

Exemplar Scheme of Work: Unit 1 Topic E/F1

Topic E/F1: The Road to Unification: Italy, c1815-70	
<p>The focus here is on the development of contextual knowledge and understanding of the process by which Italy became a single unified state, c1815-70.</p> <p>The intention is to establish a basis on which students will be enabled to present historical explanations and assess the significance in their historical context of events, individuals, ideas, attitudes and beliefs and the ways in which they influenced behaviour and action. Each main section also has a focus on the skills students need in order to communicate their understanding of historical explanation and significance. This programme covers the events and issues involved in the process of Italian Unification. In order that they should have the knowledge and understanding of the process of unification, the aim is that students should comprehend the nature of the movement towards Italian unity and the forces which limited this unity in the years c1815-1849, the role of individuals within the process after 1848, the importance of internal and external factors within the process and the events which eventually led to unification by 1870.</p> <p>It should be emphasised that it is an example of what might be done, not a model which must be adopted. The assumption has been made that contact time for this topic comprises 30 one-hour lessons. How these 30 hours could be distributed across an actual teaching programme is, of course, dependent upon the way an individual centre's timetable is constructed.</p> <p>The content selected for this scheme is not prescribed as content to be assessed in the examination (except where it is actually detailed in the specification); instead it is illustrative of ways in which the required understandings may be developed. Furthermore, in the scheme outlined below, it is not suggested that each element should be given a standard unit of time.</p>	
<p>1. Italy in 1815 (2 hours)</p>	<ul style="list-style-type: none"> • Political, social, economic, cultural and religious situation • Vienna Settlement provision - territorial and political (annotated map) • Factors promoting and limiting future Italian unity
<p>2. Growth of opposition to autocratic and foreign rule to 1848 (5 hours)</p>	<ul style="list-style-type: none"> • The reasons for the outbreaks of the revolutions of 1820-21 and 1830-31 and for their failure • Influence of Mazzini - Young Italy, republicanism, significance for nationalism • Factors promoting nationalism - political ideas; cultural influences; economic and social developments in the 1840s e.g. poor harvests, industrialisation; election of Pope Pius IX • Obstacles to greater unity - foreign and autocratic rule; traditional divisions; weaknesses of political opposition; conservatism of Papacy <p>Quality of written communication: selecting evidence to include in essays explaining reasons for and/or failure of revolutions in</p>

	1820-1/1830-1.
3. 1848-9 Revolutions (3 hours)	<ul style="list-style-type: none"> • Reasons for revolution • Course of revolution - with particular reference to Piedmont, Tuscany, Venice and Naples • Reasons for failure - political weaknesses of opposition; role of Austria and France; role of Pius IX; weakness of Piedmont • Impact/legacy of 1848 - continuity - Austrian control, failure of political opposition, role of Church etc; change - emergence of Piedmont; intervention of France <p>Quality of written communication: planning an essay developing the skills of analysing causation and making a judgement - How far was the failure of the 1848 revolutions in Italy due to the intervention of foreign powers?</p>
4. The main stages of unification 1859-70 - (8 hours)	<ul style="list-style-type: none"> • Development of Piedmont in 1850s - role of Cavour, role of Victor Emmanuel, domestic reforms, foreign policy • Events 1859-61 - war with Austria, role of Cavour, French intervention, annexation of central states, role of Garibaldi, expedition to Sicily and Naples, role of Victor Emmanuel, role of Pope Pius IX, creation of kingdom of Italy • Events of 1866 - war with Austria, role of Prussia, union with Venetia • Events of 1870 - previous attempts to annex Rome, role of Garibaldi, role of Prussia, role of France, obstruction of Pope Pius IX, incorporation of Rome into Kingdom of Italy
5. Role of key Individuals (4 hours)	<p>What was the significance/importance/contribution to Italian unification of:</p> <ul style="list-style-type: none"> • Cavour • Victor Emmanuel • Garibaldi <p>Quality of written communication: analysing and evaluating the significance of an Individual - planning an essay - How significant was the contribution of to the unification of Italy.</p>

<p>6. Role of foreign powers (3 hours)</p>	<p>What was the importance/significance/contribution of the intervention and involvement of foreign powers in the process of unification:</p> <ul style="list-style-type: none"> • Concept of balance of power in European politics • Role of Austria • Role of France • Role of Prussia <p>Quality of written communication: writing introductions and conclusions - How accurate is it to suggest that Austrian/French intervention was the most important factor influencing the unification of Italy?</p>
<p>7. Process of unification (3 hours)</p>	<ul style="list-style-type: none"> • Why did political pressure for greater unity in Italy fail to 1848? • What factors promoted Italian unification c1815-70? • What were the major obstacles to Italian unification c.1815-70? • Why was Italian unification achieved 1859-1870? <p>Quality of written communication: Assessment - How far do you agree that the Church was the most significant obstacle to Italian unification in the years c1815-1870?</p>
<p>8. Italy in 1870 (2 hours)</p>	<p>To what extent was Italy a unified state in 1870:</p> <ul style="list-style-type: none"> • Factors promoting unity - political unity under the Kingdom of Italy, geographical unity, liberal democracy, recognition of foreign powers • Remaining obstacles- underlying social, cultural and geographical division, attitude of Church, political divisions, territorial questions

