

# IGCSE

## Teacher's guide

Edexcel IGCSE in History (4HI0)

First examination 2011

Issue 2



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*This is an Issue 2 of the Teacher's guide. Substantial changes from the Issue 1 of this document have been marked with a side bar.*

#### *Acknowledgements*

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## Introduction

The Edexcel International General Certificate of Secondary Education (IGCSE) in History is designed for schools and colleges. It is part of a suite of IGCSE qualifications offered by Edexcel.

## About this guide

This Teacher's guide is for teachers who are delivering, or planning to deliver, the Edexcel IGCSE in History qualification. The guide supports you in delivering the course content and explains how to raise the achievement of your students. The guide:

- gives you an example scheme of work
- provides details of Assessment Objectives (AO) and criteria
- includes a list of command words that are directly linked to the Assessment Objectives
- shows you how to use the assessment criteria, throughout the course of study, to indicate individual student development and performance
- offers you suggestions for a range of textbooks and other resources.



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## Why choose this qualification?

The Edexcel IGCSE in History:

- does not have tiered entry which means it is accessible to all students
- does not have compulsory content: teachers choose the areas of study which suit their students' needs and resources
- has questions on all themes and topics in every examination session
- provides a solid basis for progression to the Edexcel GCE AS and Advanced Level in History, or equivalent qualifications.

Go to [www.edexcel.com/igcse2009](http://www.edexcel.com/igcse2009) for more information about this IGCSE and related sources.

## Support from Edexcel

We are dedicated to giving you exceptional customer service. Details of our main support services are given below. They will all help you to keep up to date with IGCSE 2009.

### Website

Our dedicated microsite [www.edexcel.com/igcse2009](http://www.edexcel.com/igcse2009) is where you will find the resources and information you need to successfully deliver IGCSE qualifications. To stay ahead of all the latest developments visit the microsite and sign up for our email alerts.

### Ask Edexcel

Ask Edexcel is our free, comprehensive online enquiry service. Use Ask Edexcel to get the answer to your queries about the administration of all Edexcel qualifications. To ask a question please go to [www.edexcel.com/ask](http://www.edexcel.com/ask) and fill out the online form.

### Ask the Expert

This free service puts teachers in direct contact with over 200 senior examiners, moderators and external verifiers who will respond to subject-specific queries about IGCSE 2009 and other Edexcel qualifications.

You can contact our experts via email or by completing our online form. You can find contact information at [www.edexcel.com/asktheexpert](http://www.edexcel.com/asktheexpert)

### Regional offices

If you have any queries about the IGCSE 2009 qualifications, or if you are interested in offering other Edexcel qualifications your Regional Development Manager can help you. Go to [www.edexcel.com/international](http://www.edexcel.com/international) for details of our regional offices.

### Head Office – London

If you have a question about IGCSE 2009 and are not sure where you should direct it email us on [IGCSE2009@edexcel.com](mailto:IGCSE2009@edexcel.com) or call our Customer Services Team on +44 (0) 1204 770 696.

### Training

A programme of professional development and training courses, covering various aspects of the specification and examination will be available. Go to [www.edexcel.com](http://www.edexcel.com) for details.



# Section A: Qualification content

## Information for Edexcel centres

- We have rationalised content choices which means the examination paper is easier to navigate.
- The examination paper has been restructured into a single paper with three sections.
- Students must study two Themes from Section A, one Depth Study from Section B which focuses on sources and one Study in Change from Section C.
- Popular subjects from the legacy IGCSE have been retained.
- There is no tiering or coursework in the new assessment structure.

In developing this qualification we have retained the popular content from the legacy IGCSE (4380) and GCE O Level qualifications (7262/7263) to minimise change, provide continuity and ensure centres can use their current resources.

## Changes to content from Edexcel IGCSE (4380) to this qualification

The table below sets out the relationship between the legacy IGCSE qualification (4380) to this qualification.

Legacy Edexcel IGCSE (4380) content	This qualification content	New content/deleted content*
<b>Paper 1</b>		
A1 Revolution and Reaction: France, 1789-1830	B1 The French Revolution, 1789-94	<i>France under Napoleon Reaction 1815-30</i>
A2 Reconstruction and Nationalism in Post-war Europe 1815-40	C1 Revolution and change in Europe, 1789-1848	The revolutions of 1848
A3 The Making of Nation States	A1 Development of a nation: Unification of Italy, 1852-70 A2 Development of a nation: Unification of Germany, 1848-71	<i>Bismarck and Germany, 1871-90</i>
A5 Reform and Reaction in Russia 1855-1917	A5: Russia: Autocracy and revolt 1881-1914	<i>Reform and reaction under Alexander II</i>
A6 The USSR, 1917-41: Bolshevism Triumphant	A6: Russia: Dictatorship and conflict, 1924-53	<i>Russia and the First World War, 1914-17</i> <i>De-Stalinisation and Khrushchev</i>
A7 The Rise of Fascism in Europe: Germany and Italy	A3 Development of dictatorship: Germany, 1918-45 A4 Development of dictatorship: Italy, 1918-43	Germany during the Second World War Italy during the Second World War

\* Any content that has been deleted from the legacy qualifications is indicated by the text in italics.

<b>Legacy Edexcel IGCSE (4380) content</b>	<b>This qualification content</b>	<b>New content/deleted content*</b>
A8 International Relations, 1918-39	A9 A world divided: International relations between the wars, 1919-39	<i>The League of Nations</i>
A9 The Road to Affluence USA, 1917-41	A7 A divided union: Depression and recovery in the USA, 1929-45	USA and the Second World War <i>The USA, 1917-29</i>
A10 A Divided Union? The USA, 1945-1974	A8 A divided union: Civil rights in the USA, 1945-74	<i>Kennedy and New Frontier</i> <i>Johnson and the Great Society</i>
A11 The End of Empire: Decolonisation in Africa, 1945-1990s.	C7 Change in Africa: from colonialism to independence, 1945-2000	Independence movements in North, East and West Africa Changes in Congo <i>Rhodesia and Zimbabwe</i>
A12 India, 1900-49, Independence and Partition	B5 Colonial rule and nationalist challenge in India, 1919-47	<i>India 1900-19</i>
A13 China in Crisis, 1911-49	C6 Conflict, crisis and change: China c1934-c1989	<i>China 1911-33</i>
A14 Revolution in China, 1949-96	C6 Conflict, crisis and change: China c1934-c1989	China 1934-49 <i>China 1989-96</i>
A16 Conflict and Crisis in the Middle East, 1946-96	C5 Conflict, crisis and change; The Middle East, c1919-c1973	Middle East 1919-46 <i>Middle East 1973-96</i>
A17 International Relations and the Superpowers: 1945-62	A10 A world divided: Superpower relations, 1945-62	
A18 Europe 1945-90s, Divided and United	B6 The fall of communism in Europe, 1979-91	Solidarity, Gorbachev and events in Eastern Europe 1988-91 <i>Western Europe 1945-90s</i> <i>Eastern Europe 1945-1979</i>

\*Any content that has been deleted from the legacy qualifications is indicated by the text in italics.

<b>Legacy Edexcel IGCSE (4380) content</b>	<b>This qualification content</b>	<b>New content/deleted content*</b>
<b>Paper 2</b>		
B1 The Napoleonic Wars, 1803-1815	C2 The changing nature of warfare, 1803-1905	Warfare, 1815-1905
B2 Bismarck's Wars, 1864-1871	A2 Development of a nation: Unification of Germany, 1848-71	Germany, 1848-61
B4 The First World War, 1914-18	B2 The First World War, 1914-18	
B6 Russia in Revolution, 1914-24	B3 Russia in Revolution, 1914-24	
B7 The USA, 1917-29	B4 The USA, 1917-29	Impact of the First World War on USA Immigration, mass production and black Americans <i>Hollywood</i>
B9 The Second World War, 1939-45	C8 The changing nature of warfare, c1936-c2003	Warfare after 1945
B10 China under Mao Zedong 1949-59	C6 Conflict, crisis and change: China, c1934-c1989	China 1959-89
<b>Paper 3</b>		
C1: Medicine in the Nineteenth Century	C3 Changes in medicine c1845-c1945	Medicine 1900-45 <i>Medicine 1800-45</i>
C2: Medicine in the Twentieth Century	C3 Changes in medicine c1845-c1945	Medicine 1845-1900 <i>Medicine 1945-2000</i>
C3: The Changing Nature of Warfare in the Twentieth Century	C8 The changing nature of warfare, c1936-c2003	<i>Warfare 1900-36 especially First World War</i>
C4: The Work of the United Nations	C4 The changing role of international organisations: the League and the UN, 1919-2000	The League of Nations

\*Any content that has been deleted from the legacy qualifications is indicated by the text in italics.

## Changes to content from Edexcel GCE O Level History (7262) to this qualification

The following two tables map the content of the legacy Edexcel GCE O Level (7262) to this IGCSE qualification.

