watch?v=ugR7y20dv_8 and note 'In what ways (and for what reasons) have historians disagreed about Mussolini's foreign policy?'.</p> <p>Give learners an essay on this topic (or extract from an essay) which has an analytical framework but either lacks supporting knowledge, or the knowledge is inaccurate/irrelevant.</p> <p>Ask learners to:</p> <ul style="list-style-type: none"> • use the Generic Levels of Response for Paper 4 to say which Level they think the response would achieve • rewrite one paragraph of the essay to raise the Level by selecting appropriate, accurate material to support the points made. (F)
<p>How far were Mussolini's economic policies a success?</p> <p>KC1 KC2 KC4</p>	<p>To understand the nature of Mussolini's economic aims.</p>	<p>Teacher-led introduction Introduction to the economic situation that Mussolini inherited in 1922 and background to Mussolini's.</p> <p>Research tasks (I)</p> <ul style="list-style-type: none"> • Italians expectation of Mussolini when it came to managing the economy • The nature and extent of the task which faced him • What might be expected from a fascist • Any evidence in his early career of any knowledge or understanding of economics. <p>Class discussion Did Mussolini have clear economic aims?</p> <p>Learners read this article and add to their notes on Mussolini's ideas for running the economy. www.econlib.org/library/Columns/y2015/Samuelfascism.html</p>

Syllabus ref. and Key Concepts (KC)	Learning objectives	Suggested teaching activities
	To evaluate the Corporate State.	<p>Research task Learners research and prepare (I)</p> <ul style="list-style-type: none"> • a definition (250 words max) of the theory underpinning the Corporate State • an explanation of what it meant in practice • a critique of the Corporate State – identifying the key points which could be used to both defend and criticise it. <p>Class discussion Learners discuss the merits and demerits of the Corporate State.</p> <p>Extension activity Learners research the views of historians on this topic and summarise two contrasting arguments.</p>
	To understand and assess responses to the Great Depression.	<p>Learners are given a chart showing unemployment figures in France, Germany, Italy and the UK. What can they learn from these figures about the impact of the Great Depression on Italy?</p> <p>Research task</p> <ul style="list-style-type: none"> • What impact did the Great Depression have on Italy? • Why did the Depression lead to greater government intervention in the economy? • What forms did this intervention take? • How effective were the responses to the Great Depression? <p>Learners create their own diagram or mind map to answer the question ‘How effectively did Italy cope with the Great Depression?’. They could use this https://prezi.com/py8yiawrr64j/how-did-the-great-depression-affect-italy/ as a model or create their own.</p>
	To assess the effectiveness of economic policies (industrial and agricultural, the Battle for Grain).	<p>Learners watch this video www.youtube.com/watch?v=vYitk2HEDjA and note the key successes/failures of the Italian economy.</p> <p>Research task Using this resource https://searchinginhistory.blogspot.com/2014/05/mussolinis-battles-battle-for-grain.html or textbooks, learners take notes on the following:</p> <ul style="list-style-type: none"> • What was the Battle for Grain? • What were its aims • How effective was this Battle?

Syllabus ref. and Key Concepts (KC)	Learning objectives	Suggested teaching activities
		<p>Ask learners to read a PERT for this section of the course and note the key points. (F)</p> <p>Class discussion</p> <ul style="list-style-type: none"> • What key points are raised? • How can learners address these in their own responses?
<p>How far did society change because of Mussolini's regime?</p> <p>KC1 KC2 KC3 KC4</p>	<p>To understand the nature and impact of Mussolini's dealings with the Church.</p>	<p>Teacher-led introduction Introduction to the topic explaining the unique history of the Papacy as a temporal power as well as a spiritual one and its relationships with the Italian state since 1850.</p> <p>Research task In pairs, learners complete the following (this resource is useful http://historylearning.com/modern-world-history/italy-1900-to-1939/mussolini-roman-catholic/):</p> <ul style="list-style-type: none"> • Timeline of events since 1850 illustrating the relationship between the Papacy and the Italian state. • Identify the importance of the Papacy/Church in Italian political life. • Identify the role of the Pope/Church in Mussolini's acquisition of power. • Identify the reasons why Mussolini was anxious to ensure a good relationship with the Church. • Explain the terms of the Lateran Treaty and explain its significance for both the Church and for Mussolini. <p>Class discussion Why was the support of the Church so important to Mussolini?</p> <p>Extension activity Learners read this review and write a summary of Kertzer's argument and how it challenges previously held views about the relationship between Mussolini and the Papacy. www.theguardian.com/books/2014/mar/06/pope-mussolini-secret-history-rise-fascism-david-kertzer-review</p>
	<p>To assess key social policies including education.</p>	<p>Learners work in small groups to create a presentation on an aspect of Mussolini's social policy. For instance, these areas could be covered:</p> <ul style="list-style-type: none"> • education policy • youth movements • women • welfare and the Opera Nazionale Dopolavoro (OND). <p>In each presentation, learners should include:</p> <ul style="list-style-type: none"> • how and why this area was important to the regime

Syllabus ref. and Key Concepts (KC)	Learning objectives	Suggested teaching activities
		<ul style="list-style-type: none"> • what the regime's aims were in this area • what changes/policies were introduced • What was the impact of these changes was, including <ul style="list-style-type: none"> ○ two contemporary views ○ two different historians views. <p>Learners feed back to the class on the first three of these points. The class complete a chart which covers the aspects listed.</p>
	<p>To assess the impact of policies on different social groups including women and young people.</p>	<p>Ask learners to consider ways to assess the impact of the policies covered in the last section.</p> <ul style="list-style-type: none"> • Did Mussolini win over Italian youth? • Did the birth rate go up? <p>Learners could consider whether the policies had different impacts on different groups of people.</p> <p>Using the material they gathered for their last bullet point in the presentations, learners discuss whether the policies were effective. This could be completed as a washing line activity where the end posts are 'not effective' and 'effective'. Each group contributes the views they have gathered on their area.</p> <p>Class discussion Considering the evidence from the activity outlined above:</p> <ul style="list-style-type: none"> • Did Mussolini achieve what he wanted through these policies? • Did the lives of the Italian people improve as a result of these policies? <p>Give learners a response to a Paper 4 question on this topic. The essay should contain good ideas and information but lack balance or be very poorly organised.</p> <p>Ask learners to:</p> <ul style="list-style-type: none"> • mark the response using the generic mark bands for Paper 4. • feed back their marks and suggest ways the essay could be altered to achieve a higher mark • write a one-side essay plan to show how it could be improved.
	<p>To evaluate the level of support for Mussolini's regime.</p>	<p>Learners read the source here www.nationalarchives.gov.uk/education/heroesevillains/g3/cs2/g3cs2s3.htm. What can they learn from this source about the popularity of Mussolini's regime?</p> <p>Individuals identify the measures which Mussolini took to win support for his Fascist regime.</p>

