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## Option B – The twentieth century: International Relations since 1919

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1: Were the peace treaties of 1919–1923 fair?

Focus points	Suggested teaching activities
<p>What were the motives and aims of the 'Big Three' at Versailles?</p>	<p>Produce personal profile charts of the aims and motives for each of the 'Big Three' at the Paris Peace Conference in 1919. Remember to include in each profile how these aims were affected by personal prejudices and popular opinion. <b>(I)</b></p> <p>Learners, as a class, rate each aim of the 'Big Three' to decide which ones they think are likely to be terms of the Treaty of Versailles.</p>
<p>Why did all the victors not get everything they wanted?</p>	<p>Learners use statement cards of the terms of the Treaty of Versailles and categorise them into financial/economic, military, territorial and other terms. Additional detail can be added. <b>(I)</b></p> <p>Learners use an outline map of Germany to colour in and label the territorial losses of German land to other European countries. <b>(I)</b></p> <p><b>Extension activity:</b> Learners examine the terms of the treaties which directly punished Germany and list these in a table. In a second column, learners explain how each term would directly affect Germany. <b>(I)</b></p> <p>Learners take part in a debate as a class or in groups to discuss the statement: 'The 'Big Three' were successful in achieving all their aims.'</p> <p>'Make Germany Pay' BBC two-part documentary: <a href="http://www.youtube.com/watch?v=j1V_dnRjrrg&amp;feature=related">www.youtube.com/watch?v=j1V_dnRjrrg&amp;feature=related</a></p> <p>Good range of PowerPoint presentations and activities (membership required): <a href="http://www.activehistory.co.uk/main_area/">www.activehistory.co.uk/main_area/</a></p> <p>Blank map of Germany and its neighbours: <a href="http://wiki.alternatehistory.com/doku.php/blank_map_directory/western_europe">http://wiki.alternatehistory.com/doku.php/blank_map_directory/western_europe</a></p> <p>Overview of why the victors did not get everything they wanted in the peace treaties: <a href="http://www.johndclare.net/peace_treaties3_compromise.htm">www.johndclare.net/peace_treaties3_compromise.htm</a></p>

<p>What was the impact of the peace treaty on Germany up to 1923?</p>	<p>Learners research and produce a short letter to a German newspaper highlighting the damage that would be caused to the country and the German people by the terms of the Treaty of Versailles. The letter might cover war guilt and reparations, national pride, disarmament and German territories. <b>(I)</b></p> <p>Learners study and annotate a German political cartoon such as 'Clemenceau the Vampire'. Learners discuss in groups i) its message, ii) its purpose, iii) its justification. Higher ability learners can research and find relevant contextual knowledge to explain details in the cartoon. <b>(I)</b></p> <p>Overview and links for Hyperinflation and Ruhr invasion: <a href="http://www.historylearningsite.co.uk/hyperinflation_weimar_germany.htm">www.historylearningsite.co.uk/hyperinflation_weimar_germany.htm</a></p> <p>Good interactive diagrams: <a href="http://www.schoolhistory.co.uk/diagrams/">www.schoolhistory.co.uk/diagrams/</a></p> <p>Short clip that features the 1923 Ruhr invasion: <a href="http://www.youtube.com/watch?v=TzAcinwTvzU">www.youtube.com/watch?v=TzAcinwTvzU</a></p> <p>Clemenceau cartoon: <a href="http://www.fotolibra.com/">www.fotolibra.com/</a></p>
<p>Could the treaties be justified at the time?</p>	<p>Learners examine a number of contemporary historical sources which comment on the Treaty of Versailles. Learners, in groups, write comments about the views in each source. The selected sources should comment from the point of view of the major countries. Higher ability learners could evaluate the bias and opinion using their own contextual knowledge.</p> <p>Learners study political cartoons of the time such as 'The Mother To Her Starving Child', 'The Reckoning' or 'Peace and Future Cannon Fodder'. In pairs, learners identify and discuss the messages and purposes of the cartoons. Each pair then draws their own political cartoon and decides on its message for other pairs to try and identify.</p> <p>Learners use a number of statements provided by the teacher, each on a single piece of card, to arrange the statements under the headings of 'Justified' and 'Unjust' or 'Fair' and 'Unfair'. This can be a group task. Complete an individual extended piece of explanatory writing to show opposing views. Higher ability learners can write conclusions that explain their judgements. <b>(I)(F)</b></p> <p>You may wish to relate some of this work to past 0470 Cambridge IGCSE History questions. Examples can be found in many 0470 past/specimen papers including the papers from the November 2010 examination series.</p> <p>on the Treaty: <a href="http://www.johndclare.net/peace_treaties6.htm">www.johndclare.net/peace_treaties6.htm</a></p> <p>Sources on the Treaty of Versailles: <a href="http://spartacus-educational.com/FWWversailles.htm">spartacus-educational.com/FWWversailles.htm</a></p>

## 2: To what extent was the League of Nations a success?

Focus points	Suggested teaching activities
<p>How successful was the League in the 1920s?</p>	<p>Learners brainstorm the setting up of a new organisation to preserve peace. Prompt the learners to consider which countries should be involved, how decisions are to be made, how decisions are to be enforced, how the organisation is to function. As this will build up over the discussion, a diagrammatical representation could be completed using PowerPoint projection or Smart Board. (If not available, a pre-printed outline).</p> <p>Learners should consider how this compares with the actual structure of the League. To do this, learners may wish to complete a diagram showing the structure of the League's main bodies. This diagram might cover the Council, the Assembly, the Special Commissions, the Court of International Justice and the Secretariat. For each of these bodies a note of its intended functions, its strengths and its weaknesses should be explained. <b>(I)</b></p> <p>Learners use sources and research to create a living timeline to measure the successes and failures of the League in the 1920s. Explanations can be added and conclusions reached by higher ability learners. The timeline can be colour coded to show political, military, social and economic successes and failures. <b>(I)</b></p> <p>Lots of information, sources and podcasts on the League of Nations: <a href="http://www.johndclare.net/league_of_nations1.htm">www.johndclare.net/league_of_nations1.htm</a></p> <p>Good introduction video: <a href="http://www.youtube.com/watch?v=TdHA5uT9ocg">www.youtube.com/watch?v=TdHA5uT9ocg</a></p> <p>Good and detailed examination of the League's organisation, membership and successes: <a href="http://www.gcsehistory.org.uk/modernworld/interwarperiod/index.htm">www.gcsehistory.org.uk/modernworld/interwarperiod/index.htm</a></p> <p>Decent overview of the successes of the League in the 1920s: <a href="http://www.historylearningsite.co.uk/leagueofnations.htm">www.historylearningsite.co.uk/leagueofnations.htm</a></p> <p>Small collection of political cartoons including 'The Gap in the Bridge' (<i>Punch</i>): <a href="http://www.slideshare.net/ajlevings/league-of-nations-cartoons">www.slideshare.net/ajlevings/league-of-nations-cartoons</a></p>
<p>How far did weaknesses in the League's organisation make failure inevitable?</p>	<p>Learners construct a table with headings such as 'Covenant', 'Structure', 'Membership', 'Idealism' and 'Security' and describe and explain how each one could lead to failure. <b>(I)</b></p> <p>Good and detailed examination of the League's organisation, membership and successes: <a href="http://www.gcsehistory.org.uk/modernworld/interwarperiod/index.htm">www.gcsehistory.org.uk/modernworld/interwarperiod/index.htm</a></p>
<p>How far did the Depression make the work of the League more difficult?</p>	<p>Learners watch a clip on the Wall Street Crash in 1929 from <a href="http://www.youtube.com/user/mrallsop/videos?query=wall+street">www.youtube.com/user/mrallsop/videos?query=wall+street</a> and write down bullet points. A timeline of the events of the Crash can then be made with discussion on how this could affect other countries. <b>(I)</b></p>

Focus points	Suggested teaching activities
	<p>Learners create a table to examine the impact of the Depression around the world – this could be divided into economic (unemployment), the rise of extremism (Fascism and Nazism) and the growth of militarism (Germany and Japan). <b>(I)</b></p> <p>Wall Street Crash and Great Depression introduction video: <a href="http://www.youtube.com/user/mrallsop/videos?query=wall+street">www.youtube.com/user/mrallsop/videos?query=wall+street</a></p> <p>A variety of resources on the impact of the Depression on the League: <a href="http://www.tes.co.uk/teaching-resource/league-of-nations-the-depression-6192543/">www.tes.co.uk/teaching-resource/league-of-nations-the-depression-6192543/</a></p> <p>Overview of the impact of the Depression on the League’s work: <a href="http://www.youtube.com/watch?v=5e0TMmLclnw">www.youtube.com/watch?v=5e0TMmLclnw</a></p>
<p>How successful was the League in the 1930s?</p>	<p>Learners create a living timeline of the successes and failures of the League in the 1930s. Sources can be used, annotated and stuck onto the timeline for extra depth. Explanations and colour coding can be added. <b>(I)</b></p> <p>Learners research and provide handouts to the rest of the class on the Manchurian and Abyssinian Crises. This should include information on the main events, the reaction of the League and other countries and the impact it would have on the credibility of the League. <b>(I)</b></p> <p>Learners use a selection of sources and consider in groups the following question: ‘How far do these sources support the view that Britain and France were responsible for the failure of the League of Nations?’ Individual written answers or a class debate can be used to assess understanding. <b>(I)(F)</b></p> <p>Good links, sources and podcasts on the failure of the League in the 1930s: <a href="http://www.johndclare.net/league_of_nations8.htm">www.johndclare.net/league_of_nations8.htm</a></p> <p>Information and sources on the Manchurian Crisis: <a href="http://www.johndclare.net/league_of_nations6.htm">www.johndclare.net/league_of_nations6.htm</a></p> <p>Information and sources on the Abyssinian Crisis: <a href="http://www.johndclare.net/league_of_nations6b.htm">www.johndclare.net/league_of_nations6b.htm</a></p> <p>Short video on Manchuria and Abyssinia: <a href="http://www.bbc.co.uk/schools/gcsebitesize/history/mwh/ir1/manchuria_video.shtml">www.bbc.co.uk/schools/gcsebitesize/history/mwh/ir1/manchuria_video.shtml</a></p> <p>A wide selection of cartoons on the League can be found at: <a href="http://www.cartoons.ac.uk">www.cartoons.ac.uk</a></p>
<p><b>Past and specimen papers</b></p>	
<p>Past/specimen papers and mark schemes are available to download at <a href="http://www.cambridgeinternational.org/support">www.cambridgeinternational.org/support</a> <b>(F)</b></p>	

