

Teacher Guide

**Cambridge O Level
History (Mauritius and Modern World Affairs)
2162**

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Introduction

The purpose of the teacher guide

This teacher Guide provides an introduction to the revised syllabus 2162, Cambridge O Level History (Mauritius and Modern World Affairs). It aims to help you to organise and plan your teaching. It offers advice and guidance on delivery, classroom practice and the preparation of learners for their final assessments. It helps you to understand how answers are marked by providing examples of answers to questions from Papers 1 and 2 that show the qualities in answers awarded high, middle and low marks.

What do I need to get started?

When planning your course, your starting point should be the syllabus, which contains a large quantity of essential information. It is most important that you become thoroughly familiar with all parts of the syllabus document.

You then need to devise a scheme of work. To do this, you need to think how you will organise the time that you have available to help learners to understand and learn all of the facts and concepts required by the syllabus, and to develop the skills – such as interpreting evidence and using information to answer essay questions – that are also required. Cambridge provide a sample scheme of work in this Guide that you could use as a starting point, but you may want to adapt it or produce your own to best meet the needs of your learners.

Your scheme of work will help you to determine what resources you will require to deliver the course. You will also need to build up teaching, learning and reference resources such as text books and worksheets.

Resources for this syllabus, such as specimen materials, past examination papers, mark schemes and examiner reports, will be available on the Syllabus and Support Materials CD. All of these will be invaluable in helping you and your learners to understand exactly what Cambridge expects of candidates in examinations, which will help you to prepare your learners appropriately.

This teacher guide provides suggestions and help with all of these aspects of planning your Cambridge O Level History course.

Please have a copy of the syllabus appropriate to the year in which your learners will be sitting the examination at your side as you read through this document, as you will need to refer to it frequently. References are provided throughout the document that indicate the relevant sections of the syllabus, and of other related documents that you should refer to, as you work through this guide.

Section 1: Syllabus overview

1.1 Aims

The syllabus aims, which are not in order of priority, are listed in Section 4.1 of the syllabus. The aims provide you with an overview of what Cambridge expects learners to experience and achieve as they follow their Cambridge O Level History (2162) course. You should bear these in mind as you plan your scheme of work. Notice that many of the aims relate to attitudes and skills, rather than simply the accumulation of knowledge. A Cambridge O Level History learner should develop attitudes and skills that will be useful in many areas of their life, long after they have taken their Cambridge O Level History examinations.

1.2 Assessment objectives

The assessment objectives are statements about what will actually be tested in the final examinations. These are found in Section 4.2 of the syllabus. Each question or task that is set in the examination relates to one or more of these assessment objectives (AOs).

The three AOs are:

AO1: an ability to recall, select, organise and deploy knowledge of the syllabus content

AO2: an understanding of and an ability to analyse and explain:

- cause and consequence, continuity and change, similarity and difference
- the motives, emotions, intentions and beliefs of people in the past

AO3: an ability to understand, interpret, evaluate and use a range of sources as evidence, in their historical context

Paper 1 tests AO1 and AO2. Paper 2 tests AO3. Examples of all papers can be found on the Syllabus and Support Materials CD.

AO1: An ability to recall, select, organise and deploy knowledge of the syllabus content

This assessment objective requires candidates to both know details of an aspect of the course that forms part of a question, but also to select appropriate information from their knowledge that allows them to answer the question and to organise it in a way that suits the question. Detailed answers to Paper 1 Part (a) questions evidence this skill, as do answers to Paper 1 Part (b) questions that require selected details to support explanations. While this is assessed on Paper 1, the same skills of selection and use of information are required in Paper 2. **Candidates should be guided away from offering long introductions or inappropriate descriptions that take away from the time available for answering the question effectively.**

AO2: An understanding of and an ability to analyse and explain:

- cause and consequence, continuity and change, similarity and difference
- the motives, emotions, intentions and beliefs of people in the past

The key to answering questions in Paper 1 Part (b) questions is applying knowledge to specifically explain an answer. There are examples of answers demonstrating this skill to different degrees in Appendix C.

AO3: An ability to understand, interpret, evaluate and use a range of sources as evidence, in their historical context

Paper 2 requires candidates to demonstrate their understanding of what a source says, the degree to which its information is valid or reliable, and how each source on the exam paper contributes to an answer to the final question. There are examples of answers demonstrating these skills to different levels in Appendix C.

1.3 The assessment structure

It is a good idea, right from the start of planning your Cambridge O Level History (2162) course, to make sure that you have a full understanding of how your learners will be assessed by Cambridge at the end of it. Learners will need to take two components, called 'papers'. There are skills that are only tested in Paper 2, but that learners will need to practice all through their course. Section 3 of the syllabus gives details of the content of the papers.

Paper 1: Mauritius and Modern World Affairs is a 2 hour examination. It carries approximately 66% of the marks for the qualification. It has two sections:

Section A: International Relations and Developments

Section B: History of Mauritius has three sections:

- 1 Ile de France 1715 to 1810**
- 2 British Mauritius from 1810 to 1922**
- 3 Towards a modern Mauritius: 1922 to 2000**

Section A and each part of Section B have four questions from which candidates can select. Candidates answer **four** questions. They must answer **at least one** question from **Section A** and **at least two** questions from Section B. The fourth question can be taken from either Section A or Section B.

Each question is structured in two parts: part (a) and part (b), both of which require extended writing answers. Part (a) of the questions focuses on AO1, candidates needing to recall, select, organise and use knowledge. Part (b) of the questions focuses on AO2, where candidates use their AO1 skills and understanding of aspects of the content to analyse and explain e.g. how a change had an impact on a situation, or what people's motives were in something that they did. Candidates must answer both parts of their chosen questions.

Paper 2: International Relations and Developments is an examination lasting 1 hour 15 minutes.

This source-based paper contains **five** questions on an aspect of Section A of the syllabus, i.e. **Section A: International Relations and Developments**. Candidates should answer **all** questions.

The sub-section on which the paper is set will change every year. Advanced notice is always given of the aspect to be examined in any year e.g.:

For examination in **2017**, the sub-section is: **3 The Second World War**

For examination in **2018**, the sub-section is: **4 The Cold War**

For examination in **2019**, the sub-section is: **2 The League of Nations**

Topics for future years will be published in future syllabuses.

Candidates will answer questions on up to five sources. These questions take candidates through the study of a set of sources so that they are able to use all sources to answer a final question.

These sections of content can be examined on Paper 1 in the same year as they feature on Paper 2.

Weightings

The 'weighting' of a paper tells you the relative importance of that paper in deciding the candidate's overall mark and final grade.

The table below summarises the weightings of the two components that a candidate will take at the end of their course.

Paper	Approximate Weighting
Paper 1	66%
Paper 2	33%

The table below summarises how the three assessment objectives are tested in the three examination components. It also shows the approximate weighting of the three AOs in the whole examination.

Assessment objective	Paper 1 marks	Paper 2 marks	Weighting of AO in overall qualification (approximate)
AO1	40	–	33%
AO2	40	–	33%
AO3	–	40	33%
Weighting of paper in overall syllabus (marks)	80	40	100%

1.4 Curriculum content

Section 5 of the syllabus gives detail of the aspects of history that will be assessed through the examination papers. Each question on Paper 1 will assess a learner's knowledge and understanding of these aspects of history.

It is important to understand that one of the topics in Section A of the syllabus will also form the focus of Paper 2. Learners' understanding of the topic that Paper 2 examines through sources will help them to be able to answer Paper 1 with understanding.

1.4.1 Section A

This International Relations and Developments section of the syllabus is about aspects of History after the First World War. It is divided into five sub-sections:

- 1 The 1919–20 peace settlement and international relations in the 1920s
- 2 The League of Nations
- 3 The Second World War
- 4 The Cold War
- 5 The United Nations and recent world affairs.

Each sub-section has specified content:

1 The 1919–20 peace settlement and international relations in the 1920s

- The aims of Woodrow Wilson, George Clemenceau and Lloyd George
- The Treaty of Versailles and treaties of Saint-Germain (1919), Neuilly (1919), Trianon (1920), Sèvres (1920) and Lausanne (1923)
- The impact of the treaties
- International agreements of the 1920s.

2 The League of Nations

- The structure and organisation of the League of Nations
- The strengths and weaknesses of the League of Nations
- Successes and failures of the League of Nations in the 1920s
- The failures of the League of Nations in the 1930s, including Manchuria and Abyssinia.

3 The Second World War

- The causes of the war, including Hitler's foreign policy, British and French appeasement of Hitler, the Nazi-Soviet pact
- The main phases of the war: German victory in the west and the survival of Britain, 1939–40; Operation Barbarossa and the defeat of Germany in Russia, 1941–44; the War in the Pacific, 1941–45; the defeat of Germany, 1944–45
- The reasons for the Allied victory
- The nature of 'Total War'
- The Holocaust.

4 The Cold War

- The origins of the Cold War, including Yalta and Potsdam
- Soviet foreign policy in Europe in the early post-war period, 1945–55
- The foreign policy of America and its allies in Europe, 1945–55
- The U2 spy plane incident and the building of the Berlin Wall
- The globalisation of the Cold War, including Cuba and Vietnam
- Détente
- Gorbachev and the end of the Cold War.

5 The United Nations and recent world affairs

- The structure and organisation of the United Nations
- The strengths and weaknesses of the United Nations
- Successes and failures of the United Nations, including the Korean War and the Congo Crisis, 1960–64
- Saddam Hussein, the invasion of Kuwait and the First Gulf War.

Many of these points of content can be divided further into more detailed sections. Some textbooks contain a lot of information that would be helpful for candidates studying Section A, for example, *20th Century History* for Cambridge IGCSE by Cantrell, Smith and Ennion and *GCSE Modern World History* by Ben Walsh. One example is: 'The failures of the League of Nations in the 1930s, including Manchuria and Abyssinia'. Learners should be taught about subjects such as the Disarmament Conference (1932–1933) and the impact of the Great Depression on the work of the League of Nations.

e.g. The successes and failures of the League of Nations in the 1920s could reasonably be taken to include:

Successes

The dispute over Upper Silesia in 1921

The dispute over the Aaland Islands 1921

The Greek invasion of Bulgaria 1925

The work of the Agencies in relation to refugees, working conditions, health, transport and social problems.

Failures

The dispute over Vilna 1920

The Corfu Crisis 1923

The Geneva Protocol 1924

Aiming to bring about Disarmament

1.4.2 Section B

This section of the syllabus is about the History of Mauritius. The section begins with a series of themes to be stressed during teaching and learning: A knowledge of certain basic themes is essential to the understanding of the History of Mauritius. These include:

- the island's strategic importance in the Indian Ocean
- the dominant role of sugar in the economic life of the island, and its impact on political and social life
- the cultural pluralism of the island's population
- the work and importance of the leading figures of the country's history.

Section B is divided into three sub-sections:

- 1 Ile de France 1715 to 1810
- 2 British Mauritius from 1810 to 1922
- 3 Towards a modern Mauritius: 1922 to 2000

Each sub-section has specified content:

1 Ile de France 1715 to 1810

- Trade and Agriculture in Ile de France and the development and importance of Port Louis – the roles of Mahé de Labourdonnais, Pierre Poivre and the development of the Code Decaen.
- Aspects of slavery: slave trade, slave origins, slave occupations, conditions of slaves, resistance strategies such as maroonage.
- The impact of the French Revolution.
- Anglo-French rivalry in the Indian Ocean and events leading to British conquest of Ile de France and its immediate consequences

2 British Mauritius from 1810 to 1922

- The sugar industry and economic expansion (including the morcellement process and the emergence of the small planter class).
- Abolition of slavery: causes and consequences, apprenticeship and its aftermath. The parts played in this process by Adrien d’Epinay and John Jeremie. The contributions of Père Laval and Rémy Ollier in the post emancipation process.
- Indian immigration, the indentured labour system, working and living conditions on sugar estates: problems and solutions; the attitudes of Governor Sir Arthur Gordon; the activities of Adolphe de Plevitz.
- Factors affecting the development and growth of Port Louis.
- The Council of Government 1810–1831 including the role of Sir Robert Farquhar and political and constitutional developments 1885–1922; the actions of Sir John Pope Hennessy; enlargement of the Council; elected members; ‘Democrats’ vs. ‘Oligarchs’ – the role of Eugene Laurent and Manilal Maganlal Doctor.
- Dependencies (Rodrigues and the Outer Islands): settlement and colonisation.

3 Towards a modern Mauritius: 1922 to 2000

- Labour movements and growth of trade unionism; the parts played by Harryparsad Ramnarain and Emmanuel Anquetil.
- Sociocultural movements and political emancipation; the parts played by Sir Abdool R Mohamed and Prof. B Bissoondoyal.
- Renganaden Seeneevassen and political advances and constitutional developments up to independence; The significant parts played by Sir Charles Gaëtan Duval, Dr Maurice Curé, Pandit Sahadeo, Emmanuel Anquetil, Guy Rozemont, Sookdeo Bissoondoyal and Jules Koenig and Governors Sir Donald Mackenzie-Kennedy, Dr. Seewoosagar Ramgoolam and Sir Hugh Bede Clifford.
- Demographic change, economic and social conditions and development of the welfare state under Sir Seewoosagar Ramgoolam.
- Economic development since independence including agricultural diversification, industrial growth (manufacturing), Professor Edouard Lim Fat and the development of the EPZ Sector, Amédée Maingard and the development of tourism and modern developments in communications.

- Political developments after independence including local government the premiership of Dr Navin Ramgoolam and the role of Sir Anerood Jugnauth, and Paul Bérénger's leadership until 2000.
- Modernisation of the State: constitutional changes: the Republic.
- Some of the points link together, so it would be better for learners to study these points at the same time. For example, the point: 'Aspects of slavery: slave trade, slave origins, slave occupations, conditions of slaves, resistance strategies such as maroonage' could include the results of attempts by slaves to escape from the island.
- These sections vary greatly in their amount of content. The quantity of factual content contained in the syllabus has been limited, to ensure that you will be able to devote sufficient time to developing the AO2 and AO3 skills. You will want to include plenty of practical work throughout the course. Some areas of the syllabus lend themselves more easily to an active learning approach than others, which you will need to take into consideration when constructing your scheme of work.
- It is suggested that – as for all other Cambridge O Level syllabuses – learners should have about 130 guided learning hours to cover this course. Most Centres cover History courses over two years. However, this is not essential.

1.5 Skills development

Preparation for each part of the final assessment requires candidates to be able to read questions and understand what they are being asked to do. It is important that candidates understand e.g. causes and effects; similarities and differences. Candidates also need to be aware that 'How far does ... explain...' means that they should explain how that factor brought about the given situation, and what other factors contributed to it. The Preparation for Paper 2 of the final assessment runs through the whole course. The syllabus stresses that source work, and analysis resulting from it, pervades the whole syllabus.

Teachers should:

- emphasise the importance and relevance of these themes throughout the syllabus
- encourage students to develop analytical skills to develop historical narrative using a range of sources
- recognise the role and contribution of leading individuals to the historical process
- recognise the importance of new evidence towards the understanding and interpretation of the past.

In addition to published materials, candidates are encouraged to refer to additional source material where appropriate to inform their studies.

Section 2: Planning the course

2.1 Key factors to consider when planning your course

There are a number of factors that you need to bear in mind when you begin to plan how you will deliver the Cambridge O Level History (2162) course. These are likely to include some or all of the below. There may also be other factors, not listed here, that are specific to your school. It's very important to consider these from the start of the planning process, rather than trying to accommodate them into your plan at a later stage.

These factors will include:

- the amount of teaching time available for the whole duration of the course; note that the recommendation for guided learning hours is 130
- the number and length of lessons that you expect to have available (remember to take into account time lost to internal examinations or other school activities that will take learners away from your lessons)
- the resources that you have available, for example text books and ICT equipment
- the possibility of taking your learners outside school, for example to visit a museum or to study local History
- the previous experience of your learners – for example, whether you expect most of them to have followed a Humanities course where they will have developed enquiry skills
- the homework policy of your school
- the assessment policy of your school.

All of these factors can vary greatly between different schools. It is therefore most important that you develop your plans to suit your particular circumstances.

2.2 Long-term planning

The purpose of a long-term plan is to set out a framework that ensures the whole syllabus (including the development of the AO2 and AO3 skills) is covered within the time that you have available. There are sample long-term plans in Appendix A of this guide. This is very much for guidance only, and your own long-term plan will almost certainly differ from these, as it will need to take into account all of the factors listed in section 2.1 above.

It is important to appreciate that you do not have to follow the order of topics as they are listed in the syllabus. The syllabus tells you what will be assessed; it does not tell you how to deliver the material. This is for you to decide. So, for example, you might decide to start your course with Section A: International Relations and Developments perhaps because you can see that resources for this part of the course will support learners in their analysis and use of sources to plan answers to essay-style questions, skills which you wish to develop throughout the rest of the course. Alternatively, you may decide to leave Section A until the second half of the course as that Section has questions on Paper 1 and Paper 2, meaning that learning would be fresher for learners.

You will almost certainly find that you need to review your long-term plan each year. You may find that some topics took you longer than expected, while others were covered more quickly. It is a good idea to keep notes of how your plan worked, so that you have evidence for your review. The availability of resources may change. You will certainly find that the resources you develop during the next few years will change the way that you work with learners.

2.3 Medium-term planning

A medium-term plan is often known as a scheme of work. This sets out in more detail how you intend to cover each learning objective in the syllabus, and also how you will help learners to develop the AO2 and AO3 skills.