<b>Legacy Edexcel GCE O Level (7262) content</b>	<b>This qualification content</b>
<b>Section A: European History 1763-1870</b>	
French Revolution and Napoleon	B1 The French Revolution, 1789-94 C1 Revolution and change in Europe, 1789-1848
Napoleonic Wars	C2 The changing nature of warfare, 1803-1905
Congress of Vienna and Congress System	C1 Revolution and change in Europe, 1789-1848
Greek War of Independence	C1 Revolution and change in Europe, 1789-1848
Belgian Revolt	C1 Revolution and change in Europe, 1789-1848
Italian Unification	A1 Development of a nation: Unification of Italy, 1852-70
German Unification	A2 Development of a nation: Unification of Germany, 1848-71
1848 Revolutions	C1 Revolution and change in Europe, 1789-1848
<b>Section B: European History 1870-1989</b>	
Russia 1870-1917	A5 Russia: Autocracy and revolt 1881-1914 B3 Russia in Revolution, 1914-24
Russia 1917-53	A6 Russia: Dictatorship and conflict, 1924-53 B3 Russia in Revolution, 1914-24
First World War	B2 The First World War, 1914-18
Versailles Peace Settlement	A9 A world divided: International relations between the wars, 1918-39
League of Nations	C4 The changing role of international organisations: the League and the UN, 1919-2000
Germany 1918-39	A3 Development of dictatorship: Germany, 1918-45
Italy 1918-39	A4 Development of dictatorship: Italy, 1918-43
International Relations 1931-39	A9 A world divided: International relations between the wars, 1919-39
Second World War	C8 The changing nature of warfare, c1936-c2003
Cold War 1945-90	A10 A world divided: Superpower relations, 1945-62 B6 The fall of communism in Europe, 1979-91

## Changes to content from Edexcel GCE O Level History (7263) to this qualification

<b>Legacy Edexcel GCE O Level (7263) content</b>	<b>This qualification content</b>
<b>Section A: Africa, North and South of the Equator</b>	
South Africa and apartheid	C7 Change in Africa: from colonialism to independence, 1945-2000
Independence and after in East Africa	C7 Change in Africa: from colonialism to independence, 1945-2000
Independence and after in West Africa	C7 Change in Africa: from colonialism to independence, 1945-2000
Independence and after in North Africa	C7 Change in Africa: from colonialism to independence, 1945-2000
Congo	C7 Change in Africa: from colonialism to independence, 1945-2000
<b>Section B: Asia and the Middle East</b>	
China 1900-1990	C6 Conflict, crisis and change: China, c1934-c1989
India 1900-48	B5 Colonial rule and nationalist challenge in India, 1919-47
Middle East 1917-90	C5 Conflict, crisis and change; The Middle East, c1919-c1973
<b>Section C: The USA and America</b>	
USA 1918-32	B4 The USA, 1917-29 A7 A divided union: Depression and recovery in the USA, 1929-45
Roosevelt and New Deal	A7 A divided union: Depression and recovery in the USA, 1929-45
USA 1945-90	A8 A divided union: Civil rights in the USA, 1945-74

<b>Legacy Edexcel GCE O Level (7263) content</b>	<b>This qualification content</b>
<b>Section D: Europe</b>	
Russia 1917-53	A6 Russia: Dictatorship and conflict, 1924-53 B3 Russia in Revolution, 1914-24
First World War	B2 The First World War, 1914-18
Versailles Peace Settlement	A9 A world divided: International relations between the wars, 1919-39
League of Nations	C4 The changing role of international organisations: the League and the UN, 1919-2000
Germany 1918-39	A3 Development of dictatorship: Germany, 1918-45
Italy 1918-39	A4 Development of dictatorship: Italy, 1918-43
International Relations 1931-39	A9 A world divided: International relations between the wars, 1918-39
Second World War	C8 The changing nature of warfare, c1936-c2003
Cold War 1945-90	A10 A world divided: Superpower relations, 1945-62 B6 The fall of communism in Europe, 1979-91

## Information for centres starting the Edexcel IGCSE for the first time

In developing this specification we have retained topics which are popular with most centres and which they are well resourced. The table below shows the links between the Cambridge International Examinations IGCSE in History (0470) and this qualification. Centres will be able to use their existing resources for most of the Edexcel topics.

<b>CIE IGCSE (0470) content</b>	<b>This qualification content</b>
Option A1: Were the revolutions of 1848 important?	C1 Revolution and change in Europe, 1789-1848
Option A2: How was Italy unified?	A1 Development of a nation: Unification of Italy, 1852-70
Option A3: How was Germany unified?	A2 Development of a nation: Unification of Germany, 1848-71
Option B1: Were the peace treaties of 1919-23 fair?	A9 A world divided: International relations between the wars, 1919-39
Option B2: To what extent was the League of Nations a success?	C4 The changing role of international organisations: the League and the UN, 1919-2000
Option B3: Why had international peace collapsed by 1939?	A9 A world divided: International relations between the wars, 1919-39
Option B4: Who was to blame for the Cold War?	A10 A world divided: Superpower relations, 1945-62 B6 The fall of communism in Europe, 1979-91
Depth Study A: Germany 1918-45	A3 Development of dictatorship: Germany, 1918-45
Depth Study B: Russia 1905-41	A5 Russia: Autocracy and revolt 1881-1914 B3 Russia in Revolution, 1914-24
Depth Study C: USA, 1919-41	B4 The USA, 1917-29 A7 A divided union: Depression and recovery in the USA, 1929-45
Depth Study D: China 1945-c.1990	C6 Conflict, crisis and change: China, c1934-c1989
Depth Study E: Southern Africa in the Twentieth Century	C7 Change in Africa: from colonialism to independence, 1945-2000
Depth Study F: Israelis and Palestinians 1945-c1994	C5 Conflict, crisis and change: The Middle East, c1919-c1973





## Section B: Assessment

### Assessment overview

#### Introduction

The scheme of assessment for this qualification is a two-and-a-half-hour examination paper. Where possible there is continuity with the style of questions used in the legacy IGCSE and O Level exam papers. However, some new styles of question have been introduced to make the exam paper more accessible.

The table on *page 12* gives you an overview of the assessment. We recommend that you make this information available to students to help ensure they are fully prepared and know exactly what to expect.

#### Assessment summary

Paper	Percentage	Marks	Time/pre-release	Availability
Paper 1	100	100	2 hours 30 minutes	June series First assessment June 2011

Paper 1	Description	Knowledge and skills
<b>Section A</b>	Students must answer two questions, each on a different theme, from those listed in A1-A10. Students are advised to spend one hour on this section. There will be a question on each theme in every examination session.	This section is worth 50 marks with each question marked out of 25. Sub-questions will be as follows. <ul style="list-style-type: none"> <li>Chronological sequencing (3 marks)</li> <li>Description of consequence (4 marks)</li> <li>Explanation of causation (8 marks)</li> <li>Using source and own knowledge to give an explanation (10 marks)</li> </ul>
<b>Section B</b>	Students must answer one question on one topic from those listed in B1-B6 and are advised to spend 45 minutes on this section.	Each question is worth 25 marks and will focus on the understanding and treatment of source and stimulus material. Sub-questions will be as follows. <ul style="list-style-type: none"> <li>Source inference (3 marks)</li> <li>Source cross-referencing (7 marks)</li> <li>Using sources and own knowledge to evaluate a representation (15 marks)</li> </ul>
<b>Section C</b>	Students must answer one question from those listed in C1-C8 and are advised to spend 45 minutes on this section.	Each question is worth 25 marks and will focus on change over time. <ul style="list-style-type: none"> <li>Source comprehension (3 marks)</li> <li>Description of key features (7 marks)</li> <li>Change over time (15 marks)</li> </ul>

## Assessment Objectives and weightings

	% in IGCSE
Students should: <b>AO1:</b> recall, select, organise and deploy knowledge of the specification content and communicate it through description, explanation and analysis of: <ul style="list-style-type: none"> <li>the events, people, changes and issues studied</li> <li>the key features and characteristics of the periods, topics and societies studied</li> </ul>	61%
<b>AO2:</b> show that they understand and can analyse and interpret historical sources in context	31%
<b>AO3:</b> show that they can comprehend, analyse and evaluate how and why events, people, situations and changes have been interpreted and represented in relation to the historical themes and periods studied.	8%
<b>Total</b>	100%

## Question types

### Question types we have retained from the legacy qualifications

- Describe the key developments, events or features.
- Explain causation, consequence and change.
- Use a source and own knowledge to explain or describe a key event.
- Cross-reference two sources.
- Use the sources and own knowledge to explain and evaluate an interpretation or representation of the past.
- Essay on long-term change.

### New question types in this qualification

- Putting events in chronological order (Question (a) Section A).
- Source inferences (Question (a) Section B).
- Source comprehension (Question (a) Section C).

### Using the mark scheme

The mark scheme gives the responses we expect from students. Indicative answers are given but during the standardisation of examiners process the mark scheme is updated and expanded to cover unexpected, correct student responses.

### Marking using levels of response

For most questions student responses will be marked according to level of response mark schemes. There will be **four** levels of response. When examiners mark a script, they will place an answer in one of the four levels initially, and then decide whether it is a strong or weak example of that level. Understanding of the four levels in the mark schemes is essential in order to prepare students effectively for the IGCSE in History examination.

### Why use a levels of response mark scheme?

- It informs students of the level they have achieved and indicates potential examination grades. Students who perform consistently at Level 1 are likely to achieve a grade F. Consistent high performance at Level 2 will result in a grade C and Level 3 will enable a student to achieve a grade A. Consistently high performance at Level 3 will indicate that the student is on track for an A\*.
- Students are able to assess their progress, and work towards an examination grade. They can see what they need to achieve in order to improve. Student mark schemes set out clearly how to improve work in order to progress to a higher level.
- Students can be set work according to their different needs. Students aiming for a grade C should be encouraged to achieve consistently at Level 2.
- Targets can be set for individual students. You can set realistic, informed targets, using the levels in the mark schemes.

- Reporting and collecting information about students is more effective. The level statements can be used as the basis for reporting and exchanging information on students.
- A levels of response mark scheme can place the responsibility on students to improve their own performance. They can be given more information about their progress and be encouraged to analyse what they need to do to improve.
- The time you spend on marking practice questions is reduced. Marking by levels is quicker and simpler.

## **Generic level of response mark schemes**

Example generic mark schemes are given on the following pages. There is one mark scheme for Assessment Objective 1, and one mark scheme for Assessment Objectives 2 and 3. In both cases there are separate versions for you and your students.

You are advised to use these levels to assess student work, where appropriate – that is whenever they complete tasks as practice for the questions they will face in the examination. Levels should not be used when students are carrying out more routine tasks, such as notetaking and research.

## Assessment Objective 1: Teachers' version

**Level 1:** Students make statements which lack any supporting knowledge or understanding, but which show some knowledge of the topic. There may be a series of sentences, each of which may be appropriate but none are developed.

Students may also make unsupported generalisations, or general statements, which lack contextual accuracy – statements could be historically accurate for almost any period.

