

Scheme of Work – Paper 4
International option, Depth study 3: International history, 1945–92

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

For examination from 2021



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Introduction

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

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

Key concepts

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

Key Concept 1 (KC1) – Cause and consequence

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

Key Concept 2 (KC2) – Change and continuity

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

Key Concept 3 (KC3) – Similarity and difference

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

Key Concept 4 (KC4) – Significance

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

Key Concept 5 (KC5) – Interpretations

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

Guided learning hours

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

Topic	Suggested teaching time (hours / % of the course)
Theme 1: US–Soviet relations during the Cold War, 1950–91	It is recommended that this unit should take about 45 hours/25% of the course.
Theme 2: The spread of communism in East and Southeast Asia, 1945–91	It is recommended that this unit should take about 45 hours/25% of the course.
Theme 3: Decolonisation, the Cold War and the UN in Sub-Saharan Africa, 1950–92	It is recommended that this unit should take about 45 hours/25% of the course.
Theme 4: Conflict in the Middle East, 1948–91	It is recommended that this unit should take about 45 hours/25% of the course.

Resources

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

School Support Hub

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

Websites

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

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

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

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

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

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

Syllabus ref. and Key Concepts (KC)	Learning objectives	Suggested teaching activities
Why was there a crisis over Cuba in the 1960s and how did it affect US-Soviet relations	To understand the consequences of the conflict, e.g. hotline, Test Ban Treaty KC1	<p>Starter activity: learners read this short article and note its key points about the consequences of the Test ban treaty. www.nationalarchives.gov.uk/education/heroesvillains/g2/cs3/ (I)</p> <p>Learners study this resource and take more detailed notes on the Hotline agreement and its impact. www.armscontrol.org/factsheets/Hotlines (I)</p> <p>Research task: Each learner researches the Test Ban under the headings: (I)</p> <ul style="list-style-type: none"> • aims • terms • impact <p>Class discussion : how effective were these measures?</p> <p>Learners plan a detailed response to a Paper 4 question on this topic for peer review next lesson. (F)</p> <p>Extension activity: What were the consequences for Kennedy and Khrushchev? www.theguardian.com/commentisfree/2012/oct/22/cuban-missile-crisis-nikita-khrushchev</p>

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

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.

Past and specimen papers

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

Past papers, specimen papers and mark schemes are available for you to download at: www.cambridgeinternational.org/support

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

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

Theme 1: US–Soviet relations during the Cold War, 1950–91

Syllabus ref. and Key Concepts (KC)	Learning objectives	Suggested teaching activities
<p>How did US–Soviet relations develop between 1950 and 1980?</p> <p>KC1 KC3 KC4</p>	<p>To understand the impact of the death of Stalin.</p>	<p>Teacher-led introduction Introduction covering a brief outline of the development of the Cold War up to 1953.</p> <p>Learners research a timeline to show the major developments in relations between the US and USSR in the period 1950 to 1980.</p> <p>Group task Divide class into two groups. Group 1 learners research evidence which suggests that there was a thaw in the Cold War in the years following Stalin’s death. Group 2 learners identify evidence which suggests that there was no such thaw. (I)</p> <p>In the two groups, learners discuss and reach agreement on the key evidence which supports their argument. Each group appoints a spokesperson. Group 1 spokesperson puts the case for a thaw. Group 2 spokesman then puts the counter view.</p> <p>This document provides a useful summary www.digitalhistory.uh.edu/disp_textbook.cfm?smtID=2&psid=3407 and this provides more detailed commentary www.loc.gov/loc/lcib/0304/post-stalin.html</p> <p>Ask learners to compare a Paper 2 and Paper 4 question paper and mark scheme. (F)</p> <p>Class discussion</p> <ul style="list-style-type: none"> • What are the key differences between the two papers? • What are the different demands of Paper 4? <p>Extension activity Learners watch this video www.youtube.com/watch?v=0zzirSj0pGA and add detail to their notes.</p>
	<p>To understand the reasons for, and impact of, peaceful coexistence.</p>	<p>Research task Learners use a resource such as this www.history.com/topics/cold-war/nikita-sergeyevich-khrushchev to find out why Khrushchev wanted peaceful coexistence with the West.</p> <p>Learners use this resource www.cvce.eu/en/education/unit-content/-/unit/55c09dcc-a9f2-45e9-b240-</p>

Syllabus ref. and Key Concepts (KC)	Learning objectives	Suggested teaching activities
		<p>eae64452cae/c8e0a0c2-58b8-4f78-994b-bb703541442d to explore the impact of peaceful coexistence. There are links on the left to specific events and learners can study these and decide what peaceful coexistence meant in practice.</p> <p>Extension activity Learners research the views of Khrushchev and George Kennan on peaceful coexistence and note the key points of their arguments. (F)</p>
	<p>To understand the impact of key events in Asia and Europe, e.g. Korea, Hungary, Berlin, the Prague Spring.</p>	<p>Class discussion What do each of these events tell us about relations between the US and the USSR during this period?</p> <p>Learners each research one event, focusing on: (I)</p> <ul style="list-style-type: none"> • what caused the event. • the actions taken by the USSR/USA • the response to this action • what these events tell us about the Cold War and relations between the US and the USSR. <p>Learners feed back on their findings and complete a note chart on each event.</p>
	<p>To understand the impact of détente and reasons for the outbreak of the Second Cold War.</p>	<p>Group task Learners imagine that they are foreign policy advisers to the US government. In pairs, one writes a report advocating (with reasons) continuing the policy of détente. The other writes a report advocating (with reasons) a more aggressive stance against the USSR. Learners need to research the relevant key content to enable them to write their reports. Learners discuss their reports.</p> <p>Class discussion What factors led the US to move away from détente in the 1970s?</p> <p>Individually, learners compile a list of all the ways in which the USSR was responsible for the ending of détente. (I) Learners discuss their lists in pairs and add any ideas they had not identified. Put pairs together to form a larger group who then compare their lists. Learners should be left with a comprehensive list to use for the class discussion.</p>

Syllabus ref. and Key Concepts (KC)	Learning objectives	Suggested teaching activities
		<p>Class discussion In what ways was the USSR responsible for the ending of détente?</p> <p>Give learners a paragraph from an essay on one of the topics covered so far. (F) The paragraph should be very detailed, with little analysis and no clear link to the question.</p> <p>Ask learners to</p> <ul style="list-style-type: none"> • say what they think the question is and feed back on the strengths/ weakness of the paragraph • when they know the question, to rewrite the paragraph putting in clear analysis and links to the question.
<p>Why was there a crisis over Cuba in the 1960s and how did it affect US–Soviet relations. KC1</p>	<p>To learn about the US reaction to the Cuban revolution.</p>	<p>Learners watch this video www.youtube.com/watch?v=cmh0syWtaeQ as an introduction to the topic and create a timeline of key developments.</p> <p>Research task Learners work individually to discover how and why the US reacted to the Cuban revolution. (I)</p> <ul style="list-style-type: none"> • How did Castro reduce the US influence in Cuba? • The Bay of Pigs invasion. • The reasons for the failure of the invasion. <p>This resource www.cliffsnotes.com/cliffsnotes/subjects/american-government/how-did-the-united-states-respond-to-communist-revolutions-in-cuba-and-nicaragua is useful.</p> <p>Class discussion What was the longer-term impact of the failure of the Bay of Pigs invasion?</p>
	<p>To understand Khrushchev’s aims in Cuba.</p>	<p>Learners are given a range of sources (the sources here could be used) https://spartacus-educational.com/COLDcubanmissile.htm to investigate Khrushchev’s aims in Cuba.</p> <p>Learners should try to find a piece of evidence to support each of the following points: (I)</p> <ul style="list-style-type: none"> • protecting Cuba from attack • supporting a new communist state • securing communist revolution in Latin America • intimidating the US • persuading the US to remove missiles from Turkey • enhancing his own prestige.