Exemplar Scheme of Work: Unit 1 Topic E/F2

Topic E/F2: Unification of Germany, 1848-90	
<p>The focus here is on the development of contextual knowledge and understanding of the process of German unification to 1871, particularly the nature and extent of Bismarck's contribution, and the political development of Germany under Bismarck's Chancellorship to 1890.</p> <p>The intention is to establish a basis on which students will be enabled to present historical explanations and assess the significance in their historical context of events, individuals, ideas, attitudes and beliefs and the ways in which they influenced behaviour and action. Each main section also has a focus on the skills students need in order to communicate their understanding of historical explanation and significance. This programme covers the events and issues involved in the process of German Unification. In order that they should have the knowledge and understanding of unification, the aim is that students should comprehend the significance of the 1848 revolutions, the role of economic developments, the contribution of diplomacy and war, and the importance of Bismarck in the process. Students should also address the attempt to create a German national identity after 1871 and the contribution of Bismarck in shaping and influencing political culture in the newly unified Germany.</p> <p>It should be emphasised that it is an example of what might be done, not a model which must be adopted. The assumption has been made that contact time for this topic comprises 30 one-hour lessons. How these 30 hours could be distributed across an actual teaching programme is, of course, dependent upon the way an individual centre's timetable is constructed.</p> <p>The content selected for this scheme is not prescribed as content to be assessed in the examination (except where it is actually detailed in the specification); instead it is illustrative of ways in which the required understandings may be developed. Furthermore, in the scheme outlined below, it is not suggested that each element should be given a standard unit of time.</p>	
<p>1. Germany in 1848 (2 hours)</p>	<p>What was the likelihood of unification in 1848:</p> <ul style="list-style-type: none"> • German states - territorial and political extent (annotated maps) • Political, social, economic, cultural and religious situation • Factors promoting and limiting future German unity • Role of Austria and Prussia
<p>2. Legacy of 1848 Revolutions (4 hours)</p>	<p>To what extent did the 1848 revolutions promote/limit likelihood of unification 1848-50:</p> <ul style="list-style-type: none"> • Brief overview of the causes of revolution - political, economic, social • Course of events to 1850 - (create a timeline or table of events) with particular reference to events in Frankfurt, Prussia (including constitutional developments and Erfurt Union), and Austria • Reasons for failure - opposition weakness, Frankfurt Parliament, recovery of Austria and Prussia • Political legacy - impact on nationalism, impact on liberal politics, significance for relationship between Austria and Prussia, return to

	<p>Confederation</p> <p>Quality of written communication focus: selecting relevant information to include in an essay question focused on the reasons for the failure of the 1848 revolutions</p>
<p>3.</p> <p>Economic Development to 1871 (5 hours)</p>	<p>To what extent did economic developments promote/limit the likelihood of unification before 1871:</p> <ul style="list-style-type: none"> • Urban and industrial developments from 1840s onwards • Development of the Zollverein • The reasons for, and extent of Prussian economic dominance in the Confederation after 1848 • Economic factors promoting/limiting unification - political ties, military strength, geographical divisions • Changing relationships between Austria and Prussia 1850-62 and the reasons for this <p>Quality of written communication focus: planning answer to a question analysing causation - Why did Prussia become the dominant economic power in Germany in the years to 1871?</p> <p>Writing introductions and conclusions to a question analysing key features of a past society - To what extent, by 1862, had Prussia replaced Austria as the dominant power in Germany?</p>
<p>4.</p> <p>Role of Bismarck - diplomacy & war - 1862-1871 (9 hours)</p>	<p>What was the role/significance of Bismarck in events leading to unification:</p> <ul style="list-style-type: none"> • Prussian-Austrian relations 1862-65 - developments in Zollverein, Prussian opposition to Confederation reform • Prussian involvement in diplomacy 1862-65 - the Polish Rebellion, the Schleswig-Holstein question • Significance of diplomacy and legacy of war 1864-67 - war with Denmark 1864, war with Austria 1866, establishment of North German Confederation 1867 • Significance diplomacy and legacy of war 1868-1871 - Hohenzollern Candidature, Franco-Prussian War 1870, proclamation of German Empire 1871 <p>Quality of written communication: Assessment essay - plan and write the answer to the question - How accurate is it to suggest that Bismarck deliberately planned the wars that led to German unification in 1871?</p>