### 3: Why had international peace collapsed by 1939?

Focus points	Suggested teaching activities
What were the long-term consequences of the peace treaties of 1919–1923?	<p>Learners re-examine the terms of the peace treaties after the First World War and around each one identify long-term effects on Britain, France, Germany and the League of Nations. This can be done as a whole class diagram. <b>(I)</b></p> <p>Learners make detailed notes on a teacher presentation. Presentation should cover long-term impact on Germany, Britain and France, the League of Nations and other major powers. Comment on issues such as the Stresa Front, the Anglo-German Naval Treaty, the Rome-Berlin Axis and the Anti-Comintern Pact. This will help in a scene-setting context for study of Hitler's foreign policy. Key words, terms and phrases should be defined in a glossary. <b>(I)</b></p> <p>Overview information sheet: <a href="http://www.historyonthenet.com/WW2/causes.htm">www.historyonthenet.com/WW2/causes.htm</a></p> <p>Information and video that examines the impact of the Treaty of Versailles on Germany: <a href="http://www.youtube.com/watch?v=KfnEy8FuEic">www.youtube.com/watch?v=KfnEy8FuEic</a></p>
What were the consequences of the failures of the League in the 1930s?	<p>Learners brainstorm to consider the consequences for</p> <ul style="list-style-type: none"><li>(i) the victims of aggression</li><li>(ii) the aggressors</li><li>(iii) Britain and France</li><li>(iv) other major powers</li><li>(v) the League of Nations.</li></ul> <p>The results can be displayed in the form of a diagram individually or as a whole class. <b>(I)</b></p> <p><b>Extension activity:</b> Learners compare and contrast which factor would have most allowed Hitler to come to power and re-arm Germany from 1933. This could be written as an extended writing piece or presented to the class. <b>(I)</b></p> <p>Contains many activities and worksheets (membership required): <a href="http://www.activehistory.co.uk/">www.activehistory.co.uk/</a></p> <p>Sources and information on the consequences of the failure of the League: <a href="http://www.johndclare.net/RoadtoWWII7a.htm">www.johndclare.net/RoadtoWWII7a.htm</a></p>
How far was Hitler's foreign policy to blame for the outbreak of war in 1939?	<p>Learners use a cut-out of Hitler and write thought bubbles around the figure about his foreign policy aims. A map of Europe could be used to colour and label these aims geographically. <b>(I)</b></p> <p>Learners, in groups, construct a detailed living timeline of Hitler's foreign policy and rate how far each event led Europe closer to war. Explanations can be added about the reasons Hitler gave for his actions and also to indicate the response made by Britain and France to his actions.</p>

Focus points	Suggested teaching activities
	<p>Learners, in groups, pick one of the events from the timeline and present a news report to the class about the impact and significance of the event on international relations up to 1939.</p> <p>Learners discuss in small groups the cartoon called 'The Goose-Step' that was published in 1936. Each group to make a presentation explaining the cartoon's message and purpose. High ability learners can link this to factual knowledge.</p> <p>Display a map of Central Europe on a Whiteboard. Point out to the learners the position of the countries already affected by Hitler's foreign policy. By making links with Hitler's aims discuss in general what might be his next moves. This should relate to Czechoslovakia, Poland and the USSR.</p> <p>Learners create a chronological flowchart of the events surrounding the Anschluss. <b>(I)</b></p> <p>Learners discuss and vote on which factors, so far, they believe most led to the outbreak of war in 1939.</p> <p>IGCSE notes on Hitler's foreign policy: <a href="http://www.johndclare.net/RoadtoWWII1_IGCSEnotes.htm">www.johndclare.net/RoadtoWWII1_IGCSEnotes.htm</a></p> <p>Detailed timeline of Hitler's foreign policy: <a href="http://www.historyhome.co.uk/europe/hitfor.htm">www.historyhome.co.uk/europe/hitfor.htm</a></p> <p>Another timeline of Hitler's foreign policy: <a href="http://www.timetoast.com/timelines/hitler-s-foreign-policy-a457c2c2-8810-44b0-b80d-51ba45a21c0e">www.timetoast.com/timelines/hitler-s-foreign-policy-a457c2c2-8810-44b0-b80d-51ba45a21c0e</a></p> <p>Good variety of links and resources available: <a href="http://www.schoolhistory.co.uk/qcselinks/modern/hitler.html">www.schoolhistory.co.uk/qcselinks/modern/hitler.html</a></p> <p>Good clip from 'A Warning from History' 1997: <a href="http://www.youtube.com/watch?v=wflXJkmyHc">www.youtube.com/watch?v=wflXJkmyHc</a></p> <p>Excellent links, activities and resources on the Rhineland and the Spanish Civil War: <a href="http://www.activehistory.co.uk/">www.activehistory.co.uk/</a></p> <p>Sources, information and podcast on Hitler's 'Steps to War': <a href="http://www.johndclare.net/RoadtoWWII3.htm">www.johndclare.net/RoadtoWWII3.htm</a></p> <p>Excellent set of relevant resources including maps of Hitler's foreign policy aims: <a href="http://educationforum.co.uk/modernworld.htm">http://educationforum.co.uk/modernworld.htm</a></p> <p>Textbooks, cartoons such as 'Good Hunting', photographs and political comments: <a href="http://www.punchcartoons.com">www.punchcartoons.com</a></p>
<p>Was the policy of appeasement justified?</p>	<p>Learners brainstorm the meaning of appeasement and then arrive at an agreed definition.</p> <p>In groups, learners consider the positive and negative aspects of letting people get what they want. The groups can then feedback to the class.</p>

Focus points	Suggested teaching activities
	<p>Learners construct a table which shows the arguments for and against the policy of appeasement and prioritise the reasons. Higher ability learners can write a paragraph justifying their choices. <b>(I)</b></p> <p>Learners write a headline for a newspaper entitled: 'Why did no one stop Hitler?' This should contain contextual knowledge to explain the different reasons. <b>(F)</b></p> <p>Video clip on appeasement: <a href="http://www.bbc.co.uk/schools/gcsebitesize/history/mwh/ir1/">www.bbc.co.uk/schools/gcsebitesize/history/mwh/ir1/</a></p> <p>Information and primary sources on appeasement: <a href="http://spartacus-educational.com/2WWappeasement.htm">http://spartacus-educational.com/2WWappeasement.htm</a></p> <p>Links to a variety of political cartoons on appeasement: <a href="http://www.cartoons.ac.uk">www.cartoons.ac.uk</a></p>
<p>How important was the Nazi-Soviet Pact?</p>	<p>Learners consider the nature of the Nazi-Soviet Pact and list the terms, the aims of Hitler and Stalin, as well as the reaction of Britain to it. The video from <a href="http://www.bbc.co.uk/schools/gcsebitesize/history/mwh/ir1/">www.bbc.co.uk/schools/gcsebitesize/history/mwh/ir1/</a> could be used as a starter. <b>(I)</b></p> <p>Learners examine a number of historical sources about the Nazi-Soviet Pact. Annotate and analyse the messages these sources give about the intentions of the Nazis and the Soviets. <b>(I)</b></p> <p>Video on Nazi-Soviet Pact: <a href="http://www.bbc.co.uk/schools/gcsebitesize/history/mwh/ir1/">www.bbc.co.uk/schools/gcsebitesize/history/mwh/ir1/</a></p> <p>Overview of the Nazi-Soviet Pact: <a href="http://history1900s.about.com/od/worldwarii/a/nonaggression.htm">http://history1900s.about.com/od/worldwarii/a/nonaggression.htm</a></p> <p>Sources and information on the Nazi-Soviet Pact: <a href="http://www.nationalarchives.gov.uk/education/resources/chamberlain-and-hitler/">http://www.nationalarchives.gov.uk/education/resources/chamberlain-and-hitler/</a></p> <p>Excellent cartoon sources on the Nazi-Soviet Pact: <a href="http://www.cartoons.ac.uk">www.cartoons.ac.uk</a></p>
<p>Why did Britain and France declare war on Germany in September 1939?</p>	<p><b>Extension activity:</b> Learners consider which factor was most responsible for the outbreak of war in 1939. A whole class debate can be held and verbal responses by individuals can be assessed by the teacher. <b>(I)(F)</b></p>
<p><b>Past and specimen papers</b></p>	
<p>Past/specimen papers and mark schemes are available to download at <a href="http://www.cambridgeinternational.org/support">www.cambridgeinternational.org/support</a> <b>(F)</b></p>	