**Level 2:** Students support their initial statements with knowledge and understanding in paragraph form. Students are, therefore, able to make use of relevant knowledge. Supporting material must be relevant to the initial statement.

Level 2 answers will usually be a series of paragraphs which lack any coherence or organisation. Usually one developed paragraph will earn a low Level 2 mark.

**Level 3:** Students write a sequence of paragraphs with selected supporting knowledge and understanding and organise the paragraphs logically or coherently. Students will, therefore, be able to make links between factors or events and explain causation, change or consequence.

The key feature of a Level 3 answer is that it reads much more fluently and it will be evident that the student has exercised a degree of self-discipline when producing the answer.

**Level 4:** Students show clear understanding of the nature and focus of the question and structure an answer accordingly. The answer will contain an introduction, which focuses clearly on the question, followed by a series of interlinked paragraphs which support the argument put forward. Finally, the student would provide a conclusion that reiterated the main points.

The key feature of a Level 4 answer is that it is an integrated and fully-planned essay, in which the most important factors, effects and changes are explained in an argument that runs throughout the answer.

## Assessment Objectives 2 and 3: Teachers' version

**Level 1:** Students accept the sources uncritically, at face value and take information from them individually. They tackle sources individually and do not attempt to put them in context or to cross-reference between them.

Own knowledge is expressed in simple statements or in sentences which lack any supporting knowledge or understanding, but which show some knowledge of the topic. There may be a series of sentences, each of which may be appropriate, but none of which is developed.

**Level 2:** Students are able to make inferences from sources and/or to support sources with observations from their own knowledge. They may cross-reference between sources and use sources collectively. They may explain isolated events, names and dates in the sources, or provide additional information about people or organizations mentioned in the provenance.

Own knowledge will be expressed in developed statements. These will be extended forms of the sentences in level 1. They will, therefore, usually be paragraphs.

**Level 3:** Students will be able to make inferences from sources and add to the content of sources from their own knowledge. They will be able to make use of this information to show understanding of the context of the overall sources. They can make judgements on the extent of support between sources and use the sources and own knowledge to discuss a view or interpretation.

**Level 4:** Students are able to use sources in an historical inquiry or to support an argument. Often this will lead to sources and own knowledge becoming subsumed in extended writing.

Sources may be rearranged in chronological order and the main thrust of responses will be upon answering the question set, rather than upon assessing the sources individually. Students may pay less attention to the provenance of sources than might be the case in a Level 3 answer.

## Assessment Objective 1: Students' version

**Level 1:** This means that you can write some sentences to answer the question, but you are not able to develop any of them into a paragraph. If you do write paragraphs, you do not really add anything to what you said in the first sentence. You may make generalisations, for example you suggest that 'everyone was treated the same', without explaining how or why. You may also write something that could be true of other periods of history.

To reach Level 2, you need to include some detailed information to back up or explain your answer.

**Level 2:** This means that you can back up your answer with knowledge and understanding, in paragraph form. You show that you know and understand more about the topic than at Level 1. However, your paragraph must be relevant to the topic. You cannot write just anything. For example, you could back up your answer by giving more details about an event, person or date.

Level 2 answers will usually look like a series of paragraphs which are not linked together. They are often quite long answers because you write everything you know about the topic, rather than choosing the most important information.

To reach Level 3, you will need to take time to plan your answer and put your paragraphs in the correct order.

**Level 3:** This means that you write a sequence of paragraphs with detailed knowledge and understanding and also organise the paragraphs in a way that makes sense. For example, you can do this by making links between events and explaining why something happened.

The most important feature of a Level 3 answer, is that it reads much more fluently and it is obvious that you have planned and thought about your answer before starting to write.

To achieve Level 4, you will need to organise your answer so that it has an introduction, an argument and a conclusion.

**Level 4:** This means that you have read the question very carefully and can organise your answer properly. Your answer should have an introduction, which directly links to the focus of the question and tells the examiner the line you will take. You should then write a series of linked paragraphs which support your argument. Finally, you should write a conclusion summarising the main points.

## Assessment Objectives 2 and 3: Students' version

**Level 1:** This means that you take information from the sources without thinking about the context of the sources or who produced it. You simply rewrite the information that the source gives you, without trying to work out anything from the information. If you use your own knowledge it will be in simple statements or sentences.

**To improve to Level 2, you will need to make inferences or try to supply some background knowledge.**

**Level 2:** This means that you are able to make inferences from sources, for example you can work out what is going on in the background. You can also explain dates, events and names that are mentioned in the sources, by use of your own knowledge. You can cross-reference between sources and work out if they are saying the same thing or sharing the same opinion, but you do not go on to use the source to answer the questions.

You may go through the sources in turn, rather than looking for real similarities and grouping the sources together.

If you use your own knowledge, you will write paragraphs which are not connected. You may write one paragraph about the sources and another about your own knowledge.

**To improve to Level 3, you will need to think more about the extent of support between sources and use the sources to stimulate your own knowledge.**

**Level 3:** This means that you are able to make inferences from the sources, cross reference sources and make judgements on the extent of support between them. You can evaluate a view or interpretation of the past using the sources and your own knowledge.

You use the sources and your own knowledge in the same paragraphs to explain why something happened.

**To improve to Level 4, you will need to organise your answer into an essay with an introduction, an argument and a conclusion, using both the sources and your own knowledge.**

**Level 4:** This means that you have read the sources carefully and rather than go through the sources in the order they are on the examination paper, you use them, as appropriate, in your work. You may refer to the sources in chronological order to help you explain your answer.

You write a balanced essay answer in which the sources and your own knowledge are used to support your argument. You fully focus on the question, often integrating the sources and your own knowledge.



## Developing essay writing in IGCSE History

In order to achieve the higher levels for the essay questions, especially Section A questions (b) and (c) and Section C questions (b) and (c), students must be able to plan and structure an essay effectively. The following methods can help to develop these skills.

The essay plan templates, shown on the following pages, can be used to support the level of response mark schemes. These set out the structure of essays at the different levels. Initially, you may wish to give students a list of events/factors/changes to include in their plans.

- A more complex approach would be to give students a list which also includes some irrelevant material.
- More complex still, would be to give two essay titles with one combined list of factors etc. Students would then have to disentangle the list before compiling the two essay plans. In this instance, you could give students the causes and results of the same event.

This technique is useful as it encourages students to plan their answers more effectively and can also be used to aid revision. You could ask students to complete an essay plan for homework and then write out the full essay a month later. They would, therefore, need to look back over their work on a regular basis.

This approach can be developed by waiting until students complete three plans and then asking them to write one of them out. They would find out which one only on the day of the test. All the completed plans can be used in the long term as a basis for revision. You can supply your own versions and these can be used to build up a portfolio of materials.

It is important to re-emphasise that students do not need to work at Level 4 to achieve a grade A\*. Level 4 equates to post-IGCSE ability, such as A Level, and could be an appropriate way to prepare students for further study. Students can achieve an A\* either through consistent performance at the top of Level 3 or through a combination of Level 3 and Level 4 responses.

## Essay plan framework, Level 2

(At Level 1 students are not expected to produce a structured response.)

**Statement:** This is the introduction to the essay. Try to make sure that you start at the beginning, don't just jump into writing without thinking carefully about how you will start.

**Support:** This is the main body of your answer. You need to write a series of paragraphs. There may be three, four or more paragraphs. Make sure that each paragraph deals with a different reason.

Write down what you are going to mention in each paragraph.

**Paragraph 1**

**Paragraph 2**

**Paragraph 3**

**Paragraph 4**

**Summary:** In this section you finish off your answer. Try not to stop suddenly. Finish your answer with a conclusion.

## Essay plan framework, Level 3

**Statement:** This is the introduction to the essay. Tell the examiner how you intend to answer the question.

**Support:** This is the main body of your answer. You need to write a series of paragraphs. There may be three, four or more paragraphs. Make sure that the paragraphs are in a logical order and that they are linked together. For example, if you are referring to long- and short-term causes, make sure that you explain the long-term causes first. But, if you are referring to long- and short-term effects, make sure that you refer to the short-term effects first.

Write down what you are going to mention in each paragraph, and how you are going to link it to the next one.

**Paragraph 1**

**Link**

**Paragraph 2**

**Link**

**Paragraph 3**

**Link**

**Paragraph 4**

**Link**

**Summary:** In this section you finish off your answer. Try to explain how the points you have included helped to bring about the event or change.

## Essay plan framework, Level 4

**Statement:** This is the introduction to the essay. First of all, you need to show that you understand the focus of the question. Outline the main points that you are going to make.

**Support:** This is the main body of your answer. You need to write a series of paragraphs explaining the points that you referred to in your introduction. There may be three, four or more paragraphs. Make sure that the paragraphs are in a logical order and that they are linked together. For example, if you are referring to long- and short-term causes, make sure that you explain the long-term causes first. But, if you are referring to long- and short-term effects, make sure that you refer to the short-term effects first.

**Paragraph 1: Point support**

**Link**

**Paragraph 2: Point support**

**Link**

**Paragraph 3: Point support**

**Link**

**Paragraph 4: Point support**

**Link**

**Summary:** In this section you summarise your answer. Refer back to the points that you made in your paragraphs and be clear as to what you believe to be the main reasons or changes.

## Using sources in IGCSE History

The techniques outlined on the following pages are intended to help teachers develop students' use of sources to IGCSE level.

### Making inferences

An inference is something that can be worked out by 'reading between the lines'. Many students fail to gain marks on these questions because they simply repeat the information in the source.

*Page 24* gives examples of inferences. To many students this represents a considerable challenge, not least because the word is unlikely to be part of their active vocabulary (and also because 'infer' is often erroneously regarded as a synonym of 'imply').

- An inference means to work something out from a source that the source doesn't actually tell you. For example we often make inferences (get messages) from body language. If a student yawns during a lesson the teacher may well get the message, or make the inference, that the student is bored.
- Be careful not just to write down what you can see from the source. In other words, the contents. For example, 'the student is yawning' is a description not an inference.
- You need to make inferences from the sources based on the information in it. Begin each answer with the phrase 'This source suggests.'

