

GCSE (9–1)

Delivery Guide

HISTORY A **(EXPLAINING THE MODERN WORLD)**

J410

For first teaching in 2016

**International Relations:
the changing international
order 1918-2001**

Version 1



GCSE (9–1)**EXPLAINING THE MODERN WORLD**

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 resources.feedback@ocr.org.uk

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The focus of the period study is on the unfolding narrative of international relations from 1918–2001. Learners will study the substantial developments and issues associated with this period, in order to understand the forces and events which shaped the 20th and early 21st century world and how these forces and events have come to shape our world.

Learners will also study the ways in which some of the developments have been interpreted differently by different historians or others (including popular interpretations) and also how and why these interpretations have sometimes changed over time.

Learners must have studied a range of interpretations in order to gain the skills necessary to analyse and evaluate unfamiliar interpretations.

Historical controversy	Content Learners should have studied the following:
Changing interpretations of Appeasement	How and why the following have resulted in differing interpretations of appeasement: the Second World War; the Cold War; new sources of evidence c.1990 onwards.
Changing interpretations of the responsibility for Cold War tensions	How and why the following have resulted in differing interpretations of the Cold War: the internal culture and politics of the USSR and USA; the Vietnam War; new sources of evidence c.1990 onwards.

Key Topics	Content Learners should have studied the following:
<p>Conflict and co-operation 1918–1939</p> <p>Successes and failures of internationalist approaches in the 1920s and the retreat to nationalism in the 1930s</p>	<p>The Versailles Peace Settlement; the League of Nations in the 1920s; international agreements in the 1920s (Dawes Plan 1924, Locarno 1925, Kellogg-Briand 1928, Young Plan 1929); attempts at disarmament.</p> <p>The impact of the worldwide economic depression.</p> <p>Tension in Europe in the 1930s, including the failure of the League of Nations, the policy of Appeasement and outbreak of war in 1939.</p>
<p>The Cold War 1945–c.1989</p> <p>The changing international order after 1945 and its consequences</p>	<p>Emerging super-power rivalry 1945–1949; actions of the USSR in Eastern Europe 1945–1948 and response of USA and its allies.</p> <p>Cold War confrontations: Berlin Wall 1961 and the Cuban Missile Crisis 1962; Cold War conflicts: Vietnam War, the Soviet war in Afghanistan.</p>
<p>From the end of the Cold War to 9/11</p> <p>The ending of the Cold War and the emergence of new challenges to the international order</p>	<p>Gorbachev and the end of the Cold War; consequences of the Soviet war in Afghanistan: the rise of the Taliban and the origins of Al-Qaeda; Al-Qaeda activity from the 1990s culminating in 9/11.</p>

There are two main elements to the International Relations Period Study.

International Relations: the changing international order 1918-2001

The main adjustment for centres familiar with the International Relations 'Core' in previous Modern World History specifications is that this element of the study requires more of an outline / overview approach to the content, rather than studying each event listed in depth and in isolation. Learners will examine the forces which drove international relations in this period, forces such as:

- Nationalism
- Internationalism
- Economic Forces
- Ideologies

They will be expected to outline important developments and sequences of events, in the process showing an awareness of an unfolding narrative. They will also be required to explain how events are connected to each other.

Historical interpretations

Learners will also be assessed on their understanding of how and why the events of this period have been interpreted and re-interpreted across the 20th and early 21st centuries. They should be able to describe the differing views and schools of thought which have emerged on two key issues:

- Changing interpretations of Appeasement
- Changing interpretations of the responsibility for Cold War tensions

Approaches to teaching the content

The first question which most teachers will face in this unit is whether to try to integrate the historical controversies about Appeasement and the Cold War into the main body of the narrative of international relations or whether to teach international relations and the historical controversies separately.

We recommend the latter approach for a number of reasons. Learners will be assessed discretely on their knowledge of international relations and so teaching this section discretely is likely to provide clarity, especially for lower-ability candidates. More importantly, the changing interpretations of the various issues of Appeasement and the Cold War change to some extent because they are set in later contexts. Appeasement, for example, is often interpreted in the light of Cold War politics or post-Cold War contexts of conflict in the Middle East or international terrorism.

As with all units of the course, different learners will respond more or less effectively to different teaching approaches and activities, so the key is to try to provide a range of approaches.

As with most topics, key questions provide a useful device for focusing the minds of learners on the primary issues in each topic. Thus, a key question such as: 'Why did the wartime alliance between the superpowers break down?' might prove to be a more helpful focus in the classroom than a simple content based heading as it appears in the specification.