Syllabus ref. and Key Concepts (KC)	Learning objectives	Suggested teaching activities
		<p>Class discussion What was the main reason for Khrushchev's involvement in Cuba?</p> <p>Learners write a 300-word explanation of their view of the main reasons. (F)</p>
	To understand how the crisis developed and its resolution.	<p>Learners recap on their notes from the video and make a detailed timeline of events of October 1962. This article https://history.state.gov/milestones/1961-1968/cuban-missile-crisis could be useful.</p> <p>Class discussion How close was the world to nuclear war? Learners organise the events in their timeline into order to show</p> <ul style="list-style-type: none"> • which represented a threat of war • When the point of greatest danger was • which events suggest a peaceful settlement was possible. <p>Give learners an essay (or extract from an essay) which has an analytical framework but either lacks supporting knowledge, or the knowledge is inaccurate/irrelevant. (F)</p> <p>Ask learners to :</p> <ul style="list-style-type: none"> • use the Generic Levels of Response for Paper 4 to say which Level they think the response would achieve • rewrite one paragraph of the essay to raise the Level by selecting appropriate and accurate material to support the points made.
	To understand the consequences of the conflict, e.g. hotline, Test Ban Treaty.	<p>Learners read this short article www.nationalarchives.gov.uk/education/heroesvillains/g2/cs3/ and note its key points about the consequences of the Test Ban Treaty. (I)</p> <p>Learners study this resource www.armscontrol.org/factsheets/Hotlines and take more detailed notes on the Hotline agreement and its impact. (I)</p> <p>Research task Each learner researches the Test Ban Treaty under the headings: (I)</p> <ul style="list-style-type: none"> • aims • terms • impact.

Syllabus ref. and Key Concepts (KC)	Learning objectives	Suggested teaching activities
		<p>Class discussion How effective were these measures? Learners plan a detailed response to a Paper 4 question on this topic for peer review next lesson. (F)</p> <p>Extension activity What were the consequences for Kennedy and Khrushchev? www.theguardian.com/commentisfree/2012/oct/22/cuban-missile-crisis-nikita-khrushchev</p>
<p>How did the arms race affect US–Soviet relations? KC1 KC3 KC4</p>	<p>To learn about how the nuclear arms race developed.</p>	<p>Learners read each other’s plan and award a Level using the Generic Levels of Response. They feed back on the positive aspects of the plan and consider one area for development. (F)</p> <p>Learners prepare a timeline showing the development of the arms race from 1945 to 1975. (I) This article is useful for this activity https://outrider.org/nuclear-weapons/articles/us-and-russia-arms-race-nowhere/</p> <p>In pairs, learners identify the ‘hotspots’ or most dangerous points in the development of weapons from their timeline.</p> <p>Learners list the causes of the arms race. (I)</p> <p>Class discussion What was the most important factor in causing the arms race?</p> <p>Extension activity Read the article here www.historytoday.com/archive/soviet-american-arms-race and summarise the main points made about superpower motives.</p>
	<p>To understand the impact of the arms race on US–Soviet relations.</p>	<p>Learners watch this video https://study.com/academy/lesson/nuclear-arms-race.html as an introduction and note the ways in which the nuclear arms race had an impact on the Cold War.</p> <p>In pairs, learners research the strategies which the US and the USSR adopted during the nuclear arms race. www.historylearningsite.co.uk/modern-world-history-1918-to-1980/the-cold-war/the-nuclear-arms-race/</p> <p>Class discussion In what ways did the nuclear arms race impact on the conduct of the Cold War. Learners write a PEEL (Point, Evidence, Explanation, Link) paragraph on the main impact of the arms race on US–Soviet relations. (F)</p>

Syllabus ref. and Key Concepts (KC)	Learning objectives	Suggested teaching activities
	To understand the reasons for the success and failures of attempts to control nuclear weapons, e.g. NPT, SALT and START.	<p>Teacher-led introduction Introduction to the attempts to control nuclear weapons covering the proliferation of nuclear weapons and giving a brief overview of key developments.</p> <p>Research task Learners research the NPT, SALT and START under the headings: (I)</p> <ul style="list-style-type: none"> • aims • terms • impact • success/failure. <p>This article www.armscontrol.org/factsheets/USRussiaNuclearAgreements is useful.</p> <p>Class discussion How effective were these attempts to control nuclear weapons?</p> <p>Ask learners to read a Principal Examiner Report for Teachers (PERT) for this section of the course and note the key points. (F)</p> <p>Class discussion</p> <ul style="list-style-type: none"> • What key points are raised? • How can learners address these in their own responses?
Why did the Cold War come to an end in 1989? KC1 KC2 KC4	To understand the problems facing the USSR: economic and political stagnation, Afghanistan and Eastern Europe.	<p>Learners watch this video www.youtube.com/watch?v=fqyPrTaCiaq as an introduction to this topic and identify the problems facing the USSR and reasons for its collapse.</p> <p>Research task Working in groups of four, each learner researches one of the factors listed below.</p> <ul style="list-style-type: none"> • economic problems in the USSR • political problems in the USSR • Afghanistan • Eastern Europe. <p>Each learner creates a factsheet on their given factor covering: (I)</p> <ul style="list-style-type: none"> • events • key issues

Syllabus ref. and Key Concepts (KC)	Learning objectives	Suggested teaching activities
		<ul style="list-style-type: none"> • impact on the USSR. <p>Learners feed back their finding to the rest of their group and share their factsheets.</p> <p>Class discussion Why was the USSR weak by the beginning of the 1980s?</p> <p>Give learners a response to a Paper 4 question on this topic. The essay should contain good ideas and information but lack balance or be very poorly organised. (F)</p> <p>Ask learners to</p> <ul style="list-style-type: none"> • mark the response using the Generic Levels of Response for Paper 4 • feed back their marks and suggest ways the essay could be altered to achieve a higher mark • write a one-side essay plan to show how it could be improved.
	To learn about the impact of Reagan and Gorbachev.	<p>Teacher-led introduction Introduction to the definition of triumphalism. Learners identify evidence which supports the triumphalist view that the US was responsible for both the collapse of the USSR and the end of the Cold War, with a specific focus on the role of Reagan. (I)</p> <p>In pairs, learners produce a timeline of Gorbachev’s reforms. For each reform, they explain:</p> <ul style="list-style-type: none"> • what he was trying to achieve • the nature of the reform • the impact of the reform. <p>Teacher-led overview of relationship between Reagan and Gorbachev including meeting and what influenced the relationship.</p>
	To understand how and why the Soviet system collapsed	<p>Research task How did the USSR collapse? Learners read this article https://history.state.gov/milestones/1989-1992/collapse-soviet-union and</p> <ul style="list-style-type: none"> • note the process by which the USSR collapsed • identify reasons why it collapsed. <p>Class discussion You should ensure that learners fully understand the context of Gorbachev’s reforms and how all the factors which</p>

