

Scheme of Work – Paper 3

Topic 1: The Origins of the First World War

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 gives some guidance about how many hours are recommended for each topic.

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

Resources

Textbooks endorsed by Cambridge International are listed at www.cambridgeinternational.org. 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 updated 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...'.
 Learning objectives

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.
 Suggested teaching activities

Key Concepts (KC)	Learning objectives	Suggested teaching activities
Mobilisation and declarations of war KC1 KC3 KC5	To learn about the process by which the European war broke out.	<p>Learners use this website www.iwm.org.uk/history/how-the-world-went-to-war-in-1914 to research the following:</p> <p>(I)</p> <ul style="list-style-type: none"> Identify the reasons why Germany invaded Belgium identify the reasons why the invasion of Belgium brought Britain into the war identify the reasons why France and Russia became involved in the war identify the reasons why Germany and Austria became involved in the war. <p>This video could be useful www.youtube.com/watch?v=ITt4G74a5kI AJP Taylor – war by timetable.</p> <p>Review task Assign a country to each group (e.g. Russia) and an individual (e.g. Grey). They must:</p> <ul style="list-style-type: none"> make a case for the prosecution arguing that their country and individual should take the responsibility for the outbreak of the war make a case for the defense arguing that their country/individual should not be blamed for the outbreak of the war. <p>Class discussion Who should take the blame for the outbreak of the war? Learners make a mind map to show how the war broke out. (F)</p> <p>Extension activity Learners read this article and note the key similarities and differences. www.bbc.co.uk/news/magazine-26048324</p>

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.
 Extension activities

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

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 questions and answers, tests, quizzes, 'mind maps' or 'concept maps'. These kinds of activities can be found in the scheme of work.
 Formative assessment (F)

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.

Part A: Subject content

Syllabus ref. and Key Concepts (KC)	Learning objectives	Suggested teaching activities
<p>Tensions between the Great Powers including the Moroccan Crises KC1</p>	<p>To understand why there was tension between the Great Powers.</p>	<p>Learners watch this video www.youtube.com/watch?v=QnkVVyru3KY as an introduction to this topic. As they watch, they make a note of any reason for tension between the Great Powers.</p> <p>Class discussion What were the reasons for tension between the Great Powers?</p> <p>Research task In pairs, learners identify:</p> <ul style="list-style-type: none"> • the seven major 'players' in international relations in Europe • the foreign policy and wider objectives of each of the seven nations (e.g. France's revenge ambitions) • the reasons for the formation of the Triple Alliance and the Triple Entente. <p>This resource www.thinkinghistory.co.uk/ActivityBase/HowDidEuropeBrinkWar1914.html is aimed at younger learners but will be helpful if the class is not already familiar with this topic.</p>
<p>The alliance system KC1</p>	<p>To understand how the alliance system worked and its impact on relations between the Great Powers.</p>	<p>Learners use this website www.historyhit.com/europe-in-1914-first-world-war-alliances-explained/ to create a timeline to show the development of the alliance system.</p> <p>Teacher-led introduction Introduction to the relationships within the Alliance and Entente, and the relationships between members of the Alliance and the Entente.</p> <p>Research task In small groups, learners are given one of the following seven countries and prepare information to comment on that country's relationship/attitude towards the other six.</p> <ul style="list-style-type: none"> • Russia • France • Germany • Austria Hungary • Britain • Italy • Turkey. <p>Each group puts forward a case for and a case against their country being the biggest troublemaker.</p>

Syllabus ref. and Key Concepts (KC)	Learning objectives	Suggested teaching activities
		<p>Class discussion Who was the biggest troublemaker in European international relations in 1900?</p> <p>Extension activity Learners find and analyse two contemporary political cartoons which illustrate different views about the impact of the alliance system.</p>
<p>The growth of militarism KC1</p>	<p>To understand the reasons for and impact of the growth of militarism.</p>	<p>Teacher-led introduction Introduction into the rise of militarism in Europe in the years before the First World War.</p> <p>Research task Learners work in small groups to prepare a presentation which shows:</p> <ul style="list-style-type: none"> • the reasons for the growth of militarism • links between militarism and nationalism • the impact of militarism on foreign policy • the impact on military spending. <p>https://alphahistory.com/worldwar1/militarism/</p> <p>Class discussion Did the rise in militarism make war inevitable?</p>
<p>The arms race KC1 KC4</p>	<p>To understand why the arms race developed and its impact on relations, particularly between Germany and Britain.</p>	<p>Teacher-led introduction Introduction to the military (army and navy) background of the major powers pre-1900. This website www.iwm.org.uk/history/the-naval-race-between-britain-and-germany-before-the-first-world-war has a great deal of useful information.</p> <p>Research task In pairs or small groups, learners identify:</p> <ul style="list-style-type: none"> • the size of the army • the reputation of the army • other relevant factors such as conscription/reserves/influence of the army on national decision making/public attitudes towards their army • army's budget/readiness for war/technological advances for each of the major European powers in the period 1900–1914. <p>Learners: (I)</p> <ul style="list-style-type: none"> • identify the reasons for, and the extent of, the British naval 'race'