Syllabus ref. and Key Concepts (KC)	Learning objectives	Suggested teaching activities
		<p>This should include: (I)</p> <ul style="list-style-type: none"> • economic policy • social policy • foreign policy • religious policy. <p>Class discussion</p> <ul style="list-style-type: none"> • How much support was there for Mussolini? • Why was there so little opposition? • Which groups of people supported him the most? • Which aspects of policy were most popular? <p>Learners write a response to a Paper 4 question on this theme in timed conditions to be teacher marked. (F)</p> <p>Extension activity</p> <p>Learners research different historian's view on whether Mussolini was a popular leader of Italy.</p>

Past and specimen papers

Past/specimen papers and mark schemes are available to download at www.cambridgeinternational.org/support (F)

Section A, 9489 Specimen Paper 4

Section A, 9389 Paper 4, past papers June and November

Theme	Relevant books (non-endorsed)	Comments
Theme 1: Mussolini's Italy, 1919–41	Hite, C, and Hinton, C, <i>Fascist Italy</i> , Hodder Murray, 2007 Townley, E, <i>Heinemann Advanced History: Mussolini and Italy</i> , Heinemann, 2002 Blinkhorn M, <i>Mussolini and Fascist Italy</i> , Routledge 3 rd Edition, 2006 Finaldi, G, <i>Mussolini and Italian Fascism</i> , 1 st Edition, Routledge, 2008 Bosworth, R J B, <i>Mussolini</i> , Bloomsbury, 2010 Bosworth, R J B, <i>Mussolini's Italy: Life Under the Dictatorship, 1915-1945</i> , Penguin, 2006	A learner-friendly text which is rich in source materials, teaching ideas and discussion points. An accessible text written for AS and A level students. From the Lancaster Pamphlet series. A Seminar Studies series book which could be a useful teacher resource. A readable biography by a leading academic on Mussolini.

Theme 2: Stalin's Russia, 1924–41

Syllabus ref. and Key Concepts (KC)	Learning objectives	Suggested teaching activities
<p>Why did Stalin gain power from 1924?</p> <p>KC1 KC3 KC4</p>	<p>To understand Lenin's legacy and problems of leadership.</p>	<p>Teacher-led introduction Introduction to the period 1920–1929. If learners have studied Russia as part of their AS course they could be asked to present their ideas about the condition of Russia in 1924.</p> <ul style="list-style-type: none"> • The government of Russia by 1924. • Key problems/issues. <p>This pamphlet written in 1924 by someone sympathetic to the revolution, gives some interesting ideas and learners could be asked to read some of it to gain an insight into the problems facing Russia and 1924. www.marxists.org/archive/foster/1924/russ24.htm (I)</p> <p>Learners read this article https://assets.cambridge.org/97813165/03690/excerpt/9781316503690_excerpt.pdf and take notes on:</p> <ul style="list-style-type: none"> • differences in the party key aspects of policy • the problems caused by Lenin's failing health • Lenin's views of Stalin • the suppression on Lenin's testament. <p>Class discussion How far was Lenin responsible for Stalin's rise to power?</p> <p>Ask learners to compare a Paper 2 and Paper 4 question paper and mark scheme. (F)</p> <p>Group task</p> <ul style="list-style-type: none"> • What are the key differences between the two papers? • What are the different demands of Paper 4? <p>Extension activity Learners read the article here and summarise the main points. www.bbc.co.uk/history/worldwars/coldwar/stalin_01.shtml</p>
	<p>To assess Stalin's position in the party</p>	<p>Learners watch the beginning of this video www.youtube.com/watch?v=O_4qfUEDrRs to consider the reasons for Stalin's rise to power.</p>

Syllabus ref. and Key Concepts (KC)	Learning objectives	Suggested teaching activities
		<p>Research task (I) Identify the role of the Bolshevik Party in the period 1914–1924 and the part it played in those years.</p> <ul style="list-style-type: none"> • Explain the structure of the Party and identify the centre/s of power in it. • Identify Stalin’s role in the party to 1924. • Identify the way in which Stalin utilised his role in the Party to acquire power. • What Stalin’s strengths were as a candidate for the leadership. <p>Class discussion How important was Stalin’s position in the party in his rise to power?</p>
	To evaluate Stalin’s relations with Trotsky and other Soviet leaders.	<p>Research task Learners use text and internet resources to Draw up a timeline between 1920 and 1929 which identifies the key events which illustrate Stalin’s rise to power</p> <p>Group task Each learner is given a key figure in the Politburo to research (Trotsky, Bukharin, Kamenev, Zinoviev, Rykov etc.) and they:</p> <ul style="list-style-type: none"> • research their figure and produce a short fact file on the background of each person • research their involvement in the Power struggle. <p>This website contains useful information and primary sources https://spartacus-educational.com/RussiaRevolt2.htm</p> <p>Groups reform with each group having one of each individual and</p> <ul style="list-style-type: none"> • learners feed back to the group on their person • the group discusses how far each individual was responsible for Stalin’s rise to power. <p>Class discussion How far does Bukharin’s comment ‘we underestimated him’ account for Stalin’s rise to power?</p>
	To understand Stalin’s control and manipulation within the Party.	<p>Learners watch this www.youtube.com/watch?v=LWdqFFnIRqY video which summarises the reasons for Stalin’s rise to power.</p> <p>Research task Learners research the ways in which Stalin built up his power base within the Party.</p>

Syllabus ref. and Key Concepts (KC)	Learning objectives	Suggested teaching activities
		<p>Class discussion Learners are asked to consider how each of the following led to Stalin's rise to power:</p> <ul style="list-style-type: none"> • control of the party • policies • character and political skills • weakness of opponents • good fortune. <p>Learners debate which of these aspects was the most responsible for Stalin's rise to power.</p> <p>Give learners a paragraph from an essay on one of the topics covered so far. (F) The paragraph should be very detailed, with little analysis and no clear link to the question.</p> <p>Ask learners to:</p> <ul style="list-style-type: none"> • say what they think the question is and feedback on the strengths/weakness of the paragraph • when they know the question, to rewrite the paragraph putting in clear analysis and links to the question. <p>Extension activity Learners research historians' views on Stalin's rise to power and find two contradictory views and summarise their arguments.</p>
<p>How was the USSR governed under Stalin? KC1 KC2 KC4</p>	<p>To understand Stalin's aims in government and administration.</p>	<p>Teacher-led introduction Introduction to the topic, giving a broad overview of the areas which must be covered under 'domestic' policy. This Powerpoint presentation gives an outline www.slideshare.net/georgedumitrache399/cambridge-a2-history-stalin-aims-in-government-and-administration</p> <p>Research task In pairs/small groups, learners:</p> <ul style="list-style-type: none"> • identify the changes they might expect from a communist to make to the government and administration of Russia • identify the changes that Stalin brought to the government and administration of Russia, e.g. the Constitution of 1936. <p>Class discussion Is there a mismatch between the two lists above?</p>