With the international relations study, a powerful primary source can be an effective device for introducing a topic or for providing a greater depth of contextual understanding for a topic. Thus an iconic image such as the Will Dyson cartoon 'Peace and future Cannon Fodder' might be a powerful opener for looking at the Treaty of Versailles. Similarly an advertisement from the USA in the middle of the Cold War might well reveal much about the mindset of Americans at this time.

Although this unit focuses on international relations, it would be naïve and unhistorical to ignore the reality that key personalities sometimes have important impacts. The unit features some very significant figures: Lloyd George, Clemenceau, Wilson, Hitler, Churchill, Chamberlain, Truman, Stalin, Kennedy, Khrushchev, Thatcher, Reagan, Gorbachev. Each could be used as a vehicle for personalising international concerns because learners sometimes find it easier to understand the motives of individuals rather than states, even when they are effectively the same.

In a similar vein, it can sometimes be productive for learners to 'get to know' some key historians. Churchill and AJP Taylor, for instance, are very interesting and well researched individuals.

Activities

Resource 1: Using a primary source to introduce a topic

[Learner Resource 1](#)

Cartoons are visually engaging and if they are chosen carefully they provide learners with the right level of opportunity and demand by being accessible but challenging in terms of what they are saying and so make learners think in order to decode the message in the source. In Resource 1 learners must work out what challenges the cartoonist thinks have to be overcome in order to achieve a lasting peace after the First World War.

Resource 2: Researching key individuals and creating a 'Hall of Fame'

[Learner Resource 2](#)

International relations can seem very conceptual and impersonal for many learners. In this resource the learners are challenged to evaluate the record of particular leaders who have played a significant role in international affairs at various points. Teachers can change the criteria and parameters to suit topics and learners. For example, learners could be asked to research one individual in depth. Alternatively they could be asked for a comparative study, perhaps limiting each leader to one slide in a Powerpoint presentation. Resource 2 provides a template for a 'Hall of Fame' which contains several different leaders.

Resource 3: Using a recording template to help build historical explanations

[Learner Resource 3](#)

As raised previously, learners find it challenging to take historical information and use it to build an argument or even an explanation. Explanation usually works most effectively when events and developments are grouped into categories. The most common category required from learners is causation. In this resource, learners are presented with a simple framework to help them to structure an answer to the question:

Explain why the USA entered the Vietnam War.

As explained earlier, the aim of this unit is to build up an understanding of the wider unfolding narrative of international relations, rather than the detail of specific individual events.

Nonetheless, you may choose to explore some topics in more detail such as, in this case, the Vietnam War. The level of detail given in this example would not be needed in the examination. However, learners enjoy exploring topics in detail, especially topics which have such a high profile. In addition, some detailed knowledge of one topic can be very useful in helping learners to see the bigger picture.

For example, the concept of winning over hearts and minds is somewhat abstract, but it is well illustrated and exemplified in the Vietnam War. Having understood the concept through an example, learners are more likely to be able to see the importance of success or failure in winning hearts and minds in a range of other areas of Cold War conflict such as central America or Afghanistan.

Resource 4: Using archive sources to examine the influence of a particular writer on perceptions of a historical issue[Learner Resource 4](#)

Historical interpretation is a challenging concept. One of many aspects of interpretation is the way in which one particular interpretation of events is set out and becomes widely accepted and then becomes difficult for later historians or other commentators to challenge. In this resource learners are challenged to look at a review of a TV programme from the 1960s about the origins of the Second World War. At a simple level, they can consider what the review actually says. However, at the more complex level this document reveals the pervading influence of Churchill's account of the 1930s. Similar activities could be used with key interpretations such as *The Guilty Men* or the campaign materials published, particularly by the Labour Party, during the 1945 General Election.

Resource 5: Analysing how politicians and the media try to harness the past for present day aims[Learner Resource 5](#)

One of the key historical controversies which learners have to tackle in this unit is Appeasement in the 1930s. One of the challenges with this particular topic is that journalists and politicians often invoke the events of 1938 to justify a course of action that they want to see taken, often in a different context. In this resource, learners are asked to evaluate an article from a web site which criticises the views of a politician doing exactly this.

Using a primary source to introduce a topic

Cartoons are excellent resources for introducing topics. They can be found in textbooks and e-learning materials provided by publishers. They can usually be found via image searches online although this can be unreliable as many web sites (including many by teachers) use cartoons without full copyright permission and they are sometimes shut down. This is not a problem with cartoons from copyright holders such as the British Cartoon Archive (<http://www.cartoons.ac.uk/>).