Syllabus ref. and Key Concepts (KC)	Learning objectives	Suggested teaching activities
		<p>led to the collapse of the USSR are inter-connected.</p> <p>Learners create a mind map to show the factors and the links between them. (F) Make an agreed list of the factors which emerged from this research and then identify which reasons are the most important and why.</p> <p>Learners write a response to a Paper 4 question on this theme in timed conditions to be teacher marked. (F)</p>
Past and specimen papers		
<p>Past/specimen papers and mark schemes are available to download at www.cambridgeinternational.org/support (F) Section C, 9489 Specimen Paper 4 Section C, 9389 Paper 4, past papers June and November</p>		
Theme	Relevant books (non-endorsed)	Comments
<p>Theme 1: US–Soviet relations during the Cold War, 1950–91</p>	<p>Williamson, D, <i>The Cold War 1941–95</i>, Hodder Education, 3rd edition, 2015</p> <p>Philips, S, <i>The Cold War</i>, Heinemann, 2001</p> <p>McCauley, M, <i>America, Russia and the Cold War, 1949–91</i>, Routledge, 2004.</p> <p>McCauley, M, <i>Gorbachev</i>, Longman, 1998</p> <p>Crockatt, R, <i>The Fifty Years War: The United States and the Soviet Union in World Politics, 1941–91</i>, Routledge, 1996.</p> <p>Marples, D, <i>The Collapse of the Soviet Union 1985–1991</i>, Routledge, 2013.</p>	<p>This is a learner friendly text from the Access to History series.</p> <p>This is a learner friendly text which gives a narrative of Cold War events and analysis.</p> <p>A Seminar Studies book which gives detailed coverage.</p> <p>Part of the Profiles in Power series, giving very detailed coverage and a useful teacher text.</p> <p>A useful reference textbook.</p> <p>This is a detailed text from the Seminar Studies Series and may be a useful reference for teachers.</p>

Theme 2: The spread of communism in East and Southeast Asia, 1945–91

Syllabus ref. and Key Concepts (KC)	Learning objectives	Suggested teaching activities
<p>What was the impact of the end of the Second World War on this region?</p> <p>KC1 KC2 KC3</p>	<p>To understand the attempts made to re-establish colonial control (British Dutch, French).</p>	<p>Teacher-led introduction Introduction to this theme covering the history of colonial control in the area and outlining key developments in this period. This video www.youtube.com/watch?v=01Ze0Dshltlo gives an overview and hints at the beginnings of resistance which will be useful later in this theme.</p> <p>Learners work in groups of three. Each researches one of the following colonial powers and takes notes on the ways in which they tried to re-establish their control following the Second World War.</p> <ul style="list-style-type: none"> • British - Malaya • French – Indochina • Dutch – Indonesia. <p>Learners feed back to the others in their group so that each has notes on all three powers.</p> <p>Class discussion What are the similarities and differences between the ways these powers attempted to re-establish their control?</p> <p>Ask learners to compare a Paper 2 and Paper 4 question paper and mark scheme. (If this has not been completed in an earlier part of the Paper 4 course) (F)</p> <p>Class discussion</p> <ul style="list-style-type: none"> • What are the key differences between the two papers? • What are the different demands of Paper 4?
	<p>To understand and compare reasons for the growth of nationalist movements.</p>	<p>This presentation www.f.waseda.jp/min.shu/teaching/SoutheastAsia/SoutheastAsia-week5.pdf gives a useful starting point.</p> <p>Learners read the article here www.globalethicsnetwork.org/profiles/blogs/nationalism-and-nation-building-in-southeast-asia and:</p> <ul style="list-style-type: none"> • identify reasons why nationalism developed • what the similarities between states are • what the differences between states are <p>Class discussion to compare findings.</p>

Syllabus ref. and Key Concepts (KC)	Learning objectives	Suggested teaching activities								
		<p>Research task Learners study texts and internet resources to investigate the impact of the Second World War on the rise of nationalism.</p> <ul style="list-style-type: none"> • How did Japanese occupation effect nationalist movements? • They give three examples to show the impact. <p>Class discussion Did the second World War accelerate the rise of nationalism or create new forces for change?</p>								
	To understand how the People's Republic of China (PRC) was established.	<p>Teacher-led introduction Introduction to the condition of China at the end of Second World War. This (very) short video www.youtube.com/watch?v=n4-x_inEByE shows the proclamation of the People's Republic of China.</p> <p>Learners create a flow diagram showing the events leading up to the Communism Party of China's victory in 1949.</p> <p>(I) Learners identify the reasons why Mao and the communists gained power in China, considering:</p> <table border="1" data-bbox="757 842 2013 1098"> <tbody> <tr> <td>The communists' strengths and weaknesses</td> <td>The Kuo-min Tang's (KMT) strengths and weaknesses</td> </tr> <tr> <td>Communists relations with the Chinese people</td> <td>KMT relations with the Chinese people</td> </tr> <tr> <td>Communists relations with foreign powers</td> <td>KMT relations with foreign powers</td> </tr> <tr> <td>Qualities of Mao as a leader</td> <td>Qualities of Chiang as a leader</td> </tr> </tbody> </table> <p>Class discussion: To what extent was the success of the CCP due to the weaknesses of the KMT?</p>	The communists' strengths and weaknesses	The Kuo-min Tang's (KMT) strengths and weaknesses	Communists relations with the Chinese people	KMT relations with the Chinese people	Communists relations with foreign powers	KMT relations with foreign powers	Qualities of Mao as a leader	Qualities of Chiang as a leader
The communists' strengths and weaknesses	The Kuo-min Tang's (KMT) strengths and weaknesses									
Communists relations with the Chinese people	KMT relations with the Chinese people									
Communists relations with foreign powers	KMT relations with foreign powers									
Qualities of Mao as a leader	Qualities of Chiang as a leader									
	To understand the reasons for the changes in Sino–Soviet relations.	<p>Research task Learners conduct their own research to investigate the changing nature of relations between China and the USSR covering:</p> <ul style="list-style-type: none"> • the 1950 Treaty of Friendship – how valuable was this Treaty to China? • relations with Stalin • tension over Korea • the impact of Khrushchev – de-Stalinisation and peaceful coexistence • differences over ideology 								

Syllabus ref. and Key Concepts (KC)	Learning objectives	Suggested teaching activities
		<ul style="list-style-type: none"> confrontation in the 1960s. <p>This website gives a useful overview www.johndclare.net/China11.htm This offers more detail www.alphahistory.com/chineserevolution/sino-soviet-relations/</p> <p>Class discussion why did apparently friendly relations give way to the Sino–Soviet split?</p> <p>Give learners a paragraph from an essay on one of the topics covered so far. (F) The paragraph should be very detailed, with little analysis and no clear link to the question.</p> <p>Ask learners to</p> <ul style="list-style-type: none"> say what they think the question is and feed back on the strengths/weakness of the paragraph rewrite the paragraph putting in clear analysis and link to the question, when they know the question.
<p>Why was there a war in Korea and what were its consequences?</p> <p>KC1 KC3 KC4</p>	<p>To learn about reasons for the division of Korea and subsequent tensions.</p>	<p>Learners watch this video www.youtube.com/watch?v=JjDwl2E3cgQ as an introduction to the topic.</p> <p>Teacher presentation into the background of the Korean War.</p> <p>Learners create a factsheet covering:</p> <ul style="list-style-type: none"> why Korea was divided? why this caused tension outside Korea.
	<p>To learn about the US reaction to the invasion of South Korea.</p>	<p>Learners read the Truman’s speech here www.archives.gov/education/lessons/korean-conflict#documents from June 1950 and note his key aims in Korea.</p> <p>Learners use the article above www.digitalhistory.uh.edu/teachers/lesson_plans/pdfs/unit10_23.pdf and develop detailed notes on the points already identified.</p> <p>Learners work in pairs to write two newspaper reports regarding American involvement in the Korean War:</p> <ul style="list-style-type: none"> one as an American reporter writing for an American newspaper, the other as a Russian writing for a Soviet newspaper. <p>In small groups, learners discuss the differences in the two reports and the reasons for them.</p> <p>Learners write a 300-word response to explain why they think the US reacted to the invasion of South Korea in the way they did. (I) (F)</p>