Syllabus ref. and Key Concepts (KC)	Learning objectives	Suggested teaching activities
	To understand the reasons for and the impact of the policy of 'Building socialism in one country'.	<p>Learners watch this short video www.youtube.com/watch?v=RREwGUdgvnw and take notes on the background to the decision to strive for socialism in one country.</p> <p>Class discussion Why did Stalin decide to 'build socialism in one country'?</p> <p>Research task Learners study text and internet resources and outline:</p> <ul style="list-style-type: none"> • what the policy meant • the possible impact of this policy on Russia <ul style="list-style-type: none"> ○ impact on the workers ○ appeal of policy ○ the impact of the flexibility of the doctrine. <p>Learners write a 300-word response to the class discussion question. (F)</p>
	To understand the causes and impact of the Great Terror and use of purges and show trials.	<p>Learners watch this video www.youtube.com/watch?v=BgtMfypVPDM as an introduction to this topic.</p> <p>Learners study the materials here www.loc.gov/exhibits/archives/repk.html and take notes on the impact of the Kirov murder.</p> <p>Research tasks (I)</p> <ul style="list-style-type: none"> • Identify the nature and extent of the repressive systems used by Tsars and Lenin - the 'Russian tradition'. • Identify the nature and extent of the repressive system created by Stalin with a focus on the NKVD, the show trials, the Gulags and the Purges. <p>This resource www.hoover.org/research/documents-terror shows some of the impact of the purges. Learners could use this to identify</p> <ul style="list-style-type: none"> • who was purged • why they were purged. <p>Class discussion What was the impact of the Great Terror? Ask learners to create a spider diagram/mind map to show the results of this discussion.</p>

Syllabus ref. and Key Concepts (KC)	Learning objectives	Suggested teaching activities
	To understand the aims and impact of foreign policy.	<p>Learners watch this video www.youtube.com/watch?v=CYNpkJn76Q4 and note:</p> <ul style="list-style-type: none"> • the aims of Stalin's foreign policy • the achievements of Stalin's foreign policy • how far foreign policy aims changed during the period • what impact the rise of Hitler had on Soviet foreign policy • as to whether Stalin achieved his aims. <p>learners are given a collection of sources and decide how far each reflects the aim to:</p> <ul style="list-style-type: none"> • spread revolution • establish relationships • defend the Soviet Union. <p>How far do the sources reflect changing priorities?</p> <p>Learners build up their notes from the video using this resource (or a similar text) http://mrsqiannosa.weebly.com/uploads/8/2/2/0/8220347/soviet_foreign_policy_1917-41_condren.pdf</p> <p>Class discussion How far did Stalin achieve his aims in foreign policy by 1941?</p> <p>Give learners an essay (or extract from an essay) which has an analytical framework but which either lacks supporting knowledge or the knowledge is inaccurate/irrelevant.</p> <p>Ask learners to:</p> <ul style="list-style-type: none"> • use the generic mark bands for Paper 4 to say which level they think the response would achieve • rewrite one paragraph of the essay to raise the level by selecting appropriate, accurate material to support the points made.
How effective were Stalin's economic policies? KC1 KC2	To assess Stalin's aims for the economy.	<p>Ask learners to read the speech made by Stalin in 1931 here https://spartacus-educational.com/RUSfive.htm. What can they learn from this speech about Stalin's aims for the economy?</p> <p>Research task (I)</p> <ul style="list-style-type: none"> • Assess the economic problems facing Russia in 1929. • Identify what a genuine communist might recommend as an economic strategy for Russia in 1929. • Identify what might be the economic policy in the best interests of Russia in 1929.

Syllabus ref. and Key Concepts (KC)	Learning objectives	Suggested teaching activities
		<ul style="list-style-type: none"> Note Stalin's economic policy and how far it addresses the above.
	To assess the reasons for and impact of the Five-Year Plans.	<p>Show learners the photographs of Magnitogorsk here https://www.johndclare.net/Russ11_Magnitogorsk.htm and ask what impressions they gain from these pictures of the development of industry in the USSR.</p> <p>Research task Learners use texts/internet resources to research how the economy was organised.</p> <ul style="list-style-type: none"> What were the aims of each Plan? How far were the plans a success? What were the limitations of the Plans? <p>These websites are useful and include a range of views on the impact of the Five-Year Plans. https://spartacus-educational.com/RUSfive.htm http://ariellehistory12.weebly.com/industrialization-5-year-plans--1928-1941.html</p>
	To evaluate the reasons for, and impacts of, collectivisation.	<p>Learners read a short extract or a text, such as the short section on collectivisation here www.johndclare.net/Russ_Rev_Brett.htm#Collectivization%20of%20Land, about the reasons for the introduction of collectivisation.</p> <p>What were Stalin's aims for this policy covering:</p> <ul style="list-style-type: none"> political aims economic aims social aims. <p>Research task</p> <ul style="list-style-type: none"> What was the process of collectivisation? What were the immediate consequences of collectivisation? What were the longer-term impacts of the policy? <p>The article here is useful www.johndclare.net/Rempel_Stalin11.htm</p> <p>Class discussion Were the gains worth the cost?</p> <p>Learners write an A4 plan in response to a Paper 4 question on this topic.</p>
	To analyse the	Learners watch this video extract www.youtube.com/watch?v=M-if8d_22_E from Red Empire as an introduction to

Syllabus ref. and Key Concepts (KC)	Learning objectives	Suggested teaching activities
	reasons for and impacts of industrialisation.	<p>this topic.</p> <ul style="list-style-type: none"> • What evidence is there in the video of the impact of industrialisation? <p>Learners review their work on this section of the theme and note the ways in which the USSR changed as a result of industrialisation. (I)</p> <p>Learners share their ideas and collaborate to create a diagram/flowchart showing the key changes, each supported with specific knowledge.</p> <p>Learners answer a Paper 4 question on this topic.</p> <p>Extension activity</p> <p>Learners look at this website www.marxists.org/subject/art/literature/children/texts/ilin/new/ch02.html which shows how children in the Soviet Union were taught about economic policy in 1930. Learners can reflect on what they can learn from this resource.</p>
<p>How far did society change because of Stalin's regime?</p> <p>KC1 KC2 KC4</p>	<p>To understand the impact of policies towards women and families.</p>	<p>Research task</p> <p>In groups or pairs, learners research the key developments in social policy and their impact on women and families, including:</p> <ul style="list-style-type: none"> • policies on marriage and childcare • policies towards children and on education • housing and welfare policies • The Great Retreat. <p>http://chnm.gmu.edu/wwh/modules/lesson11/lesson11.php?s=0</p> <p>Class discussion</p> <p>How far did Stalin's policies towards women offer them more freedom?</p>
	<p>To evaluate the impact of policies towards non-Russian nationalities.</p>	<p>What does this source suggest about diversity in the USSR under Stalin? www.tapataalk.com/groups/cultbustersgalactica/stalin-39-s-personality-cult-atheist-communist-t92.html</p> <p>Learners use the article here to research Stalin's policies towards non-Russian nationalities. http://ieg-ego.eu/en/threads/models-and-stereotypes/russification-sovietization</p> <p>Ask learners to read a Principal Examiner Report for Teachers (PERT) for this section of the course and note the key points. (If this has not been completed in an earlier part of the Paper 4 course). (F)</p>