<p>5. Germany in 1871 (4 hours)</p>	<ul style="list-style-type: none"> • What was Germany like in 1871? - geographic, political, social, economic, religious and cultural unity or continued divisions? • Discussion topics on unification process: <ul style="list-style-type: none"> - What factors were most important in promoting/limiting the process of unification 1848-1871? - Why did Prussia become the dominant power in Germany by 1871? - How significant were economic factors in the unification of Germany? - To what extent was Bismarck responsible for/did Bismarck plan the unification of Germany? - How significant was diplomacy/war in the process of German unification? <p>Quality of written communication: plan and write an argument to use in a debate focusing on one of the discussion topics above.</p>
<p>6. German Empire 1871-1890 (6 hours)</p>	<p>Attempt to establish a unified German Empire & national identity:</p> <ul style="list-style-type: none"> • Nature of German constitution - distribution of real power; how far did the constitution encourage unity? How far did it protect civil liberties? • Bismarck's relationship with political parties - Centre Party, National Liberals, Social Democrats • Policy of Kulturkampf - attitudes toward Catholic Church, reasons for, methods, extent of success • Bismarck's attack on socialism - reasons for, methods, introduction of social policies, success <p>Discussion point - Had Bismarck created a unified Germany with a national identity or merely maintained Prussian dominance?</p> <p>Quality of written communication focus: Assessment - How successful was Bismarck in establishing political unity in Germany in the years 1871-90?</p>

Exemplar Scheme of Work: Unit 1 Topic EF3

Topic E3/F3: The Collapse of the Liberal State and the Triumph of Fascism in Italy, 1896-1943	
<p>The focus here is on the development of contextual knowledge and understanding of the collapse of the Liberal State, and the nature and impact of Italian Fascism to 1943.</p> <p>The intention is to establish a basis on which students will be enabled to present historical explanations and assess the significance in their historical context of events, individuals, ideas, attitudes and beliefs and the ways in which they influenced behaviour and action. Each main section also has a focus on the skills students need in order to communicate their understanding of historical explanation and significance. This programme covers the Liberal State 1896-1923, the emergence of Italian Fascism and the nature of the Fascist regime to 1943. In order that they should have the knowledge and understanding of the nature of the rise and success of Italian Fascism, the aim is that students comprehend the failure of the Liberal State after 1896, the impact of World War I, the rise of Fascism to 1922, the ways in which the Fascist Party established itself in power 1922-25 and the nature of the Fascist regime to 1943.</p> <p>It should be emphasised that it is an example of what might be done, not a model which must be adopted. The assumption has been made that contact time for this topic comprises 30 one-hour lessons. How these 30 hours could be distributed across an actual teaching programme is, of course, dependent upon the way an individual centre's timetable is constructed.</p> <p>The content selected for this scheme is not prescribed as content to be assessed in the examination (except where it is actually detailed in the specification); instead it is illustrative of ways in which the required understandings may be developed. Furthermore, in the scheme outlined below, it is not suggested that each element should be given a standard unit of time.</p>	
<p>1. Italy In 1896 1 hour</p>	<p>Situation in 1896 - underlying divisions undermining unity:</p> <ul style="list-style-type: none"> • political systems • economic problems • north/south divide, • cultural variations • relative weakness as a great power e.g. defeat at Adowa <p>Discussion: How united was Italy in 1896?</p>
<p>2. The Liberal State 1896-1914 4 hours</p>	<p>Attempts to stabilise the Liberal State:</p> <ul style="list-style-type: none"> • Giolitti's government from 1903- attempts to reform the political system • Italy's relative weakness as great power - foreign policy and the impact on nationalist aspirations • Growing frustration and discontent pre-World War I - political, economic &

	<p>social</p> <p>Essay writing/quality of communication focus: constructing a concluding paragraph (to illustrate focus on the question set) - To what extent was the Liberal State unstable in the years 1896-1914?</p>
<p>3.</p> <p>The First World War in Italy</p> <p>2 hours</p>	<p>The impact of World War I:</p> <ul style="list-style-type: none"> • entry into war - why divisive? • course of the war (brief outline) • outcome - why disappointing? Italy's position as great power, peace settlement <p>Discussion: What impact did World War I have on Italian politics, economy and society?</p>
<p>4.</p> <p>Liberal State 1918-23</p> <p>3 hours</p>	<p>Government handling of post-war issues:</p> <ul style="list-style-type: none"> • economic impact • impact of 'mutilated victory' including the situation in Fiume • political difficulties - the response of political parties and democratic reforms 1919 <p>Essay writing/quality of communication focus: essay planning - How far was the Liberal State in Italy undermined by World War I?</p>
<p>5.</p> <p>Rise of the Fascist Party to 1922</p> <p>4 hours</p>	<p>The growth of Fascism:</p> <ul style="list-style-type: none"> • ideology • tactics • role of Mussolini as leader • links with other groups, institutions and individuals • Fascist support - who supported the Fascist Party (PNF), and why? <p>Discussion: What made Fascism attractive to so many in Italy?</p>
<p>6.</p> <p>Securing and exercising power and control 1922-43</p> <p>3 hours</p>	<p>The consolidation of power</p> <ul style="list-style-type: none"> • Increasing control 1922-5 • securing consent - propaganda, education and censorship • securing control - terror and repression especially the special police (OVRA) <p>Discussion: To what extent was propaganda more effective than repression in the Fascist Party's securing of control after 1922?</p>
<p>7.</p>	<p>The Fascist state:</p>