Syllabus ref. and Key Concepts (KC)	Learning objectives	Suggested teaching activities
	To understand the level of international involvement, e.g. UN, PRC.	<p>Learners compare these two cartoons as evidence about international involvement in Korea. www.cvce.eu/en/obj/cartoon by low on the korean war 30 june 1950-en-6e0a284f-0ae1-44e3-88f4-07c3f7f8fcc6.html https://archive.cartoons.ac.uk/GetMultimedia.ashx?db=Catalog&type=default&fname=LSE7772.jpg</p> <p>Research task Learners research one of the following and prepare a short presentation on the level of involvement in the Korean War.</p> <ul style="list-style-type: none"> • the UN • the PRC • the USSR. <p>This website www.bbc.co.uk/history/worldwars/coldwar/korea_hickey_01.shtml has useful detail on the intervention on the PRC. This website www.trumanlibrary.org/dbq/unitednations.php is useful on UN involvement and raises the question about who was really in control.</p> <p>Class discussion How did international involvement effect the Korean War?</p>
	To understand the growing US presence in the Eastern Pacific including the formation of SEATO.	<p>Learners watch this US video www.youtube.com/watch?v=fm0yP48JW0Q on the formation of SEATO. What reasons does the video suggest for increased US involvement in the Eastern Pacific?</p> <p>Research task Learners research this topic using internet resources (such as those listed below)/textbooks.</p> <ul style="list-style-type: none"> • What was SEATO? • Why was it established? • What were the weaknesses of the organisation? <p>http://history.state.gov/milestones/1953-1960/SEATO http://history.state.gov/milestones/1953-1960/TaiwanSTraitCrises</p> <p>Class discussion What was the main reasons for the presence of the US in the Eastern Pacific?</p> <p>Give learners an essay (or extract from an essay) which has an analytical framework but either lacks supporting knowledge, or the knowledge is inaccurate/irrelevant.</p>

Syllabus ref. and Key Concepts (KC)	Learning objectives	Suggested teaching activities
		Ask learners to <ul style="list-style-type: none"> • use the Generic Levels of Response for Paper 4 to say which Level they think the response would achieve • rewrite one paragraph of the essay to raise the Level by selecting appropriate, accurate material to support the points made.
Why did the US intervene in Vietnam and what were the consequences? KC1 KC4	To understand how and why there was growing US involvement in Vietnam.	Learners watch this video www.youtube.com/watch?v=zfmGMZWQAIU as an introduction to this topic and take notes for a brief timeline of the topic. Research task Learners study this resource https://history.state.gov/milestones/1961-1968/gulf-of-tonkin and take notes on the reasons for the increased involvement of the US in Vietnam.
	To consider the importance of the support from the PRC and USSR for North Vietnam.	Learners read this article https://alphahistory.com/vietnamwar/chinese-and-soviet-involvement/ and take notes to cover: <ul style="list-style-type: none"> • Why was the PRC involved? • Why was the USSR involved? • What support did the PRC and USSR provide? • Why was their involvement important?
	To understand reasons for US withdrawal, e.g. military failings, heavy losses, public opinion.	Research task In groups, learners research one aspect/event related to US involvement in the Vietnam war. Topics should include: <ul style="list-style-type: none"> • the Tet Offensive • Operation Rolling Thunder • the My Lai massacre • US bombing of Cambodia and Laos • Vietnamization and cut in troop numbers. Resources which could be used include www.discoveryeducation.com/teachers/free-lesson-plans/opposing-views-on-the-vietnam-war.cfm www.archives.gov/education/lessons/vietnam-photos/ For their chosen aspect groups should prepare a presentation and handout on: <ul style="list-style-type: none"> • the main events • the impact on US involvement in Vietnam.

Syllabus ref. and Key Concepts (KC)	Learning objectives	Suggested teaching activities
	To understand the process of unification of Vietnam (1975) and its implications.	<p>Extension activity Learner read the article here https://history.state.gov/milestones/1969-1976/ending-vietnam and add any extra points to the notes taken above.</p> <p>Learners watch this Canadian video showing the fall of Saigon www.youtube.com/watch?v=og6bi3cgf5g</p> <p>Research task Learners use texts and internet resources to investigate</p> <ul style="list-style-type: none"> • how Vietnam was unified • what the implications of the unification of Vietnam were. <p>Class discussion Learners feed back their ideas from the above task to develop</p> <ul style="list-style-type: none"> • a class timeline of unification • a class list of implications. <p>Ask learners to read a PERT for this section of the course and note the key points. (If this has not been completed in an earlier part of the Paper 4 course) (F)</p> <p>Class discussion</p> <ul style="list-style-type: none"> • what key points are raised • how learners can address these in their own responses.
How did the Cold War affect Sino–US relations? KC1 KC3	To consider the ideological divides.	<p>Based on what they have learned so far, learners reflect on the ideological divide between the PRC and US in a ‘think, pair, share’ activity consider</p> <ul style="list-style-type: none"> • what different ideologies both pursued • What views the US and China had on economic development • What views the US and China had on international relations • What impact this had on their relations with each other. <p>Class discussion to feed back on these questions.</p> <p>Research task Learners use texts and internet resources to construct a timeline of the development of relations between the US and PRC and identify: (I)</p> <ul style="list-style-type: none"> • when there was most tension • when there was least tension.

Syllabus ref. and Key Concepts (KC)	Learning objectives	Suggested teaching activities
	To understand why there were issues over Taiwan.	<p>Teacher-led introduction Introduction to the issue of Taiwan. This article www.bbc.co.uk/news/world-asia-34729538 has a brief summary of the background to the situation.</p> <p>Learners read the article here http://history.state.gov/milestones/1953-1960/TaiwanSTraitCrises and take notes.</p> <ul style="list-style-type: none"> • Why were there crises over Taiwan in the 1950s? • Why did the US support Taiwan rather than China? <p>Learners read the Shanghai Communique here http://afe.easia.columbia.edu/ps/china/shanghai_communique.pdf and take notes on what they can learn from the source about</p> <ul style="list-style-type: none"> • how relations have changed since the 1950s • the common interests which exist between China and the US • how this document deals with the issue of Taiwan (does it deal with it?). <p>Learners read the rest of the article and note how relations between China and the US develop in relation to Taiwan through the 1970s and 1980s.</p>
	To understand the impact of the Korean and Vietnam Wars.	<p>Research task Using their notes from the course so far and text and internet resources learners research the topics below.</p> <ul style="list-style-type: none"> • What was the impact of the Korean War on relations between the US and China? • What was the impact of the Vietnam War on relations between the US and China? • Why did the two wars have a different impact in each case? <p>Class discussion Were there any positive impacts from these wars on US–Sino relations?</p> <p>Give learners a response to a Paper 4 question on this topic. The essay should contain good ideas and information but lack balance or be very poorly organised. (F)</p> <p>Ask learners to</p> <ul style="list-style-type: none"> • mark the response using the Generic Levels of Response for Paper 4 • feed back their marks and suggest ways the essay could be altered to achieve a higher mark • write a one-side essay plan to show how it could be improved.
	To examine reasons for the improvement of relations in the	<p>Learners study these articles on relations between the USA and PRC in the 1970s and 1980s. https://history.state.gov/milestones/1969-1976/rapprochement-china http://countrystudies.us/china/129.htm</p>