Syllabus ref. and Key Concepts (KC)	Learning objectives	Suggested teaching activities
		<p>Class discussion</p> <ul style="list-style-type: none"> • What key points are raised? • How can learners address these in their own responses?
	<p>To assess the impact of economic changes on workers.</p>	<p>Learners are given a range of sources (written, visual and statistical) to help them answer the question ‘To what extent did the workers benefit from Stalin’s policies?’.</p> <p>They should organise the materials into categories and complete a chart which shows:</p> <ul style="list-style-type: none"> • positive impact on living standards • negative impact on living standards • positive Impact on working conditions • negative impact on working conditions. <p>Each point should be supported by specific evidence from the material.</p> <p>This website contains links to archive material on collectivisation, the gulags etc. https://eudocs.lib.byu.edu/index.php/Russian Revolution, Civil War and USSR 1917-1991#Stalin</p> <p>Class discussion Did life get better for the workers?</p> <p>Extension activity Learners study the materials here https://spartacus-educational.com/RUSstahanovism.htm on the Stakhanovite movement.</p>
	<p>To assess the impact of propaganda and the personality cult.</p>	<p>Learners work in groups produce a presentation showing how propaganda and the personality cult were used and their impact.</p> <p>Presentations should include</p> <ul style="list-style-type: none"> • examples of propaganda • consideration of the different ways in which Stalin was portrayed • the methods by which the cult of personality was developed • the reasons for the development of the personality cult. • an assessment of the impact of the personality cult on the Soviet Union • an assessment of the impact of the propaganda on the Soviet Union.

Syllabus ref. and Key Concepts (KC)	Learning objectives	Suggested teaching activities
		<p>Class discussion What was the importance of the personality cult to the Soviet Union?</p> <p>Learners write a response to a Paper 4 question on this theme in timed conditions to be teacher marked. (F)</p>
Past and specimen papers		
<p>Past/specimen papers and mark schemes are available to download at www.cambridgeinternational.org/support (F) Section A, 9489 Specimen Paper 4 Section A, 9389 Paper 4, past papers June and November</p>		
Theme	Relevant books (non-endorsed)	Comments
<p>Theme 2: Stalin's Russia, 1924–41</p>	<p>Corin, C, and Fiehn, T, <i>Russia under Tsarism and Communism, 1881–1953</i>, Hodder Education, 2nd Edition, 2015</p> <p>Philips, S, <i>Stalinist Russia</i>, Heinemann, 2000</p> <p>Lynch, M, <i>Stalin's Russia 1924-53</i>, Hodder Education, 4th Edition, 2008</p> <p>Hoffmann, D, <i>The Stalinist Era</i>, CUP, 2018</p> <p>Fitzpatrick, S, <i>On Stalin's Team: the years of living dangerously in Soviet politics</i>, Princeton, 2017</p> <p>Fitzpatrick, S, <i>Everyday Stalinism. Ordinary life in extraordinary times: Soviet Russia in the 1930s</i>, OUP, 1999</p>	<p>Covers a wider date range than the course but is a learner-friendly text which is rich in source materials, teaching ideas and discussion points.</p> <p>A useful text for learners, written for AS and A level.</p> <p>Part of the Access to History series, detailed and learner friendly.</p> <p>Part of the New Approaches to European History series and a useful text for teachers and learners.</p> <p>Chapters 1 to 5 are particularly useful and this text offers detailed coverage of political life under Stalin.</p> <p>A highly readable text which gives a detailed insight into life in the USSR.</p>

Theme 3: Hitler's Germany, 1929–41

Syllabus ref. and Key Concepts (KC)	Learning objectives	Suggested teaching activities
<p>Why did Hitler gain power in 1933?</p> <p>KC1 KC4</p>	<p>To understand the problems facing Weimar politicians from 1929.</p>	<p>Teacher-led introduction Introduction to the topic as a whole, then an outline introduction to:</p> <ul style="list-style-type: none"> • Germany 1918–1929 • Germany 1929–1933. <p>Learners listen to this podcast www.history.org.uk/podcasts/categories/438/podcast/84/what-were-the-strengths-and-weaknesses-of-the-weim (teachers can register for free to use this resource) and then research to:</p> <ul style="list-style-type: none"> • identify and explain factors which explain Weimar's instability before 1929 • identify and explain factors which explain Weimar's growing weakness between 1929 and 1933. <p>Group task Divide the class into two groups. Group 1 argues the Weimar was unstable and doomed to fail. Group 2 argues that Weimar was stable and it was external circumstances which weakened the Republic. Learners debate this issue and try to reach a class consensus.</p> <p>Ask learners to compare a Paper 2 and Paper 4 question paper and mark scheme. (If this has not been completed in an earlier part of the Paper 4 course). (F)</p> <p>Class discussion</p> <ul style="list-style-type: none"> • What are the key differences between the two papers? • What are the different demands of Paper 4?
	<p>To assess the reasons for the growth of support for Nazism after 1929.</p>	<p>Teacher-led introduction Introduction to Nazism and the Nazi party from 1919 to 1933. The ideology, the structure and the role of the Party all need to be covered. This video www.bbc.co.uk/programmes/p00x6t2k gives an insight into the ways in which the Nazis benefited from the Depression</p> <p>Research task (I)</p> <ul style="list-style-type: none"> • The principal ideas in Mein Kampf and advocated by Hitler in the 1920s. • The structure of the Nazi Party and the role it played in the period 1919–1929. • The reasons why support for Nazism grew after 1929.

Syllabus ref. and Key Concepts (KC)	Learning objectives	Suggested teaching activities
		<p>This website https://alphahistory.com/weimarrepublic/rise-of-the-nsdap/ covers the period up to 1929. This website www.theholocaustexplained.org/the-nazi-rise-to-power/the-nazi-rise-to-power/ covers a range of reasons for the rise of the Nazis.</p> <p>Class discussion What was the most important reason for the increase in support after 1929?</p> <p>Learners write a 300-word explanation of the main reason for increased Nazi support after 1929. (F)</p>
	<p>To understand the reasons for Hitler's appointment as Chancellor.</p>	<p>Teacher-led introduction Introduction to the pattern of events between 1929 and Hindenburg's offer of the Chancellorship to Hitler in 1933, identifying the key 'players' in the process. This video www.youtube.com/watch?v=vuvbi4T7hQs gives a short introduction.</p> <p>Research task In pairs or groups, learners identify the role of the following in Hitler's appointment as Chancellor:</p> <ul style="list-style-type: none"> • Hindenburg • Weimar politicians • industrial and business supporters • Hitler's opponents • The Crash of 1929 and the subsequent depression. <p>Learners from each group to present a case both for and against the view that their 'subject' was the key factor in Hitler's rise to power.</p> <p>Learners watch episode 1 from 'The Nazis, A Warning from History' here www.dailymotion.com/video/xq1ym0 as preparation for next lesson.</p>
	<p>To understand the reasons and methods used in the consolidation of power, 1933–34.</p>	<p>Learners work in pairs or small groups to assess the following steps in the consolidation of power. For each event/development, learners should consider what happened and how it helped to cement the Nazis hold on power.</p> <ul style="list-style-type: none"> • The Reichstag Fire • The Enabling Act • Destruction of the Trade Unions • Banning of other political parties • Law for the Reconstruction of the State

