

# AS and A LEVEL

*Delivery Guide*

H105/H505

Accredited

# *HISTORY A*

Theme: International Relations  
1890–1941

December 2014



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# Introduction

Delivery guides are designed to represent a body of knowledge about teaching a particular topic and contain:

- Content: A clear outline of the content covered by the delivery guide;
- Thinking Conceptually: Expert guidance on the key concepts involved, common difficulties students may have, approaches to teaching that can help students understand these concepts and how this topic links conceptually to other areas of the subject;
- Thinking Contextually: A range of suggested teaching activities using a variety of themes so that different activities can be selected which best suit particular classes, learning styles or teaching approaches.

If you have any feedback on this Delivery Guide or suggestions for other resources you would like OCR to develop, please email [resourcesfeedback@ocr.org.uk](mailto:resourcesfeedback@ocr.org.uk).

## KEY



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AS Level content only



# Curriculum Content

## Unit Y218: International Relations 1890–1941

### Key Topic

#### **The causes and nature of the First World War**

#### **The Paris Peace Conference, the League of Nations, and international diplomacy 1919–1935**

### Content

#### **Learners should have studied the following:**

Nationalism, imperialism, militarism, war plans and navies, the Alliances and Ententes; the Anglo-German naval race; the Moroccan and Balkan Crises and the July crisis; aims and policies of Germany, Austria-Hungary, France, Russia and Great Britain; the nature of the war; main events on the Western Front, trench warfare; the war on the Eastern Front; the role of the generals; the role of technology, naval and air warfare; the entry of the USA; the reasons for the outcome on Western and Eastern fronts.

Aims and motives of the 'Big Four'; the terms and impact of the Peace Treaties (Versailles, St Germain, Trianon, Neuilly, Sèvres and Lausanne), the reaction in Germany; the reasons for and nature of the League of Nations; the activities of the League of Nations and its response to international and social problems, 1920–1935, including Corfu Incident, Greek-Bulgarian war, Manchuria and Abyssinia; the Conference of Ambassadors; disarmament, the Washington and London Naval Agreements; the Locarno Treaties; the Kellogg-Briand Pact.



# Curriculum Content

## Unit Y218: International Relations 1890–1941

Dictators and Appeasers in Europe 1929–1941

The impact of the Great Depression on international relations; Italian foreign policy 1935–1941; appeasement policies of Britain and France; the Spanish Civil War and its impact on international relations; the relations between Russia and the rest of Europe to 1941, including the Nazi-Soviet Pact; the outbreak and expansion of war in Europe.

The Far East 1918–1941

The impact of the Treaty of Versailles on Japan; Japanese nationalism in the 1920s and 1930s, and Japanese aims in the Far East; the impact of the Depression on Japan; the origins and impact of the Manchurian Crisis; the impact of the war between Japan and China 1937–1941; policies towards Japanese expansion in the 1930s including those of Britain and the USA; the Japanese invasion of Indo-China and the outbreak of war between Japan and the USA in 1941.



# Thinking Conceptually

## **Approaches to teaching the content/ Common misconceptions or difficulties students may have**

The International Relations topic requires careful attention. Some students may have encountered this topic area before, either at KS3 or 4. Teachers need to be mindful of this, and ensure that the level of challenge is appropriate for an A level module. This is not to say that similar activities or lessons cannot be utilised, merely that the content needs to be in greater depth and pose greater opportunities for analysis. Given the range of countries to be explored within this module it may be advised to focus on each of them at the beginning of the module. A comparison of, for example, political systems, economic situation, the impact of the 19th century (for example unification) and interrelations between the countries before the start of the module will allow students to formulate their own opinions and thoughts in how these conditions shape the changing nature of international relations. As ever, the content should be taught in a manner which allows students to not merely soak up content, but also to formulate judgements. This is crucial for any paper based around essay writing.

## **Conceptual links to other areas of the specification – useful ways to approach this topic to set students up for topics later in the course.**

This course is excellent for developing essay writing and analytical skills which will also be useful for Unit 1, 3 and 4. It is imperative that students are taught to structure their writing correctly; this can be done by exploring different themes or factors behind an event taking place, which will directly link into the work done in Unit Three. Finally, it is imperative that judgements are reached; developing a hierarchy will be crucial for all modules and students should be urged to focus on arguing and justifying their thoughts appropriately.