Syllabus ref. and Key Concepts (KC)	Learning objectives	Suggested teaching activities
	1970s and 1980s including 'ping pong diplomacy'.	<p>Learners</p> <ul style="list-style-type: none"> • draw up a timeline of key developments • list reasons why the US was keen to improve relations • list reasons why China was keen to improve relations. <p>In pairs learners research Nixon's visit to China and produce a wall display summary showing the 'Causes, Events and Impact' of the visit. http://news.bbc.co.uk/onthisday/hi/dates/stories/february/21/newsid_2728000/2728761.stm</p> <p>Class discussion How important were political leaders to changing relations between the US and PRC?</p> <p>Learners write a response to a Paper 4 question on this theme in timed conditions, to be teacher marked. (F)</p>

Past and specimen papers

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

Section C, 9489 Specimen Paper 4

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

Theme	Relevant books (non-endorsed)	Comments
<p>Theme 2: The spread of communism in East and Southeast Asia, 1945–91</p>	<p>Sanders, V, <i>The Cold War in Asia, 1945–1993</i>, Hodder Education, 2nd edition, 2015.</p> <p>Dockrill, M, <i>The Cold War, 1945–63</i>, 1988</p> <p>Edwards, O, <i>The United States and the Cold War, 1945–63</i>, Hodder Education, 2011.</p> <p>Philips, S, <i>The Cold War</i>, Heinemann, 2001.</p>	<p>This is a learner friendly text from the Access to History series.</p> <p>Part of the Access to History series and highly readable for learners.</p> <p>This is a learner friendly text which offers a narrative of the Cold War in Asia and analysis of the role of the US in Asia 1945–1973.</p>

Theme 3: Decolonisation, the Cold War and the UN in Sub-Saharan Africa, 1950–92

Syllabus ref. and Key Concepts (KC)	Learning objectives	Suggested teaching activities
<p>How did African nations gain their independence from the colonial powers?</p> <p>KC1 KC3 KC4</p>	<p>To understand reasons for the rise of nationalist movements.</p>	<p>Teacher-led overview of period contrasting Africa in 1945 and 1991.</p> <p>Learners work in pairs to research areas of colonial rule and dates each country gained independence, using maps of Africa showing outline of countries. They present their findings as a table. (I)</p> <p>Class discussion: What patterns/similarities/differences can be identified?</p> <p>Read this article, written in 1957, about the development of nationalism and note the key arguments which are presented. http://banmarchive.org.uk/collections/ulr/1_review.pdf</p> <p>Ask learners to compare a Paper 2 and Paper 4 question paper and mark scheme. (If this has not been completed in an earlier part of the Paper 4 course) (F)</p> <p>Class discussion</p> <ul style="list-style-type: none"> • What are the key differences between the two papers? • What are the different demands of Paper 4?
	<p>To assess the attitude of the colonial powers.</p>	<p>Research task</p> <p>Learners choose one example to research the attitude of a colonial power. They could study one of the following: (I)</p> <ul style="list-style-type: none"> • Belgian Congo • Southern Rhodesia • Gold Coast • French West Africa. <p>Learners feed back their findings so that others in the class can take notes on each example studied.</p> <p>Teacher-led review of findings. Consolidation of learning by handout of notes as example of best practice on when and how at least three different colonies achieved independence.</p> <p>Give learners a paragraph from an essay one of the topics covered so far. The paragraph should be very detailed,</p>

Syllabus ref. and Key Concepts (KC)	Learning objectives	Suggested teaching activities
		<p>with little analysis and no clear link to the question. (F)</p> <p>Ask learners to</p> <ul style="list-style-type: none"> • say what they think the question is and feed back on the strengths/weakness of the paragraph • rewrite the paragraph putting in clear analysis and links to the question, when they know the question.
<p>What problems faced the newly independent nations? KC1 KC3</p>	<p>To understand how and why different governments were established, one-party/multi-party states.</p>	<p>Teacher-led introduction Introduction to the different kinds of government which were established after independence. This resource gives a brief outline of the different types of governments which were established www.britannica.com/topic/Freedom-from-Empire-An-Assessment-of-Postcolonial-Africa-1707631/Key-players-in-1960#ref296582</p> <p>Research task In groups of three, learners investigate post-independence political developments in three different Sub-Saharan African countries making notes under following headings.</p>

Syllabus ref. and Key Concepts (KC)	Learning objectives	Suggested teaching activities
		<ul style="list-style-type: none"> • How and when was independence achieved? • What kind of government was established? • How did the government operate? • Were there any changes in the form of government? • Why were these introduced? <p>This website has linked to different examples www.bbc.co.uk/worldservice/africa/features/storyofafrica/14chapter11.shtml</p> <p>Class discussion Learners feed back from the research exercise and focus on the different types of government established. Do multi-party or one-party governments prevail? What trends can learners identify from what they have studied?</p> <p>Extension activity: Learners read the sections of this article on the development of military rule and write a 6 point summary. https://wasscehistorytextbook.com/9-problems-of-independent-west-african-states/read</p>
	<p>To understand the economic challenges, agriculture, mineral resources, dependence on ex-colonial trading partners.</p>	<p>Learners read the first two sections of this article and list the key economic challenges facing the newly independent states. www.thoughtco.com/challenges-african-states-faced-at-independence-43754</p> <p>Research task Learners research the economic challenges which faced African states on independence. (I) http://news.bbc.co.uk/onthisday/hi/dates/stories/october/25/newsid_2658000/2658325.stm www.heritage.org/index/country/zambia http://thecommonwealth.org/our-member-countries/botswana/economy http://documents.worldbank.org/curated/en/113151468026689538/Main-report</p> <ul style="list-style-type: none"> • What are the key economic challenges? • What are the similarities in the situations facing these countries? • How far have they succeeded in overcoming those challenges? • How far is dependence on ex-colonial powers the main challenge? <p>Class discussion Learners review finding from the research task.</p>

Syllabus ref. and Key Concepts (KC)	Learning objectives	Suggested teaching activities
	To understand the social challenges, urban/rural divide, education.	<p>Learners devise a revision checklist for the topics covered so far. (F)</p> <p>Teacher-led introduction Introduction into the social challenges facing newly independent states.</p> <p>Research task Learners work in groups to develop a short presentation on the social challenges facing the newly independent states.</p> <ul style="list-style-type: none"> • Why did the urban/rural divide create problems for the newly independent states? • What were the challenges surrounding education? • Study two countries to give examples of the challenges they faced and the reasons for and extent of success in dealing with them <p>Learners share their presentations and take notes from each other.</p> <p>Class discussion Learners compare the nature and extent of the social challenges.</p> <p>Give learners an essay (or extract from an essay) which has an analytical framework but either lacks supporting knowledge, or the knowledge is inaccurate/irrelevant. (F)</p> <p>Ask learners to</p> <ul style="list-style-type: none"> • use the Generic Levels of Response for Paper 4 to say which Level they think the response would achieve • rewrite one paragraph of the essay to raise the Level by selecting appropriate, accurate material to support the points made.
In what ways were African countries affected by Cold War tensions? KC1 KC3 KC4	To understand the level and impact of superpower involvement in disputes (Angola, Ethiopia and Mozambique).	<p>Learners work in groups to investigate the level and impact of superpower involvement in one of the following countries.</p> <ul style="list-style-type: none"> • Angola • Ethiopia • Mozambique <p>They should cover the following questions.</p> <ul style="list-style-type: none"> • Why was there a dispute? • How did the superpowers become involved? • What was their motivation for being involved?