The scheme of work is of tremendous importance in:

- providing a framework to help everyone teaching and learning so that they will be able to be ready for final assessment
- enabling you to see, early on, what resources you will require, so that you can ensure these are on hand when you need them
- ensuring that due consideration is given to developing AO2 and AO3 skills (it is important that learners develop their skills and not just lists of facts from the 'content section' of the syllabus)
- making sure that there will be time at the end of the course for revision. While revision takes place all through the course, it is helpful to keep some time at the end for making sure that candidates know how to answer the question papers and have time to complete tasks that will give them confidence and to have their last minute questions answered.

There is an example scheme of work for each of Section A and Section B in Appendix A. It is most important to understand that this scheme of work is intended only as an example, and you do not need to follow it. Each school will wish to develop their own scheme of work to suit their particular circumstances. The scheme of work should be annually reviewed and improved.

2.4 Short-term planning

Short-term planning involves planning for a single lesson or perhaps a small group of lessons. It involves not only the content of the lesson but also the activities which will take place and the progress that is expected of the learners during the lesson. Short-term planning is something which is done by an individual teacher, taking into account their own strengths and the needs of the learners they will be teaching. Teachers new to the subject may need guidance but the plan should still be their own. This process is covered in more detail in the next section. There are examples of lesson plans in Appendix B.

Section 3: Planning lessons

3.1 Lesson plans and templates

The purpose of a lesson plan is to set out, in detail, exactly how you intend to work with your learners during a lesson (or perhaps a small sequence of lessons). The lesson plan will help you to focus clearly on:

- what you are intending your learners to achieve during the lesson – including not only the curriculum content, but also AO2 and AO3 skills
- how you are intending to help them to achieve these goals
- what resources you will need (e.g. worksheets, video clips, ICT resources)
- how you will start and end the lesson
- the approximate timings for each stage of the lesson
- how you will organise the classroom – for example, by arranging tables for group work or pair work
- how you will ensure that all learners, no matter what their ability, will be suitably challenged and occupied throughout the lesson
- how you will use assessment for learning to judge what your learners know and understand, and what they need to do next.

It takes time to plan a good lesson, but this is time very well spent. You can re-use lesson plans developed in one year, or for one teaching group, in the following year or for another teaching group.

A lesson plan is written by the teacher and should include details of how the lesson is intended to proceed. It should take account of:

- what is to be taught (learning objectives)
- what is to be achieved by the learners (lesson objectives)
- what the learners already know (previous learning).

It should detail the learning activities which will take place and have approximate timings showing how long each part of the lesson will last. A lesson should ideally have three main parts:

- a beginning which engages and motivates the learners
- a middle which covers the main learning activities of the lesson
- an end, in which learners can assess their understanding of what has gone before.

It is most convenient to have a printed template to use in lesson planning. You could design your own but there are many available on the internet or in books. One example is included in Appendix B.

3.2 Constructing a lesson plan

3.2.1 Learning outcomes

The learning objectives that you intend to cover in the lesson can be taken from your scheme of work, or from the syllabus. Remember that these can include objectives relating to skills (for example, comparing two sources or identifying similarities and differences) as well as those from the 'Syllabus content' section of the syllabus.

3.2.2 Lesson objectives

These are the particular objectives that you plan to address during the lesson. They may sometimes be identical to the learning outcomes. However, they may be significantly different from these. For example, a learning outcome might be: explain the reasons for the Allied victory in the Second World War (taken from the syllabus content, section 5).

The lesson objectives might be:

- use sources to gain an understanding of how the Second World War ended
- use analytical skills to determine which sources to use in developing an argument
- develop an effective argument explaining why the allies won the Second World War.

3.2.3 Previous learning

You should always bear in mind where you expect your learners to be starting from. You may already have a very good idea of what you would expect them to know at the start of the lesson, but it is never safe to take this for granted. For example, if you are teaching the Peace of Paris, learners will need to have a good grasp of how Europe was affected by the First World War. You may know that pupils studied the topic in a previous school year, but just because it has been taught does not mean that all of the learners will actually have learnt it.

Once you have identified what learners need to know in order to be able to progress during your lesson, you may like to include a quick check on this at the start of the lesson. You could perhaps do this with oral questioning, a short quiz, an odd-one-out exercise, or a short multiple-choice test. If this shows up shortcomings, then you will need to respond to this discovery and amend your lesson to ensure that you help learners to build up the necessary background before you embark on your planned work.

3.2.4 Planned timings

A good lesson has a clear beginning, middle and end. The start of the lesson should try to grab the attention of the learners and get them interested and involved in what is to follow. A search on the internet for 'History starter activities' can provide you with many different ideas for 'starter activities' that you could try. Some are explained in Appendix A, within the Medium Term Plan.

The main part of the lesson is where you help learners to develop the knowledge, understanding and skills that you have identified in the lesson objectives. It is good to do this in different ways in different lessons. You should ensure that learners are actively involved in their learning in some way, rather than passively absorbing information provided by you.

The final part of the lesson is often called a plenary. This is where you can pull together what students have learned in the lesson. It can be very valuable in helping learners to see just how much they have learned, and can also give you feedback on how successful the lesson has been, and whether your learners are ready to move on from this topic or whether they need more time to develop a full understanding of it.

3.2.5 Additional information

This section of the lesson plan gives you space to note things you do not want to forget, e.g. what question you want your learners to think about before your next lesson. An important section here is the space to record how you are intending to differentiate between learners with different strengths and skills.

Differentiation means ensuring that every individual learner in your class, no matter what their ability, is involved in tasks that are suitable for them, and that will enable them to make good progress. There is always a range of abilities in any class. You will need to think about how you can make sure that your brightest learners are being fully stimulated and stretched, while the least able can still feel fully engaged with the lesson and make confident progress.

Assessment that takes place within a lesson will almost always be **formative** assessment. Formative assessment means finding out what your learners know and understand, so that you can:

- Make adjustments to your teaching – if you find that learners do not understand a particular topic, then you need to review how you have covered this, and make changes in your teaching to help learners to improve their understanding, or aim to focus more on particular assessment skills where learners have shown weakness.
- Plan where your learners need to go next – once you and they are aware of what they already know and understand, you can identify the next step they need to take to move forward.

Much of the formative assessment that happens during lessons is very informal. For example, you might listen to your learners talking to each other as they work on a group task. You might move around between the groups and ask specific, pre-planned questions to check a particular aspect of their learning. These questions could be listed in this part of the lesson plan. Or you might encourage learners to ask you questions – another very good way of finding out what they know and understand.

Resource planning may just be about sitting arrangements, or it could be a room change if that is necessary for you use video or ICT equipment.

3.3 Reflection and evaluation

However carefully you plan your lesson, it is almost certain that things will not work out exactly as you had hoped. Perhaps you got the timings wrong and tried to fit more into the time than was realistically achievable. Perhaps the learners did not have enough challenging activities to do and lost interest. Perhaps you had failed to appreciate a lack of previous knowledge that should have been addressed before you began this particular topic. Or perhaps you decided to change the way you formatively assessed understanding and built group work or pair work and so had to amend your plan during the lesson.

You may well have been able to deal with many of these problems at the time, making on-the-spot changes to your initial plans. In other cases you may not be able to do this and will want to make changes when you teach this particular lesson in future. In either case, it is very important to make a note of these changes, either during the lesson or immediately afterwards, before you forget. The lesson plan template in Appendix B has spaces specifically for you to do this.

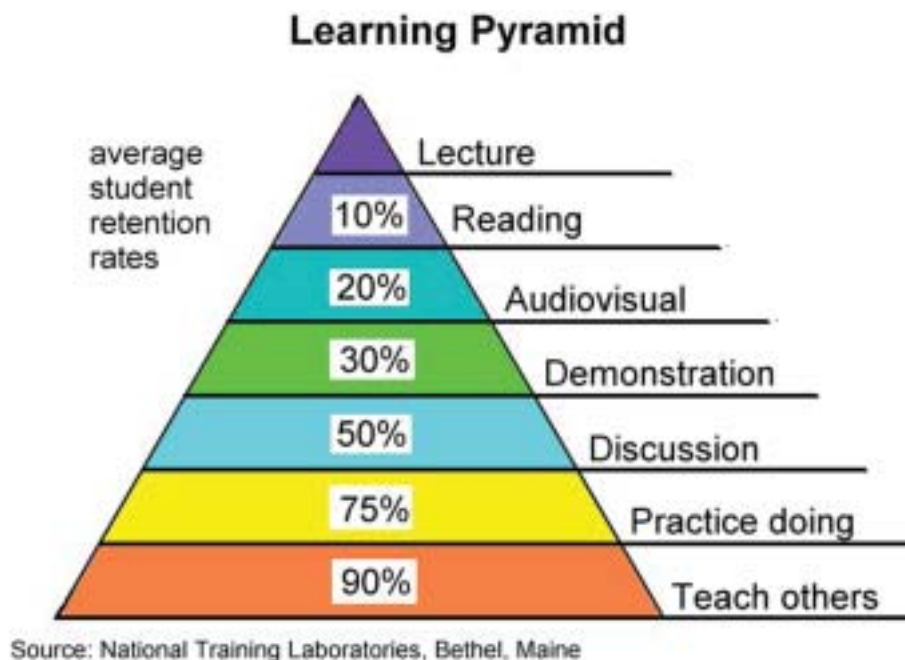
Section 4: Classroom practice

4.1 Active learning

Active learning is about learners being engaged in their own learning rather than simply being the passive recipients of knowledge as supplied by you. They are involved in a variety of activities that involve thinking, doing and talking, and develop their understanding of a topic by placing it in a variety of contexts.

Cambridge syllabuses aim to produce learners who are actively involved in their own learning. They should become self-confident historians, able to explore the past and the way in which it has been interpreted. They should take an informed interest in the ways in which the past informs the present.

Active learning will help to achieve these aims. Active learning techniques also increase learners' enjoyment of learning. Research shows that active learning is associated with much higher retention rates. Typical learner retention rates for different types of learning activities are illustrated in the 'learning pyramid'.



Learners should always have to process information. This can be achieved in a relatively straightforward way.

For example:

- you could ask learners in pairs to research the 1960 U-2 spy plane incident by referring them to two textbooks or websites
- you could ask them to write up a version of events that drew information from both sources
- and then ask them, as a class, to contribute to a timeline on the board, asking learners to consider what the emotions of Eisenhower and Khrushchev were at different points through it.

Some teachers worry that giving learners more responsibility for their own learning will take too long.

However, it can actually save time and more crucially, it can prove to be a better use of time.

There are a number of ways you can promote active learning. These include:

- **Question and answer sessions** – this is a quick way of assessing learner understanding.
- **Group discussions** – these are more productive if you ask learners to research a topic beforehand. On some occasions, you can tell different learners to research different parts of the same topic. For example some to research what Britain wanted from the 1918–20 peace negotiations, others to research what France wanted and others to research what America wanted, whilst on other occasions, you could have open discussions.
- **Presentations** – these are particularly useful later in the course. A group of two or three learners can be instructed to research a topic, for example an aspect of recent economic developments in Mauritius. Having given the presentation, the group could be required to answer questions from the class.
- **Wall displays** – learners will learn as they are producing wall displays, and their presence in a classroom can make it attractive and can reinforce learning.
- **Worksheets** – these are a traditional way of getting learners involved in their learning. You can build these up over time and you might decide to produce some extension questions. As the course progresses, these worksheets should become more challenging and more closely linked to exam style questions. As well as reinforcing learning, worksheets should enable you to assess learning and help students prepare for the examination papers.
- **Role playing** – this type of activity might be carried out two or three times later in the course. There are a number of topics which might be explored using this approach. For example, learners could be asked to produce briefing sheets about the role of one of the leaders involved in the abolition of slavery. d’Epinay, Jeremie, Laval and Ollier could be shared within a group of four learners and they could role play a debate about the process of abolishing slavery and about apprenticeship.
- **Structured examination type questions** – these can be used in a variety of ways. At the start of the course, it is a good idea to give learners answers that have been prepared earlier, and which can be awarded very different marks. They can be asked to identify which is the better answer, giving their reasons. You can get learners to work on these in pairs or groups. Learners can also work in pairs producing answers, passing completed ones to other pairs to be commented upon and marked.

4.2 Adapting to different learning styles

All groups, to a certain extent, are of mixed ability, and the ability of learners changes over time. By encouraging active learning, it is possible to set work which will challenge those with higher prior attainment and will bring on the skills of those who might, initially, be struggling with the subject. Group work can be particularly useful. Higher prior-attaining learners can benefit from being in a group which includes lower prior-attaining learners as they will learn by explaining points to their colleagues. Lower prior-attaining learners will benefit from having points explained by someone of a similar age.

The technique for dealing with mixed abilities is known as **‘Differentiation’**. This method enables you to ensure that every individual learner in your class, no matter what their ability, is involved in tasks that are suitable for them, and that will enable them to make good progress. This is particularly important if you have a wide ability range in your class. You will need to think about how you can make sure that your highest achieving learners are being fully stimulated and stretched, while those with lower prior attainment can still feel fully engaged with the lesson, and make confident progress.

Differentiated work can be achieved in a variety of ways. Let’s see how the technique might be applied to the ideas listed for active learning above:

- **Question and answer sessions** – target some questions to particular learners. You can mix these with questions thrown open to all those in the class. Following through with questions that dig deeper into answers is useful for making learners think.

- **Group activities** – you might start by dividing the class into a number of smaller groups and requesting that they try to complete a task. For example, they could create a poster to show how they would go about answering an exam-type question; what would go into each paragraph, what would the introduction say and what would the conclusion say. These could be put around the room, other learners being able to use post-it notes to comment. In this way, learners learn from each other. You may prefer a group to speak about their posters. If some learners are shy of speaking in public or less confident with the topic, you might decide to appoint a spokesperson for each group and give the role to the more confident learner. Over time you could share the role between two members in the group.
- **Presentations** – different roles could be assigned. One learner might have the main responsibility for researching the topic, one for drawing up the presentation and one or two for giving the presentation. The quality of the presentation will be influenced by how well the learners work together. Differentiation might also be achieved by giving different groups, different topics.
- **Wall displays** – again, you could assign different roles to learners. This activity can enable learners who have a good visual sense to do well, but they will need the help of those who have a good understanding of the history.
- **Worksheets** – you can produce worksheets (for example on aspects of the development of Port Louis) aimed at different abilities, or ones which include extension questions.
- **Brainstorming** – you can target questions. You might also ask particular learners to lead the brainstorming, others to write up the ideas and others to produce mind maps based on the ideas.

4.3 Differentiation

Differentiation is a way of trying to ensure that members of your group with differing abilities can all access the material you are delivering. There are a number of ways of approaching this problem and, again, they can be found in books and on the web. They fall into three main categories:

- **Differentiation by outcome** – in this method an open-ended task is set which can be accessed by all, e.g. 'What was the Code Decaen?' Learners will produce different results according to their ability, but all of their 'outputs' will be valid.
- **Differentiation by task** – learners are set slightly different tasks based on the same objective. This may involve worksheets which pose questions on the same topic where differing amounts of understanding are required.
- **Differentiation by support** – all learners undertake the same task but those who are weaker are given additional support; writing frames, where a template is provided for them to record their work, are one way of doing this.

Section 5: Preparing learners for final assessment

The Cambridge O Level History (2162) examination is available once a year in the October/November series. Learners will take both of the examination components during the same examination series.

For learners to do the very best that they can in their examinations, it is important that they are fully aware of:

- the papers that they will be taking
- the format, style and requirements of these papers
- the kinds of answers expected by Cambridge examiners
- how their current level of performance matches up to the expected standard for O Level Grades.

Cambridge provides a wide range of resources that can help with all of this.

5.1 Use of past papers, mark schemes and principal examiner reports

Examples of all papers can be found on the Syllabus and Support Materials CD. A good number of past papers will be available over time.

5.1.1 Use of past papers

These directly illustrate the requirements of the exam. Learners get to know the format of the exam, the type of questions asked and the style and type of command words used in different questions.

There are many ways in which past papers can help revision:

- **For practice** – questions from past papers can be set to assess how a learner is developing understanding of both a topic and of how to answer that style of question. This is useful to help learners assess whether they know and understand the subject matter or alternatively to identify gaps in their knowledge. It is also useful because you are able to see that they are answering the question that is set: describing when asked 'What was.....' or 'describe.....', explaining when asked 'How far.....' or 'Assess the contribution of.....'

Setting a whole paper is good practice for the examinations as learners also gain experience of working in exam conditions and within time constraints. You do not always have to use the whole paper. For Paper 1, for example, you could set either section A or section B and reduce the time accordingly. For Paper 2, questions about sources that support learning can identify learners' skills or skill development needs.

- **As a focus for revision** – you can see what level of detail is expected and this will help learners work out how much they need to know about different topics. They can be used for whole class discussion, or paired work, as well as individual work.
- **Understanding what the examiner will be looking for** – ask learners to try marking someone else's response to a question to understand how an examiner will look at the answer. This will also enable them to see how others approach the same question.

5.1.2 Mark Schemes

Probably the best way to use mark schemes is to set past questions from past examination papers or from the Specimen Paper (either single questions or whole papers) as a test for learners and to check how well they have done by referring to the mark scheme. You might, sometimes, give mark schemes to learners so that they can mark their own work or even each others'. It is always a good idea to share the mark schemes with candidates. When you see a particularly good answer, you could ask the learner to read it out, pointing out where it hits the mark scheme as this is done. You could also give them one past structured question part and the mark scheme on that question part and then ask them to write a similar question part and a corresponding mark scheme.