#### 4: Who was to blame for the Cold War?

Focus points	Suggested teaching activities
Why did the USA-USSR alliance begin to break down in 1945?	<p>Learners draw a timeline of the years 1945–1956 and place the major events of the Cold War on this as the events are dealt with in the next few lessons. <b>(I)</b></p> <p>Learners consider the meaning of the words ‘capitalism’ and ‘communism’. Research and teacher resources can be used for the learners, in groups, to create mimes for other groups to guess the main tenets of each of the ideologies – props can be used.</p> <p>Learners consider the implications of the decisions taken at the Yalta and Potsdam Conferences, and the motives of the main politicians in each of these conferences. Character studies can be created and a web diagram can be made to show the feelings, motives and aims of each of the ‘Big Three’ and how they affect each other. Higher ability learners can add contextual or background information to illustrate.</p> <p>In groups, learners undertake a role-play exercise. Each group represents one of the leaders at the Yalta and/or Potsdam Conferences. Each group to produce a short radio broadcast script to reflect what the leader might have made to the citizens of their own country to highlight the proceedings. Record the ‘broadcast’.</p> <p>From a selection of visual and written sources, consider how far the sources support the view that ‘The USSR gained the most from the Yalta and Potsdam Conferences’. <b>(F)</b></p> <p>Excellent resources, activities and worksheets (membership required): <a href="http://www.activehistory.co.uk/main_area/">www.activehistory.co.uk/main_area/</a></p> <p>Information, podcasts and sources: <a href="http://www.johndclare.net/cold_war4.htm">www.johndclare.net/cold_war4.htm</a></p> <p><a href="http://www.johndclare.net/cold_war3.htm">www.johndclare.net/cold_war3.htm</a></p> <p>Interactive diagram of the similarities and differences at Yalta and Potsdam: <a href="http://www.johndclare.net/cold_war4_YaltavPotsdam.html">www.johndclare.net/cold_war4_YaltavPotsdam.html</a></p> <p>Short clips of the origins of the Cold War, Yalta and Potsdam: <a href="http://www.bbc.co.uk/schools/gcsebitesize/history/mwh/ir2/">www.bbc.co.uk/schools/gcsebitesize/history/mwh/ir2/</a></p>
How had the USSR gained control of Eastern Europe by 1948?	<p>Learners consider the cartoon, the ‘Iron Curtain’ and extracts of the speeches made by Churchill and Stalin at the time. Consider the question. Learners annotate these sources and compare the meanings of the sources in group discussions.</p> <p>Learners annotate a map of Eastern Europe showing those countries annexed by the USSR, those becoming Communist and those remaining independent. This map needs to be labelled, colour coded with a key and titled. <b>(I)</b></p>

Focus points	Suggested teaching activities
	<p>Short video clip available: <a href="http://www.bbc.co.uk/schools/gcsebitesize/history/mwh/ir2/">www.bbc.co.uk/schools/gcsebitesize/history/mwh/ir2/</a></p> <p>Overview of Soviet expansion: <a href="http://www.johndclare.net/cold_war1_redruth.htm">www.johndclare.net/cold_war1_redruth.htm</a></p> <p>Useful map of Soviet expansion:  <a href="http://www.bbc.co.uk/schools/gcsebitesize/history/mwh/ir2/sovietexpansionineasterneuroperev1.shtml">www.bbc.co.uk/schools/gcsebitesize/history/mwh/ir2/sovietexpansionineasterneuroperev1.shtml</a></p>
<p>How did the USA react to Soviet expansionism?</p>	<p>Learners research and make short PowerPoint presentations of how events in both Greece and Czechoslovakia affected American policies in Europe. These can be presented to the whole class for note-making. (I)</p> <p>Heads and tails exercise introducing terms such as containment, Truman Doctrine, Marshall Plan, etc. (I)</p> <p>Learners use the two cartoons – one titled ‘Neighbours’ and the other showing Uncle Sam delivering dollars to all parts of the world, and discuss in small groups: ‘How far do these artists’ views agree?’</p> <p>Learners write Truman Doctrine in the middle of some sugar paper and create a mind map of the impact on the USSR and possible actions Stalin might make.</p> <p><a href="http://punch.photoshelter.com/gallery/Cold-War-Cartoons/G0000FF70D40KNvU">http://punch.photoshelter.com/gallery/Cold-War-Cartoons/G0000FF70D40KNvU</a></p> <p>Sources and information on the Truman Doctrine and Marshall Plan: <a href="http://www.johndclare.net/cold_war8.htm">www.johndclare.net/cold_war8.htm</a></p> <p>Video clip on Truman Doctrine: <a href="http://www.bbc.co.uk/schools/gcsebitesize/history/mwh/ir2/">www.bbc.co.uk/schools/gcsebitesize/history/mwh/ir2/</a></p>
<p>What were the consequences of the Berlin Blockade?</p>	<p>Learners research the background and the reasons for the Berlin Blockade, producing a PowerPoint presentation to peers. (I)</p> <p>Study the ‘Bird watcher’ cartoon. In groups consider the message and purpose of the artist who produced the cartoon. An alternative might be to discuss if the cartoonist was Russian or British. (I)</p> <p><b>Extension activity:</b> Learners use texts and sources to identify the consequences of the Berlin blockade. Learners then explain how each of the consequences intensified the Cold War and the breakdown of relations between East and West. (I)</p> <p>Causes and consequences of the Berlin Blockade with sources and video clip links: <a href="http://www.johndclare.net/cold_war9.htm">www.johndclare.net/cold_war9.htm</a></p> <p>Berlin Blockade and Airlift video clip: <a href="http://www.bbc.co.uk/schools/gcsebitesize/history/mwh/ir2/">www.bbc.co.uk/schools/gcsebitesize/history/mwh/ir2/</a></p> <p>Overview of the formation of NATO and the Warsaw Pact: <a href="http://www.history.com/topics/formation-of-nato-and-warsaw-pact">www.history.com/topics/formation-of-nato-and-warsaw-pact</a></p>

Focus points	Suggested teaching activities
<p>Who was the more to blame for starting the Cold War: the USA or the USSR?</p>	<p>Map and list of nations in both NATO and the Warsaw Pact: <a href="http://www.3ad.com/history/cold.war/nato.landcarte.1.htm">www.3ad.com/history/cold.war/nato.landcarte.1.htm</a></p> <p>Learners consider aspects of the argument as to who was more to blame for the Cold War, using the knowledge from this unit and guidance from the teacher. Learners can create argument cards to put onto a whole class diagram that measures blame. The verdicts that can be reached are:</p> <ul style="list-style-type: none"> <li>(vi) The USSR was most to blame</li> <li>(vii) The USA was most to blame</li> <li>(viii) The USA and USSR were equally to blame</li> <li>(ix) Blame cannot be attached to either the USA or the USSR – the Cold War was inevitable and a direct result of the creation of nuclear weapons.</li> </ul> <p>Learners then hold a whole class debate on the topic. They can be split into groups for this and assessed by the teacher. <b>(F)</b></p> <p>Video clip on who was to blame: <a href="http://www.bbc.co.uk/schools/gcsebitesize/history/mwh/ir2/">www.bbc.co.uk/schools/gcsebitesize/history/mwh/ir2/</a></p> <p>Good comparison of arguments relating to blame: <a href="http://www.johndclare.net/cold_war1_answer.htm">www.johndclare.net/cold_war1_answer.htm</a></p> <p>Cold War political cartoons: <a href="http://punch.photoshelter.com/gallery/Cold-War-Cartoons/G0000FF70D40KNvU">http://punch.photoshelter.com/gallery/Cold-War-Cartoons/G0000FF70D40KNvU</a></p> <p>Learners revise the work completed at the end of this section and complete a Cambridge IGCSE History question paper on this topic. <b>(F)</b></p>
<p><b>Past and specimen papers</b></p>	
<p>Past/specimen papers and mark schemes are available to download at <a href="http://www.cambridgeinternational.org/support">www.cambridgeinternational.org/support</a> <b>(F)</b></p>	

## 5: How effectively did the USA contain the spread of Communism?

Focus points	Suggested teaching activities
<p><b>Case Study – America and events in Korea, 1950–1953</b></p>	
	<p>Learners watch a video clip on Communist China and create a detailed timeline of Communist China from 1927–1989. <b>(I)</b></p> <p>Learners could debate the influence China has on international relations and the Cold War using the key events on the timeline.</p> <p>Documentary on China and the Cold War: <a href="http://www.youtube.com/watch?v=3YUGfPWWd2k">www.youtube.com/watch?v=3YUGfPWWd2k</a></p>
<p>Why did North Korea invade South Korea in 1950?</p>	<p>Learners use a blank map of Korea and surrounding countries to label and illustrate the invasion of the South. <b>(I)</b></p> <p>Learners watch a teacher presentation on the background of the invasion and create a timeline of the events from 1904–50. <b>(I)</b></p> <p>Learners consider the different reasons for the invasion including political, economic, military, cultural and social factors. These can then be mind mapped by learners in groups.</p> <p>Blank map of Korean Peninsula: <a href="http://www.worldatlas.com/webimage/countrys/asia/outline/koreanpnout.htm">www.worldatlas.com/webimage/countrys/asia/outline/koreanpnout.htm</a></p> <p>History Channel website with information on Korea: <a href="http://www.history.com/topics/korean-war">www.history.com/topics/korean-war</a></p> <p>Good site for reasons for Korean War: <a href="http://www.johndclare.net/cold_war10.htm">www.johndclare.net/cold_war10.htm</a></p> <p>Facts and figures relating to the Korean War: <a href="http://www.historylearningsite.co.uk/korean_war.htm">www.historylearningsite.co.uk/korean_war.htm</a></p>

