

# Scheme of Work – Paper 3

## Topic 2: The Holocaust

# Cambridge International AS & A Level History 9489

For examination from 2021



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## Introduction

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

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

### Key concepts

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

#### Key Concept 1 (KC1) – Cause and consequence

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

#### Key Concept 2 (KC2) – Change and continuity

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

#### Key Concept 3 (KC3) – Similarity and difference

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

#### Key Concept 4 (KC4) – Significance

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

#### Key Concept 5 (KC5) – Interpretations

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

## Guided learning hours

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

Topic	Suggested teaching time (hours / % of the course)
Subject content	It is recommended that this unit should take about 36 hours/ 20% of the course.
Historian's interpretations	It is recommended that this unit should take about 36 hours/ 20% of the course.

## Resources

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

## School Support Hub

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

## Websites

This scheme of work includes website links providing direct access to internet resources. Cambridge Assessment International Education is not responsible for the accuracy or content of information contained in these sites. The inclusion of a link to an external website should not be understood to be an endorsement of that website or the site's owners (or their products/services).

The website pages referenced in this scheme of work were selected when the scheme of work was produced. Other aspects of the sites were not checked and only the particular resources are recommended.

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

We have written this scheme of work for the Cambridge As and A level 9489 syllabus and it provides some ideas and suggestions of how to cover the content of the syllabus. We have designed the following features to help guide you through your course.

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

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

### Key Concepts (KC) objectives Suggested teaching activities

Nazi anti-Semitism and persecution of the Jews, 1933–41

To understand how Nazi policy towards the Jews developed and radicalised in this period

#### Introduction

Learners watch A Warning from History, episode 2 – Chaos and Consent on the nature of the Nazi regime.

Learners to work in pairs/small groups researching the following topics:

- Hitler's anti-Semitism
- Mein Kampf and lebensraum
- Nazi policies towards the Jews and other minorities after 1933
- Nuremberg Laws
- Kristallnacht.

Learners should prepare a presentation for the class on their allocated topic. **(I)**

Learners to deliver presentations and class to take notes.

Discussion: Was it clear all along that Hitler intended to exterminate the Jews? Learners draw up a balance sheet of evidence for both sides of the argument and write a 300 word response to the question. **(F)**

#### Extension activity

Learners read the article here and add extra detail to their notes.

[www.bbc.co.uk/history/worldwars/genocide/radicalisation\\_01.shtml](http://www.bbc.co.uk/history/worldwars/genocide/radicalisation_01.shtml)

#### Extension activities

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

**Independent study (I)** gives your learners the opportunity to develop their own ideas and understanding with direct input from you.

### Past and specimen papers

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

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

[www.cambridgeinternational.org/support](http://www.cambridgeinternational.org/support) **(F)**