## ACTIVITIES

| Activities   | Resources |
|--|-----------|
| <p><b>Activity 1: Speed Dating</b></p> <p>This activity can be used for any topic or subject in which two pieces of information need to be compared. In this instance, it is used to compare the Morocco v Balkan Crises in the run up to the First World War.</p> <p>Stage 1: Students are paired up. One is given information on the Moroccan crises, the other the Balkan. They have ten minutes to read, highlight and annotate their text. They are asked to pay particular attention to how each crisis may have led to war, and also whether their crisis is linked to militarism, the alliance system, nationalism or imperialism.</p> <p>Stage 2: Students are positioned around the room facing each other, as if at a Speed Dating event. They are given table 1 to complete. They are informed that they have 5 minutes (in their pairs) to tell the other person as much as they can about their event. They may well not be able to convey all their information in this time. They have to complete their table whilst discussing their event. Students will be informed when 2 ½ minutes has gone so that they can swap.</p> <p>Stage 3: Those students who studied Morocco stay in their seats. Those who looked at the Balkans stand up and move to the next person. This round is the same as the previous, but they only have 4 minutes.</p> <p>Stage 4: The Balkan students move again. This round is focussed on questioning. Students can only reply to direct questioning (eg to what extent did the Balkan crisis reflect imperialistic tendencies?). They have 4 minutes.</p> <p>Stage 5: The Balkan students move again. This is the final round. Now students have to complete their own section of their table (ie if they studied Morocco in the first stage, they will not have completed this section as they only received the table in stage 2). They have to ask the other student about the country that they did not initially study (ie a student who studied Morocco can only reply with information about the Balkans). They have 4 minutes.</p> <p>At the end of the exercise, students will be encouraged to formulate links and parallels between the crises and evaluate the significance of the events.</p> |           |





# Thinking Contextually

| Activities  | Resources |
|---|-----------|
| <p><b>Activity 2: The Big 3</b></p> <p>Students are in groups of 3 and given a large A0 piece of paper and pictures of the Big 3 (available from all good search engines).</p> <p>Round 1: Students have to label their picture (Lloyd George, Wilson, Clemenceau and annotate what their leader wants from the Versailles Conference.</p> <p>Round 2: Students rotate their paper around so they have a new leader. They now have to add, in a different colour, WHY they have these motivations</p> <p>Round 3: The paper is rotated again. Students should have seen two leaders. In this round, in a different colour they have to annotate their leader as to which of the other leaders would agree with their wishes and why.</p> <p>Round 4: Students should now have the leader in front of them that they started with. They now have to annotate, again in a different colour, who disagrees with their view, and why.</p> <p>Finally, students as a group have to formulate a plan of action and suggest what should be the outcome of the Versailles Conference.</p> |           |
| <p><b>Activity 3: Foundations of the League</b></p> <p>Having studied the First World War and the Treaty of Versailles, students are then confronted with the League of Nations. This activity is designed to get them thinking about the weaknesses from the outset.</p> <p>Students are given <a href="#">Learner Resource 1</a>. They firstly have to complete their own personal thoughts on the aims, membership and structure of the League. They should be encouraged to consider the impact of the First World War and also the impact of the Treaty of Versailles. They should then be given information that allows them to complete the column entitled 'actual'. Finally, students should list any differences that have arisen, which should then allow them to debate the weaknesses of the league at its outset. At the top level, students should prioritise these arguments, as to which is the most important weakness, or whether the aims could actually ever be achieved.</p>  |           |