Syllabus ref. and Key Concepts (KC)	Learning objectives	Suggested teaching activities
		<ul style="list-style-type: none"> • What impact did they have on the dispute? <p>The groups reform so that each country is represented. Learners complete a note chart one the other countries.</p> <p>Class discussion</p> <ul style="list-style-type: none"> • What was the main reason for superpower involvement? • What was the main impact of their involvement? <p>https://history.state.gov/milestones/1969-1976/angola gives an insight into superpower involvement in Angola and https://history.state.gov/milestones/1977-1980/horn-of-africa covers the Horn of Africa crisis.</p> <p>Extension activity</p> <p>Learners read this article www.aljazeera.com/indepth/features/2016/02/east-west-cold-war-legacy-africa-160214113015863.html and summarise the main points.</p>
	<p>To understand the extent of Chinese influence: support for nationalist movements in southern Africa.</p>	<p>Learners use this resource (or texts/other internet resources) to trace the history of China’s involvement in Africa by: (I)</p> <ul style="list-style-type: none"> • drawing a timeline to show key developments • considering how the nature of China’s involvement altered between the 1960s and 1990s. <p>https://sites.google.com/site/chinapolicyinfocus/china-s-return-to-africa/the-history-of-sino-africa-relations</p> <p>Research task</p> <p>Learners work in groups to consider the reasons for and impact of China’s support for nationalism in southern Africa.</p> <p>www.sahistory.org.za/article/role-people%E2%80%99s-republic-china-south-africa%E2%80%99s-liberation-struggle-and-mk</p> <p>Class discussion</p> <p>How important has China been in the development of nationalism in southern Africa?</p> <p>Ask learners to read a PERT for this section of the course and note the key points. (If this has not been completed in an earlier part of the Paper 4 course) (F)</p> <p>Class discussion</p> <ul style="list-style-type: none"> • What key points are raised? • How can learners address these in their own responses?

Syllabus ref. and Key Concepts (KC)	Learning objectives	Suggested teaching activities
		<p>Extension activity Learners read this article www.theguardian.com/cities/2018/jul/31/china-in-africa-win-win-development-or-a-new-colonialism and summarise the argument they have put forward.</p> <p>To understand the growth and impact of Non-alignment and Pan-Africanism.</p> <p>Learners read the Background section of this article www.nti.org/learn/treaties-and-regimes/non-aligned-movement-nam/ and write a definition on Non-alignment.</p> <p>Research task Learners research 3 of the Sub-Saharan nations which joined the Non-aligned movement and assess their motives for joining.</p> <p>Learners watch this video www.youtube.com/watch?v=z7zeefSVvoM and take notes on the principles and aims of Pan-Africanism as seen by Kwame Ture.</p> <p>Class discussion Class discussion focusing on the impacts of joining the Non-aligned movement and Pan-Africanism.</p> <p>Extension activity Learners read this article http://exhibitions.nypl.org/africanaage/essay-challenge-of-decolonization-africa.html and add detail to notes already taken.</p>
<p>How effective was UN peacekeeping in Africa? KC1</p>	<p>To understand the nature and extent of UN involvement.</p>	<p>Teacher led introduction Introduction to the role of the UN in Africa. The UN website gives an overview of UN aims in Africa. www.un.org/en/sections/issues-depth/africa/</p> <p>Research task Learners use text and internet resources to (I)</p> <ul style="list-style-type: none"> develop a timeline showing areas of involvement of the UN in Africa from 1950 to 1992 show the different types of involvement on the UN in Africa. <p>Possible resources include www.un.org/en/sections/where-we-work/africa/ www.telegraph.co.uk/news/worldnews/europe/bosnia/11729436/Srebrenica-20-years-on-What-have-been-the-successes-and-failures-of-UN-peacekeeping-missions.html</p>
	<p>To evaluate the reasons for, and</p>	<p>Teacher-led introduction Introduction to the conflict in the Congo covering:</p>

Syllabus ref. and Key Concepts (KC)	Learning objectives	Suggested teaching activities
	impact of, UN involvement in the Congo.	<ul style="list-style-type: none"> • the situation in the Congo • why the UN became involved • impact of involvement on <ul style="list-style-type: none"> ○ the Congo ○ The UN. <p>There is useful material here https://peacekeeping.un.org/mission/past/onucM.htm and www.historylearningsite.co.uk/modern-world-history-1918-to-1980/the-united-nations/the-united-nations-and-the-congo/</p> <p>Learners study this resource and summarise the main points it makes about the UN and superpowers in the Congo https://history.state.gov/milestones/1961-1968/congo-decolonization</p> <p>Class discussion How far was UN involvement a failure?</p> <p>Give learners a response to a Paper 4 question on this topic. The essay should contain good ideas and information but lack balance or be very poorly organised. (F)</p> <p>Ask learners to</p> <ul style="list-style-type: none"> • mark the response using the Generic Levels of Response for Paper 4 • feed back their marks and suggest ways the essay could be altered to achieve a higher mark • write a one-side essay plan to show how it could be improved.
	To evaluate the reasons for UN failure in Somalia.	<p>Research task Learners create their own presentation on this topic. This should cover the crisis up to the end of the first UN mission).</p> <ul style="list-style-type: none"> • What was the background to the crisis in Somalia? • What impact did the Cold War have on Somalia? • Why did the UN become involved? • What was the nature and effectiveness of UN involvement? • How far were external powers responsible for the <ul style="list-style-type: none"> ○ situation in Somalia ○ failure of the UN to secure peace? <p>This resource could be useful https://history.state.gov/milestones/1993-2000/somalia</p>

Syllabus ref. and Key Concepts (KC)	Learning objectives	Suggested teaching activities
		<p>https://peacekeeping.un.org/mission/past/unosom1backgr2.html</p> <p>Learners share their presentations with the other groups.</p> <p>Class discussion What was the main reason for the failure of the UN mission to bring peace to Somalia by the beginning of 1993?</p> <p>Learners write a response to a Paper 4 question on this theme in timed conditions, to be teacher marked. (F)</p>

Past and specimen papers

Past/specimen papers and mark schemes are available to download at www.cambridgeinternational.org/support **(F)**
Section C, 9489 Specimen Paper 4