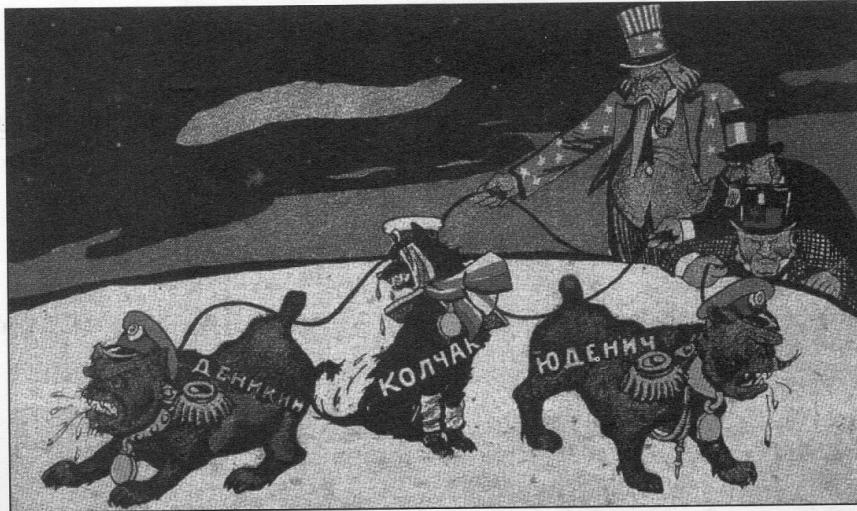
### Developing skills in inference

There are various methods that can be used for developing the skill of making inferences.

- Items in a bag which asks students to get messages, make inferences about the teacher. Students can be encouraged to bring their own bag of items.
- Body language. Students work in pairs and take turns in using body language to encourage inferences
- Provide students with a set of sources and a list of inferences. The students have to match the inferences to the sources.
- Encourage students to annotate the content of an illustration, developing the annotations into inferences.

## Examples of inferences

**Source A:** A Bolshevik poster of 1919. The names written on the dogs are Denikin, Kolchak and Yudenich. The three men in the background represent the USA, France and Britain.



Give **three** statements that could be inferred from Source A about the Whites during the Civil War.

- The White commanders were vicious and evil.
- The Whites were being controlled by foreign powers.
- The foreign powers were unpleasant and wanted to control Russia.
- The Whites were destructive.

**Source B: An illustration of the Amritsar Massacre of 1919.**



Give **three** statements that could be inferred from Source A about the Amritsar Massacre.

Inferences could include:

- The British troops were deliberately aiming and firing at the crowds.
- The British used machine guns in order to cause heavy casualties.
- A great number of civilians were killed or wounded.
- The civilians had no chance of escaping the British gunfire.

## Sources and own knowledge

In order to reach the higher levels in Section A question (c) and Section B question (c), students will need to incorporate inferences from the sources and their own knowledge in their answers. Students can often find it difficult to use sources and their own knowledge. Usually, answers are based largely on the sources, and own knowledge is introduced only towards the end of the answer. This is the result of a false perception that the student's own knowledge is quite separate from the sources.

Questions where students need to use sources and their own knowledge are asking for students' own knowledge to be used to back up points in the sources and/or explain the context of the sources. This approach can be developed by encouraging students to look at sources as stimuli for their own knowledge.

On *page 27* there is an example of this technique. Where certain words and terms used in the source have been underlined, students need to explain them using their own knowledge. In this way, information from the sources will be integrated with students' own knowledge and result in students achieving **Level 2**.

In order to give students a degree of support and confidence, the selected words are listed in a table and their own knowledge can be easily added.

To reach Level 3, students would have to go one stage further. This is outlined on *page 28*. Students not only have to add to the content of the source from their own knowledge but also develop an understanding of its context. This will involve fitting their explanations of the highlighted terms into their overall understanding of the topic. In the case of the topic referred to on pages 27-28, this would entail being able to explain why the Black Power movement began to develop from the late 1950s.

You can make this approach more complex by giving students a range of sources or by asking them to spot interpretations. This can prepare students for the more complex demands of further study at a higher level.



## Sources and own knowledge Level 2

- 1 Read the source carefully.
- 2 You have to try to add something from your own knowledge to help explain what was going on.
- 3 Look at the words that have been underlined.
- 4 Write in the boxes something that you can add about them from your own knowledge.

### For example

You could explain:

- the meaning of *Negroes*
- the meaning of the Federal Government
- the meaning of *lynching*
- why this was being written in 1959.

**Source A: (From the magazine *Liberation* in 1959. This is part of an article written by Robert Williams.)**

I believe Negroes must be willing to defend themselves, their women, their children and their homes. They must be willing to die and to kill in repelling their assailants. Negroes must protect themselves. It is obvious that the Federal Government will not put an end to lynching, therefore, it becomes necessary for us to stop lynching with violence.

### Own knowledge

**Negroes**

**Federal government**

**Lynching**

## Sources and own knowledge Level 3

**Source A: (From the magazine *Liberation* in 1959. This is part of an article written by Robert Williams.)**

I believe Negroes must be willing to defend themselves, their women, their children and their homes. They must be willing to die and to kill in repelling their assailants. Negroes must protect themselves. It is obvious that the Federal Government will not put an end to lynching, therefore, it becomes necessary for us to stop lynching with violence.

### Own knowledge

**Negroes**

**Federal government**

**Lynching**

**General context**

## Examination questions

This section provides guidance on how to answer questions in each section of the exam paper, plus exemplar answers with examiner comments on the mark gained and how the answer could be improved.

### Section A

- For part (a) at least two of the events will be directly stated in the specification. Those events not stated in the specification will be central to the learning of the topic.
- For part (b) the two events will be directly stated in the specification.

(a) Study the events which occurred in Germany in the years 1918-24.

The Dawes Plan	Hyperinflation	French occupation of the Ruhr	The Treaty of Versailles	The Kapp Putsch
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In your answer booklet, write these events in the correct chronological sequence.

(3)

<b>How to answer</b> For full marks all events must be in chronological order.
<b>Student answer</b> The Treaty of Versailles Kapp Putsch French occupation of the Ruhr Dawes Plan Hyperinflation
<b>Examiner comment</b> The student has the first three events in the correct sequence. However, hyperinflation came before the Dawes Plan. 2 marks.

(b) Choose **either** the Treaty of Versailles **or** hyperinflation.

Describe **one** effect on the Weimar Republic of the event you have chosen.

(4)

**How to answer**

This question is asking for a precise description. However, one paragraph is enough as it is worth only 4 marks.

- Give the effect.
- Describe it with precise details.

**Student answer**

Hyperinflation meant that the German currency lost all of its value. Many people could not afford everyday necessities.

**Examiner comment**

The student has focused on the question but written two simple statements and would be awarded Level 1 marks. To reach Level 2 the student would need to develop either or both sentences – examples of value of mark or cost of bread.

(c) Why was there increased support for the Nazi Party in the years 1929-32? Explain your answer.

(8)

**How to answer**

The focus is on a developed explanation of causation.

- At least two paragraphs focusing on causation.
- Begin each paragraph with the reason followed by a developed explanation.
- Try to make links between each reason. Use link words and phrases such as *moreover*, *however*, *this led to*, *this meant that*, *consequently*.

**Student answer**

There was increased support for the Nazis because of the Depression which brought unemployment.

Also because of Nazi propaganda. Goebbels was in charge of propaganda. The Nazis produced posters which promised people work and attacked the Jews and communists. Hitler made speeches in which he promised to get rid of the Treaty of Versailles. The Nazis also used radios and newspapers.

**Examiner comment**

A mid Level 2 answer. The student has made a simple statement about the Depression and needs to explain its effects on Germany and how it increased support for the Nazi Party. Paragraph two is more developed but the series of statements about propaganda need more explanation and linkage to move the answer to Level 3.

(d) Study the source and then answer the question that follows.

**Source: from a modern textbook**

The Nazis believed that men and women had different roles to play in Germany. Boys and girls were sent to separate schools and studied different subjects. The training continued in the Nazi youth movements. Men were expected to become soldiers and workers. Women were discouraged from doing paid work.

Use the source, and your own knowledge, to explain the change in position of women in Nazi Germany in the years 1933-39.

**(10)**

**How to answer**

- Read the source and underline any words, phrases, events, dates or people that you can explain further.
- Ensure you refer to the source during the course of your answer.
- Aim for at least two, preferably three, paragraphs. Each paragraph should begin with the factor followed by an explanation of that factor.
- Try to make links between each factor/paragraph. Use link words and phrases such as *moreover, however, this led to, this meant that, consequently*.
- A conclusion. Begin with *overall* and give what you believe was the main factor with a brief explanation.

**Student answer**

The source suggests that women in Nazi Germany were discouraged from doing paid work. When Hitler came into power he tried to stop married women from working. Thousands of married women doctors and civil servants were sacked from their jobs. Over the next few years the number of women teachers was gradually reduced. From 1936 onwards women could no longer be judges or prosecutors, nor could they serve on juries.

**Examiner comment**

The student has explained what happened to women in employment under the Nazis and made a series of developed statements with relevant and precise knowledge. A good mid Level 2 answer. To achieve Level 3, the student needs a greater focus on change, for example employment of women before the Nazis, and to develop at least one other change such as their appearance or domestic role.

## Section B

**Source A: A British painting showing an attack by British troops on German trenches at Neuve Chapelle, March 1915.**



- (a) Give **three** statements that could be inferred from Source A about fighting on the Western Front during the First World War.

**(3)**

### **How to answer**

This is an inference answer.

- Aim for three inferences.
- Begin each sentence with ‘This source suggests that ...’

### **Student answer**

This source suggests that there was still hand to hand fighting on the Western Front. This source also suggests that the British troops reached the German trenches.