5.1.3 Principal examiner reports

These reports contain information about how candidates have performed in both examination papers. They give guidance on what examiners were looking for in each question, on which questions candidates have performed well and any common mistakes and points of confusion. The reports are useful for both teaching and revision as you can pick up tips to help improve learners' understanding and exam performance.

It is helpful, sometimes, to show learners the principal examiners' reports so that they can see for themselves particular faults picked out that they can identify in their own work.

5.2 Paper 1

Section A and each part of Section B have four questions from which candidates can select. Candidates answer **four** questions. They must answer **at least one** question from **Section A** and **at least two** questions from **Section B**. The fourth question can be taken from either Section A or B.

Each question is structured in two parts: part (a) and part (b), both of which require extended writing answers. Part (a) questions focus on AO1, candidates needing to recall, select, organise and use knowledge. Part (b) questions focus on AO2, where candidates use their understanding of aspects of the content to analyse and explain, e.g. how a change had an impact on a situation, or what people's motives were in something that they did. Candidates must answer both parts of their chosen questions.

5.3 Paper 2

5.3.1 Using evidence

Candidates need to know that all parts of a given source may be important to them in developing an answer to a question. Take, for example, two of the sources in the task for Section A on the medium-term plan (see Appendix A, Section A1: Explain the impact of the Treaty Of Versailles on Germany for the link between the task and the medium-term plan, and Appendix C for the task, sources and mark scheme):

Source D is taken from a German right-wing newspaper, Deutsche Zeitung, on 28th June 1919, the day that the Treaty of Versailles was signed:

Vengeance!

German Nation!

Today in the Hall of Mirrors at Versailles, a disgraceful treaty is being signed. Never forget it! On that spot where, in the glorious year of 1871, the German Empire in all its glory began, today German honour is dragged to the grave. Never forget it! The German people with unceasing labour will push forward to reconquer that place among nations to which they are entitled. Then there will be vengeance for the shame of 1919.

Source E is from a report in the New York Times in July 1919:

The immediate effect of signing the Treaty of Versailles was a blaze of indignation in the press. In Berlin, an atmosphere of profound gloom settled on the city. Several papers appeared with black borders around their Versailles articles and had such headings as 'Germany's fate sealed' and 'Peace with annihilation'. The right wing Deutsche Zeitung was banned for printing the heading 'Vengeance! German Nation! More or less mob violence was in evidence, especially in Berlin and Hamburg throughout the week in which the Treaty was signed.

Candidates need to be taught to look at a number of elements and decide which may be of help in answering questions:

- **The provenance of the evidence** – e.g. one was in a New York newspaper and the other in a German newspaper. Does it matter? Maybe if the writer was talking of what he/she could see, then it may give strong evidence to use when challenging evidence from another source. The New York article was in July; the German one in June. Does it matter? Yes, because the New York writer has clearly got evidence from Germany and has had the time to research a topic of international importance.
- **Reliability** – e.g. is the evidence it offers reliable/trustworthy? This can be tested by how far it matches the contextual knowledge that you have and by how far it is supported by other evidence that has been presented. From Sources D and E, it can safely be inferred that there was right wing opposition to the signing of the Treaty, source E adding that it was not allowed to go to print. Knowing the life of the Weimar Republic and the story of the rise of the Nazi Party can support statements that Source D got it wrong!
- **Validity** – e.g. does the source answer/help to answer the question that is being asked? If it is about what newspapers were reporting what people were doing, can it answer a question about what governments were doing? It can play a part, if there is enough evidence to say that people were responding to government actions. Dates, for example, can lead us safely to infer that Source E's gloom and violence are about the signing of the Treaty of Versailles.
- **How far does it match the contextual knowledge that the learners have?** – Source D says that German people will fight back. Did they? Not until 1933 to any significant degree. Source E offers a somewhat different story – that there was doom and gloom in some places, but trouble in a number of cities – for the week of the signing of the Treaty. Then again, how far has an American journalist in 1919 managed to effectively research what has taken place across Germany?

5.3.2 Questions

Candidates will answer questions on up to five sources. These questions take candidates through the study of a set of sources so that they are able to use all sources to answer a final question. **In all answers it is important that candidates give not only an answer, but also provide evidence from the source that led them to give that answer.**

A typical set of questions may ask:

1 Study Source A.

What can we learn from the source about xxxxxx? Use details from the source to explain your answer.

[6]

2 Study Sources B and C.

How far do these sources agree about xxxxxx? Use details from the sources to explain your answer. [7]

3 Study Source D.

How useful is this source in explaining xxxxxx? Explain your answer. [7]

4 Study Source E.

How surprised are you by what this source says? Explain your answer. [8]

5 Use **all** the sources.

'It was xxxxxx the txxxxxx.' How far do these sources support this judgement? Explain your answer. [12]

Section 6: Resources

6.1 Book/source list recommended for Paper 1 Section A and for Paper 2

20th Century History for Cambridge IGCSE

Authors: John Cantrell, Neil Smith and Peter Smith with Ray Ennion

ISBN: 9780199136360

Published: 2013

Published by: Oxford University Press, Great Clarendon Street, Oxford, OX2 6DP, United Kingdom

Access to History: Crisis in the Middle East: Israel and the Arab States 1945–2007

Author: Scott-Baumann, M

ISBN: 9780340966587

Published: 2009

Published by: Hodder Education, 338 Euston Road, London, NW1 3BH, United Kingdom

Aspects of Modern World History

Author: Davies, E

ISBN: 0340485302

Published: 1990

Published by: Hodder and Stoughton, 338 Euston Road, London, NW1 3BH, United Kingdom

Well illustrated and analytical.

Conflict in Palestine: Jews, Arabs and the Middle East Since 1900

Author: Brooman, J

ISBN: 0582343461

Published: Jan 1990

Published by: Pearson, Edinburgh Gate, Harlow, Essex, CM2 2JE, United Kingdom

International Relations 1914–1995

Author: Rea, T and Wright, J

ISBN: 9780199171675

Published: 1997

Published by: Oxford University Press, Great Clarendon Street, Oxford, OX2 6DP, United Kingdom

Making History: World History from 1914 to the Present Day

Author: Culpin, C

ISBN: 9780003270068

Published: 1997

Published by: Collins education, Harper Collins Publishers, FREEPOST, GW2446, Glasgow, G64 1BR, United Kingdom

Mastering Modern World History, 5th Edition

Author: Lowe, N

ISBN: 9781137276940

Published: May 2013

Published by: Palgrave Macmillan Limited, Houndmills, Basingstoke, Hampshire, RG21 6XS, United Kingdom

Gives very detailed coverage of most topics in the syllabus with clear and helpful maps.

Middle East: A Concise History 10th Edition

Author: Goldschmidt, A and Davidson, L

ISBN: 9780813348216

Published: 2013

Published by: Westview Press, Perseus Books Group, 2300 Chestnut Street, Suite 2000, Philadelphia, PA 19103

A good reference book with clear timelines.

Modern World History 2nd edition

Author: Walsh, B

ISBN: 9780719577147

Published: 2001

Published by: Hodder Education, 338 Euston Road, London, NW1 3BH, United Kingdom

Modern World History 3rd edition

Author: Walsh, B

ISBN: 9780340981832

Published: 2009

Published by: Hodder Education, 338 Euston Road, London, NW1 3BH, United Kingdom

(Includes the Middle East).

OCR Modern World History

Authors: Lex, A, Carrington, E, Hill, A, Kerridge, R, Lacy, G and Marriott, B

ISBN: 978043551020

Published: 2009

Published by: Pearson, Edinburgh Gate, Harlow, Essex, CM2 2JE, United Kingdom

Our World This Century

Author: Heater, D

ISBN: 0199133247

Published: 1987

Published by: Oxford University Press, Great Clarendon Street, Oxford, OX2 6DP, United Kingdom

Palestine in Crisis: The Struggle for Peace and Independence after Oslo

Author: Usher, G

ISBN: 0745309690

Published: 1995

Published by: Pluto Press Ltd, Thomson Publishing Services, Cheriton House, North Way, Andover, Hants, SP10 5BE, United Kingdom

The Arab Israeli Conflict

Author: Rea, T and Wright, J

ISBN: 9780199171705

Published: 1997

Published by: Oxford University Press, Great Clarendon Street, Oxford, OX2 6DP, United Kingdom

The Era of the Second World War

Author: Lancaster, T and S

ISBN: 0946183988

Published: March 1993

Published by: Causeway Press Ltd, PO Box 13, Ormskirk, Lancs, L39 5HP, United Kingdom

Many sources make this engaging. Accessible to a wide range of abilities.

The Middle East, 1914–1979

Author: Fraser, T G

ISBN: 9780713162929

Published: 1980

Published by: Hodder Education, 338 Euston Road, London, NW1 3BH, United Kingdom

This is a book of useful documents.

The Modern World

Author: Lancaster, T and Peaple, D

ISBN: 1873929056

Published: 1996

Published by: Causeway Press, PO Box 13, Ormskirk, Lancashire, L39 5HP, United Kingdom

Additionally, national history websites and the websites of the UN are very helpful. The Holocaust Educational Trust has a range of superb resources. Also, BBC Bitesize has a History GCSE section (<http://www.bbc.co.uk/schools/gcsebitesize/history/mwh/>). The *History Learning* website is helpful.

6.2 Book/source list recommended for Paper 1 Section B

Textbook for students

Adison, J and Hazareesingh, K, *A New History of Mauritius*, EOI, 2nd reprint, 1999

References for students and teachers

Barnwell, P J and Toussaint, A, *A Short History of Mauritius*, Longman, Green & Co., 1949

Dayachand, Napal, *Dutch Mauritius and Ile de France (1638–1810)*, Hart Printing, 1980

Dayachand, Napal, *British Mauritius (1810–1948)*, Editions Le Printemps Lté, 1994

Nagapen, Amédée, *Histoire de la Colonie: Ile de France/Ile Maurice (1721–1968)*, Port-Louis, 1996

Patureau, J Maurice, *Histoire économique de l'île Maurice*, Press Henry and Cie Ltd, Les Pailles, 1988

Select Documents on Indian Immigrants, Mahatma Gandhi Institute, Moka

Selvon, A, *Comprehensive History of Mauritius*, Mauritius Printing Specialists (Pte.) Ltd., 2001

Toussaint, A, *Histoire de Maurice*, Presses Universitaires de France, 1974

Toussaint, A, *Histoire des Iles Mascareignes*, PUF, 1972

Varma, M N, *The Making of Mauritius*, Nice Printing, Port-Louis, 1976

Resources for teachers

Teelock, V, *Mauritian History. From its beginnings to Modern Times*, Mahatma Gandhi Institute (MGI), Moka, 2009

References for teachers on specific topics in the syllabus

Allen, Richard B, *Slaves, Freedmen, and Indentured Labourers in Colonial Mauritius*, Cambridge University Press, 1999

Bissoondoyal Uttama, (ed.) *Indian Labour Immigration International Conference of Indian Labour Immigration*, October 1984, MGI Moka, 1986

Bissoondoyal Uttama, (ed.) *Indians Overseas: The Mauritian Experience*, MGI Moka, 1984

Bowman Larry, *Mauritius: Democracy and development in the Indian Ocean*, 1991

Carter, M, Anderson C, et al., *Colouring the Rainbow: Mauritian Society in the Making*, Port-Louis, CRIOS/ALFRAN 1998

Chan Low J, Series of articles including 'The Making of a Constitution' covering the period 1959–1963, delivered/published 1996–99

Chan Low J, Conference papers on: 'Democratizing Politics in a Smaller Plural Territory: British Policy towards the Constitutional Evolution of Mauritius', 8–12, December 1998, MGI, and 'The Transfer of Power and the Decolonisation Process: The Mauritian Experience', January 2000

Houbert, Jean: 'The Indian Ocean Creole Islands: Geo-Politics and Decolonisation', *Journal of Modern African Studies*, 30:3, 465–84, September 1992

Ly Tio Fane Huguette, *Lured Away: The life history of cane workers in Mauritius*, MGI, Moka

Lamusse Roland, *The Supremacy & Twilight of the Mauritius Sugar Industry*, Osman Publishing, 2011

North-Coombes, Alfred, *A History of Sugar Production in Mauritius*, Floreal, 2993

Simmons Adele, *Modern Mauritius, the Politics of Decolonization*, Bloomington, 1982

Teelock, V, *Bitter Sugar: Sugar & Slavery in 19th Century Mauritius*, MGI, Moka, 1998

Varma, M N, *The Political History of Mauritius Vol. 1 (1883–1983)*, Bahadoor Printing, Pailles Rodrigues

North-Coombes, Alfred, *The Island of Rodrigues*, Book Printing Service, Port Louis, 1971 (2nd edition, 2002)

Jauze, Jean-Michael, *Rodrigues: La Troisième Ile des Mascareignes*

Local Government

Dukhira, Chit, *History of Mauritius: Experiments in Democracy*, 2002

Outer Islands: Agalega and the Chagos Archipelago

Jahangeer-Chojoo, Ameena and Bablee, Diana, 'The Outer Islands of Mauritius. A Historical Perspective', paper presented at the Conference Multi-Insular Mauritius, A New Focus, 10–11 December 2002

Appendices

Appendix A: Schemes of work

Appendix B: Example Lesson Plan

Appendix C: Supporting documents for Paper 1 Section A and Paper 2

Appendix D: Supporting documents for Paper 1 Section B

Appendix A: Schemes of work

Long-term plans

Plan 1	Plan 2
Syllabus Section A Units 1–5	Syllabus Section B1
Syllabus Section B1	Syllabus Section B2
Syllabus Section B2	Syllabus Section B3
Syllabus Section B3	Syllabus Section A Units 1–5

Medium-term plan

Outline: this version of a medium-term plan accepts the order of teaching as it is given in the syllabus. However, you are not limited to doing things this way. It is possible to leave Section A until the last two terms of the course, teaching the History of Mauritius first. W = whole class; I = individual work; G = group or paired work. There are suggestions for briefing papers in the sections behind this scheme of work. There are some examples of exemplar essay answers with their mark schemes there also.

Section A: International Relations and Developments

Unit 1: The 1919–20 peace settlement and international relations in the 1920s

Recommended prior knowledge: some understanding of the First World War; some understanding of the map of Europe when war began.

Teaching time: based on a total time allocation of 130 contact hours for this Cambridge O Level course, it is recommended that this unit should take 12 hours.

Syllabus content ref	Learning objective	Suggested teaching activities
A1	Gain an understanding of how the parts of section A fit together.	Start with a few minutes listening to what learners say when you ask about what they know of the world in 1918. Show a presentation of an overview.

Syllabus content ref	Learning objective	Suggested teaching activities
A1	Describe and explain the reasons underpinning the demands made by Woodrow Wilson, David Lloyd George and Georges Clemenceau (The Big 3) at the Paris peace negotiations.	<p><u>Useful starter activity:</u> on the board: USA, Britain, France in 1918. Which was the odd one out?</p> <p><u>Main activities:</u> groups of 3 make a poster in which each of the Big 3 explains their 5 main wants from the Treaty of Versailles (<i>i.e. what do they want and why?</i>)</p> <p>(G) Put their work around the walls of the classroom to make a gallery. Learners walk around noting questions they want to ask of other groups. Give time for questions. (W) A part (a) exam-style question gives you formative assessment information (i).</p> <p><u>Plenary:</u> around the room ask for one key term used today – no repeats!</p> <p><u>Resources:</u> learners will need a briefing paper that they can stick into their books. This should give the state of their country in 1918, their involvement in the war and their concerns/wants for after the war. (See Appendix C.)</p>
A1	(i) state the terms of the Treaty of Versailles (ii) explain how far the terms of the Treaty of Versailles met the expectations of each of the Big 3.	<p><u>Starter activity:</u> on the board: Reparations, land and armies. In pairs, identify what one country wanted for each. Take feedback.</p> <p><u>Main activities:</u> (i) Create a factfile about the Treaty of Versailles, 1919. Group the terms of the treaty in a way that will be easily understood and learned. On a map, show how the terms of the treaty changed Europe. Discuss what the learners think about the fairness of the Treaty.</p> <p>(ii) In pairs consider two answers to question (ii). What is good about each? What is weak about each? How could you amend the weaker one to improve it? (See Appendix C.)</p> <p><u>Plenary:</u> around the room ask for 1 point from the Treaty of Versailles – no repeats allowed!</p> <p><u>Resources:</u> a source of information e.g. a textbook such as Lancaster, L and Peale, D, 'The Modern World' Causeway, 1996, a blank map of Europe in 1918. You will need the mark scheme to the question for each learner to see, and copies of the answers to at least two versions of an answer to each part. The example on Appendix C Task 2 has gaps between each line so that amendments can be added on that page, limiting the time wasted copying out.</p>