<p>The success of the Fascist Party (PNF) to 1943</p> <p>6 hours</p>	<ul style="list-style-type: none"> • Economic policies including the Corporative State and the 'battles' for grain & births • Relations with centres of influence in Italy including: the king, the army, industrial and agricultural elites, other political parties e.g. the nationalists • Relationship with the Church - the nature and significance of the Lateran Treaties • Extent of success - were economic & political aims achieved? <p>Essay writing/quality of communication focus: written assessment - How far was Mussolini's control of Italy in the years 1925-43 dependent on the use of terror?</p>
<p>8.</p> <p>Foreign Policy 1922 - 43</p> <p>5 hours</p>	<p>Building the new Roman Empire:</p> <ul style="list-style-type: none"> • Mussolini's foreign policy aims • Impact of foreign relations on domestic (internal political) politics including the annexation of Fiume, the bombardment of Corfu • Extent of success of policies towards Abyssinia, Spain & Germany in the 1930s • Diplomatic and military preparations for war, 1933-40 • Role in World War II & ultimate failure, 1940-43 <p><i>(NB: questions will not be set requiring detailed knowledge of military campaigns or relations with other power but candidates should understand how foreign affairs contributed both to Mussolini's success and ultimately to his fall)</i></p> <p>Essay writing/quality of communication focus: practising paragraphs - Why was Mussolini so determined to increase the prestige of Italian foreign policy in the years 1925-43?</p>
<p>9.</p> <p>Overview Of Italy 1896-1943</p> <p>2 hours</p>	<p>Discussion/debate - candidates discuss themes connected to the nature of political power and nationalism:</p> <ul style="list-style-type: none"> • Why did the Liberal State fail by 1922? • Why did the Fascist Party become popular after World War I? • How did the Fascist Party gain and consolidate power? • How successful was Mussolini's rule in both domestic and foreign policy in the years 1925-43?

Exemplar Scheme of Work: Unit 1 Topic E/F4

Topic E4/F4: Republicanism, Civil War and Francoism in Spain, 1931-75	
<p>The focus here is on the development of contextual knowledge and understanding of the causes, nature and significance of the Spanish Civil War, and its role in the development of modern Spain.</p> <p>The intention is to establish a basis on which students will be enabled to present historical explanations and assess the significance in their historical context of events, individuals, ideas, attitudes and beliefs and the ways in which they influenced behaviour and action. Each main section also has a focus on the skills students need in order to communicate their understanding of historical explanation and significance. This programme covers the development of modern Spain, 1931-75.</p> <p>In order that they should have the knowledge and understanding of the nature, impact and aftermath of the Spanish Civil War, the aim is that students comprehend the abdication of Alfonso XIII, the establishment of the Republic 1931-6, the causes and course of the Civil War, the outcome of the Civil War, the development of Francoism after 1939 and the transition of a constitutional monarchy in 1975.</p> <p>It should be emphasised that it is an example of what might be done, not a model which must be adopted. The assumption has been made that contact time for this topic comprises 30 one-hour lessons. How these 30 hours could be distributed across an actual teaching programme is, of course, dependent upon the way an individual centre's timetable is constructed.</p> <p>The content selected for this scheme is not prescribed as content to be assessed in the examination (except where it is actually detailed in the specification); instead it is illustrative of ways in which the required understandings may be developed. Furthermore, in the scheme outlined below, it is not suggested that each element should be given a standard unit of time.</p>	
<p>1. Spain in 1931 2 hours</p>	<p>Political, social and economic situation in 1931:</p> <ul style="list-style-type: none"> • economic & cultural backwardness • popular discontent e.g. opposition to Primo de Rivera • strength of conservative forces including the Church and army • abdication of Alfonso XIII <p>Discussion: How and why was a republic established in Spain in 1931?</p>
<p>2. Republican Rule 1931-36 7 hours</p>	<p>Underlying causes of the Civil War:</p> <ul style="list-style-type: none"> • Overview of Republican government: <ul style="list-style-type: none"> ○ the Republican constitution ○ reform from the Left e.g. the Left Republican/Socialist alliance under Azana ○ reaction from the Right e.g. the creation of the Confederation of the Right (CEDA) ○ increasing violence e.g. the rising in the Asturias 1934 ○ Popular Front victory in 1936