# Thinking Contextually

| Activities   | Resources |
|--|-----------|
| <p><b>Activity 4: Venn Diagram (Learner Resource 2)</b><br/>Another comparing activity, this is to be used to briefly assess the motivations for both the Nazis and the Soviets in regards to the Nazi-Soviet Pact. The level of challenge can be increased or decreased by firstly supplying no information to the class to get them to pose their initial thoughts, and then by giving them scaled detail (for instance from the new Moorhouse book on the subject).</p>   |           |
| <p><b>Activity 5: Rip up the Treaty (Learner Resource 3)</b><br/>Students are shown <a href="#">Learner Resource 3</a> and informed that they have to create 5 different 'ripped treaties'.<br/>For each of the terms of the Treaty of Versailles they have to complete the top section with the term (including any factual detail) and the bottom half with an analysis as to why Germany was angry with the terms and why they wanted to 'rip up the Treaty'. Students can then define the extent that Germany was angry with the Treaty by either the size of their graphical representation (the larger the treaty the greater the anger) or by the size of the rip (partial equates to a middling anger- full rip to show an ingrained hatred). Note that the bottom half is larger than the top, this is to emphasise the importance of analysis.</p> |           |

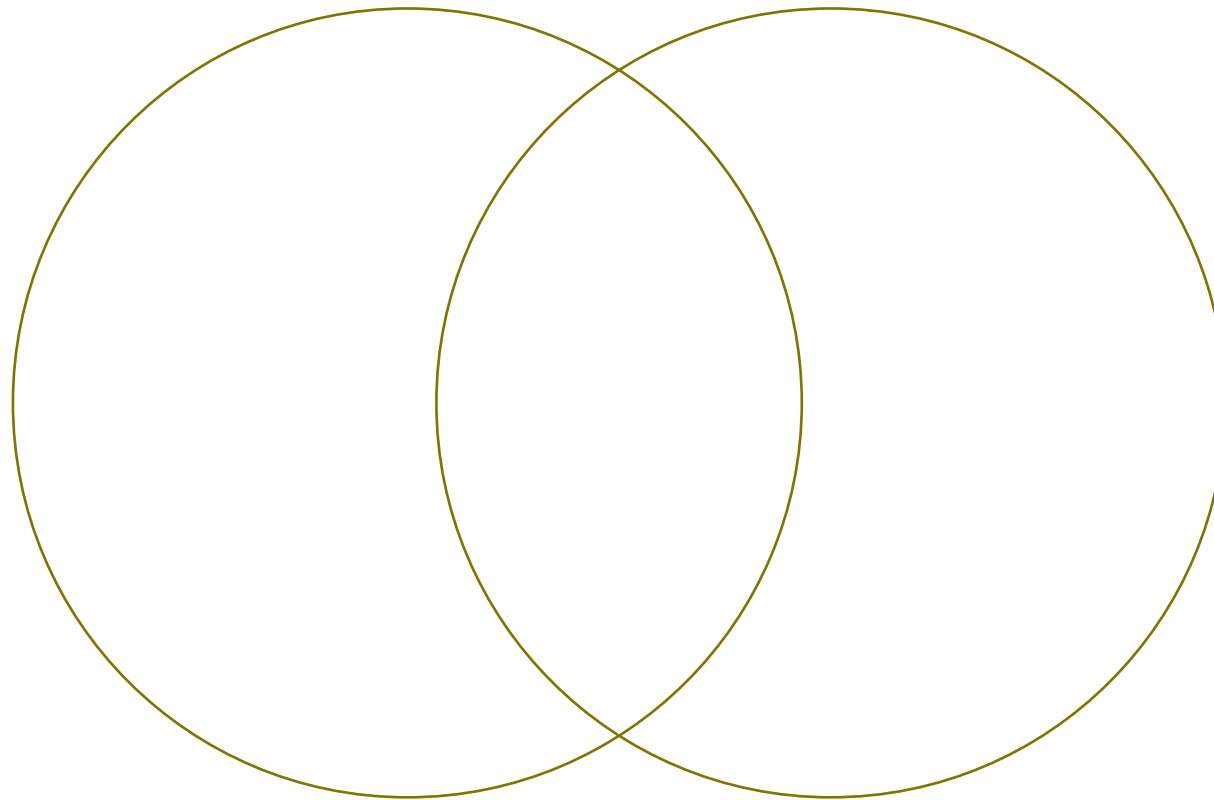


# Learner Resource 1

|            | Your View | Actual Outcome | Differences and Evaluation |
|------------|-----------|----------------|----------------------------|
| Aims       |           |                |                            |
| Structure  |           |                |                            |
| Membership |           |                |                            |