Focus points	Suggested teaching activities
<p>Why did the USA and other nations get involved in the Korean War?</p>	<p>Learners investigate the factors that led to US involvement and counter-attack. These can include Soviet and Chinese involvement as part of the Cold War, the Soviet's test of an atomic bomb in 1949, economic interests, the policy of containment, the role of the UN. These can be added to a group mind map and colour coded into political, military/strategic, geographical, economic factors.</p> <p><b>Extension activity:</b> Learners compare sources showing American and communist views on the Korean War using McAleavy, T, <i>Twentieth Century History</i> page 125. The messages and purposes of the sources can be analysed. <b>(I)</b></p> <p>Good range of sources on the Korean War:  <a href="http://www.mtholyoke.edu/acad/intrel/korea/korea.htm">www.mtholyoke.edu/acad/intrel/korea/korea.htm</a></p>
<p>What was the impact of General MacArthur on the Korean War?</p> <p>How successful was the USA in containing communism in Korea?</p>	<p>Learners create a fact file or character study on General MacArthur to show the impact he had on the Korean War. <b>(I)</b></p> <p>Using an outline figure of General MacArthur, learners add the different advice he gave on the Korean War including the use of atomic bombs and Chinese invasion. High ability learners can also consider the implications his advice would have on the Cold War. <b>(I)</b></p> <p>Relevant parts of the film American Caesar: Douglas MacArthur could be used (the section on Korea starts at 2.50:  <a href="http://www.youtube.com/watch?v=io32SnyhYpM">www.youtube.com/watch?v=io32SnyhYpM</a></p> <p>Good biography of General Douglas MacArthur: <a href="http://www.biography.com/people/douglas-macarthur-9390257">www.biography.com/people/douglas-macarthur-9390257</a></p> <p>Links to articles and media on the Korean War: <a href="http://www.accesskansas.org/kskoreanwar/links/index.html">www.accesskansas.org/kskoreanwar/links/index.html</a></p> <p>Learners, in groups, create a storyboard depicting the rise and fall of MacArthur during the Korean War from 1950–51. Learners then tell their stories to the rest of the class. Learners, using a whole class success/failure scale, use sticky notes to add explanations of how successful the USA was in the Korean War. Each learner justifies their explanation to the rest of the class. Individual versions of the scale can then be completed. <b>(I)</b></p> <p>Learners write an extended answer to the question of how far the USA succeeded in their policy of containment in Korea. <b>(F)</b></p>

Focus points	Suggested teaching activities
<b>Case Study – America and events in Cuba, 1959–62</b>	
<p>How did the USA react to the Cuban Revolution?</p>	<p>Learners, in groups, create a storyboard about the rise of Castro in Cuba and consider the reactions to this from the USA.</p> <p>How did the USA react? Learners write a commentary for a radio broadcast which attacks Castro and the actions he has taken against US interests in Cuba. Add quotations for Americans who lived in Cuba and were affected. <b>(I)</b></p> <p>Introductory video clips on the Cuban Missile Crisis: <a href="http://www.bbc.co.uk/schools/gcsebitesize/history/mwh/ir2/">www.bbc.co.uk/schools/gcsebitesize/history/mwh/ir2/</a></p> <hr/> <p>Learners are shown a presentation on the Bay of Pigs invasion and then hold a whole class debate on the following: Was it wise for the USA to invade?</p> <p>Learners can then write a newspaper report to show how the invasion might have been reported in Cuba to show a different interpretation. <b>(I)</b></p> <p>Excellent resources: <a href="http://www.history.com/topics/cold-war/cuban-missile-crisis">www.history.com/topics/cold-war/cuban-missile-crisis</a></p> <p>Primary sources and information on the Cuban Missile Crisis: <a href="http://spartacus-educational.com/COLDcubanmissile.htm">http://spartacus-educational.com/COLDcubanmissile.htm</a></p>

Focus points	Suggested teaching activities
<p>Why did Khrushchev put nuclear missiles on Cuba?</p>	<p>Learners use a blank map of Cuba and the USA with teacher-provided information on Soviet nuclear missiles such as their range and destructive capacity. They can add illustrations, keys and colour coding to show the danger the missiles in Cuba represented to the USA. <b>(I)</b></p> <p>Learners are given statement cards with different reasons for Khrushchev placing missiles in Cuba: US missiles in Turkey, nuclear parity with the USA, Khrushchev under pressure from Soviet hardliners in the Communist Party, to support the communists in Cuba and to gain a hold over Berlin. (<a href="http://www.gcsehistory.org.uk/modernworld/coldwar/whyputmissilesoncuba.htm">www.gcsehistory.org.uk/modernworld/coldwar/whyputmissilesoncuba.htm</a> is a good starting point for this activity).</p> <p>Learners then categorise the statement cards and higher ability learners can make supported judgements about the most significant factors and present to the class who vote for the most convincing argument. <b>(I)</b></p> <p>Blank map of Cuba and the USA: <a href="http://onlinemaps.blogspot.co.uk/2011/11/blank-usa-map.html">http://onlinemaps.blogspot.co.uk/2011/11/blank-usa-map.html</a></p> <p>Great for reasons for Khrushchev's placing of missiles in Cuba: <a href="http://www.gcsehistory.org.uk/modernworld/coldwar/whyputmissilesoncuba.htm">www.gcsehistory.org.uk/modernworld/coldwar/whyputmissilesoncuba.htm</a></p> <p>Useful printable map: <a href="http://unimaps.com/cuba-crisis/print.html">http://unimaps.com/cuba-crisis/print.html</a></p> <p>Excellent six-part video 'Defcon 2' on the causes and consequences of the Cuban Missile Crisis: <a href="http://www.youtube.com/watch?v=Jwz7YAQj-r0">www.youtube.com/watch?v=Jwz7YAQj-r0</a></p>
<p>Why did Kennedy react as he did?</p>	<p>Learners examine the different choices available to Kennedy in response to the siting of missiles on Cuba.</p> <p><a href="http://www.latinamericanstudies.org/missile.htm">www.latinamericanstudies.org/missile.htm</a></p>

Focus points	Suggested teaching activities
<p>How close did the world come to nuclear war?</p>	<p>Learners discuss as a class both 'for' and 'against' for each and decide in groups what Kennedy should do next and explain why. The feature film <i>Thirteen Days</i> (2000) starring Kevin Costner is particularly useful.</p> <p>Collect different types of evidence to cover events in the days following 16 October 1962. Learners produce a daily diary which comments on events and considers possible outcomes. This could also be done as a living timeline to measure how close the superpowers came to nuclear war or on a DEFCON chart as a whole class. <b>(I)</b></p> <p>Learners look at cartoons from the period to develop skills on analysing the message and purpose of source material. Using these two British cartoons consider 'Would the two cartoonists have held similar views and why?' <b>(I)</b></p> <p>Good cartoon by Herblock entitled <i>Let's Get a Lock for This Thing</i> (1962): <a href="http://www.loc.gov/pictures/item/2009632463">www.loc.gov/pictures/item/2009632463</a></p>
<p>Was the USA successful?</p>	<p>Learners draw a giant set of scales with the USA on one side and the USSR on the other. In groups, learners assess the results of the Cuban Missile Crisis and place the results on the scale to show which country was more successful. High ability learners could then produce speeches to the class arguing who they think was the most successful. <b>(I)</b></p> <p>Learners write an extended answer to the question: How far was the USA successful at the end of the Cuban Missile Crisis? <b>(F)</b></p>

Focus points	Suggested teaching activities
<p><b>Case Study – American involvement in Vietnam</b></p> <p>Why did the USA involvement in Vietnam increase before 1965?</p>	<p>Learners label and illustrate a map of Vietnam and surrounding countries. The map can show the division into North and South, important cities and geographical features and the Ho Chi Minh Trail. <b>(I)</b></p> <p>Learners take part in a cluster exercise with statement cards as a whole class to consider the political, economic and military/strategic reasons for US involvement in Vietnam. Learners then transfer these to a whole class or individual spider diagrams and further explain the motives. Domino Theory, containment, President Johnson’s impact should all be included. <b>(I)</b></p> <p><b>Extension activity:</b> Learners can present a biography measuring the life and impact of Ho Chi Minh. <b>(I)</b></p> <p>Blank maps of Vietnam and South-East Asia: <a href="http://www.washburn.edu/cas/history/stucker/SEastAsiaOutline.html">www.washburn.edu/cas/history/stucker/SEastAsiaOutline.html</a></p> <p>Biography of Ho Chi Minh: <a href="http://www.youtube.com/watch?v=nyd02sY-lrs">www.youtube.com/watch?v=nyd02sY-lrs</a></p> <p>Good range of activities and resources (membership required): <a href="https://schoolhistory.co.uk/modern/vietnam-war/">https://schoolhistory.co.uk/modern/vietnam-war/</a></p>