	<ul style="list-style-type: none"> Weaknesses of the Republic including mistakes and the internal divisions of the left <p>Essay writing/quality of communication focus: practising paragraphs - Why was the Republic so unstable in the years 1931-36?</p>
<p>3.</p> <p>Outbreak of Civil War 1936</p> <p>5 hours</p>	<p>Nature and extent of support for Republicans and Nationalists:</p> <ul style="list-style-type: none"> Trigger for revolt - the murder of Sotelo Initial revolt including the beginning of the Moroccan Revolt & the role of generals The emergence of Franco including his role in the suppression in the Asturias 1934 & role in the Moroccan revolt Support for Republicans and Nationalists: <ul style="list-style-type: none"> extent and nature of support at outbreak impact of regional loyalties balance of military advantage and experience <p>Discussion/debate: Which side held the stronger 'hand of cards' at the point of the outbreak of war?</p>
<p>4.</p> <p>The Civil War: course and outcome 1936-39</p> <p>7 hours</p>	<p>Course of the war:</p> <ul style="list-style-type: none"> main campaigns the stages by which nationalists extended territory the impact of atrocities the fall of Barcelona & Madrid 1939. <p>Reasons for Nationalist success:</p> <ul style="list-style-type: none"> Role of Franco Republican weaknesses including the internal divisions of left Foreign intervention <ul style="list-style-type: none"> direct intervention from Russia, Italy & Germany 'non-intervention' - Britain and France the extent of aid given to both sides and its effect on outcome of war. <p><i>(NB: there will be no questions set on events outside Spain)</i></p> <p>Essay writing/quality of communication focus: essay-planning - How far do you agree that the failure of the Republicans in Spain in the years 1936-39 was almost entirely the result of foreign support?</p>

<p>5.</p> <p>Rule of Franco 1939-75</p> <p>7 hours</p>	<p>The legacy of the Civil War:</p> <ul style="list-style-type: none"> • the nature and extent of repression including military courts, mass executions & the role of the police • censorship • initial government policies e.g. the establishment of the 'New State' <p>The establishment of an authoritarian government and a corporatist state:</p> <ul style="list-style-type: none"> • political definitions - authoritarian, corporatist, totalitarian, fascist, democracy • Franco's leadership style and government including the role of the Falange • state intervention in economic and social relationships • the role & independence of the Church • changes in 1960s including the gradual relaxation of controls, the growing economic benefits of state intervention. Improving conditions by the 1960s • foreign policy including attempts to maintain neutrality <p>Essay writing/quality of communication focus: timed essay assessment - How far did Franco's regime depend on the use of terror in the years 1939-45?</p>
<p>6.</p> <p>Transition to monarchy 1975</p> <p>2 hours</p>	<p>Transition to constitutional monarchy:</p> <ul style="list-style-type: none"> • the nature of the provision for Franco's successor • the role of Juan Carlos • the situation in Spain in 1975 - political, social and economic <p>Discussion/debate: To what extent was democracy established in Spain in 1975?</p>

Exemplar Scheme of Work: Unit 1 Topic E5 F5

Topic E5: Germany Divided and Reunited, 1945-91	
<p>The focus here is on the development of contextual knowledge and understanding of the changes which took place in Germany in the years 1945-91.</p> <p>The intention is to establish a basis on which students will be enabled to present historical explanations and assess the significance in their historical context of events, individuals, ideas, attitudes and beliefs and the ways in which they influenced behaviour and action. Each main section also has a focus on the skills students need in order to communicate their understanding of historical explanation and significance. This programme covers the reasons for the division and eventual reunification of Germany the contrasting developments in the two Germanies during the period of division, and the influence of external factors on developments within Germany.</p> <p>It should be emphasised that it is an example of what might be done, not a model which must be adopted. The assumption has been made that contact time for this topic comprises 30 one-hour lessons. How these 30 hours could be distributed across an actual teaching programme is, of course, dependent upon the way an individual centre's timetable is constructed.</p> <p>The content selected for this scheme is not prescribed as content to be assessed in the examination (except where it is actually detailed in the specification); instead it is illustrative of ways in which the required understandings may be developed. Furthermore, in the scheme outlined below, it is not suggested that each element should be given a standard unit of time.</p>	
<p>1. The immediate aftermath of the Second World War</p> <p>2 hours</p>	<ul style="list-style-type: none"> • The situation in 1945: The legacy of conflict and extent of dislocation • Annotated map to show the occupying powers, the establishment of four zones and the division of Berlin
<p>2. From Defeat to Division: The process of Partition 1945-49</p> <p>4 hours</p>	<ul style="list-style-type: none"> • Growing hostility between the Allies 1945-6: Potsdam: the issues, tensions and decisions • The Cold War context: the impact of the Truman Doctrine and Marshall Plan • Division 1948-9: Currency reform; the Berlin Crisis and the establishment of two Germany States. The formation of NATO <p>Quality of written communication focus: writing and comparing paragraphs on the contribution to growing tension of selected developments: e.g. Potsdam, Marshall Plan, Currency reform, etc.</p>
<p>3. The Development of West Germany</p>	<ul style="list-style-type: none"> • System of government • The contribution of Adenauer as Chancellor