## Learner Resource 2 But why?



**Hitler**

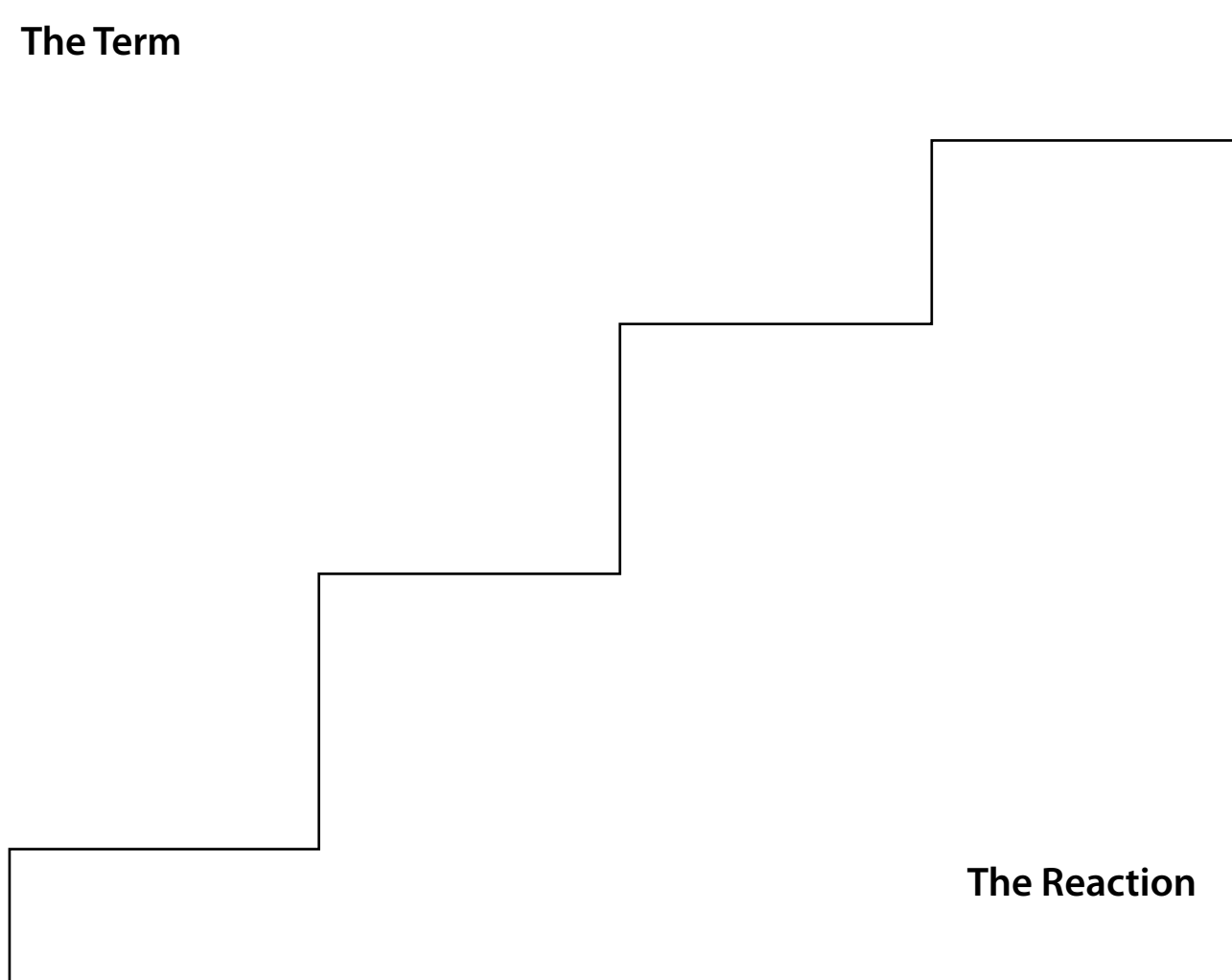
**Both**

**Stalin**



# Learner Resource 3

**The Term**



**The Reaction**





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