Syllabus content ref	Learning objective	Suggested teaching activities
A1	<p>(i) state the terms of the treaties of St Germain (1919), Neuilly (1919), Trianon (1920), Sevres (1920) and Lausanne (1923)</p> <p>(ii) explain the impact of these treaties on their respective countries.</p>	<p><u>Starter activity</u>: odd one out from Hungary, Poland, Lithuania</p> <p><u>Main activity</u>: create fact files about each treaty. Include how the treaty impacted upon that country. Allocate a treaty to pairs of learners. Ask each pair to write an answer to: Why did xxx (e.g. Austria) object to the Treaty of xxx (e.g. St Germain)? This is a part (b) style question asking for explanations.</p> <p><u>Plenary</u>: each group to read out their answer; others to comment on strengths in the answers and how it could be strengthened as an answer.</p> <p><u>Resources</u>: a modern world text book e.g. Lancaster, L and Peaple, D, 'The Modern World' Causeway, 1996, supported by an internet search and a blank map of Europe in 1918.</p>
A1	<p>Explain the impact of the Treaty of Versailles on Germany up to 1924</p>	<p><u>Starter activity</u>: as a German in 1919, what would have been your feelings? Discuss in pairs then class discussion for a few minutes.</p> <p><u>Main activity</u>: what do the sources say about how Germany responded to the peace treaty? (see Appendix C Task 3 – a sample Paper 2 based on sources, with a mark scheme.) (G)</p> <p><u>Main activity</u>: research events resulting from the German failure to pay the second instalment of reparations. (I) Hold a class debate, one side speaking on behalf of Germany's government, the other for the French government.</p> <p><u>Plenary</u>: hot seat activity – a learner sits facing the class at the front of the room. A piece of paper is held above the learner to show that class who the learner is. It should be from the course so far. The learner at the front asks questions – the rest of the class, sitting in groups, can only answer Yes or No. The learner has to work out his/her identity.</p>

Syllabus content ref	Learning objective	Suggested teaching activities
A1	Treaties of the 1920s— The Washington Conference (1921), The Dawes Plan (1924), the Treaty of Rapallo (1922), the Locarno Treaties (1925), the Kellogg-Briand Pact (1928) and the Young Plan (1929)	<p><u>Starter activity</u>: put these treaties into the order in which they were signed: St Germain, Lausanne, Trianon, Sevres and Neuilly.</p> <p><u>Main activity</u>: research the treaties of the 1920s, showing what they said, what impact they had and analyse their significance by determining whether they were a positive development, or a negative one. Learners should explain their answers. (I) (See Appendix C Task 4 for a template idea.)</p> <p><u>Plenary</u>: a hot seat activity based on the treaties (not people) learned about so far.</p>
Past paper and specimen papers		
<p>(i) What do the 14 Points suggest about what the USA wanted after the First World War? (I) This is a part (a) style question only, asking for description.</p> <p>(ii) What did Lloyd George want from the Treaty of Versailles for Britain? How far can it be said that Woodrow Wilson was the most satisfied of the 'Big Three' by the Treaty of Versailles? Explain your answer. (G)</p> <p>(iii) Why did xxx (e.g. Austria) object to the Treaty of xxx(e.g. St Germain)? This is a part (b) style question, asking for explanations.</p> <p>(iv) A sample Paper 2 based on reaction in Germany to the ending of the First World War. See Appendix C Task 3.</p>		
<p>Unit 2: The League of Nations</p> <p>Teaching time: Based on a total time allocation of 130 contact hours for this Cambridge O Level course, it is recommended that this unit should take 10 hours.</p>		
Syllabus content ref	Learning objective	Suggested teaching activities
A2	The structure and organisation of the League of Nations.	<p><u>Starter activity</u>: learners to identify three weaknesses in the Peace of Paris treaties. (W) Discuss briefly.</p> <p><u>Main activity</u>: from a textbook, website or a fact file that has been developed, create a wall display of the work of the League of Nations. Pairs could be given a section to complete – the Charter, the parts of the structure and how the parts worked together, membership, the agencies and commissions. (G) Pairs then teach the class about the work that they have done. Notes are taken and questions asked. (W)</p>

Syllabus content ref	Learning objective	Suggested teaching activities
A2	The strengths and weaknesses of the League of Nations.	<p><u>Starter activity:</u> learners to identify three weaknesses/strengths in the League's Charter or membership or organisation that they could identify from the last lesson. (I) Discuss briefly. (W)</p> <p><u>Main activity:</u> research and note, in a table, strengths and weaknesses of the League of Nations. (I) Discuss: How far were the issues identified by the learners supported by their research? (W) Part (a) and (b) type essay question to be completed. (I)</p> <p><u>Plenary:</u> ask learners to pair up. Give them a mark scheme. Each to mark their own and explain to the other the mark they think they should be awarded. (G)</p>
A2	Successes and failures of the League of Nations in the 1920s	<p><u>Starter activity:</u> learners to identify three weaknesses/strengths in the League's ability to handle conflict between countries that they could identify from the last lesson. (W) Discuss briefly.</p> <p><u>Main activity:</u> research and note, in a table, the activities of the League of Nations in the 1920s. Make two columns, one for successes and the other for failures. (I) Discuss: How far were the issues identified by the learners supported by their research? (W) Part (a) and (b) type essay question to be completed. (I)</p> <p><u>Plenary:</u> ask learners to pair up. Give them a mark scheme. Each to mark their own and explain to the other the mark they think they should be awarded. (G)</p>
A2	The failures of the League of Nations in the 1930s, including Manchuria and Abyssinia	<p><u>Starter activity:</u> learners to identify three reasons the League could not always have success when handling international disputes. (W) Discuss briefly.</p> <p><u>Main activity:</u> research and note the activities of the League of Nations in the 1930s under the headings: Manchuria, Abyssinia and Disarmament. (I) In pairs, produce a wall display, a third of the class working on one area. Groups teach the class. (G) Part (a) and (b) type essay question to be completed. (I)</p> <p><u>Plenary:</u> pair learners. Learners mark their partner's work and explain the mark given. (G)</p>

Syllabus content ref	Learning objective	Suggested teaching activities
Past paper and specimen papers		
(i)	What were the strengths of the League of Nations? (Tip – things listed = 1 mark each; points explained = 2 marks each.) Which was more important, the Council or the Assembly? (Tip – you are looking for points of <i>Comparison</i> explained, NOT description.)	
(ii)	Describe the Vilna Crisis. (Tip – things listed = 1 mark each; points explained = 2 marks each.) Why did the League of Nations find it difficult to handle the Corfu Crisis? (Tip – you are looking for points of <i>explanation</i> , NOT description.)	
(iii)	Put together a set of five sources that will allow learners to answer the questions set on Paper 2 about either the Japanese invasion of Manchuria and the League's responses OR the Italian invasion of Abyssinia and the League's responses. (Develop the mark scheme given in the supporting documents.)	

Unit 3: The Second World War

Teaching time: Based on a total time allocation of 130 contact hours for this Cambridge O Level course, it is recommended that this unit should take 12 hours.

Starter and plenary activities are still recommended.

Syllabus content ref	Learning objective	Suggested teaching activities
A3	The causes of the war, including Hitler's foreign policy, British and French appeasement of Hitler, the Nazi-Soviet pact.	<p><u>Main Activity:</u> through a policy of Appeasement. Britain and France led the League in allowing:</p> <ul style="list-style-type: none"> • rearmament and conscription by Germany • Remilitarisation of the Rhineland • Anschluss with Austria • the German take-over of the Sudetenland and the invasion of Czechoslovakia • Then, in 1939, Germany felt safe because of the Nazi-Soviet Pact with the USSR and invaded Poland. This was the trigger for the Second World War. <p>Learners to research each of the above, making detailed notes, and then write a newspaper article, aimed at a non-European nation, explaining why and how war broke out. (I)</p>

Syllabus content ref	Learning objective	Suggested teaching activities
A3	The main phases of the war: German victory in the west and the survival of Britain, 1939–40; Operation Barbarossa and the defeat of Germany in Russia, 1941–44; the War in the Pacific, 1941–45; the defeat of Germany, 1944–45.	<p><u>Main Activity:</u> learners need to know Allied and Axis as terms and membership of each. Short-answer questions under each heading may make this more accessible. (I)</p> <p>German victory in the west and the survival of Britain, 1939–40. Learners need to know about:</p> <p>Blitzkrieg, The Phoney War, the BEF in France, Dunkirk, the Fall of France, The Battle of Britain, The Blitz and the Battle of the Atlantic. Short-answer questions under each heading may make this more accessible.</p> <p>Operation Barbarossa and the defeat of Germany in Russia, 1941–44. Learners need to know about:</p> <p>Operation Barbarossa, The reorganisation of the USSR to fight back, why the USSR was victorious, The Battle of Stalingrad, 1942–3, The Battle of Kursk, 1943, the retreat of Germany and the victory of the USSR.</p> <p>The defeat of Germany, 1944–45. Learners need to know about:</p> <p>Allied bombing campaigns, North Africa and Italy, D-Day (Operation Overlord) and the end of the War in Europe.</p> <p>The War in the Pacific, 1941–45. Learners need to know about:</p> <p>An overview of the sequence of events in the Pacific, from Pearl Harbour, through the conquest of the islands, to the work and impact of Kamikazi pilots and, finally, to the bombing of Hiroshima and Nagasaki. The peace agreement.</p>
A3	The reasons for the Allied victory.	<p><u>Main Activity:</u> after all the writing, learners should be encouraged to review their notes in readiness for a discussion. Groups first should discuss their ideas.</p> <p>(G) These should then be presented to the class, and discussed, each group contributing an idea at a time until they have all run out of new ideas. (W) Learners should then produce their own five reasons in priority order, each one explained a part (b) type essay.</p>

Syllabus content ref	Learning objective	Suggested teaching activities
A3	The nature of Total War.	<p><u>Main Activity:</u> learners need a definition of Total War. (I) They need to be able to show how the world became involved, i.e. it was a world war: Europe, Russia, Japan, America, Indo-China and the Pacific islands. They need to be able to show how every person was involved: conscription, women during wartime, the evacuation of children, censoring information, the provision and management of food, protection of civilians and propaganda. Most textbooks have case studies, e.g. of Britain during wartime, through which learners can build up a picture to allow them to understand the concept of Total War. Producing a poster to define and display Total War would provide formative assessment opportunities.</p>
A3	The Holocaust.	<p><u>Main Activity:</u> groups of learners can research the topic (G), making themselves ready to contribute to a class essay (see (iii) below). (W) Learners need to be aware of German treatment of the Jews within Germany, of the Wannsee Conference and the decision to put in place the Final Solution and the slave labour and death camps. Resistance from Jews as well as the support of Jews by some German people should be understood. Learners should know about the Kinder Transport. It may help if they are then given a full briefing sheet for their notes. The Holocaust Educational Trust has some superb resources.</p>
Past paper and specimen papers		
<p>(i) How was German union with Austria achieved? (Tip – things listed = 1 mark each; points explained = 2 marks each.) Why did the invasion of Poland lead to the Second World War? (Tip – you are looking for points of <i>explanation</i>, NOT description.)</p> <p>(ii) Why were the allies victorious in the Second World War?</p> <p>(iii) What was Kristallnacht? (Tip – things listed = 1 mark each; points explained = 2 marks each.) Explain how Jewish people were treated by Germans in Germany during the Second World War? (Tip – you are looking for points of <i>explanation</i>, NOT description.)</p> <p>(iv) Devise a Paper 2 task around any aspect of the Unit.</p>		

Unit 4: The Cold War

Teaching time: Based on a total time allocation of 130 contact hours for this Cambridge O Level course, it is recommended that this unit should take 12 hours.

Starter and plenary activities are still recommended.

Syllabus content ref	Learning objective	Suggested teaching activities
A4	The origins of the Cold War, including Yalta and Potsdam.	<u>Main Activity:</u> following research into the Yalta Conference, learners take the roles of Roosevelt, Stalin and Churchill, putting forward what they want from a peace treaty at the end of the Second World War, with their reasons. (G) This is repeated concerning the Potsdam Conference (and Truman, Stalin and Atee). (G) A class discussion follows, trying to work out how the situation/feelings of the leaders had changed. (W)
A4	Soviet foreign policy in Europe in the early post-war period, 1945–55.	<u>Main Activity:</u> following research (I) , learners are divided into two parts. Learners from one half of the class, in pairs/small groups produce presentations through which to teach the other half about Soviet foreign policy in Europe in the early post-war period, 1945–55. (G)
A4	The foreign policy of America and its allies in Europe, 1945–55.	<u>Main Activity:</u> following research (I) , learners are divided into two parts. Learners from one half of the class, in pairs/small groups produce presentations through which to teach the other half about the foreign policy of America and its allies in Europe, 1945–55. (G) Answer the exam question from the sample paper below. (I)
A4	The U2 spy plane incident and the building of the Berlin Wall.	<u>Main Activity:</u> learners to use textbooks and the internet to support their study of this topic, followed by a source-based enquiry. Imperfect answers are offered for discussion afterwards. See supporting documents.
A4	The globalisation of the Cold War, including Cuba and Vietnam.	<u>Main Activity:</u> following research (I) , learners are divided into two parts. Learners from one half of the class, in pairs/small groups produce presentations through which to teach the other half about the Cuban Missile Crisis 1962. (G) Learners from one half of the class, in pairs/small groups produce presentations through which to teach the other half about the Vietnam War 1964–8. (G) Answer the exam type question below. (I)

Syllabus content ref	Learning objective	Suggested teaching activities
A4	Detente.	<p><u>Main Activity:</u> learners to identify the meaning of the term and research events following the Cuban Missile Crisis to develop a standpoint argument that they can defend in front of the class (I):</p> <p>either: Detente 1962–79 reduced the threat of MAD</p> <p>or: Detente 1962–79 made very little difference to the safety of the world at that time. (G)</p>
A4	Gorbachev and the end of the Cold War.	<p><u>Main Activity:</u> learners need to be able to explain the reasons for, the meaning of and the impact of the introduction of both Perestroika and Glasnost, both within the USSR and within Soviet-controlled Eastern Europe. There are several really good textbooks and sources that would help learners to understand: Lancaster and Peale pp. 213–5, and Ben Walsh’s second Edition pp. 416–7. (G) An exam question follows, from the sample paper. (I)</p>
Past paper and specimen papers		
<p>(i) What was agreed at the Yalta Conference? (Tip – things listed = 1 mark each; points explained = 2 marks each.) Why was it so much more difficult to get agreement between leaders at the Potsdam Conference than at Yalta? (Tip – you are looking for points of <i>explanation</i>, NOT description.)</p> <p>(ii) From the sample paper: What actions taken by the Soviet Union in the period 1945–1948 contributed to the development of the Cold War? How important was the Berlin Blockade in the formation of NATO (North Atlantic Treaty Organisation)?</p> <p>Mark scheme from the sample mark scheme: Soviet actions. The Soviet Union occupied Poland and formed the Lublin Government that totally ignored the Polish Government-in-exile in London. There was tension at the two major conferences at Yalta (February 1945) and Potsdam (July 1945) over the future of Germany – no agreement. The Soviets interfered in the East European states that it had liberated from Germany – Hungary, Bulgaria, Romania and, above all, Poland. March 1946 – Churchill’s ‘Iron Curtain’ speech. 1948 – fall of Czechoslovakia. The spread of Soviet political, economic and military influence all over Eastern Europe.</p>		

Syllabus content ref	Learning objective	Suggested teaching activities
Past paper and specimen papers		
	<p>Berlin Blockade and NATO. The future of Germany had not been decided. Germany, and Berlin, was divided into four zones – British, French, American and Russian. Russia took resources from their zone. The three Western zones were united in early 1948 to try to aid recovery – Marshall Aid was used in this process. In June 1948 a new currency was introduced in the Western zones. Russia expressed displeasure, especially as Berlin was still 100 miles inside the Soviet zone, and therefore blockaded all rail, road, and canal access to Berlin with the aim of getting the West to withdraw from Berlin. Instead, Berlin was supplied by air – the Berlin Airlift. This caused the West to appreciate the need for a co-ordinated response to the Soviet Union in matters of defence. The West had been unprepared for the blockade and needed preparedness for any future action. In April 1949 NATO was formed – the original members were the USA, Canada, Portugal, Denmark, Norway, Belgium, Luxembourg, Britain and France. They agreed that an attack on any one state would be regarded as an attack on them all. The USA had abandoned her very long tradition of ‘no entangling alliances’.</p>	
(iii)	Why was the Vietnam War ended before the USA was certain of a lasting victory? (Tip – things listed = 1 mark each; points explained = 2 marks each.) How dangerous was the Cuban Missile Crisis to world peace? (Tip – you are looking for points of <i>explanation</i> , NOT description.)	
(iv)	From the sample paper: What new policies were introduced by Gorbachev in the Soviet Union after he came to power in March 1985? How did these policies contribute to the end of the Cold War?	
	Mark scheme from the sample mark scheme: Policies. Glasnost (openness) and Perestroika (the restructuring of the Communist Party, the economy and the Government). These policies recognised that the current thinking was outmoded and could not be sustained. There was some liberalisation in the economy and in society, for example, in the purchase of consumer goods. The Soviet economy was approaching collapse and reform of every aspect of economy and Government was necessary.	
	Contribution to the end of the Cold War. These policies had an impact in the foreign policy arena as Russia needed to reduce the cost of the Cold War. A Summit Meeting with Reagan in 1986 proposed a 25 year timetable for nuclear disarmament – there were disappointing results but an Arms Limitation Agreement was signed – this was the first ‘thaw’ in the Cold War and some nuclear weapons were dismantled or decommissioned. The war in Afghanistan involved over 100 000 Soviet troops and caused much hostility in the Muslim world and from China – Gorbachev withdrew from Afghanistan to reduce the huge costs. Gorbachev recognised China as a potential ally and improved relations – economic and trade agreements. Soviet support for Vietnamese troops in Kampuchea was also withdrawn – relations with China became more relaxed. In Europe the policies led to the collapse of Soviet control of Eastern Europe and thus the Warsaw Pact (The Soviet equivalent of NATO) collapsed. Communist governments in Eastern Europe were overthrown. The Cold War in Europe had ended. NATO and the World Trade Organisation (WTO) agreed that they were ‘no longer adversaries’ of the Soviet Union.	

Unit 5: The United Nations and recent world affairs

Teaching time: Based on a total time allocation of 130 contact hours for this Cambridge O Level course, it is recommended that this unit should take 11 hours.