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

## Part A: Subject content

Syllabus ref. and Key Concepts (KC)	Learning objectives	Suggested teaching activities
The background of European and German anti-Semitism and racist theories <b>KC2</b>	Understand the development of anti-Semitism in Europe and Germany.	<p><b>Introduction</b>  <a href="http://www.ushmm.org/confront-antisemitism/european-antisemitism-from-its-origins-to-the-holocaust">www.ushmm.org/confront-antisemitism/european-antisemitism-from-its-origins-to-the-holocaust</a>            Learners watch the short film from this website and make notes on the background of the development of anti-Semitism. The website also contains other useful resources which learners can use to develop a timeline to show the history of anti-Semitism in Europe.</p>
Nazi anti-Semitism and persecution of the Jews, 1933–41 <b>KC1</b>	Understand how Nazi policy towards the Jews developed and radicalised in this period.	<p><b>Introduction</b>            Watch ‘A Warning from History, episode 2 – Chaos and Consent’ on the nature of the Nazi regime.  <a href="http://www.bbc.co.uk/programmes/b01kkxvd/episodes/guide">www.bbc.co.uk/programmes/b01kkxvd/episodes/guide</a></p> <p>Learners work in pairs/small groups researching the following topics:</p> <ul style="list-style-type: none"> <li>• Hitler’s anti-Semitism</li> <li>• Mein Kampf and lebensraum</li> <li>• Nazi policies towards the Jews and other minorities after 1933</li> <li>• Nuremberg Laws</li> <li>• Kristallnacht.</li> </ul> <p>Learners should prepare a presentation for the class on their allocated topic. <b>(I)</b>            Learners deliver presentations and the class take notes.</p> <p><b>Class discussion</b>            Was it clear all along that Hitler intended to exterminate the Jews? Learners draw up a balance sheet of evidence for both sides of the argument and write a 300-word response to the question. <b>(F)</b></p> <p><b>Extension activity</b>            Learners read the article here and add extra detail to their notes.  <a href="http://www.bbc.co.uk/history/worldwars/genocide/radicalisation_01.shtml">www.bbc.co.uk/history/worldwars/genocide/radicalisation_01.shtml</a></p>
The impact of war on Nazi policy towards the Jews	Understand how developments in wartime influenced	<p><b>Introduction</b>            Watch ‘A Warning from History, episode 4 –The Wild East’.  <a href="http://www.bbc.co.uk/programmes/b01kkxvd/episodes/guide">www.bbc.co.uk/programmes/b01kkxvd/episodes/guide</a></p>

Syllabus ref. and Key Concepts (KC)	Learning objectives	Suggested teaching activities
KC1 KC2	Nazi policy towards the Jews.	<p>Learners to complete a timeline of events focusing on Nazi racial policy and invasion and conquest of Eastern Europe. <b>(I)</b></p> <p><b>Teacher-led discussion on the following topics:</b></p> <ul style="list-style-type: none"> <li>• radicalisation of Nazi racial policy</li> <li>• invasion and conquest of Eastern Europe and impact on local populations: violence, upheaval, slave labour.</li> </ul> <p>Learners identify these topics on their timelines, possibly colour coding factors, such as violence/upheaval, etc. Then they should consider when key changes of policy came into effect and why. <b>(I)</b></p> <p><b>Class discussion</b> How and why did the invasion and conquest of Poland make Nazi racial policies more extreme?</p>
Ghettoisation and Jewish responses to the Holocaust	Understand what life was like for the Jews in the ghettos and the nature and extent of resistance.	<p>Several of the films listed here show clear representations of life in the ghetto, which would be useful here, but you should consider suitability for your learners. <a href="https://en.wikipedia.org/wiki/List_of_Holocaust_films">https://en.wikipedia.org/wiki/List_of_Holocaust_films</a></p> <p><b>Teacher-led introductions on the following topics:</b></p> <ul style="list-style-type: none"> <li>• creation of ghettos</li> <li>• conditions within the ghettos</li> <li>• extent of Jewish resistance and nature of resistance.</li> </ul> <p>Learners should work on researching each topic above. This could be done by creating three different work stations, each work station containing information on one of the topics. You will need to create a pack of information resources and sources for learners to work through, giving learners a set amount of time at each work station. <b>(I)</b></p> <p><b>Class discussion</b> Why was there relatively little violent resistance to the Holocaust by the Jews?</p> <p><b>Group task</b> The only meaningful form of resistance to the Holocaust was to fight back'. Learners are divided into two groups (Yes/No) to prepare and present arguments.</p>