### **Examiner comments**

The student has made two inferences from the source and would score 2 marks. To achieve full marks (3) the student needs to make at least one more inference such as there were many casualties, the British troops showed great bravery.

**SOURCE B: From an account by a British soldier who fought on the Western Front. He is describing a British attack on the German trenches on 1 July 1916, the first day of the Somme.**

The 1st Rifle Brigade advanced in perfect order. Everything was working smoothly, not a shot being fired. We had nearly reached the German front line, when all at once machine-guns opened up all along our front with a murderous fire, We were caught in the open, with no shelter. Men were falling all around us. I tripped over dead bodies and fell headlong into a shell hole. Bodies were strung out on the barbed wire.

**SOURCE C: From an interview with a British soldier who served on the Western Front. He is describing a British attack during the Somme offensive.**

Hundreds of dead were strung out on the barbed wire. Quite as many died on the enemy wire as on the ground. It was clear that there was no gap in the wire at the time of the attack. The Germans must have been reinforcing the wire for months. How did the planners imagine that the British soldiers would survive the machine gun fire and the barbed wire?

(b) Does Source C support the evidence of Source B in terms of the reasons for the failure of the British attacks at the Somme in July 1916? Explain your answer.

(7)

**How to answer**

- Compare the two sources for evidence of support. Remember to get evidence from both sources.
- Compare the two sources for differences. In what way does Source C not support Source B? Remember to get evidence from both sources.
- Make judgements on the extent of support between the two sources. Use phrases such as *greatly supports, much support, very little support, strong differences*.
- Write a conclusion beginning with *overall* and give your final judgement on the extent of support between the two sources.

**Student answer**

Source C does support the evidence of Source B about the failure of the British attacks at the Somme. Both suggest there were heavy casualties and it was due to the barbed wire and machine guns. Source B mentions the murderous machine gun fire and bodies trapped on the barbed wire. Source C supports this with reference to the dead bodies on the barbed wire and the machine gun fire.

**Examiner comments**

A good Level 2 answer. The student successfully identifies and evidences the support between the two sources. However, to achieve Level 3 the answer must address differences, for example Source B stresses poor planning, Source C the failure to find a gap in the wire. In addition, there needs to be some judgement about the extent of support between the two sources.

**SOURCE D: From a modern history textbook.**

The commanders on both sides had little or no idea about trench warfare and the tactics necessary to break the deadlock. Many of the senior British generals had very out-of-date ideas. They still believed that the cavalry would win wars. They persisted for over three years with the belief that numbers of infantry soldiers would achieve a breakthrough against machine-guns and barbed wire.

The main reason for the deadlock on the Western Front was the tactics of commanders on both sides. Use the sources and your own knowledge to explain whether you agree with this view.

**(15)**

**How to answer**

**The sources**

Look at each source and decide whether it supports, or disagrees with, the above view. Use the following grid. Write in the source and give a brief explanation of why it supports or disagrees with the view.

Source	Agreeing with the view	Disagreeing with the view

**Own knowledge**

An easy way to stimulate your own knowledge is to pick out words or phrases in the sources which you can write about. Put examples of own knowledge in the grid below to agree and disagree with the view.

Own knowledge agreeing	Own knowledge disagreeing



### **Structured answer**

- An introduction explaining the interpretation and the main factors you will explain.
- A few paragraphs agreeing with the interpretation, using any relevant sources and your own knowledge.
- A few paragraphs disagreeing with the interpretation and explaining other factors, using any relevant sources and your own knowledge.
- A conclusion beginning with *overall* giving your final judgement on the interpretation.

### **Student answer**

Source A suggests that the British attack was successful as the British troops have managed to reach and probably capture the German trenches. This does not agree that the deadlock was due to the tactics of the commanders as they appear to have been successful.

Source B does not suggest it was due to the commanders. It suggests that it was due to the strong German defences, including the effective use of machine guns and the difficulty of getting across no man's land.

Source C also suggests it was the strong German defences rather than the British commanders. Many died trying to get across the barbed wire which the Germans had strongly reinforced for several months.

The failure to break the deadlock on the first day of the Somme was due to the strong German defences. The Germans had three lines of trenches which they had been reinforcing for several months before the British attack. They had concrete dugouts, thirty feet below the ground in which they sheltered during the British bombardment. As soon as the bombardment ended, the German troops were able to return to their machine gun positions within one minute.

### **Examiner comments**

A very good Level 2 answer as the student interrogates three of the four sources to disagree with the statement and, in the last paragraph, uses own knowledge. However, to achieve Level 3, the student needs to give a more balanced answer. There needs to be some explanation of the part played by commanders and their tactics in creating deadlock, by referring to Source D, the failure of tactics described in Sources B and C and their own knowledge, for example of Haig's emphasis on attrition.

## Section C

### Source H: A survivor describes the effects of the atomic bomb on Hiroshima in August 1945

My wife found shelter in a shack with some other people and began feeding the baby. There were people in there who had been horribly burnt by the force of the blast. Glass splinters were stuck all over her face; she was able to remove the largest of these. However soon afterwards her hair began to fall out. Then she developed small boils and started bleeding from various parts of her body. Within a short time she was bald. The baby showed the same symptoms but also had diarrhoea. He died soon afterwards.

(a) What does Source H tell us about the effects of the atomic bomb on Hiroshima?

(3)

#### How to answer

This is a source comprehension question. At least three things should be identified from the source.

#### Student answer

Source H tells us that the atom bomb caused severe injuries. Some people were horribly burnt.

#### Examiner comments

The student has given two facts from the source and would be awarded 2 marks. To achieve maximum marks there must be at least one other aspect, such as an example of other severe injuries or the after effects of the bomb.

(b) Describe the key features of either blitzkrieg or guerrilla warfare.

(7)

#### How to answer

Key features identify special aspects of an institution, development, movement etc. Key features can also include causes, events and results.

- Begin with the key feature and then describe it as precisely as possible.
- Aim for a minimum of two paragraphs as this question is worth **7 marks**.

#### Student answer

Blitzkrieg meant 'lightning war' and was used to describe the tactics used by the Germans in the early years of the Second World War. It started with bombers attacking enemy airfields. Then parachutists were dropped behind enemy lines. Dive bombers attacked enemy strong points. Tanks broke through weak points in the enemy lines and traveled fast across the country. Motorised infantry followed up to mop up resistance.

#### Examiner comments

The student describes the key stages of blitzkrieg and would be awarded a mid Level 2 mark. However, to achieve Level 3 the answer needs to develop the explanation of the key features. For example, attacking enemy airfields was in order to prevent any resistance from enemy aircraft. Parachutists were dropped behind enemy lines in order to capture bridges and other important targets, and disrupt communications.

(c) In what ways did methods of sea and aerial warfare change in the years 1939-75?

You may use the following information and any other information of your own to help you with your answer.

Developments in bombing during the Second World War  
Changes in aerial warfare in the years 1945-75  
Changes in submarine warfare during and after the Second World War  
Surface naval warfare during and after the Second World War

(15)

(Total for question 8: 25 marks)

#### How to answer

This needs to be structured.

- An introduction setting out the plan for the essay and suggesting the key factors which will be explained.
- Use the stimuli in the order given in the question, writing at least a paragraph on each.
- In each paragraph give the main change or changes, explain each precisely and give a judgement on its or their importance.
- Try to make links between one paragraph and the next. Use link words and phrases such as *moreover, however, this led to, this meant that, consequently*.
- A conclusion beginning with *overall and* giving your final judgement. This could emphasise the most important change, or the inter-action between a series of changes.
- Remember – focus on the actual essay question rather than simply describing the stimuli.

#### Student answer

During the Second World War there were important developments in the use of aircraft for aerial bombing. In blitzkrieg, dive bombers were used to attack enemy strong points. The Germans believed they could bomb countries into submission. For example, after the bombing of Warsaw in September 1939, the Poles surrendered. They tried to do this against Britain during the Blitz of 1940-41 and attacked many towns and cities. London suffered many attacks and much damage. The Blitz did not work because it made the British people more determined to resist. The Allies tried to bomb Germany out of the war from 1943-45. They almost completely destroyed the main German cities and towns. The Americans used the atom bombs on Japan in 1945 and forced them out of the war.

Submarine warfare developed during the Second World War. The Germans used wolf pack tactics. This meant that a group of U-boats attacked Allied convoys and the escort vessels were unable to cope. The U-boats were very successful from 1940-42. The Allies were able to defeat this threat by developing better anti U-boat tactics. For example they used aircraft fitted with radar sets to locate the U-boats and attack them. The most important reason was the Allies were able to decode the German code system known as 'Enigma' and knew the location of the wolf-packs.

#### Examiner comment

This is a mid Level 2 answer. The student has written a paragraph on two of the stimuli and used sound knowledge and detail. However, in order to achieve Level 3, there needs to be a greater focus on change, an explanation of the other stimuli, some links between the stimuli, and more structure to the essay with an introduction and conclusion. For Level 4, more judgement is needed on the extent of change in each of the stimuli.



# Section C: Planning and teaching

## Course planner

### Combination of options

The examination paper has three sections.

- Section A: students answer questions about **two** of the 10 themes.
- Section B: students answer questions about **one** of the six Depth Studies
- Section C: students answer questions about **one** of the eight Studies in Change.

Centres have a free choice from each section. There are no forbidden combinations. Some possible combinations of options are given below.

#### Revolution/communism

- A5 Russia: Autocracy and revolt, 1881-1914
- A6 Russia: Dictatorship and conflict, 1924-1953
- B3 Russia in Revolution, 1914-1924
- C6 Conflict, crisis and change: China, c1934-c1989

#### Late eighteenth and first half of nineteenth century

- A1 Development of a nation: Unification of Italy, 1852-70
- A2 Development of a nation: Unification of Germany, 1848-71
- B1 The French Revolution, 1789-94
- C1 Revolution and change in Europe, 1789-1848

#### International relations

- A9 A world divided: International relations between the wars, 1919-1939
- A10 A world divided: Superpower relations, 1945-1962
- B6 The fall of communism in Europe, 1979-1991
- C4 The changing role of international organisations: the League and the UN, 1919-2000

#### USA and The Middle East

- A7 A divided union. Depression and recovery in the USA, 1929-45
- A8 A divided union. Civil rights in the USA, 1945-74
- B4 The USA, 1917-1929
- C5 Conflict, crisis and change: The Middle East c1919-c1973

## Delivery models

For a two-year, six-term course, the following general guidelines could apply.