<p>1949-61: Government and economy 3 hours</p>	<ul style="list-style-type: none"> • The 'economic miracle' and improving living standards • Reasons for economic growth; the impact of foreign aid; policies of Erhard; further integration with the west, the EEC • Continued migration from East Germany <p>Quality of written communication focus: planning an essay: How far do you agree that the leadership of Adenauer was the most significant factor in the growing strength of West Germany in the years to 1961?</p>
<p>4. The Development of East Germany 1949-61 3 hours</p>	<ul style="list-style-type: none"> • System of government • Ulbricht's leadership • The planned economy • Growing contrasts between living standards in East and West; the significance of the June 1953 workers' uprising. • The influence of the Soviet Union, the COMINFORM and COMECON • The extent to which German resources and markets were managed for the benefit of the Soviet Union <p>Quality of written communication focus: Writing Introductions and conclusions: To what extent was the GDR controlled by the Soviet Union in the years to 1961?</p>
<p>5. The Berlin Wall 4 hours</p>	<ul style="list-style-type: none"> • Reasons for the building of the wall • 1961 The Building of the Berlin Wall and its impact on East Germany • Reactions to the Berlin Wall from the Western powers and in West Germany • The resignation of Adenauer • Quality of written communication focus: Writing selected paragraphs: How far do you agree that, for the GDR, the results of the building of the Berlin Wall proved to be mainly negative?
<p>6. West Germany 1961-c 1989 4 hours</p>	<ul style="list-style-type: none"> • The strength of West Germany; the contribution of the leadership of Erhard and Brandt • Economy and living standards • The emergence and significance of Ostpolitik • The development of links between East and West Germany: informal economic links, sport, continued emigration • The limits to cooperation: attitudes to partition in the two Germanies and the Soviet Union • Quality of written communication focus: analysing and evaluating change: To what extent did relations between East and West Germany change during the years 1961-85?
<p>7. East Germany 1961-1985 4 hours</p>	<ul style="list-style-type: none"> • Repression and social control; the role of the Stasi; the presence of Soviet troops • Honecker's government of the GDR and response to Ostpolitik • Economy and living standards

	<ul style="list-style-type: none"> • The extent of Honecker's dependence on Soviet support • Quality of written communication focus: analysing and evaluating key features of societies: To what extent, in the years 1961-85, did living standards in East Germany differ from those in West Germany?
8. Reasons for the opening of the Berlin wall 3 hours	<ul style="list-style-type: none"> • The implications for East Germany of Gorbachev's emergence and policies as leader of the Soviet Union • The impact of changes in Eastern Europe including the opening of Hungary's borders with Austria • The domestic factors in East Germany including protests, the fall of Honecker, the concessions made by Egon Krenz. • The events of 10 November 1989. • Quality of written communication focus: analysing causation: To what extent were Mikhail Gorbachev's policies responsible for the collapse of Honecker's government?
9. 1989-1991 Reunification 3 hours	<p>The issues for the governments of East and West Germany</p> <ul style="list-style-type: none"> • The failure of attempts to reform and preserve the East German regime • The significance of the role of Helmut Kohl in the reunification process • The steps to reunification in 1990 and its immediate aftermath. • Quality of written communication focus: How accurate is it to describe the role of Helmut Kohl in 1989 and 1990 as crucial to the process of German reunification?

Schemes of Work for Unit 1, Option E/F: The Expansion and Challenge of Nationalism

Topic E/F6: The Middle East, 1945-2001: The State of Israel and Arab Nationalism	
<p>The focus here is on the growing conflict in the Middle East arising from Arab and Israeli ambitions in Palestine, the growth of Arab Nationalism, and the extent to which it changed as a result of the growth of religious fundamentalism.</p> <p>The intention is to establish a basis on which students will be enabled to present historical explanations and assess the significance in their historical context of events, individuals, ideas, attitudes and beliefs and the ways in which they influenced behaviour and action.</p> <p>Each main section also has a focus on the skills students need in order to communicate their understanding of historical explanation and significance.</p> <p>It should be emphasized that it is purely for illustrative purposes, as an example of what might be done, not as a model to be adopted. The assumption has been made that contact time for this Topic comprises 30 one-hour lessons. How this 30 hours could be distributed across an actual teaching programme is, of course, dependent upon the way an individual centre's timetable is constructed. The content selected for this scheme is not prescribed as content to be assessed in the examination (except where it is actually detailed in the Specification); instead it is illustrative of ways in which the required understandings may be developed. Furthermore, in the scheme outlined below, it is not suggested that each element should be given a standard unit of time.</p>	
2 hours	<p>Introduction:</p> <ul style="list-style-type: none"> • Basic geography of the Middle East - map(s) • Annotated Timeline - roots of the conflict (WW1, British policy in the Interwar years, the Palestine mandate, WW2)* <p><i>* while students are not required to have detailed knowledge of events before 1945, however, brief coverage of these events may enable students to better contextualise the complex series of events which follow</i></p>
3 hours	<p>The impact of World War II:</p> <ul style="list-style-type: none"> • relative hiatus during the war* (US concern re: Arab oil, Palestinian Arab life, neighbouring Arab states attitude) • Implications of Nazi attitudes toward the Jews (Relationship of al-Husseini with the Nazis, Jewish contribution to Allied fighting force, worldwide tide of support for Zionism as the full extent of the Holocaust becomes known, determination of the Jews following the atrocities) • Decline of British influence - political, economic and financial cost of maintaining presence/role in the region • Rise of US involvement - Jewish American lobbying, American Zionist network • Refugee crisis in Europe (and consequent pressure on the Palestine situation) • Deterioration of situation on the ground in Palestine <p>Causation question: Why was British withdrawal from Palestine inevitable by 1947?</p> <p><i>* while students are not required to have detailed knowledge of events before 1945, however, brief coverage of these events may enable students to better contextualise the complex series of events which follow</i></p>
3 hours	<p>The creation of the Israel State in 1948</p> <ul style="list-style-type: none"> • The Big Picture: Timeline • British withdrawal and the creation of UNSCOP • Annotated Map - UN Partition plan (initial acceptance for the plan, attitude of the Arab League) • Unofficial war between Jews and Arabs 1947-48 (civil unrest, Plan D, Deir Yassin)
2 hours	<p>The First Arab-Israeli war</p> <ul style="list-style-type: none"> • Map - 1948-49 conflict <p>Written communication focus: How did Zionist-Palestinian conflict evolve into Arab-Israeli conflict in 1948?</p> <ul style="list-style-type: none"> • Israel's success and survival • Palestine and the Palestinian diaspora