Syllabus ref. and Key Concepts (KC)	Learning objectives	Suggested teaching activities
The development of Nazi extermination policies towards Jews and other minorities	Understand how developments in wartime impacted on Nazi policies towards the Jews and other minorities.	<p><b>Introduction</b> Watch 'A Warning from History, episode 5 – The Road to Treblinka'. <a href="http://www.bbc.co.uk/programmes/b01kxxvd/episodes/guide">www.bbc.co.uk/programmes/b01kxxvd/episodes/guide</a></p> <p><b>Teacher-led introductions on the following topics:</b></p> <ul style="list-style-type: none"> <li>• impact of Operation Barbarossa</li> <li>• moves towards genocide</li> <li>• first experiments in mass murder using gas</li> <li>• development of extermination camps</li> <li>• impact on other minorities.</li> </ul> <p>Learner research using textbooks and internet. <b>(I)</b></p> <p><b>Classroom debate</b> 'Those who carried out the killing during the Holocaust were uniquely evil people'. Learners are divided into two groups (Yes/No) to prepare and present arguments.</p>
Contemporary reactions to the Holocaust	Understand how much was known about the Holocaust at the time and how and why the Allies reacted as they did.	<p><b>Teacher-led introduction on the following question:</b> Were the Allies right to have reacted to the Holocaust as they did?</p> <p>Learners to research the following topics:</p> <ul style="list-style-type: none"> <li>• Extent to which others knew of the Holocaust at the time.</li> <li>• How did they react and what explains their reactions?</li> </ul> <p>Learners then use their research to prepare a presentation to the class, in pairs, in answer to the above question. <b>(I)</b></p> <p>Pairs to prepare and present arguments.</p>
<b>Past and specimen papers</b>		
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>		

**Relevant general books (non-endorsed)**

Arnold, JH. *History: A Very Short Introduction*, Oxford University Press, 2000

Evans, RJ. *In Defence of History*, Granta Books, 1997

Tosh, J. *The Pursuit of History*, (5<sup>th</sup> edition), Routledge, 2010

## Part B: Historians' interpretations

Syllabus ref. and Key Concepts (KC)	Learning objectives	Suggested teaching activities
Introduction to interpretations on the Holocaust <b>KC5</b>	Understand the nature of the assessment in this component and to learn about the reasons why historians have developed different interpretations of the same events.	<p>Learners are given two extracts from historians' writings about the same aspect of the Holocaust, e.g.</p> <ul style="list-style-type: none"><li>• Hitler's role</li><li>• actions of perpetrators</li><li>• reactions of victims.</li></ul> <p>It is vital that these two extracts should give sharply contrasting interpretations of the events.</p> <p><b>Homework task</b></p> <p>Learners are asked to identify the differences between the extracts. In class, these differences can be collated and classified:</p> <ul style="list-style-type: none"><li>• Which are points of detail?</li><li>• Which are points of argument (i.e. interpretative points, but not sufficient in themselves to identify the historian's overall interpretation)?</li><li>• Which are the essential differences in the interpretation as a whole?</li></ul> <p>The ability to distinguish the qualitative differences between these points is fundamental to the assessment of this component and should be underlined at every opportunity. In groups, learners can consider the question 'What reasons might there be for the differences in these two interpretations of the same aspect of the Holocaust?' and prepare five-minute presentations of their conclusions.</p> <p>You will want to ensure that discussion of these presentations covers the following issues (as appropriate to the extracts chosen):</p> <ul style="list-style-type: none"><li>• the fragmentary nature of historical evidence</li><li>• the selection and interpretation of evidence</li><li>• the ways that the passage of time can change the focus of historians' views, with the emergence of new evidence or new interpretations of other historians</li><li>• the ways that historians are influenced by the time and place in which they work</li><li>• how different historians ask different questions about their field of study</li><li>• how historians' approaches are influenced by their own ideology and beliefs (e.g. by focusing on issues of class, gender, the role of structures)</li><li>• the inter-relationship between historians' interpretations and approaches.</li></ul>