- One term for each of the themes.
- One term for the Depth Study.
- Two terms for the Study in Change – this is a longer period than for Sections A and B.
- One term (probably half a term in effect) for revision and examination preparation.

Revolution/communism with a chronological focus, especially on Russia.

Term	Content	Skills for assessment
1	A5 Russia: Autocracy and revolt 1881-1914	Develop section 1 skills
2	B3 Russia in Revolution, 1914-24	Develop source skills
3	A6 Russia: Dictatorship and conflict, 1924-53	Revisit section 1 skills
4	C6 Conflict, crisis and change: China c1934-c1989	Develop section 3 skills
5	C6 Conflict, crisis and change: China c1934-c1989	Develop section 3 skills
6	Revision and exam preparation	Frequent timed tests

Late eighteenth and first half of nineteenth century – again with a chronological focus and using C1 as background to the two A topics.

Term	Content	Skills for assessment
1	B1 The French Revolution, 1789-94	Develop source skills
2	C1 Revolution and change in Europe, 1789-1848	Develop section 3 skills
3	C1 Revolution and change in Europe, 1789-1848	Revisit section 3 skills
4	A1 Development of a nation: Unification of Italy, 1852-70	Develop section 1 skills
5	A2 Development of a nation: Unification of Germany, 1848-71	Practise section 1 skills
6	Revision and exam preparation	Frequent timed tests

International relations – again with a chronological focus but dividing the C4 topic into two different sections, for chronological reasons but also to break up a potentially wide topic.

<b>Term</b>	<b>Content</b>	<b>Skills for assessment</b>
<b>1</b>	A9 A world divided: International relations between the wars, 1919-39	Develop section 1 skills
<b>2</b>	C4 The changing role of international organisations: the League and the UN, 1919-2000	Develop section 3 skills
<b>3</b>	C4 The changing role of international organisations: the League and the UN, 1919-2000	Revisit section 3 skills
<b>4</b>	A10 A world divided: Superpower relations, 1945-62	Practise section 1 skills
<b>5</b>	B6 The fall of communism in Europe, 1979-91	Develop source skills
<b>6</b>	Revision and exam preparation	Frequent timed tests

USA and The Middle East – this could be delivered in chronological order or in the following way, to break up the Middle East topic.

<b>Term</b>	<b>Content</b>	<b>Skills for assessment</b>
<b>1</b>	B4 The USA, 1917-29	Develop source skills
<b>2</b>	A7 A divided union: Depression and recovery in the USA, 1929-45	Develop section 1 skills
<b>3</b>	C5 Conflict, crisis and change: The Middle East c1919-c 1973	Revisit section 3 skills
<b>4</b>	A8 A divided union: Civil rights in the USA, 1945-74	Practise section 1 skills
<b>5</b>	C5 Conflict, crisis and change: The Middle East c1949-c1973	Practise section 3 skills
<b>6</b>	Revision and exam preparation	Frequent timed tests

## Content amplification

The content of each option is amplified below.

<b>A1 Development of a nation: Unification of Italy, 1852-70</b>	
	<ul style="list-style-type: none"> <li>• Cavour's domestic policies</li> <li>• The defeat of Austria</li> <li>• Garibaldi</li> <li>• The Papal States</li> <li>• Venice and Rome.</li> </ul>
<ul style="list-style-type: none"> <li>• Cavour's financial and domestic reforms, economic expansion and his policies to reduce the influence of the Church.</li> <li>• Piedmont and the Crimean War, Orsini and Napoleon III, the Pact of Plombieres, defeat of Austria, French withdrawal and the Treaty of Villafranca.</li> <li>• Garibaldi's motives for intervening in Naples and Sicily and the Thousand. Garibaldi's invasion and successes in Sicily and Naples. Proclamation of Kingdom of Italy.</li> <li>• Garibaldi's advance northwards to the Papal States. Reaction of great powers and Cavour. Intervention of Piedmont.</li> <li>• Piedmont and the Austro-Prussian War and Venetia. Piedmont and the Franco-Prussian War and acquisition of Rome.</li> </ul>	

<b>A2 Development of a nation: Unification of Germany, 1848-71</b>	
	<ul style="list-style-type: none"> <li>• The importance of the 1848 revolutions</li> <li>• Economic factors favouring unification</li> <li>• Bismarck's aims and methods</li> <li>• Wars against Denmark and Austria</li> <li>• Franco-Prussian War.</li> </ul>
<ul style="list-style-type: none"> <li>• The key events of 1848-9 including the Frankfurt Assembly, Prussian support for a unified Germany, the opposition of Austria and the refusal of Frederick William of Prussia to become emperor. Effects on German nationalism and liberalism.</li> <li>• The importance of the industrial development of Prussia and a national railway system. The development of the Zollverein – Prussian leadership, wider membership and exclusion of Austria.</li> <li>• Bismarck's determination to unite Germany under Prussian leadership and exclude Austria. Use of diplomacy to isolate rivals and war 'blood and iron'.</li> <li>• Use of Schleswig-Holstein to provoke Denmark. Defeat of Denmark and Convention of Gastein. Diplomacy to isolate Austria and provoke. Sadowa and reasons for Prussian victory. Treaty of Prague and establishment of North German Confederation.</li> <li>• Diplomacy to isolate France. The Ems Telegram. Support of southern states. Key events of the Franco-Prussian War. Reasons for Prussian victory. Treaty of Frankfurt and the Proclamation of the German Empire.</li> </ul>	



### A3 Development of dictatorship: Germany, 1918-45

- The establishment of the Weimar Republic and its early problems
- The recovery of Germany, 1924-29
- The rise of Hitler and the Nazis
- Life in Nazi Germany
- The impact of the Second World War on Germany

- The German Revolution of 1918. The strengths and weaknesses of the new Constitution. Reactions to the Treaty of Versailles. The Spartacist and Kapp uprisings. French occupation of the Ruhr. Causes and effects of hyperinflation.
- The work of Stresemann. Rentenmark, Dawes and Young Plan and the recovery of the German economy. Successes abroad – League of Nations, Locarno Treaties and Kellogg-Briand Pact.
- Hitler and the German Workers' Party. Changes to the party, 1920-22. Causes, events and results of Munich Putsch 1923. Reorganisation of the Party, 1924-28. Impact of Wall Street Crash. Nazi methods to win support. Events of 1932 to January 1933.
- Setting up the Nazi dictatorship through the Reichstag Fire, Enabling Act, Night of the Long Knives, the police state and propaganda. Nazi policies towards women, the young, the Jews and the Churches. Policies to reduce unemployment.
- Nazi policies towards the Jews including ghettos, death squads and the Final Solution. The German Home Front and the growth of opposition to Hitler. Defeat and Hitler's death.

### A4 Development of dictatorship: Italy, 1918-43

- Post-war discontent in Italy
- Growing support for Fascism, 1919-22
- The founding of the Fascist state under Mussolini
- Domestic policies and life in Fascist Italy
- The impact of the Second World War on Italy

- Weaknesses of the Italian system of government. Italian discontent with the Versailles Peace Settlement. The growth of socialism. Failure of Italian governments, 1919-22.
- Mussolini and the formation of the Fascist Party, its aims and organisation. Fascist activities, 1919-22. The March on Rome.
- The Fascist dictatorship – the one-party state, the electoral law of 1923, the murder of Matteoti, censorship and the police state.
- The Lateran Treaty and the Corporate State. Mussolini's economic policies including the Battles of Wheat and Lira. The Battle of Births and control of the youth.
- Entry in 1940. Effects of war on the home front. Growth of opposition and German occupation. Puppet ruler and circumstances leading to Mussolini's death.

## A5 Russia: Autocracy and revolt, 1881-1914

- The reign of Alexander III
- Problems facing Nicholas II, 1894-1905
- The 1905 Revolution
- The Dumas and Stolypin
- The growth of opposition to Tsarist rule

- Impact of the assassination of Alexander II. Alexander III and reaction. Restoration of autocracy, censorship and the policy of Russification.
- Weakness of Nicholas II as Tsar. Problems of peasants, town workers and subject nationalities.
- The Russo-Japanese War (1904-5) and Bloody Sunday (January 1905). Key events of the 1905 Revolution. The October Manifesto and reasons why Nicholas survived.
- The attitude of Nicholas to the first three Dumas. Stolypin's policy of repression and land reform. The Lena Goldfield strike.
- Emergence of opposition groups including the Constitutional Democrats (Cadets), Octobrists, Social Revolutionary Party and Social Democrats. Split in Social Democrats – Mensheviks and Bolsheviks.

## A6 Russia: Dictatorship and conflict, 1924-53

- The leadership struggle, 1924-28
- Five Year Plans and collectivisation
- Purges and Show Trials
- Cult of personality and the revision of history
- The impact of the Second World War

- The rivals for the leadership. Strengths and weaknesses of Stalin and Trotsky. Stalin's steps to power, 1924-28.
- Stalin's economic aims. Key features of industrialisation including Gosplan, Five Year Plans, Stakhanovites, living and working conditions. Reasons for and nature of collectivisation. Opposition of and removal of kulaks. Successes and failures of economic policies.
- Reasons for purges including the murder of Kirov. Key features of the purges of the 1930s. Impact on Soviet Union. Reasons for and features of Show Trials.
- Reasons for and methods of cult of personality. Censorship, propaganda, control of education and the Soviet interpretation of history.
- Early German success, 1941-2, and reasons for the revival of the Soviet Union under Stalin. Stalin's popularity. Post-war purges and Stalin's death.