Syllabus ref. and Key Concepts (KC)	Learning objectives	Suggested teaching activities
		<ul style="list-style-type: none"> • Night of the Long Knives • Death of Hindenburg. <p>Class discussion What was the relative importance of each the steps listed above in the consolidation of Nazi power?</p> <p>Give learners a paragraph from an essay one of the topics covered so far. (F) The paragraph should be very detailed, with little analysis and no clear link to the question.</p> <p>Ask learners to:</p> <ul style="list-style-type: none"> • say what they think the question is and feedback on the strengths/weakness of the paragraph • rewrite the paragraph putting in clear analysis and links to the question, when they know the question.
<p>How was Germany governed by Hitler?</p> <p>KC1 KC2 KC3 KC4</p>	<p>To assess Hitler's aims in government and administration: establishing the Nazi state.</p>	<p>Teacher-led introduction Introduction to Hitler's aims after his acceptance of the Chancellorship and the steps he took to ensure his total control of Germany.</p> <p>Ask learners to Identify on a timeline, the events between March 1933 and 1936 which illustrate how Hitler acquired dictatorial powers. (I)</p> <p>Research task Pairs to be allocated a historian (depending on the text/resources available) and prepare a five-minute presentation explaining what that 'expert' argues, are Hitler's aims in government and administration in the period after 1933. Each pair/group presents the 'expert's' views.</p> <p>Class discussion What are the similarities/differences in the views of the experts?</p>
	<p>To evaluate the means of control and their impact, e.g. use of propaganda and use of terror.</p>	<p>Teacher-led introduction Introduction to the nature and extent of Nazi propaganda and repression.</p> <p>Research task In pairs/small groups, learners identify the propaganda methods and the repressive methods used by the Nazis</p>

Syllabus ref. and Key Concepts (KC)	Learning objectives	Suggested teaching activities
		<p>Learners prepare for a seminar on the following two themes:</p> <ul style="list-style-type: none"> • Nazi propaganda – brilliant and vital for Hitler’s survival in power • Nazi repression – ruthless and essential for Hitler’s survival in power. <p>Learners prepare a detailed plan for a Paper 4 question on this topic.</p> <p>Extension activity Learners read this lecture (or listen to it as a podcast) www.thebritishacademy.ac.uk/sites/default/files/pba151p053.pdf and note the main arguments it makes about the nature of repression and the popularity of the Nazi regime.</p>
	<p>To understand the persecution of the Jews and other minorities.</p>	<p>Teacher-led introduction Introduction to Nazi attitudes and actions towards opponents, Jews and all minorities and groups disliked by Hitler and the Nazis.</p> <p>Research tasks In pairs or small groups, learners deal with one of the following:</p> <ul style="list-style-type: none"> • reasons for, and policies towards, political opponents such as the Communists • reasons for, and policies towards, the Jews • reasons for, and policies towards, a range of other minorities such as Gypsies, homosexuals and the mentally disabled. <p>The first three sections of this article www.bbc.co.uk/history/worldwars/genocide/racial_state_01.shtml are useful (learners do not need to go beyond 1939).</p> <p>Learners feed back their findings and take notes.</p>
	<p>To understand the aims of, and developments in, foreign policy.</p>	<p>Learners watch this short video www.youtube.com/watch?v=wflXJkmyHc and take notes on the aims of Hitler’s foreign policy. (I)</p> <p>Research task Learners create a timeline to show the major developments in foreign policy. www.historyhome.co.uk/europe/hitfor.htm</p> <p>Class discussion Was Hitler’s intention always war?</p>

Syllabus ref. and Key Concepts (KC)	Learning objectives	Suggested teaching activities
		<p>Give learners an essay (or extract from an essay) which has an analytical framework but which either lacks supporting knowledge, or the knowledge is inaccurate/irrelevant. (F) (I)</p> <p>Ask learners to:</p> <ul style="list-style-type: none"> • use the Generic Levels of Response for Paper 4 to say which Level they think the response would achieve • rewrite one paragraph of the essay to raise the Level by selecting appropriate, accurate material to support the points made.
<p>How effective were Hitler's economic policies?</p> <p>KC1 KC2 KC4</p>	<p>To understand the changing priorities of economic policy.</p>	<p>Teacher-led introduction Introduction to the economic situation in Germany in 1933, emphasising the role that the economy had played in his acquisition to power.</p> <p>Research task In small groups, learners:</p> <ul style="list-style-type: none"> • identify any specific economic aims inherent in Nazism • identify any economic commitments made by Hitler in the years before 1933 • identify Hitler's economic objectives in the years 1933–1939. • create a timeline to give an outline of how economic policy changed between 1933 and 1939. <p>This website https://alphahistory.com/nazigermany/nazi-economic-recovery/ gives a useful overview.</p> <p>Class discussion To what extent did Hitler have coherent economic aims in the years 1929–1936?</p>
	<p>To evaluate responses to the Great Depression.</p>	<p>Teacher-led introduction Introduction to Hitler's management of the economy in the period 1933 to 1939. This website https://spartacus-educational.com/GERunemployment.htm gives information on the decline of unemployment in the Nazi period.</p> <p>Research task</p> <ul style="list-style-type: none"> • What were the economic problems facing Hitler in March 1933? • How did the Nazis change the economy to stimulate growth? • What was the role and importance of Schacht to 1937? • What was the importance of rearmament? • What was the importance of autarky?