Syllabus ref. and Key Concepts (KC)	Learning objectives	Suggested teaching activities
		<p>This approach to helping learners analyse contrasting interpretations can be repeated as required throughout the course as more aspects of the historiography of the Holocaust are covered.</p>
<p>How far was the Holocaust a consequence of racist ideas which existed before the Nazis? <b>KC1, KC5</b></p>	<p>Consider interpretations which suggest pre-existing racism resulted in the Holocaust.</p>	<p><b>Teacher-led introduction</b> What are the main features of interpretations focusing on the significance of the existence of racist ideas in Germany before the Nazis?</p> <p>Learners are given an extract which encompasses an interpretation focusing on the significance of German history before the Nazis. As a class, read through the extract and discuss each section.</p> <p><b>Class discussion</b> How you can identify the interpretation and approach of the historian? Make a list of guidance points to help learners when they look at the next interpretation.</p> <p>How far does German history before Hitler help to explain the Holocaust? Was there anything unique about German anti-Semitism?</p>
<p>The Intentionalist approach and the role of Hitler: was the Holocaust planned in advance by Hitler? <b>KC5</b></p>	<p>Understand the key features of Intentionalist approaches and be able to identify an Intentionalist interpretation</p>	<p><b>Teacher-led introduction</b> What are the main features of intentionalist interpretations?</p> <p>In pairs, learners are given an extract which encompasses the Intentionalist interpretation, and they are asked to prepare a draft answer for class discussion on how the interpretation and approach of the historian can be identified, using the guidance devised by the class in the previous lesson.</p> <p>Feedback from pairs and discussion of similarities and differences in answers, to help learners understand how to identify the interpretation and approach of the historian.</p> <p><b>Extension activity</b> Learners read the extract from Lucy Dawidowicz here and write a summary of the main points made. <a href="http://www.writing.upenn.edu/~afilreis/Holocaust/dawidowicz-hitler.html">www.writing.upenn.edu/~afilreis/Holocaust/dawidowicz-hitler.html</a> (I)</p>
<p>The Structuralist approach: how far did the nature of the Nazi state and the impact of war determine how the</p>	<p>Understand the key features of structuralist approaches and be able to identify a Structuralist</p>	<p><b>Teacher-led introduction</b> What are the main features of Structuralist interpretations?</p> <p>Learners are given an extract which encompasses a Structuralist interpretation and are asked to prepare a draft answer for class discussion on how the interpretation and approach of the historian can be identified from the extract. (F)</p>

Syllabus ref. and Key Concepts (KC)	Learning objectives	Suggested teaching activities
Holocaust developed? <b>KC5</b>	interpretation.	This time they should complete the task individually, before feedback and discussion as a whole class. <b>(I)</b>
The Functionalist approach: how far did contingent factors such as war determine how the Holocaust developed? <b>KC5</b>	Understand the key features of Functionalist approaches and be able to identify a Functionalist interpretation.	<p><b>Teacher-led introduction</b> What are the main features of Functionalist interpretations?</p> <p>Learners are given an extract which encompasses a Functionalist interpretation and are asked to prepare a draft answer for class discussion on how the interpretation and approach of the historian can be identified from the extract. <b>(I)</b></p> <p><b>Class discussion</b> Draw up a list to show the ways in which structuralist and functionalist arguments are different from each other.</p>
Synthesis interpretations which aim to reconcile the Intentionalist and Functionalist viewpoints. <b>KC5</b>	Understand the key features of Synthesis approaches and be able to identify a Synthesis interpretation.	<p><b>Teacher-led introduction</b> What are the main features of Synthesis interpretations?</p> <p>Arrange a number of work stations around the room, each with a source which encompasses a Synthesis interpretation. Learners are asked to visit each work station and complete a table to show the interpretation identified in each extract, and the approach of the historian. Whole class to provide feedback on findings. <b>(I)</b></p> <p>Re-visit the original question: what are the main features of Synthesis interpretations?</p> <p><b>Extension activity</b> Learners could study the interview on this website and decide what interpretation Kershaw puts forward. <a href="http://ww2history.com/experts/Sir_Ian_Kershaw/Hitler_and_the_Holocaust">http://ww2history.com/experts/Sir_Ian_Kershaw/Hitler_and_the_Holocaust</a></p>
Perpetrators: who carried out the Holocaust, and why? Was murderous behaviour the exception or were many involved? Why did non-Germans participate in the killings?	Understand that the debate about the Holocaust is wider than causation and includes views on the perpetrators, victims and bystanders.	<p><b>Teacher-led introduction</b> What are the main features of interpretations about the perpetrators/victims/bystanders?</p> <p><b>Group task</b> Learners are divided into three groups, each group with a responsibility to plan and prepare a presentation for the whole class on their allocated key content/approach. The three pieces to be allocated are:</p> <ul style="list-style-type: none"> <li>• Perpetrators: who carried out the Holocaust and why? Was murderous behaviour the exception or were many involved? Why did non-Germans participate in the killings?</li> <li>• Victims: how far did Jews resist the Holocaust, and how can resistance be defined? Did men and women</li> </ul>