## A7 A divided union: Depression and recovery in the USA, 1929-45

- The Wall Street Crash
- The Depression and the policies of Hoover
- Roosevelt and the New Deal
- Reactions to the New Deal
- The impact of war on the USA

- Long-term and immediate reasons for the Wall Street Crash especially speculation, weaknesses in the US economy and the events of October 1929. The immediate effects of the Crash.
- The economic and social effects of the Depression. Attitude and policies of Hoover including Hoovervilles and the Bonus Marchers. Attempts to reduce effects of unemployment.
- Reasons for Roosevelt's success in the 1932 Presidential Election campaign. Main features of New Deal. The Hundred Days, fireside chats, banking reform, Alphabet Agencies and the Second New Deal.
- Opposition to the New Deal especially Supreme Court, Republicans, Huey Long and Dr Francis Townsend. Successes and failures of the New Deal.
- Reason for economic growth, the treatment of Japanese Americans and black Americans and the contribution of women.

## A8 A divided union: Civil rights in the USA, 1945-74

- McCarthyism and the Red Scare
- Civil Rights in the 1950s
- The impact of Martin Luther King and Black Power
- Protest movements: students, women, anti-Vietnam
- Nixon and Watergate

- Reasons for the Red Scare including the Cold War, 1945-50, Hiss and Rosenberg cases and the HUAC and the Hollywood Ten. The methods used by McCarthy and the growth of opposition.
- Segregation and discrimination. Key events and importance of Brown v Topeka (1954), Montgomery Bus Boycott (1955) and Little Rock (1957).
- Freedom riders sit-ins and voting rights. The methods and activities of Martin Luther King. Civil Rights legislation of the 1960s. Malcolm X and the Nation of Islam. Reasons for growth of Black Power. Race riots and the Black Panther movement.
- General reasons for growth of protest movements. The student movement and links to war in Vietnam, Students for Democratic Society and 'hippies'. Betty Friedan, Eleanor Roosevelt, NOW, women's liberation movement, abortion and Phyllis Schlafly.
- Reasons for and key features of the Watergate scandal. Impact on Nixon and US politics. New laws.

## A9 A world divided: International relations between the wars, 1919-39

- The Versailles Settlement
- International cooperation in the 1920s
- The breakdown of cooperation in the early 1930s
- Appeasement, 1935-39
- Reasons for the outbreak of the Second World War

- The aims of the Big Three. Key terms of the treaties of Versailles, St Germain, Sevres, Trianon and Neuilly. Reactions to the peace treaties.
- International cooperation and disarmament: The Corfu incident, Washington Conferences. The Locarno Treaties and the Kellogg-Briand Pact.
- Impact of the World Depression, the emergence of the dictators and the Japanese invasion of Manchuria. Failure of the Disarmament Conference, 1932-33.
- Reasons for appeasement. Italian invasion of Abyssinia (1935), Rhineland (1936), Austria (March 1938), the Sudetenland Crisis and the Munich Conference.
- German occupation of Czechoslovakia (March 1939), Anglo-French support for Poland, Nazi-Soviet Pact (August 1939), German invasion of Poland, weaknesses of appeasement.

## A10 A world divided: Superpower relations, 1945-62

- Reasons for the Cold War
- Early developments in the Cold War, 1945-49
- The Cold War in the 1950s
- The Berlin Crisis of 1961
- The Cuban Missile Crisis

- Long-term rivalry between Soviet Union and the West. Differences during the Second World War and at Yalta and Potsdam. Soviet Union and Eastern Europe. Attitude of Truman.
- Soviet expansion in Eastern Europe. Truman Doctrine and Marshall Plan. Differences over Germany. Causes, events and results of the Berlin Crisis (1948-9). Setting up of NATO.
- Korean War, Khrushchev and peaceful co-existence and the Warsaw Pact. Causes, events and results of the Hungarian uprising.
- U2 incident (1960). Reasons for construction of the Berlin Wall (1961) and its effects on East-West relations and on Germany.
- Castro and relations with USA and Soviet Union. Bay of Pigs. Kennedy and missile sites. Key events of crisis. Impact on East-West relations.

## B1 The French Revolution, 1789-94

- Long-term causes of the Revolution
- Short-term causes of the Revolution
- The events of 1789
- Developments, 1789-92
- Convention and Terror
- The fall of Robespierre

- The Enlightenment, American War of Independence, Three Estates, taxation, attitude of monarchy.
- Financial problems, policies of Calonne and Brienne, poor harvests, Assembly of Notables.
- Estates General, Tennis Court Oath, storming of the Bastille, the *Grand Peur*, Jacobins and National Assembly.
- Changes brought about by the National Assembly, the new Constitution, Edict of Fraternity and the outbreak of war.
- The National Convention, the execution of Louis XVI, Committee of Public Safety, Robespierre and the Terror.
- Reasons for downfall of Robespierre and his execution. Achievements of Revolution, 1789-94.

## B2 The First World War, 1914-18

- The Schlieffen Plan
- Deadlock on the Western Front
- Gallipoli
- The Somme and Passchendaele
- The War at Sea
- The defeat of Germany

- The Schlieffen Plan and why it failed. Arrival and activities of BEF. Belgian resistance. Battle of the Marne and the race for the sea. Winter 1914-15 and trenches.
- The trench system, life in the trenches, new weapons and methods, and reasons for deadlock.
- Reasons for the Gallipoli campaign. Failure of the Dardanelles campaign. Gallipoli landings, deadlock and life in trenches. Reasons for failure of campaign. Evacuation.
- Reasons for the Somme. The first day of the Somme. Key features of Somme and Passchendaele. Successes and failures. Responsibility of Haig.
- German threat to Britain in the North Sea. German raids, Heligoland Bight, Dogger Bank and Jutland. The U-Boat threat, the Lusitania and anti-U Boat measures.
- US entry into war. The Ludendorff spring offensives (1918). The Allied drive to victory (July-November 1918), revolution in Germany and reasons for German defeat.

### **B3 Russia in Revolution, 1914-24**

- Successes and failures of the First World War
- The February Revolution
- The Bolshevik seizure of power
- Civil War
- War Communism
- New Economic Policy (NEP)

- Russian defeats on the Eastern Front, 1914-16. Economic, social and political effects of war on Russia. Influence of Rasputin. Impact of winter of 1916-17.
- Immediate causes of the February Revolution, especially events in Petrograd. Abdication of Tsar. Setting up of Provisional Government.
- Weaknesses and mistakes of Provisional Government. Activities of Lenin and the Bolsheviks. July Days and Kornilov Revolt. Planning of Trotsky. Key events.
- Bolshevik consolidation in power. Decrees, Constituent Assembly and Treaty of Brest-Litovsk. Two sides in Civil War. Key events and reasons for Bolshevik victory.
- Reasons for and effects of War Communism. The Kronstadt Mutiny.
- Reasons for and effects of NEP. Opposition to the new policy. Death of Lenin.

### **B4 The USA, 1917-29**

- The impact of the First World War on the USA
- Immigration
- Prohibition and gangsterism
- Mass production and the stock market boom
- The Roaring Twenties
- The position of black Americans

- Economic benefits. Isolationism. Attitudes to Versailles Settlement and the League of Nations. Protectionist policies.
- Attitudes to immigration. Policies to restrict immigration. Sacco and Vanzetti Case.
- Reasons for introduction of and failure of prohibition. Organised crime including Al Capone.
- Reasons for economic boom of the 1920s. Henry Ford and mass production. The popularity of the stock market. Problems in farming.
- The leisure industry, cinema, jazz, dancing, sport, radio, advertising, motoring, morals and values and the 'Monkey Trial'. The changing position of women including the flappers.
- The Jim Crow Laws, segregation and discrimination. The Ku Klux Klan.

## B5 Colonial rule and the nationalist challenge in India, 1919-47

- The Rowlatt Acts, Amritsar and the Government of India Act, 1919
- Gandhi and Congress, 1917-29
- Key developments in the 1930s
- The impact of the Second World War on India
- The growth of communal violence, 1946-47
- Independence and partition

- Impact of First World War on India, terms of and reactions to Rowlatt Acts and the Government of India Act (1919). Causes, events and significance of Amritsar.
- Gandhi and his aims and methods. Civil disobedience. Attitude to British, Muslims and untouchables.
- Simon Commission, Salt March, Round Table Conferences, Government of India Act (1935), Jinnah and Muslim League.
- Gandhi and Jinnah and attitudes to Second World War. Cripps Mission, 'Quit India' campaign and Chandra Bose.
- Attitude and problems of Labour Government. Muslim/Hindu differences and clashes. Demand for Pakistan.
- British decision to withdraw. Work of Mountbatten. British solution of partition. Further communal violence.

## B6 The fall of communism in Europe, 1979-91

- Solidarity movement in Poland
- Economic problems in the Soviet Union
- The policies of Gorbachev
- Developments in eastern Europe, 1988-90
- The Velvet Revolution in Czechoslovakia
- The reunification of Germany

- Polish opposition to Soviet control. Leadership of Lech Walesa. Key events and influence of Solidarity, 1980-87. Success of Solidarity, 1989-90.
- Overspending due to invasion, Afghanistan, arms race and Cold War. Inefficiency of Soviet industry and agriculture. Absenteeism, drunkenness. Stagnation under Brezhnev.
- Gorbachev's aims and methods. Perestroika and glasnost in Soviet Union, 'Sinatra' Doctrine in Eastern Europe.
- Key developments in Hungary, Romania, Poland and Bulgaria.
- Influence of Gorbachev's policies and visit (1987). Growth of opposition to Soviet and communist rule, 1987-89. Events in Prague in January 1989. Gorbachev and changes in Czech government.
- Growth of opposition to communism and Soviet control in East Germany, 1987-89. Key events in autumn 1989. Pulling down the wall. Reasons for reunification in 1990.