Focus points	Suggested teaching activities
<p>What different methods of fighting were used by the USA and the Communists?</p>	<p>Learners now examine written and visual source material from the Vietnam war, examining the tactics used by both sides. Opportunities to view videos and newsreels of the events should be taken. Operation Rolling Thunder (the use of napalm), the impact of agent orange, airstrikes by the USAF, ground-based search and destroy tactics, alliance with the South Vietnamese should be considered for the USA. Guerrilla tactics (ambush, tunnels, traps, snipers), the growth of the Viet Cong in the South, the recycling of US weapons, the support of the peasants in the South, Soviet and Chinese support including weaponry should be considered for the North Vietnamese. Learners can then write up their research into group tables to compare the effectiveness of the different methods used by both sides. <b>(I)</b></p> <p>Resources and timeline of the Vietnam conflict: <a href="http://www.pbs.org/battlefieldvietnam/">www.pbs.org/battlefieldvietnam/</a></p> <p>Excellent range of video clips and resources: <a href="http://www.history.com/topics/vietnam-war">www.history.com/topics/vietnam-war</a></p> <p>Video: 'Vietnam War 1962 to 1975' 3 parts. Part 1: <a href="http://www.youtube.com/watch?v=KHOP6suXZm4">www.youtube.com/watch?v=KHOP6suXZm4</a></p> <p>Huge number of links to primary and secondary sources on US involvement in Vietnam: <a href="http://www.digitalhistory.uh.edu/era.cfm?eraid=18">www.digitalhistory.uh.edu/era.cfm?eraid=18</a></p>
<p>Whose tactics were the most successful?</p>	<p>This can follow the previous task and become an evaluation of tactics. The importance of My Lai, the Tet Offensive and 'Vietnamisation' should be considered. Facts and figures relating to deaths, wounded and MIA could be used so groups can present their findings to the rest of the class.</p> <p>Learners can rate the tactics by voting on the effectiveness of each method as a class. High ability learners can then write a paragraph explaining their opinions. <b>(I)</b></p> <p>Two-part documentary on the My Lai massacre: <a href="http://www.youtube.com/watch?v=D0z_nfzYNjY">www.youtube.com/watch?v=D0z_nfzYNjY</a></p>

Focus points	Suggested teaching activities
<p>Why was there opposition to the war in America?</p>	<p>Using evidence of My Lai (written sources, photographs) produce news broadcast using ICT to inform the people in the US of the events.</p> <p>High ability learners could consider how different a Communist report would look. <b>(I)</b></p> <p>Learners, in groups, on separate pieces of card, list the reasons for American withdrawal from Vietnam. They should consider the reasons for the withdrawal of American troops from the war assessing the relative significance of each one and the consequences for both the USA and Vietnam. These can then be placed on a whole class scale to prioritise them.</p> <p>Good coverage and primary sources on opposition to the Vietnam War (need to scroll down): <a href="http://spartacus-educational.com/VietnamWar.htm">http://spartacus-educational.com/VietnamWar.htm</a></p> <p>Video of Vietnam War protests in the USA: <a href="http://www.youtube.com/watch?v=vVNUIOUIMeo">www.youtube.com/watch?v=vVNUIOUIMeo</a></p>
<p>How successful was America in containing Communism?</p>	<p>Learners examine a number of historical sources that deal with the war and plan and answer questions that focus on the extent to which American involvement in the war was a success/failure. <b>(F)</b></p> <p>Essay on success of containment: <a href="http://everything2.com/title/The+Failure+of+Containment+During+the+Cold+War">http://everything2.com/title/The+Failure+of+Containment+During+the+Cold+War</a>  <a href="http://www.mccord-museum.qc.ca/scripts/explore.php?Lang=1&amp;tableid=11&amp;tablename=theme&amp;elementid=11_true">www.mccord-museum.qc.ca/scripts/explore.php?Lang=1&amp;tableid=11&amp;tablename=theme&amp;elementid=11_true</a></p>
<p><b>Past and specimen papers</b></p>	
<p>Past/specimen papers and mark schemes are available to download at <a href="http://www.cambridgeinternational.org/support">www.cambridgeinternational.org/support</a> <b>(F)</b></p>	

## 6: How secure was the USSR's control over Eastern Europe, 1948–c.1989

Focus points	Suggested teaching activities
	<p>Learners colour in a map of Eastern Europe to show the expansion of Soviet control after 1945. Dates and illustrations can be added along with colour coding and a key. <b>(I)</b></p> <p>Learners consider the causes of the uprising in Hungary in 1956. Discuss which of these causes might be the most threatening to the USSR. This can be put onto a spider diagram for the class to examine.</p> <p>Learners consider in groups the discussion point 'Was the Soviet response too aggressive?' A class debate can be held to hear different opinions.</p> <p>Blank map of Europe in 1945: <a href="http://www.eduplace.com/ss/maps/pdf/eur_countrynl.pdf">www.eduplace.com/ss/maps/pdf/eur_countrynl.pdf</a> and <a href="http://fcit.usf.edu/holocaust/MAPS/map011b.pdf">http://fcit.usf.edu/holocaust/MAPS/map011b.pdf</a></p> <p>BBC website information on soviet expansion: <a href="http://www.bbc.co.uk/schools/gcsebitesize/history/mwh/ir2/sovietexpansionineasterneuroperev1.shtml">www.bbc.co.uk/schools/gcsebitesize/history/mwh/ir2/sovietexpansionineasterneuroperev1.shtml</a></p> <p>Short video on Soviet expansion: <a href="http://www.youtube.com/watch?v=V5D0jmM0Jpo">www.youtube.com/watch?v=V5D0jmM0Jpo</a></p>
<p>Why was there opposition to Soviet control in Hungary in 1956 and Czechoslovakia in 1968, and how did the USSR react to this opposition?</p>	<p>Consider as a class 'Why did the Soviet Union feel threatened by events in Czechoslovakia in 1968?' Learners add sticky notes with reasons to a whole class diagram for discussion. <b>(I)</b></p> <p>In small groups, learners choose one of these two events. Using ICT, the groups produce a short script for a radio news bulletin to be broadcast to the west immediately after the Soviet response. For the other event, learners produce a script to be broadcast in the Soviet Union. Where possible details should be based on material from the time. Following presentations the different approaches should be discussed.</p> <p>Good activities and resources (membership required): <a href="http://www.activehistory.co.uk/Miscellaneous/menus/GCSE/decline_collapse_soviet_control_eastern_europe_igcse.htm">www.activehistory.co.uk/Miscellaneous/menus/GCSE/decline_collapse_soviet_control_eastern_europe_igcse.htm</a></p>
<p>How similar were events in Hungary in 1956 and in Czechoslovakia in 1968?</p>	<p>Learners construct a table that compares the similarities and differences between each country relating to causes, key players, events and Soviet responses. <b>(I)</b></p> <p>Video clips for Hungary and Czechoslovakia: <a href="http://www.bbc.co.uk/schools/gcsebitesize/history/mwh/ir2/">www.bbc.co.uk/schools/gcsebitesize/history/mwh/ir2/</a></p> <p>Hungarian Uprising information and sources: <a href="http://www.johndclare.net/cold_war14.htm">www.johndclare.net/cold_war14.htm</a></p> <p>Overview of Hungarian Uprising YouTube video clip: <a href="http://www.youtube.com/watch?v=LVdQ9PK9Q5o">www.youtube.com/watch?v=LVdQ9PK9Q5o</a></p> <p>Clip on Prague Spring: 'Seven Days to Remember' (53 minutes): <a href="http://www.youtube.com/watch?v=8e9nXDOQ-78">www.youtube.com/watch?v=8e9nXDOQ-78</a></p>

Focus points	Suggested teaching activities
<p>Why was the Berlin Wall built in 1961?</p>	<p>Prague Spring 1968 information: <a href="http://www.historylearningsite.co.uk/prague_spring_1968.htm">www.historylearningsite.co.uk/prague_spring_1968.htm</a></p> <p>Learners add notices to either the East or West side of a giant whole class Berlin Wall. Here they write up detailed reasons for its construction. <b>(I)</b></p> <p>Learners create a storyboard or timeline of the creation of the Berlin Wall. <b>(I)</b></p> <p><b>Extension activity:</b> Learners write an extended answer that asks for explanations of the reasons for the Berlin Wall's construction. <b>(I)(F)</b></p> <p>Video clip on Berlin Wall: <a href="http://www.bbc.co.uk/schools/gcsebitesize/history/mwh/ir2/">www.bbc.co.uk/schools/gcsebitesize/history/mwh/ir2/</a></p> <p>Photos of the Berlin Wall: <a href="http://www.dailysoft.com/berlinwall/photographs/berlinwall-1961.htm">www.dailysoft.com/berlinwall/photographs/berlinwall-1961.htm</a></p> <p>Sources and information on the Berlin Wall: <a href="http://www.johndclare.net/cold_war15b.htm">www.johndclare.net/cold_war15b.htm</a></p>
<p>What was the significance of Solidarity in Poland for the decline of Soviet influence in Eastern Europe?</p>	<p>Learners, in groups, create a mind map to examine the reasons for the rise of Solidarity in Poland in 1980 and the reasons for the changing relations with government in 1981. These are then presented to the other groups. Learners can then update and add to their own mind map any additional information they learn.</p> <p>Using ICT, learners produce a front page of a newspaper or poster showing the achievements of Solidarity as an organisation which was successful in undermining Communism. <b>(I)</b></p> <p>Overview of Solidarity in Poland: <a href="http://www.rferl.org/content/article/1060898.html">www.rferl.org/content/article/1060898.html</a></p> <p>Information on Solidarity: <a href="http://www.rferl.org/a/1060898.html">www.rferl.org/a/1060898.html</a></p> <p>Video clip on the rise of Solidarity in Poland: <a href="http://www.youtube.com/watch?v=peT3-xSzj08">www.youtube.com/watch?v=peT3-xSzj08</a></p>
<p>How far was Gorbachev personally responsible for the collapse of Soviet control over Eastern Europe?</p>	<p>Learners research the main events in the collapse of Soviet control in Eastern Europe in 1989 and the eventual collapse of the USSR by 1991. Learners then create a living timeline of the events rating which ones led more to the collapse of the Soviet Bloc.</p> <p>In groups, learners research and list the reasons for the collapse of Soviet control including the part played by Gorbachev. Each reason should be recorded on a separate piece of card. The cards should then be ranked in importance and reasons given for choice.</p>

## Focus points

## Suggested teaching activities

Each group reports back to the rest of the class giving a summary of their findings. A final class decision is made as to the extent to which Gorbachev was more/less important than other reasons for the collapse of Soviet control over Eastern Europe.