Syllabus content ref	Learning objective	Suggested teaching activities
A5	The structure and organisation of the United Nations.	<u>Main activity:</u> using a chart to show how the United Nations is structured and organised, learners in pairs identify the jobs that the UN does, the bodies responsible for those jobs and the relationship between its parts. (G) Learners can answer the part (a) of the question below. (I)
A5	The strengths and weaknesses of the United Nations.	<u>Starter activity:</u> learners to identify three weaknesses/strengths in the membership or organisation of the United Nations that they could identify from the last lesson. (I) Discuss briefly. (W) <u>Main activity:</u> research and note, in a table, strengths and weaknesses of the United Nations. (I) Discuss: How far were the issues identified by the learners supported by their research? (W) Part (b) type essay question below to be completed. (I) <u>Plenary:</u> ask learners to pair up. Give them a mark scheme. Each to mark their own and explain to the other the mark they think they should be awarded. (G)
A5	Successes and failures of the United Nations, including the Korean War and the Congo Crisis, 1960–64.	<u>Main activity:</u> divide the class into halves. Learners work in pairs to produce a briefing document and a set of questions on their topic. (G) The two topics are The Korean War, with a focus on the role of the UN, and the Congo Crisis, with a focus on the role of the UN. Learners then exchange briefing documents, the other half completing the questions on the crisis concerned. All learners are provided with a briefing sheet. Learners answer the question below. (I)
A5	Saddam Hussein, the invasion of Kuwait and the First Gulf War.	<u>Main activity:</u> learners to find answers to a series of questions. Paragraph answers are required. Learners should highlight names and dates in their notes. See supporting documents for a suggested template. (I) Learners complete the exam type question below and mark each other's work. (G)

Syllabus content ref	Learning objective	Suggested teaching activities
Past paper and specimen papers		
(i)	Describe the Security Council of the United Nations. (Tip – things listed = 1 mark each; points explained = 2 marks each.) How far was the UN an improvement on the League of Nations? (Tip – you are looking for points of <i>explanation</i> , NOT description.)	
(ii)	What was the role of the UN during the Korean War? (Tip – things listed = 1 mark each; points explained = 2 marks each.) How successful was the UN during the Congo Crisis, 1960–64? (Tip – you are looking for points of <i>explanation</i> , NOT description.)	
(iii)	Describe the conflict within Iraq between Saddam Hussein and the Kurds. (Tip – things listed = 1 mark each; points explained = 2 marks each.) How successful was the mission to free Kuwait by the West in 1991? (Tip – you are looking for points of <i>explanation</i> , NOT description.)	

Section B: History of Mauritius
Unit 6: (1) Ile de France 1715 to 1810

Recommended prior knowledge: Some understanding of Mauritius' past.

Teaching time: Based on a total time allocation of 130 contact hours for this Cambridge O Level course, it is recommended that this unit should take 20 hours.

Syllabus content ref	Learning objective	Suggested teaching activities
B1	Trade and Agriculture in Ile de France and the development and importance of Port Louis – the roles of Mahé de Labourdonnais, Pierre Poivre and the development of the Code Decaen.	<p><u>Starter activity:</u> pairs of learners to discuss: (i) What is important to the economy of Mauritius today? (ii) Which of these would not have been there in 1715? (iii) What factors might have attracted the French to take control of Mauritius? (G) A brief class discussion can correct misconceptions.</p> <p><u>Main activity:</u> identify who lived on the Ile de France (Mauritius) in 1715 and how they made a living. Find out the roles of Nicolas de Maupin and Mahé de Labourdonnais (or la Bourdonnais) in settling the Ile de France for the French. Learners should consider their attitudes to the people of the Ile de France, their leadership during the development of Port Louis as the capital of the island and their role in developing the economy of the island. How did Governor Dumas and Intendant Pierre Poivre improve the Ile de France as a French colony? How did General Count Charles Decaen alter the lives of individuals, including slaves, and change Civil Law? (I)</p> <p><u>Plenary:</u> around the classroom – one fact from each learner that has been learned today: no repeats allowed! There is an activity to support summarising developments in Support Document 6 and a question/mark scheme from the sample paper below. (I)</p>
B1	Aspects of slavery: slave trade, slave origins, slave occupations, conditions of slaves, resistance strategies such as maroonage.	<p><u>Main activity:</u> divide the class into five groups for a Market Place activity. Each group is to prepare a wall display of one aspect of the required learning. When wall-mounted, each group decides upon who is to stay with their display and teach other learners about their aspect of the subject. The other four split up, each going to learn about one other aspect of the subject. The initial groups then meet up and share their findings, so all have a full learning experience by the end of the work. (G)</p>

Syllabus content ref	Learning objective	Suggested teaching activities
B1	The impact of the French Revolution.	<p><u>Main activity:</u> learners need only a brief idea of the phases of the French revolution in France, so that they are able to track the changes to the Ile de France alongside them. Learners need to be able to explain how the French Revolution impacted upon the way the Ile de France was governed and how the people of the island were treated. (I) An exam-style part (b) question is below. Also a question from the sample paper and its mark scheme. (I) Learners could exchange completed essays and mark/comment upon the partner's work. (G)</p>
B1	Anglo-French rivalry in the Indian Ocean and events leading to British conquest of Ile de France and its immediate consequences.	<p><u>Main activity:</u> learners should be able to explain: (I)</p> <ul style="list-style-type: none"> (i) why the British were interested in the Ile de France (ii) the role of the corsairs in relations between France and Britain over the island (iii) why France was unable to defend its ownership (iv) how Britain won the island. <p>There are two questions from the sample paper below, with their mark scheme. Either would consolidate work for this section of the Unit. (I)</p>
Past paper and specimen papers		
<p>(i) From the sample paper: Describe the developments in agriculture in the Ile de France under the Governorship of Labordonnais. Explain why Port Louis was selected as the capital, and the developments made to the port by Pierre Poivre.</p> <p>Mark scheme from the sample mark scheme: Developments in agriculture. Labourdonnais arrived in 1735. He quickly recognised that Ile de France could not develop without a good food supply. He built a new residence at Pamplémousses and used the gardens to experiment with new crops. The chief success was the introduction of manioc (or cassava) brought from Brazil – it needed only a short growing season and was hardy enough to withstand cyclones. Sugar cane cultivation was also introduced – Labourdonnais' brother built the first sugar mill. Maize was grown as a food crop along with potatoes and other vegetables.</p>		

Syllabus content ref	Learning objective	Suggested teaching activities
Past paper and specimen papers		
	<p>Port Louis (marks limited for dealing with either Labourdonnais or Poivre only). Labourdonnais moved the capital to Port Louis and set about building the harbour and fortifications. Labourdonnais brought with him skilled workmen in order to ensure that the construction could go ahead and be well built. By 1740 Port Louis had an efficient harbour that served as both a naval base for the French in the Indian Ocean and as a commercial harbour for the Ile de France. An aqueduct was also built to bring in fresh water and also a hospital. After Labourdonnais left, the town and harbour were neglected. Once the Royal Administration began in 1767 an Intendant was appointed – Pierre Poivre. He began to reverse the neglect of Labourdonnais' works – the silting of the harbour was cleared and the various wrecks removed; the defences and many of the main buildings were repaired; a new road network was built; there was an attempt to ensure that only stone houses (that would survive the cyclones) were built, and the streets were cobbled.</p>	
(ii)	How far was life on the Ile de France changed by the events of the French Revolution? (Tip – you are looking for points of <i>similarity and difference between life before and during the French Revolution, NOT description.</i>)	
(iii)	Describe how the Colonial Assembly of the Ile de France rejected the order to abolish slavery by the French government during the Reign of Terror in 1794. Explain why Napoleon was prepared to allow slavery to continue and the consequences of this decision for the Ile de France.	
<p>Mark scheme from the sample mark scheme: Rejection of the order. General Malartic had been appointed in 1792 as Governor-General by the revolutionary government in Paris and was expected to implement the views of the Revolution. In many ways this was achieved peacefully – e.g. the creation of the Colonial Assembly – but on the issue of slavery there was almost total unanimity that slavery could not be abolished. 60 000 of the 70 000 population were slaves and the economy of the island was dependent upon slave labour. In 1796 two battalions of French soldiers were sent to the Island to enforce the law, led by two commissioners, Baco and Burnel. Governor Malartic supported the action of the Colonial Assembly in the expulsion of the two commissioners – though the troops remained. The Ile de France, under Governor Malartic, had openly defied the French Government. The island effectively became an independent territory for a period of almost eight years.</p>		
<p>Napoleon's decision and its consequences. After taking power, Napoleon let it be known that he was prepared to allow slavery to continue in the Mascarenes. And in 1803 General Decaen was appointed as Governor. He was welcomed in the Ile de France and made a decree in 1803 that allowed slavery to continue. It was important for France that the Ile de France once more came under French control as a base for the French Navy in the Indian Ocean. Decaen put in place a set of major developments. Port Louis was once again dredged and developed and new shipyards were built. Decaen also developed the southern port of Grand Port Bay – he believed it would be important in any future wars. Decaen was also instrumental in introducing the Napoleonic reforms in law and education – indeed the legal system is still based on the Code Decaen. This code emphasised property rights and thus found favour with the plantation owners. Decaen also headed a new social life in Port Louis with balls being held to commemorate each of Napoleon's victories. Prosperity returned to the Ile de France – which is what those who welcomed Decaen had hoped for.</p>		

Syllabus content ref	Learning objective	Suggested teaching activities
Past paper and specimen papers		
(iv)	Outline the part played by the Corsairs in the competition between Britain and France to control the Indian Ocean. Why were conflicts in Europe (the Seven Years War) and in America (the American War of Independence) important for the fortunes of the Ile de France?	
Mark scheme from the sample mark scheme: Corsairs.	The Corsairs were commerce raiders – attacking British shipping as it passed through the Indian Ocean. They were immensely successful attacking over 100 ships in the period 1793–1802. This brought wealth to the Ile de France as the captured goods were then sold via neutral countries at great profit. The Corsairs were very successful because the British Navy had major concerns elsewhere and did not have the resources to attack the corsair base on the Ile de France.	
Impact of European and American wars on Ile de France.	Both wars marked a conflict of interest between Britain and France, which, combined with the conflict that had been long running over the control of India, made the Indian Ocean a place for conflict between the two states. In this conflict it was important that France had a suitable base – the Ile de France. This had two effects – to encourage the French to invest in the fortifications and fleet-building capacity of Port Louis and to encourage the Corsairs. Despite a strong naval presence in the Indian Ocean, France eventually lost control of most of India. The base at Ile de France was inadequate to sustain a prolonged sea campaign. This had the effect of making the Indian Ocean a less important focus for the conflict between the two countries. The latter position predominated in Napoleonic times as only a small naval squadron was based at Port Louis and that went away when the commander disagreed with Governor Decaen. The British, however, wished to rid the Indian Ocean of the French threat that was heightened by the French support for the American colonists and especially of the Corsairs.	
(v)	Describe the main events of 1810 that led to the fall of the Ile de France to the British. Why did the British wish to control the Island, and why did Captain-General Decaen surrender the Island rather than fight?	
Mark scheme from the sample mark scheme: Events of 1810.	In 1806 the British retook control of the Cape. This enabled them to mount a blockade on the Macerene Islands more easily. In 1809 the British occupied Rodrigues and in July 1810 they also took Bourbon (later named Réunion). The fall of Bourbon was important as this was a major food producing area for the Ile de France. The inhabitants of Bourbon offered little resistance as they felt very badly treated by Ile de France. In August 1810 the British sent a squadron under Willoughby to invade the Ile de France at Grand Port – and failed. However, in December 1810 the British returned with a force of 10000 men to attack Port Louis. Decaen had only 4000 men and determined to surrender.	
British control and Decaen’s surrender.	The British had no interest in the Ile de France as anything other than a strategic outpost – they did not see it as being economically significant. In consequence they had no interest in totally defeating Decaen – only in ensuring British control of the Island. This led to an offer of generous terms for surrender. Faced with overwhelming military force and offered these generous terms, Decaen surrendered and so saved many lives. Decaen’s troops were not considered to be prisoners of war: the property, laws, customs and religion of the settlers was to be respected and any French settler wishing to leave the island could do so and take his possessions with him. Britain then controlled the Indian Ocean and so was more secure in its hold on India.	

Section B: History of Mauritius
Unit 7: (2) British Mauritius from 1810 to 1922

Teaching time: Based on a total time allocation of 130 contact hours for this Cambridge O Level course, it is recommended that this unit should take 20 hours.

Syllabus content ref	Learning objective	Suggested teaching activities
B2	The sugar industry and economic expansion (including the morcellement process and the emergence of the small planter class	<p>Main activity: write a visitor guide to the development of the sugar industry in Mauritius. A suggestion for an introduction is in the Supporting documents. Learners need to write about: the role of landowners, who the employees were, the development of factories, changes in the regulation of farming and producing sugar, the regulation of trade and the impact of the sugar industry on the economy of Mauritius. (I)</p>
B2	Abolition of slavery: causes and consequences, apprenticeship and its aftermath. The parts played in this process by Adrien d’Epinay and John Jeremie. The contributions of Pète Laval and Rémy Ollier in the post emancipation process.	<p>Main activity: divide the class into four groups for a market place activity. Each group is to prepare a wall display of one aspect of the required learning. The subject should be:</p> <ul style="list-style-type: none"> • Abolition of slavery and apprenticeship: causes and consequences • The parts played in this process by Adrien d’Epinay and John Jeremie • The contribution of Pète Laval in the post emancipation process • The contribution of Rémy Ollier in the post emancipation process <p>When wall-mounted (in chronological order), each group decides upon who is to stay with their display and teach other learners about their aspect of the subject. The other five split up, each going to learn about one other aspect of the subject. The initial groups then meet up and share their findings, so all have a full learning experience by the end of the work. (G) There is a question from the sample paper and its mark scheme in the past papers section below. (I)</p>

Syllabus content ref	Learning objective	Suggested teaching activities
B2	Indian immigration, the indentured labour system, working and living conditions on sugar estates: problems and solutions; the attitudes of Governor Sir Arthur Gordon; the activities of Adolphe de Plevitz.	<p><u>Main activities:</u></p> <p>(i) Following research into Indian immigration, the indentured labour system, working and living conditions on sugar estates: problems and solutions, learners in pairs can consider the questions:</p> <p>How consistent was Utopian Socialism with the usual relationship between Indian immigrants and employers? Support Document 9 has a case study that it may be helpful to use. (G)</p> <p>(ii) What were the views of Governor Sir Arthur Gordon and Adolphe de Plevitz on the ways that Indian workers were treated? What did they do about it? (G)</p> <p>There is a question from the sample paper and its mark scheme at the end, and also a part (b) question from the same paper. (I)</p>
B2	Factors affecting the development and growth of Port Louis	<p><u>Main activity:</u> learners could be given the mark scheme to the question (see Support Document 10): What were the major factors influencing the fortunes of Port Louis from the beginning of British rule until 1870? They could add explanations to points made and add points that they find during their studies. (G) A class discussion could ensure general understanding. (W)</p>
B2	The Council of Government 1810–1831 including the role of Sir Robert Farquhar and political and constitutional developments 1885–1922; the actions of Sir John Pope Hennessy; enlargement of the Council; elected members; ‘Democrats’ vs. ‘Oligarchs’ – the role of Eugene Laurent and Manilal Maganlal Doctor	<p><u>Main activity:</u> learners should gain understanding of the birth of Parliament in Mauritius. Questions such as:</p> <p>What was the royal instruction of July 20th 1831 that changed the situation, and with whom did power now lie? How did the Council of Government develop up to 1922? What was the role of Sir John Pope Hennessy in the development of the Council of Government? Who were the Democrats and the Oligarchs and what were the roles of Eugene Laurent and Manilal Maganlal Doctor? (I)</p> <p>Learners should then be encouraged to consider the relative strength of the government of Mauritius from the point of view of sectors of society and be prepared to defend what they say in front of the class, e.g. In 1831 Mauritius was stronger because government was in the hands of the few. (W)</p> <p>A question from the sample paper and its mark scheme is below. (I)</p>