Syllabus ref. and Key Concepts (KC)	Learning objectives	Suggested teaching activities
Instability in the Balkans KC1 KC2	To understand why there was instability in the Balkans and how this contributed to tension in Europe.	<ul style="list-style-type: none"> • identify the reasons for, and the extent of, the German naval 'race' • which other nations expanded their navies and why? <p>Teacher-led introduction Introduction to the whole background of the Balkans. There will need to be a detailed map provided indicating the 'ownership' and developments in Balkan history for the 30 years prior to 1900.</p> <p>Research task In pairs or small groups, learners:</p> <ul style="list-style-type: none"> • complete a map of the Balkan region which identifies key countries/features/recent history • identify the role played by the following in causing instability in the Balkans <ul style="list-style-type: none"> ○ Turkey ○ Russia ○ Austria-Hungary ○ Serbia ○ Greece ○ religion and race ○ nationalism. <p>This resource https://encyclopedia.1914-1918-online.net/article/balkan_wars_1912-1913 is useful.</p> <p>Class discussion Evaluate the part played by nationalism in causing tension in the Balkans.</p> <p>Homework task Explain the role played by Serbian nationalism in creating tension in the Balkans. (F)</p> <p>Extension activity Find two different views of the importance of tension in the Balkans for causing the First World War.</p>
War plans KC1	To learn about the war plans of the major powers.	<p>Introduction Read Colonel House's view of events in Europe here https://wwi.lib.byu.edu/index.php/Colonel_House%27s_Report_to_President_Wilson.</p> <p>Class discussion What can be learned from this short report? How valid are House's comments?</p>

Syllabus ref. and Key Concepts (KC)	Learning objectives	Suggested teaching activities
		<p>Group task Learners prepare a presentation, including maps and other visual sources, on the following countries' war plans:</p> <ul style="list-style-type: none"> • Germany • France • Britain • Russia. <p>The following resources are useful. www.worldwar1.com/tlwplans.htm#oth www.historyhit.com/how-the-3-major-early-war-plans-for-the-western-front-all-failed/ www.firstworldwar.com/features/plans.htm</p> <p>Class discussion Did the existence of war plans make war inevitable? The Kaiser said 'Our army is designed to prevent war'. How far do you agree with this view? (I)</p>
<p>The assassination at Sarajevo and the July crisis KC1 KC4</p>	<p>To understand the events and impact of the July Crisis.</p>	<p>Learners watch this video www.youtube.com/watch?v=b4wZNs5I1wI and take notes to show the sequence of events in the July crisis.</p> <p>Research task In pairs, learners:</p> <ul style="list-style-type: none"> • explain the motives for the assassination • identify the reactions of the major powers to the assassination • identify the reasons why the assassination led to an international crisis. <p>Learners could listen to this recording and take notes on the different reactions to events www.iwm.org.uk/history/voices-of-the-first-world-war-the-shot-that-led-to-war</p> <p>Class discussion 'This house believes Austria was responsible for the escalation of the Sarajevo crisis'. Learners should prepare arguments for and against this proposition.</p> <p>Extension activity Learners study the text of the Blank Check here https://wwi.lib.byu.edu/index.php/The_%27Blank_Check%27 and evaluate its significance for the outbreak of war.</p>