Syllabus ref. and Key Concepts (KC)	Learning objectives	Suggested teaching activities
		<p>Class discussion How effective were Nazi policies?</p> <p>Extension activity Learners read the article here www.ihr.org/other/economyhitler2011.html and add detail to their notes.</p>
	To understand the key policies in agriculture and industry.	<p>Learners study this cartoon www.johnheartfield.com/John-Heartfield-Exhibition/john-heartfield-art/famous-anti-fascist-art/heartfield-posters-aiz/butter-is-all and discuss the comment it makes on the development of the German economy</p> <p>Learners work individually to produce a factsheet on either:</p> <ul style="list-style-type: none"> • key policies and their impact in agriculture or • key policies and their impact in industry. <p>Learners share their factsheets through discussion or on a moodle site.</p> <p>Research task How and why have historians viewed Nazi economic policy differently? Find examples of different opinions.</p>
	To consider the impact of foreign policy on the economy.	<p>Learners watch this short video www.youtube.com/watch?v=UErip7g7iDw and note the links between economic growth and the armed forces.</p> <p>Ask learners to consider what they have learned so far about foreign policy and the economy, and assess how far was economic policy was driven by foreign policy aims. Learners create a mind map to show the links between the two areas of policy.</p> <p>Ask learners to read a PERT for this section of the course and note the key points. (If this has not been completed in an earlier part of the Paper 4 course). (F)</p> <p>Class discussion</p> <ul style="list-style-type: none"> • What key points are raised? • How can learners address these in their own responses?
How far did society change because of Hitler's regime?	To understand the reasons for, and impact of, policies	<p>Teacher-led introduction Introduction to the impact that Nazi policies had on all aspects of social life in Germany. Individually, learners research and identifying the impact of the Nazis on: (I)</p>

Syllabus ref. and Key Concepts (KC)	Learning objectives	Suggested teaching activities
KC2 KC3 KC4	towards women and children.	<ul style="list-style-type: none"> • women • children • the family • education. <p>The websites below have useful information. www.historyonthenet.com/nazi-women-and-role-of-women-in-germany https://spartacus-educational.com/GERwomen.htm https://spartacus-educational.com/GEReducation.htm www.historyonthenet.com/nazi-germany-hitler-youth</p>
	To evaluate policies towards religion.	<p>Learners watch this video www.youtube.com/watch?v=w5ZlrziHxag as an introduction to the topic.</p> <p>Learners read the article here https://alphahistory.com/nazigermany/religion-in-nazi-germany/ and make a 10-point summary of the key aspects of Nazi policy towards the Church. (I)</p> <p>Class discussion Did the Churches in Germany collaborate or resist?</p> <p>Give learners a response to a Paper 4 question on this topic. The essay should contain good ideas and information but lack balance or be very poorly organised.</p> <p>Ask learners to:</p> <ul style="list-style-type: none"> • mark the response using the generic mark bands for Paper 4 • feed back their marks and suggest ways the essay could be altered to achieve a higher mark • write a one-side essay plan to show how it could be improved.
	To assess life under the Nazi regime, e.g. standard of living, consumer goods, leisure time.	<p>Learners are given a range of sources (written, visual and statistical) to help them answer the question ‘How far did life improve under the Nazis?’.</p> <p>They should organise the materials into categories and complete a chart which shows</p> <ul style="list-style-type: none"> • living standards <ul style="list-style-type: none"> ○ Were people better off? ○ Which social groups benefited the most/least? • consumer goods <ul style="list-style-type: none"> ○ Did people benefit from developments in industry?

Syllabus ref. and Key Concepts (KC)	Learning objectives	Suggested teaching activities
		<ul style="list-style-type: none"> ○ Were people better paid? ● Leisure time <ul style="list-style-type: none"> ○ How did Nazi policies impact on leisure? ○ Who benefitted the most? <p>Each point should be supported by specific evidence from the material.</p> <p>Class discussion Did life improve under the Nazis?</p>
	To assess the level of support for the Nazi regime.	<p>Ask learners to consider how they would assess the level of support for the Nazi regime. They note their ideas on a mind map.</p> <p>Learners listen to this podcast www.history.org.uk/podcasts/categories/438/podcast/92/how-popular-was-the-nazi-regime and note the key points under each heading.</p> <p>Assessment task: learners write a response to a Paper 4 question on this theme in timed conditions, to be teacher marked. (F)</p> <p>Extension activity Learners read this article www.spiegel.de/international/germany/the-fuehrer-myth-how-hitler-won-over-the-german-people-a-531909.html and summarise the key points.</p>

Past and specimen papers

Past/specimen papers and mark schemes are available to download at www.cambridgeinternational.org/support (F)

Section A, 9489 Specimen Paper 4

Section A, 9389 Paper 4, past papers June and November

Theme	Relevant books (non-endorsed)	Comments
<p>Theme 3: Hitler's Germany, 1929–41</p>	<p>Hite C and Hinton C, <i>Weimar and Nazi Germany</i>, Hodder Education, 2013</p> <p>Collier M. <i>Hitler and the Nazi State</i>, Heinemann, 2005</p> <p>Williamson, D G, <i>The Third Reich</i>, 5th Edition, Routledge, 2018</p> <p>Evans, R, <i>The Coming of the Third Reich: How the Nazis Destroyed Democracy and Seized Power in Germany</i>, Penguin, 2004.</p> <p>Evans, R, <i>The Third Reich in Power, How the Nazis won over the hearts and minds of a nation</i>, Penguin, 2005</p> <p>Kershaw, I, <i>Hitler 1889-1936: Hubris</i>, Penguin, 2001</p> <p>Kershaw, I, <i>Hitler 1936-1945: Nemesis</i>, Penguin, 2001</p>	<p>A learner-friendly text which is rich in source materials, teaching ideas and discussion points.</p> <p>A learner-friendly text, part of the Heinemann series for AS and A level.</p> <p>A detailed text useful for teachers and learners, part of the Seminar Studies series.</p> <p>The two Evans texts listed are very detailed but highly readable.</p> <p>The Kershaw books listed are very detailed but learners could be directed to read short sections.</p>

Theme 4: Britain, 1919–39

Syllabus ref. and Key Concepts	Learning objectives	Suggested teaching activities
<p>How and why did politics change in this period? KC1 KC2 KC4</p>	<p>To learn about the growth and periods in power of the Labour Party and its leadership.</p>	<p>Teacher-led introduction Introduction to the period covering:</p> <ul style="list-style-type: none"> • the main challenges facing Britain after the First World War • how Britain was governed in 1919 • the position of the Labour Party by 1919. <p>This website https://spartacus-educational.com/Plabour.htm gives a useful overview to 1920</p> <p>Learners create a timeline of British politics 1919–1939 to show:</p> <ul style="list-style-type: none"> • who was in power • prime ministers • key developments. <p>This website www.bbc.co.uk/history/british/timeline/worldwars_timeline_noflash.shtml has information which could be used.</p> <p>Research task Learners research and take notes to cover:</p> <ul style="list-style-type: none"> • why Labour gained power in power in 1924 • why the Labour government lost power in 1924 • why Labour gained power in 1929 • why Labour lost power in 1931. <p>This website www.nationalarchives.gov.uk/education/resources/twenties-britain-part-one/ has useful sources on the 1924 government.</p> <p>Extension activity Learners read Labour’s manifesto from 1929 here www.labour-party.org.uk/manifestos/1929/1929-labour-manifesto.shtml and note the key policies of the Labour Party.</p>
	<p>To understand the changing fortunes of the Conservative and</p>	<p>Teacher-led introduction Introduction to the status of the Liberal and Conservative parties at the end of the First World War to cover the ‘Coupon Election’ of 1918.</p>