Theme	Relevant books (non-endorsed)	Comments
<p>Theme 3: Decolonisation, the Cold War and the UN in Sub-Saharan Africa, 1950–92</p>	<p>Thomson, A, <i>An Introduction to African Politics</i>, 3rd edition, Routledge, 2010.</p> <p>Laumann, D, <i>Colonial Africa, 1884-1994</i>, OUP (USA), 2012</p> <p>Cooper, F, <i>Africa since 1940: The Past of the Present</i>, CUP, 2002</p> <p>Cheeseman, N, <i>Democracy in Africa: Successes, Failures, and the Struggle for Political Reform</i>, CUP, 2015.</p> <p>Schmidt, E, <i>Foreign Intervention in Africa: From the Cold War to the War on Terror</i>, CUP, 2013.</p> <p>MacQueen, N, <i>The United Nations, Peace Operations and the Cold War</i>, 2nd edition, Pearson Education, 2011.</p>	<p>A very detailed and useful reference text for learners.</p> <p>A useful reference text for learners.</p> <p>From the New Approaches to African History series, this is a detailed survey and is a useful teacher / reference resource</p> <p>From the New Approaches to African History series.</p> <p>From the New Approaches to African History series.</p> <p>This text is from the Seminar Studies series. There are sections on UN operations in the Congo and Somalia.</p>

Theme 4: Conflict in the Middle East, 1948–91

Syllabus ref. and Key Concepts	Learning objectives	Suggested teaching activities
<p>How and why was the state of Israel created?</p> <p>KC1 KC4</p>	<p>To understand long-term factors: Arab unity; strategic importance of the Middle East; foreign involvement; persecution of the Jews.</p>	<p>Teacher-led introduction Introduction to the topic giving an overview of key developments. Learners could watch this video as an introduction www.youtube.com/watch?v=5OhdZcz44U8 What can they learn from this video clip about the reasons for tension?</p> <p>Learners research the situation in the Middle East in 1948, each focusing on one of the factors given in the Learning Objectives. Each learner produces a factsheet on their reason. (I)</p> <p>Class discussion What was the most important factor leading to instability in the Middle East in 1948?</p> <p>Ask learners to compare a Paper 2 and Paper 4 question paper and mark scheme. (If this has not been completed in an earlier part of the Paper 4 course). (F)</p> <p>Class discussion</p> <ul style="list-style-type: none"> • What are the key differences between the two papers? • What are the different demands of Paper 4?
	<p>To consider the reasons for Jewish resistance to the British mandate.</p>	<p>Teacher-led introduction Introduction into the development of Jewish resistance covering the growth of The Haganah, Irgun and The Lehi.</p> <p>Research task Learners study this resource www.nam.ac.uk/explore/conflict-Palestine to note</p> <ul style="list-style-type: none"> • reasons for Jewish resistance • the escalation of violence • What happened at the King David Hotel • Why this was important. <p>Class discussion What was the most important reasons for Jewish resistance?</p>
	<p>To understand the reasons for, and effects of, the UN</p>	<p>Learners are given a map of the proposed partition plan from 1947. www.mideastweb.org/unpartition.htm Based on this map, learners explain what reaction they expect from the Palestinians? Learners complete research on the following topics:</p>

Syllabus ref. and Key Concepts	Learning objectives	Suggested teaching activities
	<p>decision to partition Palestine.</p>	<ul style="list-style-type: none"> • reasons for the UN decision to partition Palestine • what the key terms of UNSCOP were • reactions of Jews • reactions of the Palestinians • actions taken by the UN. <p>http://news.bbc.co.uk/1/hi/in_depth/middle_east/israel_and_the_palestinians/key_documents/1681322.stm www.paljourneys.org/en/timeline/highlight/159/un-partition-plan-1947</p> <p>Class discussion Why did the UN decide to partition Palestine? In pairs, learners discuss the impact of this decision from the viewpoints of a Jew and an Arab.</p>
	<p>To evaluate the involvement of the USA.</p>	<p>Learners study the source below to investigate the role of the USA in the formation of Israel. https://history.state.gov/milestones/1945-1952/creation-israel</p> <p>Give learners a paragraph from an essay on one of the topics covered so far. The paragraph should be very detailed, with little analysis and no clear link to the question.</p> <p>Ask learners to</p> <ul style="list-style-type: none"> • say what they think the question is and feedback on the strengths/weakness of the paragraph • rewrite the paragraph putting in clear analysis and links to the question, when they know the question.
<p>How did the Arab–Israeli conflict develop between 1948 and 1979? KC1 KC2 KC3</p>	<p>To understand the nature and impact of challenges to the state of Israel between 1948 and 1973: Arab–Israeli War (1948–49); Suez Crisis (1956); Six-Day War (1967); Yom Kippur War (1973).</p>	<p>Learners complete a timeline to show the development of the Arab–Israeli conflict between 1948 and 1973.</p> <p>Each group is given one of the wars listed in the learning outcomes to research. Learners produce a short Powerpoint presentation to cover:</p> <ul style="list-style-type: none"> • reasons for the war • key events of the war • the outcomes of the war • impact of the war on Israel • impact of the war on the Arabs. <p>Useful visual resources include 1956 War clip www.youtube.com/watch?v=CyYm4hnzx1c Suez Crisis www.bbc.co.uk/history/british/modern/suez_01.shtml Six-Day War www.youtube.com/watch?v=mxEXGA0RU5c</p>

Syllabus ref. and Key Concepts	Learning objectives	Suggested teaching activities
		<p>1973 War www.youtube.com/watch?v=icaeBubBbDg</p> <p>Class discussion Why was there a succession of wars?</p>
	<p>To evaluate the role of key individuals including Nasser, Ben Gurion, Sadat, Meir.</p>	<p>Research task Learners research each of the individuals listed and write a factsheet on:</p> <ul style="list-style-type: none"> • the background of the individual • their role in the conflict • their impact on the conflict. <p>Learners share their factsheets.</p> <p>Class discussion Learners discuss the individuals and who had the most impact.</p> <p>Extension activity Learners research the views of historians on one of the individuals listed and try to find two opposing views. (I)</p>
	<p>To understand the consequences of the wars for Arabs and Israelis.</p>	<p>Learners recap on their work on the wars. (I)</p> <p>They draw up lists which show</p> <ul style="list-style-type: none"> • consequences for Israel and the Israeli people • consequences for the Palestinian Arabs • consequences for politics in the region. <p>Research task Why did the wars create a refugee problem?</p> <p>Learners write a detailed plan on a Paper 4 question on this theme.</p>
	<p>To understand the reasons for the growth of the Palestine Liberation Organisation (PLO) and the changing</p>	<p>Teacher-led introduction Introduction to the formation of the Palestine liberation Organisation. There is an outline here http://news.bbc.co.uk/1/hi/events/israel_at_50/history/78655.stm</p>

Syllabus ref. and Key Concepts	Learning objectives	Suggested teaching activities
	role of Arafat.	<p>Research task Learner create a factsheet on the PLO covering: (I)</p> <ul style="list-style-type: none"> • formation • aims • activities • reasons for growth • leadership • impact <p>Learners carry out further research into the role and importance of Yasser Arafat. There is an introduction here www.nobelprize.org/prizes/peace/1994/arafat/facts/ Why was 1988 a turning point for Arafat? www.biography.com/people/yasser-arafat-9187265</p>
	To learn about the attempts at reconciliation and peace agreements.	<p>Learners use this resource www.bbc.co.uk/news/world-middle-east-11103745 to make a brief timeline of the main attempts to bring peace to the Middle East up to 1991.</p> <p>Learners watch this short video and note:</p> <ul style="list-style-type: none"> • reasons for the Camp David accords • what was agreed • what the impact of these accords was. <p>In pairs learners discuss why the Arabs and Jews were prepared to negotiate.</p> <p>Learners study this resource https://history.state.gov/milestones/1977-1980/camp-david and add detail to their outline notes from the video.</p> <p>Give learners an essay (or extract from an essay) which has an analytical framework but either lacks supporting knowledge, or the knowledge is inaccurate/irrelevant. (F)</p> <p>Ask learners to</p> <ul style="list-style-type: none"> • use the Generic Levels of Response for Paper 4 to say which Level they think the response would achieve • rewrite one paragraph of the essay to raise the level by selecting appropriate, accurate material to support the points made.
What impact did the Cold War have on	To understand the reasons for	<p>Teacher-led introduction Introduction into the role of superpowers in the Middle East.</p>