Syllabus ref. and Key Concepts (KC)	Learning objectives	Suggested teaching activities
Mobilisation and declarations of war KC1 KC3 KC5	To learn about the process by which the European war broke out.	<p>Learners use this website www.iwm.org.uk/history/how-the-world-went-to-war-in-1914 to research the following: (I)</p> <ul style="list-style-type: none"> • the reasons why Germany invaded Belgium • the reasons why the invasion of Belgium brought Britain into the war • the reasons why France and Russia became involved in the war • the reasons why Germany and Austria became involved in the war. <p>This video could be useful www.youtube.com/watch?v=ITt4G74a5kl (AJP Taylor – war by timetable).</p> <p>Review task Assign a country to each group (e.g. Russia) and an individual (e.g. Grey). They must:</p> <ul style="list-style-type: none"> • make a case for the prosecution, arguing that their country and individual should take the major responsibility for the outbreak of the war • make a case for the defence, arguing that their country and individual should not be blamed for the outbreak of the war. <p>Class discussion Who should take the blame for the outbreak of the war? Learners develop a mind map to show how Europe went to war. (F)</p> <p>Extension activity Learners read this article and note the key similarities and differences in the opinions of why the war started www.bbc.co.uk/news/magazine-26048324</p>
Past and specimen papers		
Past/specimen papers and mark schemes are available to download at www.cambridgeinternational.org/support (F) 9489 Paper 3 Specimen paper		
Relevant general books (non-endorsed)		
Arnold, JH. <i>History: A Very Short Introduction</i> , Oxford University Press, 2000 Evans, RJ. <i>In Defence of History</i> , Granta Books, 1997 Tosh, J. <i>The Pursuit of History</i> , (5 th edition), Routledge, 2010		

Part B: Historians' interpretations

Syllabus ref. and Key Concepts (KC)	Learning objectives	Suggested teaching activities
<p>Introduction to interpretations on the origins of the First World War</p> <p>KC3 KC5</p>	<p>To understand the nature of the assessment in this component and to learn about the reasons why historians have developed different interpretations of the same events.</p>	<p>Learners are given two extracts from historians' writings about the same aspect of the origins of the First World War, e.g. the idea of 'shared responsibility' or Austrian aims and culpability. It is vital that these two extracts should give sharply contrasting interpretations of the events.</p> <p>Homework task Learners are asked to identify the differences between the extracts.</p> <p>In class, these differences can be collated and classified.</p> <ul style="list-style-type: none"> • Which are points of detail? • Which are points of argument (i.e. interpretative points, but not sufficient in themselves to identify the historian's overall interpretation)? • Which is the essential difference in the interpretation as a whole? <p>The ability to distinguish the qualitative differences between these points is fundamental to the assessment of this component and should be underlined.</p> <p>Group task Learners consider the question 'What reasons might there be for the differences in these two interpretations of the same aspect of the origins of the First World War?' and prepare five-minute presentations of their conclusions. Discussion of these presentations should cover the following issues (as appropriate to the extracts chosen):</p> <ul style="list-style-type: none"> • the fragmentary nature of historical evidence • the selection and interpretation of evidence • the ways that the passage of time can change the focus of historians' views, with the emergence of new evidence or new interpretations of other historians • the ways that historians are influenced by the time and place in which they work • how different historians ask different questions about their field of study • how historians' approaches are influenced by their own ideology and beliefs • the inter-relationship between historians' interpretations and approaches. <p>This approach to helping learners analyse contrasting interpretations can be repeated as required throughout the course as more aspects of the historiography of the origins of the First World War are covered.</p> <p>Extension activity Learners read this article https://encyclopedia.1914-1918-</p>

Syllabus ref. and Key Concepts (KC)	Learning objectives	Suggested teaching activities
		<p>online.net/article/the_historiography_of_the_origins_of_the_first_world_war and compile a brief timeline to show how the historiography of the origins of the First World War developed.</p>
<p>How far was tension between the Great Powers likely to lead to war? KC1 KC5</p>	<p>To understand how tension between the Great Powers has been interpreted as a cause of war.</p>	<p>Based on what they learned in the first part of the course, ask learners to make a list of the tensions which existed between the Great Powers.</p> <p>Using the items on their list, ask learners to rank the causes of tension to show what they think was most likely to cause war.</p> <p>Teacher-led discussion How have historians viewed the build-up of tension as a course of war?</p> <p>Learners could watch the debate here (or study the transcript) www.cfr.org/event/look-back-buildup-great-war and take notes on what the different participants argue about the link between tension between the Great Powers and the likelihood of war.</p> <p>Ask learners to read a Principal Examiner Report for Teachers (PERT) for syllabus 9389 Paper 3 (use syllabus 9489 when it becomes available) and note the key strengths and weakness of responses. There will not be a PERT for this topic but the issues will be the same.</p>
<p>How important were the decisions taken by key individuals in leading to war? KC4 KC5</p>	<p>To understand how historians have interpreted the significance of individuals in the build up to war.</p>	<p>Teacher-led introduction Introduction to the role of key individuals in the outbreak of the First World War.</p> <p>Learners are asked to work individually or in small groups to research the actions and impact of one of the key individuals in the outbreak of the war.</p> <p>This website www.historyhit.com/the-20-most-important-people-in-the-build-up-to-the-first-world-war/ lists the 20 most significant people. Depending on class size, learners could research an individual each.</p> <p>Class discussion Of those individuals studied, who are most significant? Learners are given an extract which encompasses an interpretation focusing on the significance of an individual. As a class, read through the extract and discuss each section.</p> <p>How can you identify the interpretation and approach of the historian? Make a list of guidance points to help learners when they look at the next interpretation.</p>