Learners use an outline figure of Gorbachev to write around it his personal responsibility for the collapse of the USSR and communism. This should include references to glasnost and perestroika. **(I)**

From a collection of historical sources that deal with the collapse of Soviet control in Eastern Europe learners should consider how far the sources support the idea that Gorbachev was responsible for the collapse of the Soviet Bloc. **(F)**

Learners revise the work completed at the end of this section and complete a Cambridge IGCSE History question paper on this topic. **(F)**

Good range of activities and resources (membership required): [www.activehistory.co.uk/](http://www.activehistory.co.uk/)

Good video clip on the fall of Communism: [www.bbc.co.uk/schools/gcsebitesize/history/mwh/ir2/](http://www.bbc.co.uk/schools/gcsebitesize/history/mwh/ir2/)

Primary sources on Gorbachev: <http://spartacus-educational.com/COLDgorbachev.htm>

End of Cold War interactive diagram: [www.schoolhistory.co.uk/lessons/coldwar/coldwar\\_end.html](http://www.schoolhistory.co.uk/lessons/coldwar/coldwar_end.html)

## Past and specimen papers

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

## 7: Why did events in the Gulf matter, c.1970–2000?

Focus points	Suggested teaching activities
Why was Saddam Hussein able to come to power in Iraq?	<p>A good start will be to create a timeline for Iraq 1919–2000. Learners can add descriptions of important events and pictures to illustrate. These can be fed back to the teacher on a large version on PowerPoint. <b>(I)</b></p> <p>Learners can use a map of Iraq and its neighbours to add geographical and political detail. Timeline events can then be added around the map and connected to the correct location using arrows/lines. <b>(I)</b></p> <p>Learners, in groups, use text book, website or teacher-provided resources to mind map out the reasons for Saddam Hussein's rise to power in Iraq. The mind map can be colour coded for social, political, economic and military factors.</p> <p><b>Extension activity:</b> Higher ability learners can add explanations and prioritise reasons.</p> <p>Each learner picks at least one reason from their mind map and writes a speech to tell their partner why their reason is the most important. Teacher assesses speech. <b>(F)</b></p> <p>Downloadable map of Iraq and its neighbours: <a href="http://www.understandingwar.org/map/simple-map-iraq-and-its-neighbors">www.understandingwar.org/map/simple-map-iraq-and-its-neighbors</a></p> <p>BBC overview of Saddam Hussein's rise to power: <a href="http://news.bbc.co.uk/1/hi/world/middle_east/236486.stm">http://news.bbc.co.uk/1/hi/world/middle_east/236486.stm</a></p> <p>Biography and video about Saddam Hussein: <a href="http://www.biography.com/people/saddam-hussein-9347918">www.biography.com/people/saddam-hussein-9347918</a></p>
What was the nature of Saddam Hussein's rule in Iraq?	<p>Learners can create a news report about Saddam Hussein's rule and its effect on different groups in Iraq. Learners then read their reports back to the rest of the class (teacher could assess). <b>(I)(F)</b></p> <p>Learners can use media resources and websites to create group collages of Saddam Hussein's rule of terror. This could be done on a giant, whole class collage.</p> <p>Video about the nature of Saddam Hussein's rule: <a href="http://www.youtube.com/watch?v=4tFApQc-uws">www.youtube.com/watch?v=4tFApQc-uws</a></p> <p>An overview of Saddam Hussein's rule: <a href="http://history1900s.about.com/od/saddamhussein/p/saddamhussein.htm">http://history1900s.about.com/od/saddamhussein/p/saddamhussein.htm</a></p>
Why was there a revolution in Iran in 1979?	<p>Learners could be all asked to contribute different elements to a whole class fact file on Iran. Contributions could include information, illustrations, news stories, etc. on Iran's history, culture, economy, resources, population and religion and so on.</p> <p>Learners can organise and categorise information on the causes for the Iranian Revolution of 1979 individually or in groups and add details, explanations and illustrations. <b>(I)</b></p>

Focus points	Suggested teaching activities
	<p><b>Extension activity:</b> In-depth research could be presented on the role of the Ayatollah Khomeini in the form of hand-outs or PowerPoint presentations. <b>(I)</b></p> <p>Learners write a short newspaper report on the reasons for the Revolution of 1979 which is teacher-assessed. <b>(F)</b></p> <p>Decent overview of Iran including maps, history and interesting facts:  <a href="http://travel.nationalgeographic.com/travel/countries/iran-guide/">http://travel.nationalgeographic.com/travel/countries/iran-guide/</a></p> <p>Good resources and sources on Iranian Revolution:  <a href="http://news.bbc.co.uk/1/shared/spl/hi/pop_ups/04/middle_east_the_iranian_revolution/html/1.stm">http://news.bbc.co.uk/1/shared/spl/hi/pop_ups/04/middle_east_the_iranian_revolution/html/1.stm</a></p> <p>Information and links to historic and current implications of Iranian Revolution: <a href="http://www.guardian.co.uk/world/iranian-revolution">www.guardian.co.uk/world/iranian-revolution</a></p> <p>Video on the history of the Iranian Revolution: <a href="http://www.youtube.com/watch?v=_HjXEFMmgoQ">www.youtube.com/watch?v=_HjXEFMmgoQ</a></p>
<p>What were the causes and consequences of the Iran-Iraq War, 1980–1988?</p>	<p>Cluster exercise using statement cards containing causes and consequences of the Iran-Iraq War. Learners are handed statements at the start of a lesson and asked to read each other's statements and then cluster together if they think it is a cause or consequence. Learners can then construct whole class spider diagrams to show the causes and consequences and justify their choices to the rest of the class verbally.</p> <p><b>Extension activity:</b> Prioritise and explain which causes and consequences are the most significant and have the greatest impact – diagram above can be used for the verbal feedback. <b>(I)</b></p> <p>Detailed timelines can be created to show the course of the Iran-Iraq War. <b>(I)</b></p> <p>Map work can be used to highlight and explain the main events of the Iran-Iraq War in a group to report back to the rest of the class.</p> <p>Learners write a story about the causes and consequences of the Iran-Iraq War as if they were present in Iran at the time or role-play as if they were a news reporter in Iran. <b>(F)</b></p> <p>Three-part video documentary on the Iran-Iraq War: <a href="http://www.youtube.com/watch?v=bdO9h_5Nupk">www.youtube.com/watch?v=bdO9h_5Nupk</a></p> <p>Timeline, information, sources and links on the Iran-Iraq War: <a href="http://www.bbc.co.uk/news/world-middle-east-14546763">www.bbc.co.uk/news/world-middle-east-14546763</a></p> <p>Overview of Iran-Iraq War using maps and detailed descriptions: <a href="http://www.worldology.com/Iraq/iran_iraq_war.htm">www.worldology.com/Iraq/iran_iraq_war.htm</a></p>

## Focus points

## Suggested teaching activities

Why did the First Gulf War take place?

Whole class brainstorm on the causes of war and its effects. Learners then guess which reasons and effects will apply to the Gulf War, 1990–1.

Learners create flow diagrams to show the different causes of the First Gulf War and links between factors. Diagrams can be colour coded to identify political, military, religious and economic causes. **(I)**

**Extension activity:** Learners have five minutes to justify their opinion on ‘Who is to blame for the First Gulf War?’ **(I)**

**Extension activity:** Learners, in groups, link together causes and consequences cards and then need to justify their choices by explaining to the teacher. This could be assessed by the teacher. **(F)**

Links to videos, blogs, overviews, articles and resources on the Gulf War: [www.history.com/topics/persian-gulf-war](http://www.history.com/topics/persian-gulf-war)

Good information and links on the causes of the First Gulf War: [www.thefinertimes.com/War-in-The-Middle-East/causes-of-gulf-war-desert-storm.html](http://www.thefinertimes.com/War-in-The-Middle-East/causes-of-gulf-war-desert-storm.html)

Decent timeline of the First Gulf War: [http://news.bbc.co.uk/1/hi/world/middle\\_east/861164.stm](http://news.bbc.co.uk/1/hi/world/middle_east/861164.stm)

Twentieth Century Battlefields: Gulf War Documentary video: [www.youtube.com/watch?v=HMV\\_0iTk1qs](http://www.youtube.com/watch?v=HMV_0iTk1qs)