3 hours	<p>The Big Picture 1948-1973</p> <ul style="list-style-type: none"> • Timeline • Israeli dominance (territory, Israeli settlement in Occupied Territories) <p>Categorisation exercise (affects/effects)</p> <ul style="list-style-type: none"> • Consequences for the Arab world: Refugee problems, conflicting nationalisms and tribalism, Syria (and French withdrawal in 1949), Lebanon, Iraq, Jordan, Egypt
2 hours	<p>Case Studies - Growing hostilities:</p> <ul style="list-style-type: none"> • Suez Crisis • Six Days War
3 hours	<p>Impact of Israeli victory on the Palestinian people</p> <ul style="list-style-type: none"> • Refugee problem • Israeli settlement in the occupied territories • PLO • Renewal of the war in 1969 and 1973 • Map work: Territory retained in Israeli hands <p>Written exercise: What was the impact on surrounding nations of events in the conflict from 1948 - 1967</p>
1 hour	<p>Recap: desire for Arab unity and the aims of Arab Nationalism; collapse of the Turkish Empire; impact of the Second World War on Arab attitudes; overthrow of Farouk; emergence of Nasser; impact of Suez; withdrawal of British influence in the region</p> <p>Timeline 1973 - 1979</p>
2 hours	<p>The role of the Soviet Union 1945-79</p> <ul style="list-style-type: none"> • Relationships with Egypt • Support of Syria • Context of the Cold War (US involvement and approach to Russian involvement) • Severing of ties <p>Written exercise: Impact of involvement of other countries - Britain, USA, Soviet Union</p>
2 hours	<p>Creation and failure of the Arab Republic</p>
2 hours	<p>Iran:</p> <ul style="list-style-type: none"> • Outline: Shia and Sunni Islam - relationships between the two • The fall of the Shah 1979: desire to modernise, fundamentalist reaction to Shah's desire to modernise
3 hours	<p>Development of Arab Nationalism</p> <ul style="list-style-type: none"> • Recap - political and religious interests, territories, Sunni and Shia interaction • Arab Nationalism in surrounding countries and territories • Effect of the Palestinian problem on surrounding states (Lebanese Civil War; Outcomes of the Iran/Iraq war; 1st Gulf War)
2 hours	<p>The Ongoing Situation:</p> <ul style="list-style-type: none"> • Interplay between secular and religious interests • Relationships with/attitude towards foreign powers • Internal rivalries • Links to Sunni and Shia Islam

Exemplar Scheme of Work: Unit 1 Topic F7

Topic F7: From Second Reich to Third Reich: Germany, 1918-45

The focus here is on the development of contextual knowledge and understanding of the dramatic developments in Germany from the last months of the Hohenzollern Empire amidst defeat in the First World War to the ruin of the Third Reich in the rubble of defeat in the Second World War.

The intention is to establish a basis on which students will be enabled to present historical explanations and assess the significance in their historical context of events, individuals, ideas, attitudes and beliefs and the ways in which they influenced behaviour and action. Each main section also has a focus on the skills students need in order to communicate their understanding of historical explanation and significance. This programme covers the twenty-seven years from the fall of the Second Reich to the fall of the Third Reich. In order that they should have knowledge and understanding of the growth of nationalism and the nature of political change, the aim is that students comprehend the events surrounding the end of the Second Reich, the creation of the Weimar Republic, the threat to and subsequent recovery of the Weimar Republic to 1929, the reasons for the fall of the Weimar Republic, the Third Reich in action and the fall of the Third Reich.