## C1 Revolution and change in Europe, 1789-1848

- The impact of the French Revolution on Europe
- Changes brought about by the Vienna Settlement and the Congress System
- System
- The impact of the Greek Revolt
- The Belgian War of Independence
- The revolutions of 1848

- The political effects of the French Revolutionary and Napoleonic Wars. Changes in Italy and Germany. The Quadruple Alliance and the defeat of Napoleon.
- Key aims of the Great Powers at the Vienna Settlement, and its main terms. Meaning and aims of the Congress System. Successes and failures of peace time congresses, 1818-23. Alexander I and Holy Alliance.
- Long-term and immediate reasons for the Greek Revolt. Reasons for and importance of the intervention of Great Powers and Mehemet Ali. The Russo-Turkish War and Greek independence.
- The growth of opposition in Belgium to the union with Holland. Reasons for and the importance of Great Power intervention in the years after 1830. Key events of the struggle for independence. The Treaty of London.
- Long-term causes including the growth of nationalism and liberalism. Key features of the revolutions in Germany, Italy, France, Austria and Hungary. Significance of the revolutions.



## C2 The changing nature of warfare, 1803-1905

- Warfare at the beginning of the nineteenth century
- Changes in methods of land and sea warfare during the Napoleonic wars
- Changing methods of land warfare, 1815-1905
- Changing methods of sea warfare, 1815-1905
- Warfare at the beginning of the twentieth century

- Tactics, weaponry, navies and armies at the beginning of the nineteenth century.
- Significance of key Napoleonic Campaigns including Ulm and Austerlitz, Peninsular Campaign and guerrilla warfare, Russian Campaign and Waterloo. Importance of Trafalgar.
- Key developments including lessons of the Crimean War, Prussian Wars of unification (1862-71), British colonial conflicts (Afghanistan and Boer Wars) – new tactics, weaponry (needle gun) and methods.
- Developments in warships – more especially change from sail to steam power and from wood to iron ships. Improvements in weaponry especially new breech loading guns and the emergence of underwater torpedoes. Lessons of the Russo-Japanese War.
- On land, developments in heavy artillery and machine guns. Large conscript armies. At sea, the importance of the battleship, emergence of the submarine and the development of the dreadnought.

### C3 Changes in medicine, c1845-c1945

	<ul style="list-style-type: none"><li>• Medical knowledge and understanding in the mid-nineteenth century</li><li>• Changes in surgery and in understanding the causes of disease</li><li>• Changes in hospital treatment and the role of women in medicine</li><li>• Developments in public health provision</li><li>• The importance of the two world wars in bringing about change</li></ul>
<ul style="list-style-type: none"><li>• Lack of understanding of causes of disease. Dangers in surgery. Attitudes to women and medicine, nursing, anaesthetics and public health provision. Impact of cholera.</li><li>• Work of Pasteur, Lister, Koch, Ehrlich, Fleming, Florey and Chain. Importance of penicillin.</li><li>• Florence Nightingale and Scutari. Changes and improvements in nursing. Elizabeth Garrett and progress of women in medicine. Improvements in hospitals. Work of Lister.</li><li>• Chadwick and Snow and public health reform. Changes in public health provision in the later nineteenth century. Liberal measures 1905-11.</li><li>• Importance of First World War for women and medicine, surgery, x-rays, blood transfusions and fighting infection. Importance of Second World War for development of penicillin, treatment of burns and skin grafts, blood transfusions and public health.</li></ul>	

## C4 The changing role of international organisations: the League and the UN, 1919-2000

- The creation and aims of the League and the UN
- Similarities and differences in the organisation of the League and the UN
- Changes in the work of the League and UN agencies
- Successes of the League and UN
- Weaknesses of the peacekeeping roles of the League and the UN,
- 1919- 2000

- Woodrow Wilson and the setting up of the League. The Covenant of the League of Nations. Setting up of the UN and the UN Charter.
- For the League, the General Assembly, Council, Secretariat, League agencies and commissions and membership in 1920. For the UN, the General Assembly and Security Council, secretariat, secretary-general, UN peacekeeping forces, Human Rights Commission and UN agencies and membership in 1945.
- For the League, the work of the Refugee and Health Organisations, the Mandates Commission and the Disarmament Commission. For the UN, WHO, ILO, FAO, UNESCO and UNICEF.
- Successes of the League include the Aaland Islands (1920), Upper Silesia (1921), the Greek-Bulgarian War (1925), the Refugee and Drugs Committee. For the UN, Korean War (1950-53), the Suez Crisis (1956), the Congo (1960-64), the Gulf War (1991) and Mozambique (1990-94). Other case studies chosen by teachers may be used for both organisations.
- The general weaknesses of the League and the UN. For the League, failures on Corfu (1923), Manchuria (1931-33) and Abyssinia (1934-36). For the UN, Palestine (1947-48), Hungarian uprising (1956), the Lebanon (1975-85), Somalia (1991-95) and Bosnia (1991-95). Other case studies chosen by teachers may be used for both organisations.

## C5 Conflict, crisis and change: The Middle East, c1919-c1973

- Build up of tension in Palestine, 1919-45
- The creation of Israel and the war of 1948-9
- The Suez Crisis
- The Arab-Israeli conflicts of 1967 and 1973
- Superpower involvement in the Middle East

- The Balfour Declaration. Jewish immigration. Clashes between Jews and Palestinians. The Peel Commission. Arab and Jewish terrorist activities. King David Hotel.
- Britain hands over problem to UN. UN partition plan. Britain pulls out. First Arab-Israeli War. Reason for Israeli victory. Flood of Jewish refugees. Support of USA.
- Nasser's motives for nationalisation of Suez Canal. Joint British, French, Israeli attack. UN action and attitude. Superpowers. Anglo-French withdrawal. Israeli gains.
- Nasser and Arab aims v Israel. Israeli attack on Arab neighbours in 1967. Events of Six Day War. Israeli gains. Reasons for Israeli success. Arab attack on Israel on Yom Kippur (1973). Reasons for early Arab success and eventual Israeli recovery.
- Reasons for and examples of US support for Israel. Reasons for and examples of Soviet support for Arab countries. Impact of the Cold War on events in the Middle East.

## C6 Conflict, crisis and change: China, c1934-c1989

- The triumph of Mao and the CCP, 1934-49
- Change under Mao, 1949-63
- The impact of the Cultural Revolution
- Change under Deng Xiaoping
- The development of the Democracy Movement

- The events and importance of the Long March (1934-5). War with Japan (1937-45) – the role of the CCP, especially the Red Army, and the limitations of Kuomintang. The reasons for the success of Mao and the CCP in the Civil War of 1945-49.
- Changes in agriculture and industry including the first Five Year Plan, attack on landlords, the Agrarian Reform Law and collectives. The Hundred Flowers Campaign. The key features of the Great Leap Forward.
- Mao's motives for the Cultural Revolution. Key features of the Cultural Revolution. Its impact on China and Mao's position.
- Changes under Deng in education, birth control, agriculture and industry. Emergence of privatisation and westernisation. Treatment of Gang of Four.
- Origins of Democracy Movement (1979). Support of university students from 1986. Features and aims. Reaction of Deng. Tiananmen Square, 1989.

## C7 Change in Africa: from colonialism to independence, 1945-2000

- The impact of the Second World War
- Independence movements in East and West Africa
- Changes in the Congo
- Independence movements in North Africa
- South Africa and the end of apartheid

- Weakening of colonial powers and strengthening of nationalism in many African states. Pressures from USA and UN.
- West Africa – independence movements in Gold Coast (Ghana) and Nigeria and the achievements of Nkrumah. In East Africa, independence movements in Kenya, Tanzanyika (Tanzania) and Uganda and the achievements of Kenyatta, Nyerere and Amin.
- Reasons for Belgian withdrawal and subsequent Civil War. UN intervention and its effects. The achievements of Mobutu.
- Independence movements in Algeria and Tunisia and reasons for French withdrawal. The achievements of Habib Bourghiba and Ben Bella.
- The Nationalist Party and the system of apartheid. Support for and opposition to apartheid at home and abroad. Changes in apartheid under Botha. The role of Nelson Mandela, the ANC and de Klerk in the end of apartheid.

## C8 The changing nature of warfare, c1936-c2003

- Warfare at the end of the First World War
- Changing methods of land warfare
- Changing methods of sea and aerial warfare
- The development of atomic and nuclear weapons
- Warfare at the beginning of the twenty-first century

- Developments on land – gas, tanks and heavy artillery. Emergence of submarine and military aircraft – fighter and bomber planes.
- Blitzkrieg in Poland, Western Europe and the Soviet Union. Amphibious operations such as D-Day. The importance of Arab-Israeli conflicts and First Gulf War. Guerrilla warfare especially in Vietnam.
- The Battle of the Atlantic and developments in U-Boat warfare. The development of the aircraft carrier and its importance in the War in the Pacific, 1941-45, and the Falkland Wars Nuclear submarines. The Battle of Britain, the Blitz, V weapons and allied bombing of Germany. Importance of aircraft in Arab-Israeli Wars and First Gulf War.
- Reasons for dropping of atom bombs in 1945. Key developments in nuclear warfare, especially the arms race, 1945-90, and development of weapons of mass destruction. MAD theory and attempts at arms limitation.
- Importance of conventional warfare. Impact of terrorism. High-tech warfare.

## Resources

Please note that while resources are correct at the time of publication, they may be updated or withdrawn from circulation.

### Textbooks

Brooman J — *China since 1900* (Longman, 1988) ISBN 978-0582223783

Brooman J — *Germany 1918-45* (Longman, 2001) ISBN 978-0582473843

Culpin C — *South Africa since 1948* (Hodder, 2000) ISBN 978-0719574764

Radway R — *Russia and the USSR 1900-95* (Nelson Thornes, 1996) ISBN 978-0748725472

Rea T and Wright J — *The Arab-Israeli Conflict* (OUP, 1997) ISBN 978-0199171705

Walsh B — *GCSE Modern World History* (Hodder, 2001) ISBN 978-0719577130

Waugh S — *Essential Modern World History* (Nelson Thornes, 2001) ISBN 978-0748760060

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