Syllabus ref. and Key Concepts	Learning objectives	Suggested teaching activities
	Liberal Parties and their leadership.	<p>The Liberals: learners research and take notes on the following. (I)</p> <ul style="list-style-type: none"> • How did the Versailles settlement impact on the Liberals? • Why was economic reconstruction a failure? • Why was Ireland a problem for the Liberals? • The leadership of Lloyd George. <p>The Conservatives; Learners research and take notes on the following.</p> <ul style="list-style-type: none"> • Why did the Conservatives take office in 1922? • What challenges faced this government? • Why did the Conservatives lose office in 1924? • How far did the Conservatives dominate the National Government from 1931? <p>This resources is useful www.sparknotes.com/history/european/interwaryears/section7/</p> <p>Ask learners to compare a Paper 2 and Paper 4 question paper and mark scheme. (If this has not been completed in an earlier part of the Paper 4 course). (F)</p> <p>Class discussion</p> <ul style="list-style-type: none"> • What are the key differences between the two papers? • What are the different demands of Paper 4? <p>Extension activity</p> <p>Learners read the article here https://rufuspollock.com/nonfiction/how-strange-was-the-death-liberal-england/ and summarise the main points.</p>
	To understand the reasons for, and impact of, the National Government.	<p>Learners study this resource www.nationalarchives.gov.uk/cabinetpapers/alevelstudies/national-government-1931.htm and identify the reasons given for the formation of National Government in 1931. (I)</p> <p>Learners read or listen to the short speech on the same website by Ramsay MacDonald and summarise his reasons for supporting the National Government. (I)</p> <p>Research task (I)</p> <ul style="list-style-type: none"> • Who made up the National Government in 1931? • How did this change in 1935?

Syllabus ref. and Key Concepts	Learning objectives	Suggested teaching activities
		<p>Class discussion How effective was the National Government?</p> <p>Extension activity Learners read the article here www.theguardian.com/politics/2005/apr/04/electionspast.past6 and summarise the author's key argument that Conservatism benefited the most from the National Government.</p>
	<p>To understand the reasons for, and consequences of, the growth of extremism both on the political left and right.</p>	<p>Based on what they have learned so far, why do learners think there was a rise in political extremism in this period? (I)</p> <p>Research task Learners work in groups to research either the rise in extremism on the left or the right of British politics. They produce a presentation showing:</p> <ul style="list-style-type: none"> • reasons for the growth of the Communist Party of Great Britain (CPGB) or British Union of Fascists (BUF) • the aims of the party • the key personalities involved and their impact • the popularity of the party. <p>This website is useful on the CPGB www.marxists.org/history/international/comintern/sections/britain/history.htm This is useful for the BUF https://spartacus-educational.com/Pfascists.htm</p> <p>Class discussion Did either of these groups have a significant impact on British politics?</p> <p>Give learners a paragraph from an essay one of the topics covered so far. (F) The paragraph should be very detailed, with little analysis and no clear link to the question.</p> <p>Ask learners to:</p> <ul style="list-style-type: none"> • say what they think the question is and feedback on the strengths/weakness of the paragraph • rewrite the paragraph putting in clear analysis and links to the question, when they know the question. <p>Extension activity Watch this interview with Oswald Mosely www.youtube.com/watch?v=F3mE-2audvM and add detail to the notes from the lesson.</p>

Syllabus ref. and Key Concepts	Learning objectives	Suggested teaching activities
<p>How did the economy develop in this period? KC1 KC2 KC3</p>	<p>To understand the state of the economy following the First World War.</p>	<p>Learners read this article https://voxeu.org/article/walking-wounded-british-economy-aftermath-world-war-i and create a mind map covering the issues below to show the consequences of the First World War on the British economy. (I)</p> <ul style="list-style-type: none"> • What did the war cost? • How did Britain's economic global position alter as a result of war? • How were GDP and employment levels affected in the 1920s? • What policies were introduced to deal with these issues? <p>Class discussion What was the main impact of the First World War on the British economy?</p>
	<p>To assess the reasons for the General Strike (1926), and the problems facing traditional industries (mining, ship building and textiles)</p>	<p>Learners watch this short video clip www.youtube.com/watch?v=7Oro_m-IIK4 as an introduction to this topic.</p> <p>Research task Learners use text and internet resources to take notes to answer the following questions.</p> <ul style="list-style-type: none"> • Why was Britain's heavy industrial base facing difficulties? • What was the impact of this on the workers? • Why was the General Strike organised? • Why did it only last nine days? • Did the Strike have any lasting impact? <p>www.bbc.co.uk/news/uk-13828537 www.nationalarchives.gov.uk/cabinetpapers/themes/general-strike-cover-papers.htm</p> <p>Learners write a 300-word explanation to answer either 'Why was there a General Strike in 1926?' or 'Why the General Strike fail?' question.</p> <p>Extension activity Find evidence to support a range of contemporary opinions about the General Strike.</p>
<p>To assess the impact of the Great Depression.</p>		<p>Learners read the information here www.bl.uk/learning/timeline/item107595.html and listen to the short audio clip as an introduction to this topic.</p> <p>Learners watch this video www.youtube.com/watch?v=xUvkqOiNsWA and take notes on the impact of the Great Depression.</p> <p>Learners use some of the materials here www.nationalarchives.gov.uk/education/resources/thirties-britain/ to</p>

Syllabus ref. and Key Concepts	Learning objectives	Suggested teaching activities
		<p>develop their notes on the demonstrations and hunger marches which resulted from the Depression.</p> <p>Give learners an essay (or extract from an essay) which has an analytical framework but which either lacks supporting knowledge, or the knowledge is inaccurate / irrelevant. (F)</p> <p>Ask learners to:</p> <ul style="list-style-type: none"> • use the Generic Levels of Response for Paper 4 to say which Level they think the response would achieve • rewrite one paragraph of the essay to raise the Level by selecting appropriate, accurate material to support the points made.
	<p>To understand the growth of new industries e.g. electrical good, new materials, motor vehicles.</p>	<p>Learners watch this short film of Neville Chamberlain's 1935 election speech www.britishpathe.com/video/the-budget/query/Neville+Chamberlain+Budget and make a note of the points her makes about the recovery of the British economy.</p> <p>Research task</p> <p>Learners use textbooks and internet resources to investigate: (I)</p> <ul style="list-style-type: none"> • how and to what extent the British economy recovered in the 1930s • what new good/materials produced • Which part of the country benefited the most from new industries. <p>This website www.economicshelp.org/blog/7483/economics/the-uk-economy-in-the-1930s/ offers useful information.</p> <p>Learners plan a Paper 4 question on one of the topics in this section. (F) (I)</p>
<p>How and why did society change? KC2 KC3</p>	<p>To understand the reasons for changing living standards, e.g. housing and health.</p>	<p>Based on what learners have learned so far, ask them to consider why there were changes in living standards in this period.</p> <p>Learners create a timeline to show the key developments and positive/negative changes. (I)</p> <p>Learners read this article www.british-history.ac.uk/survey-london/vols43-4/pp23-37 and note the key points about how this London Borough tackled the housing and overcrowding problems it faced.</p> <p>Learners read this https://municipaldreams.wordpress.com/tag/1930s/ article and note the ways in which Edinburgh addressed the issue of public housing.</p>