It should be emphasised that it is an example of what might be done, not a model which must be adopted. The assumption has been made that contact time for this topic comprises 30 one-hour lessons. How these 30 hours could be distributed across an actual teaching programme is, of course, dependent upon the way an individual centre's timetable is constructed.

The content selected for this scheme is not prescribed as content to be assessed in the examination (except where it is actually detailed in the specification); instead it is illustrative of ways in which the required understandings may be developed. Furthermore, in the scheme outlined below, it is not suggested that each element should be given a standard unit of time.

<p>1. Germany in 1918</p> <p>2 hours</p>	<ul style="list-style-type: none"> • The fall of the Second Reich: <ul style="list-style-type: none"> • situation in Germany in November 1918 military, political, social & economic • attempts to reform from within; creation of parliamentary monarchy, Prince Max of Baden • collapse of parliamentary monarchy, creation of parliamentary republic, armistice. • Discussion: Why did a republic emerge in Germany in November 1918 ?
<p>2. Weimar Republic 1919- 1929</p>	<ul style="list-style-type: none"> • The creation and survival of the Weimar Republic: <ul style="list-style-type: none"> • framing the Weimar Constitution • unfavourable conditions created by the Treaty of Versailles • political challenges to the republic from the forces of the extreme right and

<p>7 hours</p>	<p>left e.g. the Spartacist rising, the Kapp <i>Putsch</i>, the Munich <i>Putsch</i></p> <ul style="list-style-type: none"> • economic challenges, particularly escalating inflation • importance of Stresemann as Chancellor and Foreign Minister 1923-24 • emergence of some degree of prosperity and stability to 1929 the contribution of political factors, social and economic factors, foreign policy. <p>Discussion: Why did the Weimar Republic survive in the years to 1929 ? or What was the main factor responsible for the survival of the Weimar Republic to 1929 ?</p> <p>Essay writing/quality of communication focus: write an introductory/concluding paragraph to the essay question - To what extent does increasing economic prosperity explain the survival of the Weimar Republic in the years 1924-29 ?</p>
<p>3. The Rise of the Nazis to 1933 7 hours</p>	<p>Formation of and development of the Nazi Party (NSDAP) as a serious threat to the stability of the Weimar Republic:</p> <ul style="list-style-type: none"> • development of the Nazi party • growth of the Nazi party after 1928, particularly the reasons for rapid growth in electoral support • opposition to the Nazi party • Hitler's appointment as Chancellor in 1933 • reasons why opponents of the Nazi party failed to stop Hitler's appointment. <p>Discussion/debate: Why was Hitler able to come to power in 1933 despite the apparent decrease in support for the Nazi Party during 1932?</p> <p>Essay writing/quality of communication focus: planning an essay - To what extent were economic factors responsible for the rapid growth in electoral support after 1928?</p>
<p>4. The Third Reich in Action 1933-41 7 hours</p>	<p>The development of Nazi social and economic policies:</p> <ul style="list-style-type: none"> • economic policies, including employment policies, solutions to the economic slump & the preparation of Germany for war • social policies - the creation of a Volksgemeinschaft including: <ul style="list-style-type: none"> ○ policies towards minorities, and the escalation of persecution, particularly towards Jews, ○ policies towards women and towards the family, ○ policies towards children, ○ the role of education <p>Discussion/debate: To what extent were the economic problems in 1933 overcome/ To what extent was a Volksgemeinschaft created by 1941?</p> <p>Essay writing/quality of communication focus: writing an essay - To what extent did the policies towards minorities change in the years 1933-41?</p>

<p>5. The fall of the Third Reich 5 hours</p>	<p>Impact of the Second World War on Germany and reasons for defeat:</p> <ul style="list-style-type: none"> • Social and economic impact. The war economy, employment; impact of war on the lives of German citizens • reasons for ultimate defeat: balance of economic and military forces, war production and failures to maximise potential, Allied bombing, poor political and strategic decision-making by Hitler e.g. the declaration of war on the USA, obsession with the offensive etc. (examples only not comprehensive coverage) <p><i>(Note: knowledge of World War II campaigns is not required but an understanding of the nature of the military defeat and collapse will enable students to put the downfall into context.)</i></p> <p>Discussion/debate: Why was Germany ultimately defeated in the Second World War?</p> <p>Essay writing/quality of communication focus: writing an essay - How far do you agree that economic factors were to blame for the defeat of Germany in 1945?</p>
<p>6. Overview - Germany 1918-45 2 hours</p>	<p>Discussion/debate: The changing nature of political power and life in Germany 1918-45 - possible themes:</p> <ul style="list-style-type: none"> • How, and why, did the Weimar Republic emerge? • Why did the Weimar Republic survive for so long? • What factors undermined the Weimar Republic in the years 1929-33? • Why was the Nazi Party able to come to power? • How far did life in Germany change in the short period 1933- 41? • What factors contributed to the downfall of Germany in 1945?
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