Syllabus ref. and Key Concepts (KC)	Learning objectives	Suggested teaching activities
<p>How did Article 231 of the Treaty of Versailles shape the debate about responsibility for war? KC2 KC5</p>	<p>To understand how Article 231 (the war guilt clause) shaped the debate about who was responsible for the war.</p>	<p>Learners read the information here www.nationalarchives.gov.uk/pathways/firstworldwar/aftermath/p_versailles.htm and take notes on the terms of Article 231.</p> <p>Class discussion From this document, what would you expect to be the impact on the debate?</p> <p>Learners read this article www.bl.uk/world-war-one/articles/the-debate-on-the-origins-of-world-war-one that shows how Article 231 impact on the debate about responsibility for war.</p> <p>Learners study an extract which focuses on this argument and prepare a summary of the key points of the argument to discuss in class. (I)</p>
<p>How and why did the idea of 'shared responsibility' arise? KC1 KC5</p>	<p>To understand how 'shared responsibility' arose and why historians began to interpret the origins of war differently at this time.</p>	<p>Teacher-led introduction Introduction to the idea of shared responsibility (sometimes referred to as a revisionist approach).</p> <p>Research task Learners study sources in textbooks or on the internet and investigate the reasons why ideas about responsibility for the First World War changed in the interwar period.</p> <p>Learners are given an extract which encompasses an original Post-Revisionist interpretation (they could also use their own if they found any examples for homework) and prepare a draft answer for class discussion on how you can identify the interpretation and approach of the historian.</p> <p>This time they should complete the task individually, before feedback and discussion class. (I) (F)</p>
<p>How did the Second World War affect the debate? KC1 KC5</p>	<p>To understand the impact of the Second World War on the debate about the origins of war.</p>	<p>Teacher-led introduction How did the Second World War impact on the debate about the origins of the First World War?</p> <p>Ask learners to consider how the war would impact on previous interpretations and why. There are useful sources and a summary here www.johndclare.net/causesWWI_Answer1.htm</p> <p>Arrange a number of work stations around the room, with different interpretations including:</p> <ul style="list-style-type: none"> • Article 231 • shared responsibility • impact of the Second World War. <p>Learners are asked to visit each work station and complete a table to show the interpretation identified in each extract, and the approach of the historian. (I)</p>

Syllabus ref. and Key Concepts (KC)	Learning objectives	Suggested teaching activities
		Learners write a short summary to show how the debate has evolved up to this point.
The Fischer thesis KC5	To understand the interpretation of Fischer.	<p>Teacher-led introduction What are the main features of Fischer’s interpretations? This article www.open.edu/openlearn/history-the-arts/history/world-history/the-debate-on-the-origins-the-first-world-war gives a brief overview of Fischer’s ideas.</p> <p>In pairs, learners are given an extract which encompasses Fischer’s interpretation, and are asked to prepare a draft answer for class discussion on how the interpretation and approach of the historian can be identified, using the guidance devised by the class in the previous lesson.</p> <p>Feedback from pairs and discussion of similarities and differences in answers, to help learners understand how to identify the interpretation and approach of the historian.</p> <p>Extension activity Learners research why Fischer’s interpretation was controversial. This article www.historians.org/publications-and-directories/perspectives-on-history/march-2000/in-memoriam-fritz-fischer could be used.</p>
The German reaction to Fischer KC3 KC5	How understand how and why German historians reacted differently to the Fischer thesis.	<p>Ask learners to suggest reasons why Fischer’s thesis might have been controversial (those who have completed the extension activity could lead this exercise).</p> <p>Teacher-led introduction Introduction to how German historians reacted to Fischer’s thesis:</p> <ul style="list-style-type: none"> • German historians who supported Fischer • German historians who challenged Fischer. <p>The article here www.chathamhouse.org/sites/default/files/field/field_publication_docs/INTA91_1_09_Roehl.pdf could be useful.</p> <p>Research task Learners work in pairs and research one historian who supported Fischer and one who challenged Fischer and explain their arguments.</p> <p>Homework activity Learners are given an extract encompassing an argument against Fischer by a German historian and prepare a detailed plan of a response to the question. (I) (F)</p>