Syllabus ref. and Key Concepts (KC)	Learning objectives	Suggested teaching activities
<p><b>KC3, KC5</b></p>		<p>experience the Holocaust in different ways? Should definitions of the Holocaust include victims other than Jews?</p> <ul style="list-style-type: none"> <li>• Bystanders: how did the USA and Britain respond to the Holocaust at the time?</li> </ul> <p>Learners are given materials from the suggested learning resources and should ensure their presentations include several extracts and clearly show the approach and interpretation of each historian.</p> <p>Depending on time, each group could prepare a work sheet or notes for the rest of the class to use in conjunction with their presentation. You will need to guide and advise groups in their research and presentations. It is up to you to decide on how long learners may spend on this research, depending on allocated teaching time, syllabus yet to cover, etc.</p>
<p>Victims: how far did Jews resist the Holocaust, and how can resistance be defined? Did men and women experience the Holocaust in different ways? Should definitions of the Holocaust include victims other than Jews?</p> <p><b>KC3, KC5</b></p>	<p>Understand that the debate about the Holocaust is wider than causation and includes views on the perpetrators, victims and bystanders.</p>	<p>Continued group work, as above.</p>
<p>Bystanders: how did the USA and Britain respond to the Holocaust at the time?</p> <p><b>KC5</b></p>	<p>Understand that the debate about the Holocaust is wider than causation and includes views on the perpetrators, victims and bystanders.</p>	<p>Group presentations (from group work above). It is vital here that you ensure the key points of each interpretation are clearly presented, so there is good whole class understanding, but prior teacher guidance should ensure this.</p> <p><b>Research task/class discussion</b> How far do the experiments of social psychologists like Stanley Milgram (e.g. Yale experiment on obedience to authority figures) cast light on debates about the perpetrators?</p> <p><b>Class discussion</b></p>

Syllabus ref. and Key Concepts (KC)	Learning objectives	Suggested teaching activities
		Should the victims of the Holocaust have resisted more violently? How far are bystanders to blame?

### 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)

Topic	Relevant books (non-endorsed)	Comments
<b>Topic 2:</b> The Holocaust	<p>Farmer, A, <i>Anti-Semitism and the Holocaust</i>, (2<sup>nd</sup> edition), Hodder Education 2009</p> <p>Neville, P, <i>The Holocaust</i>, Cambridge University Press, 1999</p> <p>Kershaw, I, <i>Hitler, the Germans, and the Final Solution</i>, Yale University Press, 2008</p> <p>Engel, D, <i>The Holocaust: The Third Reich and the Jews</i>, 2nd Edition, Routledge, 2012</p> <p>Cesarani, D, (edited), <i>The Final Solution: Origins and Implementation</i>, Routledge, 1997</p>	<p>A learner-friendly text which offers a useful narrative of events and a section on the historiography.</p> <p>One of the Cambridge Perspectives series which gives detailed coverage of the development of the Holocaust as well as discussing issues around bystanders, foreign reactions and the debate about causation.</p> <p>From the Seminar Studies series, this book considers events and historiography in detail and has the usual timeline, who's who section and documents.</p> <p>This is a useful teacher resource which contains extracts from the writing of several leading Holocaust historians.</p>

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