In this task learners are given a copy of an Australian cartoon published in 1919 entitled The Melting Pot. It can be found in textbooks or from the British Cartoon Archive web site at <http://www.cartoons.ac.uk/record/LSE0957>.

In this resource the task for learners is to interpret a particular cartoon and explain three main issues:

1. According to the cartoonist what is America trying to achieve?

2. What are the other nations trying to add and is this helping or hindering?

3. Do you think the cartoonist is optimistic or pessimistic about the future?

Researching key individuals and creating a 'Hall of Fame'

The end of the Cold War was a very complex issue. Some key players had a major influence on events.

Your task is to create a Hall of Fame about key figures in the events which led to the end of the Cold War.

- You should select at least two leaders you think played an important role.
- You could even include groups of people, even whole nations (e.g. the East German people who broke down the Berlin Wall in 1989).
- Each person or group will have an electronic display with information about them and links to video clips, images, web pages and so on.

You could present your displays using a PowerPoint slide such as this.

International Relations Hall of Fame: Mikhail Gorbachev

[Place your image here (use the internet to find an image).]

Who was he?

What did he do?

Why did his actions matter?

Why did he take the actions he took?

FIND OUT MORE



[Put links to movie clips, sound files or any other resources which you think are useful.]



[Put your web site(s) here. Make sure you say why each site will be useful.]

Using a recording template to help build historical explanations

Use your textbook, online resources and any other material you find useful to complete the table below.

Explain why the USA entered the Vietnam War.

Reason	Own knowledge about the reason	Explanation: why did this lead to the USA entering the Vietnam War 'This led to the US entering the Vietnam War because...'
Reputation and responsibility of the USA		
Ideology		
'Domino theory'		
Fear of China and USSR		
'Red Scare'		
Support for the South Vietnamese government		

Using archive sources to examine the influence of a particular writer on perceptions of a historical issue

Study this document carefully. The document here is a review from an American newspaper of a TV programme broadcast in November 1960. Your task is to study the review and look for words, phrases and comments which support the view that Churchill's writings about the origins of the Second World War were highly influential.



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'Gathering Storm' Opens Churchill Tribute

By Bob Williams

Winston Churchill – The Valiant Years, holds promise of developing into a stimulating and engaging television series.

'The Gathering Storm', first of 28 projected filmed episodes scheduled by the ABC network, was shown last night on Channel 6. It established the background for the period of Churchill's career to be covered by the remaining ones – World War II.

After tracing Sir Winston's family roots in America and Britain, the program moved rapidly through war's prologue period, from 1931 to 1939, when Churchill, a statesman in discard, a lone voice whose vibrant words were ignored, was forecasting the holocaust which Adolph Hitler would unleash.

At program's end Churchill had been recalled by the Chamberlain government to his old post as First Lord of the Admiralty. Hitler's conquest soon would establish Churchill in 10 Downing street.

Newsreel clips, still photos and re-enactments provided the visual portion of the program. Producer Ben Feiner Jr's handling of these stock TV documentary components did not introduce any new techniques.

The distinction, therefore, stems from another source – Churchill's own comments, written or spoken as each new 'bloodless' Nazi conquest propelled his nation and the world toward the inevitable.

The famed Churchillian prose is the star of the show, in the entertainment sense. Since no one in our time has matched its majesty. The Valiant Years is endowed with an ingredient that seems almost foolproof. As spoken by English actor Richard Burton, these glowing phrases ring and rumble with Churchillian authority, even though Burton, in attempting to duplicate sir Winston's style of delivery, does not try to imitate the statesman's voice.

The Appeasement Analogy: a Knockout Argument?

Study the following article on the website of the Diplomatic Courier magazine:

<http://www.diplomaticcourier.com/2012/11/09/ahmadinejad-hitler-saddam-and-the-appeasement-analogy-a-knockout-argument/>

As you work through it, gather evidence to fill in the table below:

Person	Quotation from the person about appeasement	How do they use Appeasement? What can you learn about Appeasement from the way this person uses it?
Harry Truman		
Lyndon Johnson		
George H W Bush		
George W Bush		
Condoleezza Rice		
Anthony Eden		
Jack Straw		

Extension Task:

- Are there any links here between different politicians and their use of Appeasement?
- Do they all say the same thing, or are there any differences?
- Is an Appeasement analogy useful for a politician? Why / why not?



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