Syllabus ref. and Key Concepts (KC)	Learning objectives	Suggested teaching activities
Challenges to Fischer KC5	To understand how and why other historians challenged Fischer.	<p>Teacher-led introduction Introduction to the challenges to Fischer’s thesis covering the main arguments which emerged. Learners are given a sample response to an extract encompassing one of the challenges to Fischer. The response should display at least one of the weaknesses identified in the PERT exercise earlier in the course. They complete the following activities.</p> <ul style="list-style-type: none"> • Mark the response using the generic mark bands • Write specific guidance for the indicative content • Identify one aspect of the response which is weak • Improve that aspect of the response. <p>Class discussion What they have learned from this exercise?</p> <p>As flipped learning for next lesson, learners read the article here www.bbc.co.uk/news/magazine-26048324 and list the argument for the responsibility for any other nation than Germany.</p>
Modern interpretations exploring the responsibility of nations other than Germany KC5	To learn about modern interpretations and understand the views about the responsibility of other nations.	<p>Class discussion Using the flipped learning from the last lesson, which other nations have been blamed for war and how much agreement is there between historians?</p> <p>In pairs, learners are given an extract which encompasses a modern interpretation, exploring the role of a nation other than Germany and are asked to prepare a draft answer on how the interpretation and approach of the historian can be identified. (F)</p> <p>Pairs feedback and discuss similarities and differences in answers. This will help learners understand how to identify the interpretation and approach of the historian.</p> <p>Extension activity Using this website http://whoistoblameforwwi.weebly.com/serbia-did-it.html build up notes on arguments about the responsibility of different nations.</p>
Relative importance of long and short-term factors KC4 KC5	To explore the relative importance of long- and short-term factors in the outbreak of war.	<p>Ask learners to consider the short- and long-term causes of the First World War from their work in the earlier part of the course and create two lists. Which do they think is more significant in the outbreak of war?</p> <p>Teacher-led introduction Introduction covering the ways historians have interpreted the importance of long-/short-term causes.</p>

Syllabus ref. and Key Concepts (KC)	Learning objectives	Suggested teaching activities
		<p>Research task Learners research the way different historians have interpreted the long- and short-term factors which contributed to the outbreak of the First World War. www.bbc.co.uk/history/worldwars/wwone/origins_01.shtml</p> <p>Learners are given an extract and should plan a response in 15–20 minutes.</p> <p>Review activity Based on what they have learned so far, learners prepare a top-tips sheet for candidates taking Paper 3. (I) This will be used in the next lesson.</p>
How the centenary of the First World War affected the debate: the importance of contingency over motive	To understand the impact of the centenary of the First World War on the debate about its origins and the importance of contingency over motive.	<p>Teacher-led introduction</p> <ul style="list-style-type: none"> • How has the centenary of the First World War affected the debate? • How do recent interpretations focus on ‘now’ rather than ‘why’? <p>Learners watch this lecture www.youtube.com/watch?v=6snYQFcyiyg and take notes on any new points. There is useful information here https://encyclopedia.1914-1918-online.net/article/the_historiography_of_the_origins_of_the_first_world_war.</p> <p>Learners are given an extract which encompasses a recent interpretation focusing on the issue of contingency over motive.</p> <ul style="list-style-type: none"> • They discuss the advice they wrote for candidates taking Paper 3 and reflect on their own strategy for the exam. • They write an answer to the question in timed conditions. (I) (F) <p>Extension activity Learners watch this video www.youtube.com/watch?v=H-7eWE2-WCs (they can skip the first 7 minutes). Does this lecture raise new questions or offer different perspectives?</p>
Past and specimen papers		
Past/specimen papers and mark schemes are available to download at www.cambridgeinternational.org/support (F) 9489 Paper 3 Specimen Paper		

Topic	Relevant books (non-endorsed)	Comments
<p>Topic 1: The origins of the First World War</p>	<p>Henig, R, <i>The Origins of the First World War</i>, Lancaster Pamphlets, 2001</p> <p>Mulligan, W, <i>The Origins of the First World War</i>, CUP, 2017</p> <p>Martell, G, <i>The Origins of the First World War</i>, Routledge, 2016</p> <p>MacMillan, M, <i>The War that Ended Peace: How Europe abandoned peace for the First World War</i>, Profile Books, 2014</p> <p>Clark, C, <i>The Sleepwalkers: How Europe went to war in 1914</i>, Penguin, 2013</p>	<p>This short book has a section on the debate but not the most recent historiography.</p> <p>One of the New Approaches to European History series and a useful teacher / learner resource.</p> <p>A Seminar Studies text which is a useful teacher resource, covering the history and historiography of this topic.</p> <p>An in-depth and highly readable survey of the causes of the First World War.</p> <p>An in-depth and highly readable survey of the causes of the First World War.</p>