Syllabus content ref	Learning objective	Suggested teaching activities
B2	Dependencies (Rodrigues and the Outer Islands): settlement and colonisation	<u>Main activity:</u> learners should have access to the internet to carry out this study. (I)
Past paper and specimen papers		
(i) Describe the conditions of slaves in Mauritius. What part was played by Adrien d’Epinay in delaying the abolition of slavery in Mauritius so that it was later than anywhere else in the British Empire?		
Mark scheme from the sample mark scheme: Condition. Large numbers of slaves were needed to cultivate the poor soil. There was a ratio of approximately five slaves to one settler of European descent. The slaves had a very poor life. They worked from dawn until dusk with only one short break. Discipline was brutal – flogging, amputation and other physical punishments were common. In theory there were basic laws to protect slaves – the <i>Code Noir</i> – and slaves could, again in theory, complain to the Procureur Général if their entitlements to food and clothing were not met. However, these complaints were not taken seriously or acted upon. Many slaves tried to escape from their situation by fleeing into the interior and becoming ‘ <i>marrons</i> ’ and living by surviving mainly through petty crime and robbery. If they were caught they were usually executed.		
Abolition of slavery. The first British Governor – Sir Robert Farquhar – took no notice of the laws passed in Britain to abolish slavery as he was concerned with securing a smooth transition to British rule. Over 20 000 slaves came to Mauritius after British rule began. However, by 1830 the anti-slavery movement in Britain was very powerful and wanted to abolish slavery in Mauritius without compensating the owners. In 1830 the French plantation owners sent Adrien d’Epinay to London to discuss compensation – and this was agreed. However, the British sent John Jeremie – a strong opponent of compensation being paid – to implement anti-slavery legislation. Governor Colville, supported by the Colonial Council, expelled Jeremie. Colville was recalled to Britain and replaced by Sir William Nicolay who allowed Jeremie to return to Mauritius. Those who expelled Jeremie were punished. Meanwhile Adrien d’Epinay had returned to London to seek reassurance about compensation. d’Epinay was very successful and Mauritian plantation owners received about 10% of the total amount set aside in Britain for compensating slave owners – about £2 million. In Mauritius the Abolition of Slavery Act came into force in February 1835 – over a year later than elsewhere in the British Empire.		
(ii) In 1825 the British allowed the import of sugar from Mauritius on the same basis as West Indian sugar. What effect did this have on the sugar estates in Mauritius? What part did the indenture system play in the development of the sugar estates?		
Mark scheme from the sample mark scheme: Impact on the sugar estates. The effect was immediate and dramatic. Sugar production doubled from 11 000 tons in 1825 to 21 000 tons in 1826. By 1840 this had risen to 30 000 tons and to over 100 000 tons by the 1850s. Mauritius became the chief producer in the British Empire. This was helped by a growing demand for sugar in Europe. The increased production implied much larger acreage devoted to sugar, and other export crops such as coffee were abandoned.		
Part played by indenture system: The use of indentured labour had begun before the emancipation of the slaves – and was one reason why the plantation owners were less worried than they might have been by the abolition of slavery. The new system was one whereby the workers entered into a contract that included their passage – usually from India – accommodation and payment. The system was seriously abused by the plantation		

Syllabus content ref	Learning objective	Suggested teaching activities
Past paper and specimen papers		
		<p>owners and, in effect, the indentured labourers were almost slaves, as they were not permitted to leave and had to give much of their wages back to their employer in return for food and accommodation. But the system did provide the labour that they needed. By 1838 the number of indentured labourers was about 24 000, a number that doubled by 1846 and rose to 216 000 by 1870. The plantation owners always ensured there was a small surplus of labour in order to keep wages low. However, the indenture system did permit the estates to grow.</p>
(iii)	Assess the contribution of Adolphe de Plevitz to improving the condition of Indians in Mauritius.	
	<p>Mark scheme from the sample mark scheme: De Plevitz. Adolphe de Plevitz was a plantation owner, but he had very liberal views. His indentured workers enjoyed good conditions and were free to come and go. He organised a petition in 1871, signed by over 9000 labourers of Indian origin, seeking better conditions and fairer implementation of the 1867 Labour Law. De Plevitz' fellow plantation owners were furious and did all that they could to discredit him. However, he was very persistent and found support in Governor Gordon who set up a commission to examine the behaviour of the police towards indentured labourers. In India the Governor of Bengal was also critical of the indenture system and asked for it to be revised. The person responsible for emigration from India also became very critical of the situation in Mauritius, adding strength to De Plevitz's arguments. The outcome was that a Royal Commission was established to investigate the whole system of indentured labour. De Plevitz gave much evidence to the Commission which, in the main, accepted his arguments. De Plevitz had begun a long process whereby the indentured labourers gained a much better deal.</p>	
(iv)	Who were the 'Oligarchs' and what did they stand for in the debate over reform in Mauritius? How significant was the role played by Sir John Pope Hennessey in constitutional reform in Mauritius?	
	<p>Mark scheme from the sample mark scheme: oligarchs. Oligarchs were supporters of two barristers who were also planters, William Newton and Vergil Naz, who led what was known as the 'Reform Movement'. They supported the plantation owners and wished to gain influence over who was appointed to the Council of Government. Although it was called the 'Reform Movement' it was not about extending the franchise, only about gaining more power for the plantation owners.</p>	
Opposed.	Opposed by the 'democrats'.	
	<p>Role of Sir John Pope Hennessy. Governor Hennessy was sympathetic to the idea of change and introduced a new Council of Government. The number of members of the Council of Government was increased from 14 to 27. There were to be eight official members; nine nominated members and ten elected members, one from each rural district and two from Port Louis. The franchise was restricted. Only those with considerable wealth were allowed to vote. Ironically William Newton, who stood for election, failed to be elected. The Indian community had no votes and no representation. The Governor was so upset that the Indian community of over 200 000 had no representation that he included an Indian in the nine nominated members for whom he was responsible. The conflict between the 'oligarchs' and the 'democrats' continued and in 1905 the two groups were organised into political parties – the 'democrats' became the <i>L'Action Liberale</i> and were led by Dr Eugene Laurent and the 'oligarchs' became the <i>Parti de l'Ordre</i>. The significance of Pope-Hennessy's actions were that it was accepted that reform was needed and a first, very tentative, step towards reform was made.</p>	

Unit 8: Towards a Modern Mauritius, 1922 to 2000

Teaching time: Based on a total time allocation of 130 contact hours for this Cambridge O Level course, it is recommended that this unit should take 20 hours.

Syllabus content ref	Learning objective	Suggested teaching activities
B3	Labour movements and growth of trade unionism; the parts played by Harryparsad Ramnarain and Emmanuel Anquetil.	<p><u>Main activity:</u> supporting textbooks and some really helpful websites can give learners a feeling for how attempts were made to develop the rights of workers were, e.g. <i>lemauricien.com</i></p> <p>It would be helpful for learners to work in groups to explain the developments through the eyes of government officials, employers and workers. (G) The views of each group towards Ramnarain and Anquetil would make a good class discussion. (W)</p> <p>There is a question from the sample paper and its mark scheme is below. (I)</p>
B3	Sociocultural movements and political emancipation; the parts played by Sir Abdool R Mohamed and Prof. B Bissoondoyal.	<p><u>Main activity:</u> learners should gain understanding of the social and political struggles that led to emancipation. (I) Consideration of the push factors and the pull factors in a class discussion could support deeper understanding of the perspectives on the topic. (W)</p> <p>There is a part (a) question from the sample paper and its mark scheme is below. (I)</p>
B3	Renganaden Seeneevassen and political advances and constitutional developments up to independence; The significant parts played by Sir Charles Gaëtan Duval, Dr Maurice Curé, Pandit Sahadeo, Emmanuel Anquetil, Guy Rozemont, Sookdeo Bissoondoyal and Jules Koenig and Governors Sir Donald Mackenzie-Kennedy, Dr. Seewoo Sagur Ramgoolam and Sir Hugh Bede Clifford.	<p><u>Main activity:</u> the class could be divided into groups to produce posters of the work of each of the main people who worked to achieve independence by 1968. (G) could be put around the classroom. Learners could photograph them. A class quiz could be developed: each learner writes down five questions about one of the personalities (the one they have worked on). (I) These are gathered together and the teacher selects from the questions to make a 20 question quiz. (W)</p> <p>A briefing paper for their notes would support learners in their preparations for the examination.</p> <p>There is an exam-type question and its mark scheme is below. Also a question and mark scheme from the sample paper. (I)</p>

Syllabus content ref	Learning objective	Suggested teaching activities
B3	Demographic change, economic and social conditions and development of the welfare state under Sir Seewoosagar Ramgoolam.	<u>Main activity:</u> learners to create a chapter of a textbook to show how life changed under the guidance of Sir Seewoosagar Ramgoolam. (I) When they have done their initial research, a class brainstorm could identify the headings that could usefully be used to divide the information up. (W)
B3	Economic development since independence including agricultural diversification, industrial growth (manufacturing), Professor Edouard Lim Fat and the development of the EPZ Sector, Amédée Maingard and the development of tourism and modern developments in communications.	<u>Main activity:</u> looking back: learners could write a newspaper article (maybe working with a local newspaper) considering how the development of the economy of Mauritius has been encouraged since independence. They should consider also the impact of these changes. Involving the newspaper may turn this into a competition – an event that learners will never forget! (I) There is a question and mark scheme from the sample paper. (I)
B3	Political developments after independence including local government the premierships of Dr Navin Ramgoolam and the role of Sir Anerood Jugnauth, and Paul Bérenger’s leadership until 2000.	<u>Main activity:</u> how has government changed 1968–2000? They should study changes both in local government and in national government. (I) <u>Plenary:</u> hot seat activity – a learner sits facing the class at the front of the room. A piece of paper is held above the learner to show that class who the learner is. It should be from this unit of work. The learner at the front asks questions – the rest of the class, sitting in groups, can only answer Yes or No. The learner has to work out his/her identity. (W)
B3	Modernisation of the State: constitutional changes: the Republic 1992.	<u>Main activity:</u> learners should consider how and why Mauritius became a Republic in 1992. (I)
Past paper and specimen papers		
(i) Describe the efforts of Dr. Maurice Curé to improve the position of the workers in Mauritius in the period 1935–37. Why were there serious labour disturbances in 1937 and 1938 and what was the outcome?		
Mark scheme from the sample mark scheme: efforts of Dr Curé. Dr. Maurice Curé was member of the Council of Government and, most unusually for a member of that body, was very left wing in his thinking. He organised a petition to the new King of England – Edward VIII – asking that the right to vote should be extended to all literate males. The response indicated that if the Council of Government made the request it would be heeded. Curé also requested that the Council of Government establish a Labour Department that would protect the interests of the workers – but the idea was ignored. His major achievement, however, was to found the Labour Party, of which he became the President. The party increased political awareness amongst the Indians and encouraged them to fight for higher wages and better conditions. The other leaders of the party were Emmanuel Anquetil, Guy Rozemont, Dr Seewoosagar Ramgoolam, Pandit Sahadeo and Harry Ramnarain.		

Syllabus content ref	Learning objective	Suggested teaching activities
Past paper and specimen papers		
	<p>Labour disturbances. During the period of the world-wide depression, wages in Mauritius had fallen behind those anywhere else in the British Empire and were barely adequate to keep a person alive. In mid-1937 there were some small demonstrations on the sugar estates, but they were non-violent. The first death came in a demonstration at the Union Flacq Estate when six workers were killed – they became martyrs. By autumn the wave of demonstrations had declined, especially after Governor Evans declared a state of emergency after a dock strike started. Governor Evans then established a Commission of Enquiry. Although it had no worker representation, the position of the workers was presented by Dr. Curé. The Commission reported quickly, in April 1938. It raised wages by 10%, suggested changes to the penal code regarding punishment for workers going on strike, allowed workers to sell their labour for the highest price, recommended that Trade Unions be recognised and that a Labour Department be established to protect the rights of the workers. In May 1938 the Industrial Association Ordinance implemented the recommendation that Trade Unions should be recognised and by mid-1938 there were over 25 registered Trades Unions. Strikes became legal.</p>	
(ii)	<p>What actions were taken by Governor Sir Hugh Bede Gifford that gave encouragement to the Indian community's aspiration for political recognition?</p>	
	<p>Mark scheme from the sample mark scheme: actions by Clifford. Taking office late in 1937, Sir Hugh Bede Clifford appointed two members to the Council of Government in 1938 to represent the interests of the small planters. He was impressed by their contribution and in 1939 argued to the British Government that the Council should contain representatives of the co-operative societies and other industrial associations. He proposed nine 'occupational' seats. This was very encouraging for members of the Indian community. By contrast, Clifford acted severely to end a dock strike in 1938, when he acted to stop the strike by imprisoning the leaders of the strike and 'exiling' Emmanuel Anquetil to Rodrigues for four months, labelling him an agitator.</p>	
(iii)	<p>Describe the part played by Dr. Ramgoolam in the struggle for self-government and independence in Mauritius. Who opposed full independence between 1965 and 1968 and why?</p>	
	<p>Mark scheme from the sample mark scheme: the part played by Dr. Ramgoolam: Labour Party leader on his return from Britain. The post-war world frowned on colonialism, and India achieved independence in 1947. Independent Forward Bloc party 1958 wanted the revival of Indian culture and rejection of Western culture. This allied with the LP to seek independence. The PMSD did not want independence, fearful for Creoles and the Franco-Mauritian minority. 1961 Constitutional Conference: PMSD withdrew, Dr Ramgoolam became Chief Minister to advise the Governor. 1963 election: all Party Coalition led to Constitutional Conference 1965. Britain agreed to independence in return for the Chagos Islands, as long as inhabitants of Mauritius agreed at election. Britain trusted Dr Ramgoolam. He agreed to Commonwealth observers overseeing the elections of 1967. The population approved of the move towards independence and in August 1967 the resolution asking Britain to bring Mauritius into the Commonwealth as an independent country was accepted. March 12th 1968 was independence day.</p>	
	<p>Who opposed full independence: Britain was not keen to let go of anything that would weaken her hold on the Indian Ocean. French residents felt in the minority, as did Creoles, so they supported the PMSD.</p>	

Syllabus content ref	Learning objective	Suggested teaching activities
Past paper and specimen papers		
(iv)	Name the major political parties, their leaders and political aspirations in the 1959 election. Assess the part played by Sir Seewoosagur Ramgoolam in the Constitutional Conference of 1965 that led to independence for Mauritius.	
Mark scheme from the sample mark scheme: 1959 election.	The electoral commission had recommended that the number of elected members be increased to 40, and this formed the basis of the 1959 election. The main opposition party, <i>Ralliement Mauricien</i> , renamed itself the <i>Parti Mauricien Social Démocrate</i> (PDSM) in an attempt to gain support from the creole community. It was led by Jules Koenig. Some in the Muslim community formed the <i>Comité d'Action Musulmane</i> (CAM) under Sir Abdool Razack Mohamed.	
	The Independent Forward Bloc (IFB) led by Sookdeo Bissoondoyal, and the Labour Party led by Dr. Ramgoolam. All of these parties were committed to the independence of Mauritius. In the election the Labour Party won 24 of the 40 seats and pressed hard for self-government and independence.	
1965 Constitutional Conference.	All of the parties were represented and all but the PMSD wanted early independence. PMSD wanted a form of affiliation with Britain, similar to the relationship the ex-French colonies had with France – but this idea was rejected by the UK. The role of Sir Seewoosagur Ramgoolam of the Labour Party was very important. He had a reputation for tolerance and moderation. In addition he had many links with the UK Labour Party that he had sustained over many years – he was thus known and trusted. He was prepared to offer guarantees to the minority communities. The Conference finally agreed to independence for Mauritius after a further election that would show a clear majority wanting independence. The Independence Election was held in 1967 with a broader electorate than ever before; there was a substantial majority in favour of moving to independence. Immediately after the results of the election were known, a six-month period of self-government came into effect and 12 March 1968 was fixed as Independence Day.	
(v)	Outline the steps taken in the 1970s to diversify the economy of Mauritius. Assess how successful the efforts have been, and explain why the entry of Mauritius to the Yaoundé Convention (and its successor the Lomé Convention) was so important?	
Mark scheme from the sample mark scheme: Diversification.	Diversification had been recommended by the Meade Report as early as 1961. This led to the establishment of ISI – Import Substitution Industries – and EIOs – Export Oriented Industries. In 1970 the EPZ was established – Export Processing Zone – which created initially hundreds, and then thousands, of jobs. Between 1971 and 1977 the number of factories in the EPZ rose from 9 to 89 and employment from 644 to 18200.	
Success and entry to Yaoundé Convention.	This new enterprise, alongside the development of tourism, led to a major element of economic growth. Growth in tourism was exceptional – for many years in the 1970s the growth was over 30% per year. When added to a buoyant period in the sugar industry it meant that Mauritius was enjoying a period of economic growth. The Commonwealth Sugar Agreement had been very favourable for Mauritius. There was concern that when the UK entered the European Common Market that this arrangement would be lost. Mauritius also wanted preferential tariffs for goods to Europe, in a similar arrangement to those made for the former French and Belgian colonies that had been consolidated into the Yaoundé Conventions of 1963 and 1969. Diplomatic efforts were intense, led by Ramgoolam and Duval. France was especially supportive of the bid, which in 1972 was successful. Mauritius gained an increased quota of 570 000 tons of sugar (up from 500 000 of the Commonwealth agreement). In 1975 the Lomé Convention succeeded the Yaoundé Convention and Mauritius was a full member. With an economic growth rate of over 8% per year the policy of diversification has been highly successful.	

Appendix B: Sample lesson plan

A blank lesson plan template:

Lesson:		School:	
Date:		Teacher name:	
Class:		Number present:	Absent:
Learning objective(s) that this lesson is contributing to			
Lesson objectives			
Vocabulary, terminology and phrases			
Previous learning			
Plan			
Planned timings	Planned activities	Resources	
Beginning			
Middle			
End			

Additional information

Differentiation – how do you plan to give more support? How do you plan to challenge the higher prior-attaining learners?	Assessment – how are you planning to check learners’ learning?	Past/sample questions
Reflection and evaluation		
<p>Reflection</p> <p>Were the lesson objectives realistic?</p> <p>What did the learners learn today?</p> <p>What was the learning atmosphere like?</p> <p>Did my planned differentiation work well?</p> <p>Did I keep to timings?</p> <p>What changes did I make from my plan and why?</p>	<p>Use the space below to reflect on your lesson. Answer the most relevant questions from the box on the left about your lesson.</p>	
Summary evaluation		
<p>What two things went really well (consider both teaching and learning)?</p> <p>1:</p> <p>2:</p> <p>What two things would have improved the lesson (consider both teaching and learning)?</p> <p>1:</p> <p>2:</p> <p>What have I learned from this lesson about the class or individuals that will inform my next lesson?</p>		

An example of a completed template:

Lesson:		School:	
Date:		Teacher name:	
Class:		Number present:	Absent:
Learning objective(s) that this lesson is contributing to	Unit 8: Learners will be able to explain about: Political developments after independence including local government, the premiership of Sir SeewooSagur Ramgoolam and the role of Sir Anerood Jugnauth, and Paul Bérenger's leadership until 2000.		
Lesson objectives	Learners will be able to answer: How has government changed 1968–2000, relating both to national government and to local government? They will know about the roles of key individuals and be able to take part in a hot seat activity.		
Vocabulary, terminology and phrases	National government, local government.		
Previous learning	Mauritius since independence, both economic and social developments.		
Plan			
Planned timings	Planned activities	Resources	
Beginning	10 minutes: starter activity: pairs of learners to identify three facts they currently know about national government and three about local government. Brief discussion. 5 minutes: briefing about the research to be undertaken.	Notebooks	
Middle	30 minutes: independent research: learners develop briefing notes on developments in national and local government under the premiership of Sir Seewoosagur Ramgoolam and the role of Sir Anerood Jugnauth, and Paul Bérenger's leadership until 2000.	Internet access, textbooks (stop learners after 15 minutes and ask a few for information about xxx that they have learned today)	
End	10 minutes: formative assessment: Divide class and have two headings on the wall – How did local government change between 1968 and 2000? and How did national government change between 1968 and 2000? One learner starts the answer off, others adding. 10 minutes: Plenary: hot seat activity. The learner has to work out his/her identity.		