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	To assess the changing role and status of women: employment, birth control, suffrage.	<p>Research task Divide learners into groups so that each group covers one of the following:</p> <ul style="list-style-type: none"> • female suffrage • employment • birth control. <p>Each group creates a short presentation to cover:</p> <ul style="list-style-type: none"> • the key developments in their topic • consideration of whether all women benefited. <p>These websites are useful www.striking-women.org/module/women-and-work/inter-war-years-1918-1939 www.bbc.co.uk/history/historic_figures/stopes_marie_carmichael.shtml www.nationalarchives.gov.uk/pathways/citizenship/brave_new_world/women.htm</p> <p>Learners feedback their presentations to the rest of the class.</p> <p>Class discussion How far did the role and status of women change in this period?</p>
	To understand the impact of social welfare policies including national insurance, means testing.	<p>Teacher-led introduction Introduction to the period covering:</p> <ul style="list-style-type: none"> • the means test • Unemployment Act 1934 • The Special Areas Act 1934. <p>Learners conduct their own research to evaluate the impact of one of these developments. These websites are designed for younger learners but provides a useful outline. www.bbc.com/bitesize/guides/z86vxfr/revision/3 www.nationalarchives.gov.uk/cabinetpapers/themes/alleviating-interwar-unemployment.htm</p> <p>Class discussion How effective were social welfare policies?</p>
	To understand regional differences:	<p>Class discussion</p> <ul style="list-style-type: none"> • Why was there a difference in levels of prosperity in Britain by the end of the 1930s?

Syllabus ref. and Key Concepts	Learning objectives	Suggested teaching activities
	North–South divide.	<ul style="list-style-type: none"> • What evidence do learners have that some areas became poorer? • What evidence is there that some areas became wealthier? • Why is there a regional difference? <p>Ask learners to mark on a map where there was industrial growth and where there was a depression in industry.</p> <p>Read the article here http://resource.download.wjec.co.uk.s3.amazonaws.com/vtc/2013-14/History/Depression/Part_1%20Dep.pdf and take notes on the main points of the section entitled ‘Old and New: were there two Britains?’</p>
<p>How effectively did Britain prepare for the approach of war, 1934–39?</p> <p>KC1 KC2 KC3 KC4</p>	<p>To analyse the public attitude towards war: pacifism (peace ballot), the League of Nations, impact of the Spanish Civil War.</p>	<p>Ask learners to predict what the British attitude towards war would be in the 1930s and support their point of view.</p> <p>Group task Divide the class into three groups with each researching one of the topics to decide what the public attitude was towards war.</p> <ul style="list-style-type: none"> • The peace ballot. • The Spanish Civil War. • The League of Nations. <p>Learners split into groups of three (one from each topic) and feed back to each other on their factor.</p> <p>Class discussion What can learners infer about British attitudes to war from their research?</p>
	<p>To assess rearmament policies.</p>	<p>Learners watch this short video www.youtube.com/watch?v=8xNNB1z1iK8 and note the reasons given for British rearmament.</p> <p>Using the content here www.nationalarchives.gov.uk/cabinetpapers/themes/defence-policy-1933-1939.htm, learners take notes on the reasons why Britain began to rearm in the 1930s.</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>Give learners a response to a Paper 4 question on this topic. The essay should contain good ideas and information but lack balance or be very poorly organised. (F)</p>

Syllabus ref. and Key Concepts	Learning objectives	Suggested teaching activities
		Ask learners to: <ul style="list-style-type: none"> mark the response using the generic mark bands for Paper 4 feedback their marks and suggest ways the essay could be altered to achieve a higher mark write a one-side essay plan to show how it could be improved.
	To understand the reasons for and public responses to, appeasement.	Ask learners to ‘think, pair, share’ on the reasons why appeasement might be a popular policy in Britain in the 1930s. Compile a class list of reasons. Learners watch this video www.youtube.com/watch?v=gR8ISozEbcs on the reasons for appeasement and make notes on Britain’s role. Learners create a timeline to show the key developments in British appeasement. Research task Learners conduct their own research to gauge the popularity of Chamberlain’s appeasement policy in Britain. Class discussion How surprising was the British policy of appeasement? Extension activity: How have historians viewed appeasement? www.richardjevans.com/lectures/chamberlain-appeasement-differing-views-historians/
	To learn about civilian preparations for war, e.g. ration cards, conscription, gas masks, child evacuation, emergency shelters.	Learners watch this short propaganda film www.iwm.org.uk/history/this-propaganda-film-shows-life-on-the-british-home-front-in-1939 about British preparations for war. <ul style="list-style-type: none"> How was Britain preparing for war? What can you learn from the film about attitudes to war preparations? Learners read this article and add detail to their notes on the ways in which Britain tried to prepare for war. www.historyextra.com/period/second-world-war/1939-was-britain-ready-for-war/ Learners prepare a factsheet on one of the following to share with the class. Rationing: www.thehistorypress.co.uk/articles/the-road-to-rationing-preparing-to-feed-britain-in-world-war-ii/ Conscription: www.parliament.uk/about/living-heritage/transformingsociety/private-lives/yourcountry/overview/conscriptionww2/ Gas masks: www.findmypast.co.uk/1939register/why-britain-issued-gas-masks-ww2

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		Child evacuation: www.thehistorypress.co.uk/articles/the-evacuation-of-children-during-the-second-world-war/ Emergency shelters: www.bbc.co.uk/history/ww2peopleswar/stories/29/a1125929.shtml Learners write a response to a Paper 4 question on this theme in timed conditions to be teacher marked. (F)
Past and specimen papers		
Past/specimen papers and mark schemes are available to download at www.cambridgeinternational.org/support (F) Section A, 9489 Specimen Paper 4		
Theme	Relevant books (non-endorsed)	Comments
Theme 4: Britain, 1919–39	Lynch, M, <i>Britain 1900-57</i> , 2 nd Edition, Hodder Education, 2015 Pearce R, <i>Britain: Domestic Politics, 1918-39</i> , Hodder, 1992. Farmer A, <i>Britain: Foreign and Imperial Affairs, 1919-1939</i> , 2 nd Edition, Hodder Education, 2000 Pearce R, <i>Britain: Industrial Relations and the Economy 1900-1939</i> , Hodder, 1993. Constantine, S, <i>Social Conditions in Britain 1918-1939</i> 1 st Edition, Routledge, 1983 Smith, M, <i>Democracy in a Depression, Britain in the 1920s and 1930s</i> , University of Wales Press, 1998.	Although this book goes beyond the timeframe for the course, this is a learner friendly text which gives a useful outline. Part of the Access to history series, these three books provide in depth information about domestic, economic and foreign developments. A Lancaster Pamphlets publication which offers concise coverage of this topic and is accessible for learners. A useful reference text (with a documents section) which covers society, economy, politics and culture.

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