Syllabus ref. and Key Concepts	Learning objectives	Suggested teaching activities
the Middle East? KC1 KC2 KC4	superpower involvement including oil.	<p>Class discussion Why would the superpowers want to get involved?</p> <p>Research task In pairs, learners identify how and why the superpowers become involved in the Middle East conflict. This should be an overview activity as the learners will study each superpower in depth in the following lessons.</p> <p>Why did oil become important in the Middle East? Learners read this article https://acc.teachmideast.org/texts.php?module_id=4&reading_id=120&sequence=21 and take notes to answer this question.</p>
	To evaluate American policies and their impact.	<p>Learners produce a timeline to show US involvement in the Middle East. In groups, learners discuss the impact of US involvement.</p> <p>Research task Learners continue to research and analyse US involvement and add information to their charts. Learners should begin by looking at:</p> <ul style="list-style-type: none"> • the formation of CENTO • the relationship between the US and Egypt • the Suez Crisis • the Eisenhower Doctrine. <p>Class Discussion Should US involvement in the Middle East in the period be seen as defensive or offensive?</p> <p>http://history.state.gov/milestones/1953-1960/CENTO http://history.state.gov/milestones/1953-1960/Suez www.bbc.co.uk/learningzone/clips/suez-and-the-arrival-of-the-cold-war-in-the-middle-east/10210.html http://teachinghistory.org/history-content/ask-a-historian/23930</p>
	To evaluate Soviet policies and their impact.	<p>Research task Learners use text and internet resources to: (I)</p> <ul style="list-style-type: none"> • produce a timeline to show Soviet involvement in the Middle East • take notes on the nature of Soviet involvement • take notes to illustrate the impact of Soviet involvement.

Syllabus ref. and Key Concepts	Learning objectives	Suggested teaching activities
		<p>Class discussion Were the US and USSR involved in the Middle East for the same reasons?</p> <p>Ask learners to read a PERT for this section of the course and note the key points. (If this has not been completed in an earlier part of the Paper 4 course) (F)</p> <p>Class discussion</p> <ul style="list-style-type: none"> • What key points are raised? • How can learners address these in their own responses? <p>Extension activity www.wilsoncenter.org/publication/the-soviet-union-and-the-six-day-war-revelations-the-polish-archives Learners summarise the key findings in the article above. How far does it challenge learner's views on Soviet involvement in the Middle East?</p>
<p>What additional factors led to the de-stabilisation of the Middle East between 1975 and 1991?</p> <p>KC1 KC4</p>	<p>To understand reasons for the Iranian Revolution (1979): causes and outcomes for Iran and the region.</p>	<p>Learners watch the video here www.aljazeera.com/indepth/features/2014/01/iran-1979-revolution-shook-world-2014121134227652609.html and read the article attached.</p> <p>Research task Learners work in groups and research one of the following reasons for the Revolution in Iran in 1979.</p> <ul style="list-style-type: none"> • opposition to US and British intervention • dissatisfaction with the economic and social welfare policies of the Shah • dissatisfaction with the political repression and the one-party state • the appeal of Ayatollah Khomeini. <p>Learners feedback to each other on their research and discuss what they think was the main reason for the revolution.</p> <p>What was the impact of the revolution for</p> <ul style="list-style-type: none"> • Iran • the region. <p>www.historyextra.com/period/20th-century/how-last-shah-lost-iran-mohammad-reza-pahlavi-iranian-revolution-middle-east/</p> <p>Give learners a response to a Paper 4 question on this topic. The essay should contain good ideas and information but lack balance or be very poorly organised.</p>

Syllabus ref. and Key Concepts	Learning objectives	Suggested teaching activities
		Ask learners to <ul style="list-style-type: none"> • mark the response using the Levels of Response for Paper 4 • feed back their marks and suggest ways the essay could be altered to achieve a higher mark • write a one-side essay plan to show how it could be improved.
	To understand the causes and outcomes of the Iran–Iraq War (1980–88) for the region.	Learners watch this video www.youtube.com/watch?v=h9mLqeCygA and note the reasons for the outbreak of war. Class discussion Learners discuss the nature and consequences of the war. This resource http://news.bbc.co.uk/1/hi/world/middle_east/4260420.stm is a useful starting point. Divide the class into two groups, one researching Iran and the other Iraq <ul style="list-style-type: none"> • background • reasons for the conflict • events of the conflict • results/impact for each country. Learners write a paragraph on each of the following <ul style="list-style-type: none"> • Why was the Arab world disunited? • What was the international impact of the Iran–Iraq War? Learner led class discussion on these two issues.
	To understand the causes and immediate results of the Gulf War (1990–91) for the region.	Research task Learners use texts and internet resources to investigate the reasons for the First Gulf War including <ul style="list-style-type: none"> • history of tension between Iraq and Kuwait • economic factors • the internal situation in Iraq • Saddam Hussein’s regional motives • the anticipated reaction of the US. Class discussion What were the main reasons for the invasion of Kuwait?

Syllabus ref. and Key Concepts	Learning objectives	Suggested teaching activities
		<p>Teacher-led introduction</p> <ul style="list-style-type: none"> • Why the USA acted against Saddam Hussein? • Why Saddam Hussein was allowed to remain in control of Iraq after his defeat? <p>Learners write a response to a Paper 4 question on this theme in timed conditions, to be teacher marked. (F)</p> <p>Extension activity Learners read this article www.nytimes.com/1990/09/23/world/confrontation-in-the-gulf-us-gave-iraq-little-reason-not-to-mount-kuwait-assault.html?mtrref=www.google.com&gwh=C0A2D4BB91F869858CBE865D8FF69893&gwt=pay and summarise the main points.</p>
Past and specimen papers		
Past/specimen papers and mark schemes are available to download at www.cambridgeinternational.org/support (F)		
Theme	Relevant books (non-endorsed)	Comments
<p>Theme 4: Conflict in the Middle East, 1948–91</p>	<p>Cohn-Sherbok, D, and El-Alami, D, <i>The Palestinian-Israeli Conflict: A Beginner's Guide</i>, Oneworld Publications, 2015.</p> <p>Scott-Baumann, M, <i>The Middle East 1908-2011</i>, 2nd Edition, Hodder Education, 2016</p> <p>Schulze, K E, <i>The Arab-Israeli Conflict</i>, 3rd Edition, Routledge, 2016</p> <p>Fraser, T G, <i>The Arab-Israeli Conflict</i>, Palgrave Macmillan, 2004.</p>	<p>An accessible text which gives an Israeli and a Palestinian perspective.</p> <p>One of the Access to History series, this text offers a comprehensive overview.</p> <p>This is one of the Seminar Studies series and is a useful reference book on this topic.</p> <p>University level text which is useful for teachers.</p>

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