Additional information		
Differentiation – how do you plan to give more support? How do you plan to challenge the higher prior-attaining learners?	Assessment – how are you planning to check learners’ learning?	Past/sample questions
Make sure pairings are helpful to lower prior-attaining learners for the starter activity and during the main learning activity.	Essay writing activity and plenary activity.	
Reflection and evaluation		
Reflection	Use the space below to reflect on your lesson. Answer the most relevant questions from the box on the left about your lesson.	
<p>Were the lesson objectives realistic?</p> <p>What did the learners learn today?</p> <p>What was the learning atmosphere like?</p> <p>Did my planned differentiation work well?</p> <p>Did I keep to timings?</p> <p>What changes did I make from my plan and why?</p>		
Summary evaluation		
What two things went really well (consider both teaching and learning)?		
1:		
2:		
What two things would have improved the lesson (consider both teaching and learning)?		
1:		
2:		
What have I learned from this lesson about the class or individuals that will inform my next lesson?		

Appendix C: Support Documents for Paper 1 Section A and for Paper 2

Section A: International Relations and Developments

Unit 1: The 1919–20 peace settlement and international relations in the 1920s

1 Briefing paper for activity Section A: Unit 1: The Big 3 at the Paris peace negotiations.

The USA:

In 1918 the USA was a country of mixed fortunes. The South was a poor, agricultural area with lots of race issues. The North was becoming wealthier and very industry-focused. Although the USA supplied the Allies with loans and weapons, no American fought in the war until 1917. America was never the site of any battles, though shipping was destroyed by Germany and passengers on ships were killed during German attacks on shipping.

America did not want to have to look after Europe when the peace settlement was concluded. The peace settlement should make Europe economically safe and politically united in aims. President Woodrow Wilson wrote his 14 Points with his ideas on how this could be brought about. They applied to all countries.

- 1 No secret treaties.
- 2 Free access to the seas in peacetime or wartime.
- 3 Free trade between countries.
- 4 All countries to work towards disarmament.
- 5 Colonies to have a say in their own future.
- 6 German troops to leave Russia.
- 7 Independence for Belgium.
- 8 France to regain Alsace-Lorraine.
- 9 Frontier between Austria and Italy to be adjusted.
- 10 Self-determination for the peoples of Eastern Europe (they should rule themselves).
- 11 Serbia to have access to the sea.
- 12 Self-determination for the people in the Turkish Empire.
- 13 Poland to become an independent state with access to the sea.
- 14 League of Nations to be set up.

Britain:

Prime Minister Lloyd George spoke to the House of Commons just before the peace conference began. He said:

'We want a peace which will be just, but not vindictive. We want a stern peace because the occasion demands it, but the severity must be designed, not for vengeance, but for justice. Above all, we want to protect the future against a repetition of the horrors of this war.'

Very aware that his future depended on the votes of the British public who were in families which had lost husbands and sons, he needed to show punishment of Germany. However, he was in a difficult situation, because he needed Britain to be able to pay to repair the damage done to British industry during the war, and this meant trading. Germany was one of Britain's main trading partners, and, in order to trade, Germany needed to be left with wealth enough to rebuild industries and morale enough to want to work hard and trade.

Britain had colonies overseas, and hoped to add German ones to them. He was keen that Germany should not be allowed a strong army as this would threaten the British Empire. He definitely wanted to make sure that 'the war to end all wars' could not be repeated.

France:

Prime Minister Georges Clemenceau of France had no doubts about what he had to do, if he wanted to keep his job! Germany had attacked France in 1870 and gained Alsace-Lorraine in the peace that ended the France-Prussian War. Now, again, France had been invaded by German forces. This was *NEVER* to be possible again. Over two thirds of the men who fought for France had been killed. Western France was the industrial heartland of France and had areas where vast amounts of grain grew. All had been damaged – some said that the land was so full of artillery that it would never grow food again.

It is not hard to understand what France wanted: a Germany that could never regain the strength to launch an attack. Money, land and military strength should be denied to Germany. If possible, Germany should be split up into smaller states, the way that had been the case until 1871 – this is certainly what the French President, Poincare, wanted.

Clemenceau knew that he would not get everything that he wanted at Paris – but he had to try.

Sadly, the public did not think much of his efforts, and he lost his job in the next election. See if you agree that this was deserved.

2 Question: What did Lloyd George want from the Treaty of Versailles for Britain? How far can it be said that Woodrow Wilson was the most satisfied of the Big 3 by the Treaty of Versailles? Explain your answer. (G)

Mark scheme:

What did Lloyd George want from the Treaty of Versailles for Britain? 1 mark for each appropriate point made that answers the question, or 2 marks available for extended, explained points.

How far can it be said that Woodrow Wilson was the most satisfied of the Big 3 by the Treaty of Versailles? Explain your answer. There are two sides to answers: yes he was, and no, he was not, because he wanted...and the treaty did not do this where it said – or, no, someone else was more satisfied. The conclusion should balance what has been written and reach an answer. The 'yes, he was' side should see points from the 14 Points evidenced/cast away through discussion of points from the treaty. Points will be awarded for showing argument supported by evidence from the treaty matched to what countries wanted. Descriptions will receive no marks.

Answer from Candidate 1: What did Lloyd George want from the Treaty of Versailles for Britain?

David Lloyd George liked his job. He knew that, if he was not able to make British people happy with the finished Treaty of Versailles, then he would be out of a job. People blamed Germany for the deaths of so many British men and boys that he had to be hard on Germany.

He wanted to punish Germany for the things they had done to Britain. He wanted to make sure that there would never be a war in Europe again. Britain had put everything that the country had into the First World War, weapons, soldiers, the resources from industry and now Britain needed time to repair itself: time without war.

David Lloyd George wanted to protect the Empire. He was concerned that German forces could attack colonies by sea because their navy was strong. This was unacceptable.

Britain needed to trade to gain wealth. The Treaty of Versailles had to be written so that trade across Europe could continue. Then Britain would be able to rebuild the strength that the country was known for.

Notes for the teacher: the question matters. Paragraph 1 is not about Britain, so no marks. Paragraph 2 has 1 mark for saying that Britain needs peace to rebuild strength. This would have been stronger if the answer had added that this would be supported by the ideas behind the League of Nations, i.e. Woodrow Wilson's 14 Points. Paragraph 3 – no link to the Treaty, so no marks. Paragraph 4 has no marks – there is no clear link with the Treaty of Versailles. Total: 1 mark

Answer from Candidate 1: How far can it be said that Woodrow Wilson was the most satisfied of the Big 3 by the Treaty of Versailles? Explain your answer.

Woodrow Wilson wanted his 14 Points. He wanted: free trade between countries, all countries to work towards disarmament, colonies to have a say in their own future, France to regain Alsace-Lorraine, self-determination for the peoples of Eastern Europe (they should rule themselves) and a League of Nations to be set up. There was no mention of Free Trade between countries.

Germany had her army reduced to no more than 100,000 men. Alsace-Lorraine was returned to France. Countries were set up in Eastern Europe where people could rule themselves. All countries agreed to the establishment of a League of Nations. So Woodrow Wilson was fairly happy with the Treaty of Versailles.

Lloyd George wanted Germany to be left strong enough to trade. Germany had to pay so much in reparations that the chance to rebuild industry seemed unlikely, meaning that returning to former trade agreements was unlikely, and Britain would be weaker because of it. However, Lloyd George was satisfied that British colonies were safe as German naval forces were reduced and submarines were not allowed. British industry needed the colonies to be safe, so this pleased him.

Clemenceau should have been satisfied. Germany could send no troops into the Rhineland. Military force was so small that France was safe. Reparations were enough to rebuild French villages and industries. But somehow, he did not trust Germany even with these limitations.

Note to teacher: only 1 link between the 14 Points and the Treaty of Versailles, so only one mark for paragraph 1. Paragraph 2 is good: one point from the treaty and Britain's wants is supported for and one against his happiness, so 2 marks. It would have been stronger if the amount of reparations had been added/commented upon. Paragraph 3 has no detailed link between what he wanted and what the Treaty said. Therefore, no marks. Total: 3 marks

Answer from Candidate 2: What did Lloyd George want from the Treaty of Versailles for Britain?

Britain had faced severe opposition during the First World War. Untold damage had been done to families, industries and the British economy that David Lloyd George had to bring home a treaty that made Britain stronger.

Britain needed to know that there would never be another war. A League of Nations should include all countries so that they could work together for peace. Lloyd George knew that this needed several things to be settled during the peace negotiations. To be non-aggressive, Germany needed to be clear about the just nature of the peace. It should be clear that it punished Germany, but did not destroy the country. Germany should, therefore, agree to the terms of the peace treaty. That way there would be no anger, and no chance of seeking revenge.

It should see at the end a country that was strong enough to rebuild industries, not one that had every penny taken to pay for the rebuilding of other countries. Reparations payments, therefore, should be reasonable, just showing that the victors had some right to demand some recompense from the loser for the damage that had been caused.

David Lloyd George wanted to protect the Empire. He was concerned that German forces could attack colonies by sea because their navy was strong. This was unacceptable. He, therefore, needed the treaty to limit the size and power of the German navy.

Britain needed to trade to gain wealth. The Treaty of Versailles had to be written so that trade across Europe could continue. Then Britain would be able to rebuild the strength that the country was known for. National investment in industry would mean that Germany had goods to sell, meaning that British goods could be bought.

On wealth earned like that, Britain could regrow and a strong country emerge again.

Paragraph 1 just sets the scene – no marks. Each of the points in the other paragraphs is about Britain and links to what could be achieved through the Treaty of Versailles. Total: Full marks

Answer from Candidate 2: How far can it be said that Woodrow Wilson was the most satisfied of the Big 3 by the Treaty of Versailles? Explain your answer.

Each of the Big 3 wanted different things from the Treaty of Versailles. It was clear that they were not all going to be happy about the finished treaty. To test the question, three parts of the Treaty of Versailles will be considered in relation to the demands of the Big 3, Clemenceau, Lloyd George and Wilson.

The establishment of a League of Nations should have made everyone satisfied. It was part of what Wilson demanded through his 14 Points. Lloyd George wanted a period of peace in which Britain could recover and Clemenceau was terrified of a third attack from Germany, and this was designed to keep the peace. However, Wilson was not as satisfied as might be expected because Germany was denied membership to it. To the USA, this suggested that it was not going to work as a collective security driven peace keeping force in Europe. Clemenceau was satisfied because the job of the League was to police the peace treaty, i.e. to ensure that Germany did not break the terms to which a German signature was attached - including demilitarising the Rhineland and reducing armed forces to 100,000 men. His would keep France safe. Britain was fairly satisfied, in that war would be less likely to break out again, but was concerned as leaving Germany out could lead to a feeling of dissatisfaction in Germany, not a pleasing thought when the terms of the treaty might have to be enforced through force. The situation grew even worse for Britain when it became clear that the USA was not going to join - that left just weakened Britain and France to monitor and enforce the peace - neither country having forces strong enough to fight a flea after the war. Only France, therefore, had just one feeling about it.

A reparations bill of £6,600,000 (the amount set after the treaty was signed) drew split feelings from the Big 3, but this time their views were not finely balanced. Clemenceau wanted the bulk of the money to be awarded to France to pay for the rebuilding of the country after the war. The amount was so very high because of how much France said was needed to put France back into working condition. Britain was not satisfied with this. Britain wanted German money largely invested in German industry, so that Germany had things to sell that could earn them the money to buy British goods for themselves. This size reparations demand would prevent this. The USA was dissatisfied with this as well, seeing it as asking for trouble. Germany would be so poor that people would be starving and this would inevitably lead to uprisings against the countries that had caused the difficulties. All Wilson could see was a future war, but Clemenceau could not be put off.

There was one matter on which all were agreed: that Alsace-Lorraine should be returned to France. It was one of Wilson's 14 Points as the land was French before 1870 and it was putting right an earlier wrong by Germany. Britain was not harmed by this, so there would be no disagreement from the British. The French saw this as justice - the victor taking back land lost during an earlier assault on their land.

To conclude, from looking at just three parts of the Treaty of Versailles, it seems that Wilson was not the most satisfied. While he might have got some of his demands met, they were not in the spirit in which he meant them. Clemenceau seems to have got most of what he wanted.

Note to teacher – full marks!

3 Paper 2 style sources question – the impact of the end of the First World War and the Treaty of Versailles on Germany

The mark scheme is after the sources. The mark scheme can be used for any Paper 2 style question that you set.

1 Study Source A

What can we learn from the source about feelings in Germany following the signing of the armistice? Use details from the source to explain your answer. [6]

2 Study Sources B and C

How far do these sources agree about the opposition to the Weimar government? Use details from the sources to explain your answer. [7]

3 Study Source D

How useful is this source in explaining the impact of the signing of the Treaty of Versailles on Germany? Explain your answer. [7]

4 Study Source E

How surprised are you by what this source says? Explain your answer. [8]

5 Use all the sources

'It was the rising right wing that formed the main opposition to the early Weimar government.' How far do these sources support this judgement? Explain your answer. [12]

Source A:

Part of a speech of 8 November 1918 to the Kaiser, written about in 1928 by the speaker, the Chancellor of Germany at the end of the war, Max von Baden. The Kaiser abdicated on 9 November. It is part of his memoirs.

If civil war can be prevented by your abdication, your name will be blessed by future generations. Disorders have already occurred. It might be possible at first to put them down by force, but once the blood has flowed, the cry for vengeance will everywhere be heard. The troops are not to be depended upon.

Source B:

Taken from a history textbook written in 1996 in Britain.

Some socialists worked through parliament. Others organised strikes, hoping for change. The Spartacists believed that there should be a Communist uprising like that in Russia in October 1917. On January 6th 1919 they attempted an uprising in Berlin. The Freikorps (ex-soldiers from the war) were sent to Berlin. Brutal street fighting lasted for four days. The uprising failed.

Source C:

Taken from a history textbook written in 1996 in Britain.

At first the Freikorps supported Ebert’s government. Then they tried to overthrow him. In March 1920, the Freikorps launched an uprising, hoping to make Wolfgang Kapp Chancellor. This so-called Kapp-Putsch (a seizure of power) was defeated by a general strike of German workers. Many members of the Freikorps later joined the Nazis.

Source D:

This is taken from a German right-wing newspaper 28 June 1919, the day that the Treaty of Versailles was signed.

Vengeance!

German Nation!

Today in the Hall of Mirrors at Versailles, a disgraceful treaty is being signed. Never forget it! On that spot where, in the glorious year of 1871, the German Empire in all its glory began, today German honour is dragged to the grave. Never forget it! The German people with unceasing labour will push forward to reconquer that place among nations to which they are entitled. Then there will be vengeance for the shame of 1919.

Source E:

From a report in *The New York Times* in July 1919.

The immediate effect of signing the Treaty of Versailles was a blaze of indignation in the press. In Berlin, an atmosphere of profound gloom settled on the city. Several papers appeared with black borders around their Versailles articles and had such headings as ‘Germany’s fate sealed’ and ‘Peace with annihilation’. The right wing *Deutsche Zeitung* was banned for printing the heading ‘Vengeance! German Nation! More or less mob violence was in evidence, especially in Berlin and Hamburg throughout the week in which the Treaty was signed.

Source G:

Figures from ‘Nazi Germany’ by KP Fischer, published in 1995:

POLITICAL MURDERS IN GERMANY 1919–1922	By the extreme left	By the extreme right
Number of murders	22	354
Number of murders resulting in punishment	17	28
Average length of sentence	15 years	4 years
Number of murderers executed	10	–

Mark scheme for the Paper 2 style activity.

Notes:

- The full mark range will be used as a matter of course. Marks must not be deducted for inaccurate or irrelevant material. Half marks will not be used.
- Levels of response criteria are used for questions where a hierarchy of answers is possible. Each answer is to be placed in the level that best reflects its qualities. It is not necessary to work through the levels.
- In all levels, provisionally award the highest mark and then moderate according to the qualities of the individual answer.
- Arguments need to be supported with evidence. Lots of fact/dates are not required.
- No set answer is looked for to any question. The examples given in the mark scheme are indicative only and are not intended to be exhaustive or prescriptive. They are given only as examples of some responses/approaches that may be seen by an examiner.

1 Study Source A

What can we learn from the source about feelings in Germany following the signing of the armistice? Use details from the source to explain your answer.