## Past and specimen papers

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

## Depth Study A: The First World War, 1914–1918

### 1: Why was the war not over by December 1914?

Focus points	Suggested teaching activities
How was the Schlieffen Plan intended to work?	<p>Learners contribute to a whole class diagram, including a map of Europe in 1914 showing the different political alliances, to revise through the causes of WWI.</p> <p>Learners create individual glossaries of key terms, words and phrases relating to WWI such as alliances, alliance system, militarism, imperialism, colonialism, arms race, BEF, etc. <b>(I)</b></p> <p>Learners use a blank map of Germany and France to add information and illustration on how the Schlieffen Plan was supposed to work and then another to show what actually happened. <b>(I)</b></p> <p>Printable map for Schlieffen Plan and other information: <a href="http://www.bbc.co.uk/bitesize/standard/history/1890_1920/road_to_war_to_1914/revision/6/">www.bbc.co.uk/bitesize/standard/history/1890_1920/road_to_war_to_1914/revision/6/</a></p>
How important was Belgium's reaction to the Schlieffen Plan?	<p>Learners examine sources relating to the surprise invasion of Belgium by Germany to look at the reactions by Belgium, Britain and other countries. Sources can be annotated, analysed and evaluated by sticking sources onto paper and writing around them for feedback to class. Include propaganda such as news stories that talks of German atrocities to give breadth. <b>(I)</b></p> <p>Some good anti-German propaganda: <a href="http://www.100megspop3.com/bark/Propaganda.html">www.100megspop3.com/bark/Propaganda.html</a></p> <p>Good overview of the Schlieffen Plan: <a href="http://www.open.edu/openlearn/history-the-arts/history/world-history/the-schlieffen-plan">www.open.edu/openlearn/history-the-arts/history/world-history/the-schlieffen-plan</a></p> <p>Documentary on the Schlieffen Plan: <a href="http://www.youtube.com/watch?v+XxLK0ku_P5s">www.youtube.com/watch?v+XxLK0ku_P5s</a></p>
How successful was the British Expeditionary Force (BEF)?	<p>Learners create a living timeline of the successes and failures of the British Expeditionary Force in 1914. High ability learners can write balanced explanations of how successful the BEF was in 1914. <b>(I)</b></p>
Why did both sides introduce trenches?	<p><b>Extension activity:</b> Learners research and provide fact files on the Battles of Mons, the Marne and Ypres in 1914 and explain their impact and significance. <b>(I)</b></p> <p>A mnemonic using the words 'TRENCH WARFARE' is written down the side of a page and sentences about the causes of trench warfare are added. This should include a reference to the Battle of the Marne. <b>(I)</b></p>

Focus points	Suggested teaching activities
	<p>Learners compare the impact of the failure of the Schlieffen Plan, the Battle of the Marne, the British Expeditionary Force and Belgian resistance to answer a question on why the war was not over by December 1914. This can be done as an extended writing assessment. <b>(F)</b></p> <p>Overview of battles of the First World War: <a href="http://www.greatwar.co.uk/battles/">www.greatwar.co.uk/battles/</a></p> <p>Links to information and sources on First World War battles: <a href="http://www.firstworldwar.com/battles/">www.firstworldwar.com/battles/</a></p> <p>Causes of trench warfare with timeline: <a href="http://www.buzzle.com/articles/world-war-1-causes-trenches-and-timeline.html">www.buzzle.com/articles/world-war-1-causes-trenches-and-timeline.html</a></p> <p>Short clip on the causes of trench warfare: <a href="http://www.youtube.com/watch?v=zKUNh7MVQQ0">www.youtube.com/watch?v=zKUNh7MVQQ0</a></p>
Past and specimen papers	
<p>Past/specimen papers and mark schemes are available to download at <a href="http://www.cambridgeinternational.org/support">www.cambridgeinternational.org/support</a> <b>(F)</b></p>	

## 2: Why was there stalemate on the Western Front?

Focus points	Suggested teaching activities
<p>Why did the war become bogged down in the trenches?</p>	<p>Teacher shows learners images of trench warfare on a PowerPoint slide show. Learners write down words to describe what trench warfare was like during WWI.</p> <p>Learners can label a diagram of the trench system during WWI. Good worksheets on <a href="http://www.schoolhistory.co.uk">www.schoolhistory.co.uk</a> for this exercise which are differentiated. <b>(I)</b></p> <p>Causes of trench warfare with timeline: <a href="http://www.buzzle.com/articles/world-war-1-causes-trenches-and-timeline.html">www.buzzle.com/articles/world-war-1-causes-trenches-and-timeline.html</a></p> <p>Excellent resources for trench warfare including worksheets on trench system: <a href="http://www.schoolhistory.co.uk/gcse/links/wars/firstwwlinks/trenches_worksheets.shtml">www.schoolhistory.co.uk/gcse/links/wars/firstwwlinks/trenches_worksheets.shtml</a></p>
<p>What was living and fighting in the trenches like?</p>	<p>Learners have a picture of a soldier from WWI and write around it all the conditions and experiences that the soldier would have had to put up with in the trenches during WWI. They can do this with a German and a British soldier to compare the trenches on both sides to add depth. <b>(I)</b></p> <p>Learners can use sources of conditions in the trenches to write a diary entry of a soldier in the trenches during WWI. Teacher-assessed activity. <b>(F)</b></p>

Focus points	Suggested teaching activities
	<p>Excellent variety of worksheets and resources on trench warfare:  <a href="http://www.schoolhistory.co.uk/gcse/links/wars/firstwwlinks/trenches_worksheets.shtml">www.schoolhistory.co.uk/gcse/links/wars/firstwwlinks/trenches_worksheets.shtml</a></p> <p>Link to outline drawings of WWI soldiers: <a href="http://www.edupics.com/coloring-page-soldierwwi-i4262.html">www.edupics.com/coloring-page-soldierwwi-i4262.html</a></p> <p>Some primary sources on WWI trenches: <a href="http://www.historylearningsite.co.uk/memories_from_the_trenches.htm">www.historylearningsite.co.uk/memories_from_the_trenches.htm</a></p> <p>Good overview of trench warfare including illustrated diagram: <a href="http://spartacus-educational.com/FWWtrenchsystem.htm">http://spartacus-educational.com/FWWtrenchsystem.htm</a></p> <p>Short video explaining trench warfare: <a href="http://www.youtube.com/watch?v=Qhpr8CRAIok">www.youtube.com/watch?v=Qhpr8CRAIok</a></p>
<p>How important were new developments such as tanks, machine guns, aircraft and gas?</p>	<p>Learners, in small groups, each choose one weapon to create a 'top trump' card that rates the firepower, damage, mobility and cost of each of the weapons. Learners will need to research the weapons using ICT and find relevant examples to add on to the card for illustration.</p> <p>Good website that has detailed information on WWI weapons: <a href="http://www.firstworldwar.com/weaponry/">www.firstworldwar.com/weaponry/</a></p> <p>Information on weapons used in the trenches: <a href="http://www.bl.uk/world-war-one/articles/weapons-of-world-war-one">www.bl.uk/world-war-one/articles/weapons-of-world-war-one</a></p> <p>Documentary on weapons of the First World War: <a href="https://www.youtube.com/watch?v=S0t4afIEw0M">https://www.youtube.com/watch?v=S0t4afIEw0M</a></p>
<p>What was the significance of the Battles of Verdun and the Somme?</p>	<p>Learners create fact files for presentation on the Battles of Verdun and the Somme to feedback to class. Focus is on significance and impact. This activity can be done in groups. (I)</p> <p><b>Extension activity:</b> Learners research the importance of the British General Sir Douglas Haig and assess his responsibility for the huge loss of life at the Battle of the Somme. (I)</p> <p>Decent biography of General Haig: <a href="http://www.historylearningsite.co.uk/general_douglas_haig.htm">www.historylearningsite.co.uk/general_douglas_haig.htm</a></p> <p>Information and media on the Battles of Verdun and the Somme:  <a href="http://www.bbc.co.uk/history/worldwars/wwone/battle_somme.shtml">www.bbc.co.uk/history/worldwars/wwone/battle_somme.shtml</a></p> <p>Information and sources on the Somme: <a href="http://www.historylearningsite.co.uk/somme.htm">www.historylearningsite.co.uk/somme.htm</a></p> <p>Focused drama/documentary on the Battle of the Somme: <a href="http://www.youtube.com/watch?v=ietYhbiFeYs">www.youtube.com/watch?v=ietYhbiFeYs</a></p>
<p>Past and specimen papers</p>	

**Focus points****Suggested teaching activities**

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

**3: How important were other fronts?****Focus points****Suggested teaching activities**

Who won the War at Sea?

Giant map of Europe can be used in lesson for learners to identify, label and add information about other fronts during WWI. Could be part of a homework exercise. Learners add their information and draw arrows onto the map.

Learners divide into groups and each take one of the following areas to research: War at Sea, war on the Eastern Front, the Gallipoli Campaign. Learners provide handouts or presentations, including geographical locations, on the significance and impact of the other fronts during WWI.

Learners create a living timeline of the events of the War at Sea and highlight which side was victorious and why. **(I)**

Links to galleries, maps and information on the War at Sea:

[www.bbc.co.uk/history/worldwars/wwone/war\\_sea\\_gallery.shtml](http://www.bbc.co.uk/history/worldwars/wwone/war_sea_gallery.shtml)

Detailed information on the War at Sea: <http://spartacus-educational.com/FWWsea.htm>

Links to major sea battles during WWI: [www.firstworldwar.com/battles/sea.htm](http://www.firstworldwar.com/battles/sea.htm)

Two documentaries about the War at Sea: <https://www.youtube.com/watch?v=2933BcyJ6I> and [www.youtube.com/watch?v=k6Wpfv4aiDA&list=PLNCsj09lCs9PdQxQrAu74blstcBGkRYF](http://www.youtube.com/watch?v=k6Wpfv4aiDA&list=PLNCsj09lCs9PdQxQrAu74blstcBGkRYF)

Why did the Gallipoli campaign of 1915 fail?

Learners use sources and information about the Gallipoli campaign and create a storyboard of the events leading to failure in 1915. **(I)**

**Extension activity:** Learners prioritise the main reasons for failure in the Gallipoli campaign and produce short speeches justifying their choices. **(I)**

Information and links on the Gallipoli Campaign: [www.historylearningsite.co.uk/gallipoli.htm](http://www.historylearningsite.co.uk/gallipoli.htm)

In-depth overview of Gallipoli Campaign: [www.firstworldwar.com/battles/overview\\_gf.htm](http://www.firstworldwar.com/battles/overview_gf.htm)

Four-part documentary on Gallipoli Campaign: [www.youtube.com/watch?v=B3E\\_OcZXRvk](http://www.youtube.com/watch?v=B3E_OcZXRvk)

Focus points	Suggested teaching activities
<p>Why did Russia leave the war in 1918?</p>	<p>Learners, using a table, compare the similarities and differences of these other fronts to the fighting on the Western Front – a good example of this exercise can be found in Walsh, B. <i>OCR GCSE Modern World History</i> page 241. <b>(I)</b></p> <p><b>Extension activity:</b> Learners examine in detail each of the other fronts during WWI and write explanations on who was victorious on each front and why. This could be done as a written or verbal activity. <b>(I)</b></p> <p>Learners create a mind map of the different reasons why Russia left the war including: shortages at home, the November Revolution 1917 and the role of Lenin and the Bolsheviks, mutiny in the army and the role of the Tsar, Tsarina and Rasputin. <b>(I)</b></p> <p>Interactive timeline, blog and information on the Eastern Front: <a href="http://www.khanacademy.org/humanities/history/euro-hist/world-war-i-fighting/v/world-war-i-eastern-front">www.khanacademy.org/humanities/history/euro-hist/world-war-i-fighting/v/world-war-i-eastern-front</a></p> <p>Maps and information on the Eastern Front: <a href="http://www.richthofen.com/ww1sum2/">www.richthofen.com/ww1sum2/</a></p> <p>Links to information on battles on the Eastern Front: <a href="http://www.firstworldwar.com/battles/ef.htm">www.firstworldwar.com/battles/ef.htm</a></p> <p>Colour documentary of the Eastern Front: <a href="http://www.youtube.com/watch?v=RuCDfApqrAg">www.youtube.com/watch?v=RuCDfApqrAg</a></p> <p>Decent documentary about the Russian Revolution 1917 and withdrawal from WWI: <a href="http://www.youtube.com/watch?v=GQUAW_CdBds">www.youtube.com/watch?v=GQUAW_CdBds</a></p> <p>Good detailed overview of Russia and withdrawal from WWI: <a href="http://www.historylearningsite.co.uk/russia_and_world_war_one.htm">www.historylearningsite.co.uk/russia_and_world_war_one.htm</a></p>
<p>What was the impact of war on civilian populations?</p>	<p>Learners use source material in groups to create a mind map of the effects of WWI on the Home Front. Excellent source material and activities, including a timeline, can be found in Walsh, B. <i>OCR GCSE Modern World History</i> pages 418–429.</p> <p>Learners then compare sources about the impact of war on other fronts to create collages comparing the different effects and explaining similarities and differences.</p> <p>Learners examine sources relating to the effect of war on civilians and explain how useful each source is and how similar the effects were. <b>(F)</b></p> <p>A variety of worksheets on the Home Front including propaganda: <a href="http://www.schoolhistory.co.uk/gcselinks/wars/firstwwlinks/conscription_worksheets.shtml">www.schoolhistory.co.uk/gcselinks/wars/firstwwlinks/conscription_worksheets.shtml</a></p> <p>Good information and links on the British Home Front: <a href="http://www.bbc.co.uk/history/british/britain_wwone/">www.bbc.co.uk/history/british/britain_wwone/</a></p>

Focus points	Suggested teaching activities
	<p>Brief overview of the effects of war on civilians:  <a href="http://www.bbc.co.uk/history/trail/wars_conflict/home_front/the_home_front_01.shtml">www.bbc.co.uk/history/trail/wars_conflict/home_front/the_home_front_01.shtml</a></p> <p>Statistical overview of the effects of war on different home fronts: <a href="http://www.worldology.com/Europe/world_war_1_effect.htm">www.worldology.com/Europe/world_war_1_effect.htm</a></p>
Past and specimen papers	
<p>Past/specimen papers and mark schemes are available to download at <a href="http://www.cambridgeinternational.org/support">www.cambridgeinternational.org/support</a> <b>(F)</b></p>	

#### 4: Why did Germany ask for an armistice in 1918?

Focus points	Suggested teaching activities
<p>What was the importance of America's entry into the war?</p>	<p>Learners research the story of the Lusitania and its impact on the USA. Learners then create posters to inform US citizens and the world about the event and why they will enter the war. <b>(I)</b></p> <p>Learners create a timeline of 1917–1918 and examine the successes and failures of the USA. <b>(I)</b></p> <p>Learners create statement cards for the impact of US involvement from the timeline above and then decide as a whole class which impact was most important – this might be economic, political or economic in origin. <b>(I)</b></p> <p>Information on US entry into the First World War: <a href="http://www.historylearningsite.co.uk/america_and_world_war_one.htm">www.historylearningsite.co.uk/america_and_world_war_one.htm</a></p> <p>US website on the reasons for US entry into the First World War: <a href="http://www.socialstudieshelp.com/lesson_72_notes.htm">www.socialstudieshelp.com/lesson_72_notes.htm</a></p> <p>Documentary on US entry into the First World War: <a href="http://www.youtube.com/watch?v=DHn1Egt6Xdg">www.youtube.com/watch?v=DHn1Egt6Xdg</a></p>
<p>Why was the German offensive of 1918 unsuccessful?</p>	<p>Learners use a blank map of Western Europe to show the planned Spring Offensive and the different battles that took place. <b>(I)</b></p> <p>Learners discuss the social, political, military and economic reasons the German offensive might fail. Learners then research the different reasons and stick up their findings on a whole class diagram.</p> <p>Learners write an extended answer about what the most important cause of German failure was considering military limitations, economic problems, unrest at home, US involvement and political issues. <b>(F)</b></p> <p>Good overview of the 1918 Spring Offensive: <a href="http://www.historylearningsite.co.uk/german_spring_offensive_of_1918.htm">www.historylearningsite.co.uk/german_spring_offensive_of_1918.htm</a></p>

Focus points	Suggested teaching activities
	<p>Story, including sources, about the German offensive: <a href="http://www.firstworldwar.com/diaries/openingofgermanoffensive.htm">www.firstworldwar.com/diaries/openingofgermanoffensive.htm</a></p> <p>Four-part documentary on the Spring Offensive: <a href="http://www.youtube.com/watch?v=ymQ5ofw1N68">www.youtube.com/watch?v=ymQ5ofw1N68</a></p>
<p>Why did revolution break out in Germany in October 1918?</p>	<p>Learners consider the different causes of revolution as a class for debate.</p> <p>Learners are given sources on conditions in Germany in 1918. Learners then create a short role-play or mime to highlight the conditions in Germany and why this would have contributed to the Armistice.</p> <p>Links to information on the Kiel Mutiny, German revolution and the abdication of the Kaiser: <a href="http://www.firstworldwar.com/atoz/kielmutiny.htm">www.firstworldwar.com/atoz/kielmutiny.htm</a></p> <p>Short video of the events leading to the abdication of the Kaiser in 1918: <a href="http://www.youtube.com/watch?v=bZd1aGRU4SY">www.youtube.com/watch?v=bZd1aGRU4SY</a></p> <p>A WWI documentary that focuses on the causes and consequences of the German revolution, 1918–1919: <a href="http://www.youtube.com/watch?v=uJhjuT61oW0">www.youtube.com/watch?v=uJhjuT61oW0</a></p>
<p>Why was the armistice signed?</p>	<p>Learners, in groups, take part in an activity called ‘Turning Points’. They need to create hand-outs or PowerPoint presentations to argue their case by examining 1916, 1917 and 1918. Learners then vote on which year was the most significant turning point during WWI.</p> <p>Learners can write paragraphs explaining their opinions on the above task which can be formally assessed by the teacher. <b>(F)</b></p> <p>Learners are given sources on conditions in Germany in 1918. Learners then create a short role-play or mime to highlight the conditions in Germany and why this would have contributed to the Armistice.</p> <p>Learners use a mnemonic of the word ‘ARMISTICE’ down the side of a page to write sentences about the terms and impact of the Armistice on Germany. <b>(I)</b></p> <p><b>Extension activity:</b> Learners prioritise the terms of the Armistice in terms of their fairness and justify their choices to the rest of the class, leading to a class debate. <b>(I)</b></p> <p>Good links and information on the Armistice, 1918: <a href="http://www.firstworldwar.com/features/armistice.htm">www.firstworldwar.com/features/armistice.htm</a></p> <p>Excellent review of the terms of the Armistice, 1918: <a href="http://www.firstworldwar.com/source/armisticeterms.htm">www.firstworldwar.com/source/armisticeterms.htm</a></p> <p>Detailed ocumentary on the Armistice, 1918: <a href="http://www.youtube.com/watch?v=R9wgafi8lqU">www.youtube.com/watch?v=R9wgafi8lqU</a></p>

Focus points

Suggested teaching activities

Past and specimen papers

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