Level 0: no response or response does not answer the question. [0]

Level 1: uses surface features of the cartoon only. [1–2]
e.g. The Kaiser is being asked to abdicate.

Level 2: makes inference without support. [3–4]
e.g. Germans see the Kaiser as responsible for the Allies claiming victory in the war.

Level 3: inference about relationship with support from the cartoon. [5–6]
e.g. It shows that feelings were strong as the Chancellor feared civil war, caused by the Germans seeing the Kaiser as responsible for the Allies claiming victory in the war. This is shown by the Chancellor taking to the Kaiser, suggesting that the Kaiser would be well thought of by future generations, should he abdicate.

2 Study Sources B and C

How far do these sources agree about the opposition to the Weimar government? Use details from the sources to explain your answer.

Level 0: no response or response does not answer the question. [0]

Level 1: writes about the sources but no comparisons. [1–2]
e.g. They are talking about different groups of people opposing the new government.

Level 2: false matching: identifies content that is in one source but not the other. [3]
e.g. Socialists opposed the new government but Source C does not agree.

Level 3: compares the sources for agreement or disagreement. [4–5]
e.g. They agree that several parts of society opposed the new government, source B talking about left wing groups, while Source C talks about right wing ex-soldiers, the Freikorps.

OR

e.g. They do not both show the full picture of what the Freikorps opposed. Source B talks of them opposing socialist opponents of the Weimar government only, while Source C says that, having supported Ebert to begin with, they then turned into opposition by supporting the Kapp Putsch.

Level 4: Compares the sources for agreement and disagreement. [6–7]
All of the above.

3 Study Source D

How useful is this source in explaining the impact of the signing of the Treaty of Versailles on Germany?
Explain your answer.

Level 0: no response or response does not answer the question. [0]

Level 1: answer which fails to deal with utility. [1]

e.g. It is about the German Empire.

Level 2: undeveloped provenance. [2]

e.g. It is not useful because it is only one report.

Level 3: useful because of what it tells us or does not tell us. [3–4]

e.g. It tells us that groups were called to oppose the signing of the Treaty or it does not tell us what actually happened.

Level 4: useful and not useful because of what it tells us and does not tell us. [4–5]

e.g. Level 3, plus: it does not tell us what left-wing groups were saying.

Level 5: not useful because it is unreliable, explained. [6]

e.g. This is from a German right wing paper. While this shows what one group of people might have thought of the signing of the treaty, there are other groups e.g. the left wing/socialist groups, and they may have thought differently. The comments serve a political purpose, to bring right wing extremists to action against the Government, so it may not be showing the impact as seen by the whole population.

Level 6: level 5, plus: it is nevertheless useful. [7]

i.e. As evidence of how the right wing press tried to reach out to its members. It is very useful when taken alongside Source B that showed how socialists were responding to change, and to Source E that shows how political uprisings only lasted for a week, and only in a small number of towns.

4 Study Source E

How surprised are you by what this source says?

Level 0: no response or response does not answer the question. [0]

Level 1: answers which fail to express surprise or lack of surprise. [1]

e.g. It says about some newspapers being prevented from publishing.

Level 2: identifies what is/is not surprising but without explanation. [2]

e.g. Yes I am surprised that a newspaper could be silenced.

Level 3: surprise or lack of surprise explained by common sense reasoning. [3]

i.e. Valid explanation but not using contextual knowledge or other sources.

e.g. I am not surprised that rebellion was small scale as people would move onto the next story within a few days. Rebellion rarely lasts.

Level 4: surprise based on cross-reference to other sources. [4–5]

e.g. I am surprised that there was so little trouble in Germany. The report in Source D makes it sound as though everyone would be uprising.

Level 5: surprise or lack of surprise supported by cross-reference to contextual knowledge. [6–7]

e.g. I am surprised because it says that some parts of Germany were depressed by the news while others saw riots. The damage done to Germany by the treaty up to the Second World War would lead me to expect a much greater opposition initially.

OR

I am not surprised that rebellion was small scale as the Weimar government outlasted the issues that arose from the treaty, still forming governments in 1933.

Level 6: both aspects of level 5.

[8]

5 Use all sources

‘It was the rising right wing that formed the main opposition to the early Weimar government.’ How far do these sources support this judgement? Explain your answer.

Level 0: no response or response does not answer the question.

[0]

Level 1: writes about the rise of the Nazis but without reference to the sources or uses sources without valid explanation.

[1–3]

Level 2: use of source content at face value to support or question the judgement.

[4–6]

e.g. Yes, sources show the Freikorps supporting the Kapp Putsch.

Level 3: use of source content at face value to support and question the judgement.

[7–9]

e.g. As level 2, plus: sources also show socialists rebelling, e.g. the Spartacists.

Level 4: developed evaluation of source content to support and question the judgement. [10–12]

e.g. As level 3, plus: Source E shows that the legal world may have been more sympathetic to the right wing opposition as it shows lighter sentences given to right wing opponents than to left wing ones. As this is from a textbook specifically analysing the Nazi party, the author must have researched well and has clearly shown figures of crimes committed by, and punishments handed out to, both socialists and Nazis.

4 The treaties of the 1920s

Title	Signed by	What it said	What was good about it	Its weaknesses
The Washington Conference (1921)				
The Dawes Plan (1924)				
The Treaty of Rapallo (1922)				
The Locarno Treaties (1925)				
The Kellogg-Briand Pact (1928)				
The Young Plan (1929)				

5 A source-based enquiry into the U-2 Incident and the building of the Berlin Wall:

1 Study Source A

What can we learn from the source about the relationship between the Soviet Union and America during the U-2 Incident? Use details from the source to explain your answer. [6]

2 Study Sources B and C

How far do these sources agree about the U-2 Spy Incident? Use details from the sources to explain your answer. [7]

3 Study Source D

How useful is this source in explaining the aims of the USSR in Germany? Explain your answer. [7]

4 Study Source E

How surprised are you by what this source says? Explain your answer. [8]

5 Use all the sources

'The Soviet Union was responsible for the globalisation of the Cold War.' How far do these sources support this judgement? Explain your answer. [12]

Source A:

From BBC *Bitesize*.

On 1st May 1960 – thirteen days before the summit that was to limit the danger of the Cold War – an American U-2 spy plane was **shot down** over Russia and the pilot, Gary Powers, was captured. At first, the Americans tried to say that it was a **weather plane**, but they were forced to admit that it was a **spy plane** when the Russians revealed that much of his plane had survived, and that they had captured Gary Powers alive.

When the summit met on 14 May, the first thing Khrushchev did was to demand that the US president, Eisenhower, **apologise**. When Eisenhower refused, Khrushchev went home. All chances of a summit were over.

Source B:

Headlines from *New York Times* 5 May 1960.

Soviet downs American Plane: US says it was a weather craft; Khrushchev sees Summit blow

Capital Explains: Reports Unarmed U-2 Vanished at Border After Difficulty

U.S. Asks Details of Plane Incident: Data Sought From Envoy in Moscow as Washington Reacts With Restraint

Source C:

A Soviet cartoon May 1962 showing Dwight Eisenhower during the U-2 Crisis.



Source D:

Adapted from a British textbook, 1996.

The question of Germany was troublesome to Khrushchev. In 1958 he suggested that Berlin should become a free city. The West could not allow East Germany (the German Democratic Republic) access to West Berlin, as it did not recognise the existence of the GDR. President Eisenhower suggested talks – these were planned for September 1959. The 1959 Camp David meeting led to planned talks that were to take place in May 1960.

The U-2 incident happened before it took place, Eisenhower refusing to accept that it was anything other than a Soviet error in shooting down a weather plane – until Khrushchev proved that it was a spy plane. Talks did not take place as Eisenhower refused to apologise to Khrushchev, in public, for spying.

On 12 August 1960, the East German government received orders from Khrushchev to build a barbed wire fence to seal off West Berlin. Four days later work began on a major defensive barrier. Now anyone trying to cross into West Berlin would be shot, attacked by dogs or risk being blown up by mines.

Source E:

From *The New York Times* 5 May 1960.

Even before his address Mr. Khrushchev had let it be known that he was upset and in fact angered by a series of recent policy declarations from the United States and the North Atlantic alliance regarding the Western refusal to budge from the status quo on the German question.

It was his contention that his agreement with President Eisenhower during his meeting at Camp David last September had provided that on the question of Germany and West Berlin there would be no ultimatums but also no stalling on efforts to come to at least an interim agreement.

He spoke once again about a speech by Mr. Dillon, as he had last week in a surprisingly tough speech at the oil centre of Baku, in Azerbaijan. Mr. Dillon's assertion that Mr. Khrushchev was walking on thin ice on the German issue particularly irked the Premier. His retort was:

"If one should speak of thin ice at all, then look, Mr. Dillon, what are you standing on? Your policy rests in large measure on the support of colonialism, the enslavement and the plundering of backward peoples and economically dependent countries."

Later Premier Khrushchev declared that recent statements by Messrs. Herter, Nixon and Dillon were 'a bad sign.'

Mark scheme for the Paper 2 style activity.

Notes:

- The full mark range will be used as a matter of course. Marks must not be deducted for inaccurate or irrelevant material. Half marks will not be used.
- Levels of response criteria are used for questions where a hierarchy of answers is possible. Each answer is to be placed in the level that best reflects its qualities. It is not necessary to work through the levels.
- In all levels, provisionally award the highest mark and then moderate according to the qualities of the individual answer.
- Arguments need to be supported with evidence. Lots of fact/dates are not required.
- No set answer is looked for to any question. The examples given in the mark scheme are indicative only and are not intended to be exhaustive or prescriptive. They are given only as examples of some responses/approaches that may be seen by an examiner.

1 Study Source A

What can we learn from the source about the relationship between the Soviet Union and America during the U-2 Incident? Use details from the source to explain your answer.

Level 0: no response or response does not answer the question. [0]

Level 1: uses surface features of the cartoon only. [1–2]
e.g. the USSR captured an American pilot.

Level 2: makes inference without support. [3–4]
e.g. They did not tell each other the truth.

Level 3: inference about relationship with support from the cartoon. [5–6]
e.g. They did not tell each other the truth or there would have been no need for spy planes.

2 Study Sources B and C

How far do these sources agree about the U-2 Spy Incident? Use details from the sources to explain your answer.

Level 0: no response or response does not answer the question. [0]

Level 1: writes about the sources but no comparisons. [1–2]

e.g. One is a cartoon.

Level 2: false matching: identifies content that is in one source but not the other. [3]

e.g. Eisenhower is shown changing a plane's colours to make it into a spy plane.

Level 3: compares the sources for agreement or disagreement. [4–5]

e.g. They agree that the USSR knew about an American plane over the USSR.

OR

e.g. Source B suggests that they did not know what had happened, e.g. they asked Moscow's envoy for information. Source C suggests that Eisenhower knew just what had happened, as he is seen painting the plane to hide its true purpose.

Level 4: compares the sources for agreement and disagreement. [6–7]

All of the above.

3 Study Source D

How useful is this source in explaining the aims of the USSR in Germany? Explain your answer.

Level 0: no response or response does not answer the question. [0]

Level 1: answer which fails to deal with utility. [1]

e.g. It is about distrust between the USSR and America.

Level 2: undeveloped provenance. [2]

e.g. It is not useful because it is only one report.

Level 3: useful because of what it tells us or does not tell us. [3–4]

e.g. It tells us that the wall across Berlin went up after the U2 Incident.

Level 4: useful and not useful because of what it tells us and does not tell us. [4–5]

e.g. Level 3, plus: it does not tell us why Khrushchev wanted Berlin to become a free city.

Level 5: not useful because it is unreliable, explained. [6]

e.g. This is from a modern British textbook. While this seems to show a causal link between the events, this may just be because we now know how the story unfolded, so we may read into developments/ ideas that were not there.

Level 6: level 5, plus it is nevertheless useful. [7]

i.e. As evidence of how the significant development did arrange themselves, it is helpful in trying to work out motives, e.g. about why the Camp David talks were planned.

4 Study Source E

How surprised are you by what this source says?

Level 0: no response or response does not answer the question. [0]

Level 1: answers which fail to express surprise or lack of surprise. [1]
e.g. It says about some newspapers being prevented from publishing.

Level 2: identifies what is/is not surprising but without explanation. [2]
e.g. Yes I am surprised that Khrushchev said that he expected Eisenhower to agree about Berlin.

Level 3: surprise or lack of surprise explained by common sense reasoning. [3]
i.e. Valid explanation but not using contextual knowledge or other sources.
e.g. I am surprised that America might let the USSR have Berlin. They had gone to great lengths to keep the USSR out of West Berlin.

Level 4: surprise based on cross-reference to other sources. [4–5]
e.g. I am surprised that the USSR expected access to West Berlin as Source D shows that the USA went to great lengths to offer talks in Camp David in preparation for a Summit. This does not show readiness to let the USSR have control.

Level 5: surprise or lack of surprise supported by cross-reference to contextual knowledge. [6–7]
e.g. I am surprised because it says that the USA was expected by Khrushchev to give the USSR West Berlin. During the early years of the Cold War the USA had helped greatly with an airlift to keep West Berlin free. They would be unlikely to undo this.

OR

I am not surprised that Khrushchev bad mouthed the USA – it was what the Cold War was all about, posturing for prestige.

Level 6: both aspects of level 5. [8]

5 Use all sources

‘The Soviet Union was responsible for the globalisation of the Cold War.’ How far do these sources support this judgement? Explain your answer.

Level 0: no response or response does not answer the question. [0]

Level 1: writes about the USSR in the Cold War but without reference to the sources or uses sources without valid explanation. [1–3]

Level 2: use of source content at face value to support or question the judgement. [4–6]
e.g. Yes, sources show the USSR challenges the USA.

Level 3: use of source content at face value to support and question the judgement. [7–9]
e.g. As level 2, plus: sources also show the USA spying on the USSR, causing a rise in the temperature of the Cold War when discovered during the U-2 Spy Plane Incident in 1960.

Level 4: developed evaluation of source content to support and question the judgement. [10–12]
e.g. As level 3, plus: Sources A, D and E all show, from both recent texts and 1960 news reports, that the USA and the USSR carried out activities that were demonstrating distrust of the other. They suggest that both were to blame. The USA sent spy planes to find out what arms were being developed while the USSR used the press to display Khrushchev’s disapproval of what can be seen to be Eisenhower’s

backtracking of a promise made. Source B shows the USA demonstrating ignorance of what the USSR is talking about, acting in a way that could heighten tensions when the truth of the U-2 incident became public. While Source C is a cartoon, it does show what the people of the USSR were being told about the activities of the USA, demonstrating a reason for conflict.

Suggested answers from two candidates are printed below for you to use. They are both far from perfect.

Uses:

a) ask your learners to comment on them and improve them

b) discuss them before your candidates try to answer the questions themselves.

Answers from Candidate A:

1 Study Source A

What can we learn from the source about the relationship between the Soviet Union and America during the U-2 Incident? Use details from the source to explain your answer.

The source shows that they did not agree with each other about what had happened. America said that a weather plane had come down, whereas the USSR proved that it was a spy plane. They were not honest with each other. America would not say the truth until they had to when the USSR proved that they had both the pilot and bits of the plane.

2 Study Sources B and C

How far do these sources agree about the U-2 Spy Incident? Use details from the sources to explain your answer.

They are both about the U-2 Spy Plane Incident. One is from the New York Times edition from the time. The other is a cartoon from the Soviet Union at that time. Newspapers tell us the news, the topics that would interest readers. The cartoon makes points about a current issue in a form that attracts people to look at it. Source B says The US government told the USSR it was a weather plane. Source B shows the USA asking for information from the Soviet Union about what had happened. Source C shows an illustration of Eisenhower painting a U2 to look like a weather plane. They both agree that it was a spy plane. Source B suggests that the President did not know what the plane really was, just that it was an unarmed U2 plane, whereas Source C shows the President in charge of the project, showing him painting it.

3 Study Source D

How useful is this source in explaining the aims of the USSR in Germany? Explain your answer.

It shows that the USSR was not happy at having West Berlin under the control of other nations, but it does not tell us why this was the case. It says that the USA could not accept East Germany, but it makes us use our knowledge of the ASU's policies to understand this. It says that the USSR wanted Berlin to be a free city.

It is useful because it shows that the Berlin Wall was erected after the U-2 Incident, but it does not make a link between the two events, other than on the timeline.

This is an extract from a textbook, so as well as telling us what we need for the examination; it uses and explains sources that make us think. By putting the order of events as it does, it makes us question whether there was a definite link between Khrushchev walking out of

talks about the next phase in supporting Germany at the end of the Second World War, and the raising of the Berlin Wall. Maybe at the time it would not have been written like this and readers would have seen the U2 Incident and the walking out of talks as signs of the USSR's anti-Western policy, and the raising of the Wall as proof that the incidents were growing in seriousness.

Being a textbook, the author is interpreting what other sources say, and being written so long after the events, it cannot be guaranteed to be saying accurately what either Eisenhower or Khrushchev was thinking.

4 Study Source E

How surprised are you by what this source says? Explain your answer.

I am surprised that the New York Times, an American newspaper, is saying that Khrushchev is unhappy with the American president. I would have expected it to be saying how unhappy the president of the USA was with Khrushchev for saying that comments made were a bad sign in the state of relations between the two countries. I am surprised that the New York Times knew what the USSR had said in response to government speakers from the USA.

I am surprised that there were even talks about Berlin being ruled from Moscow. After all, the Berlin airlift had seen the USA and her allies go to great lengths to keep West Berlin free from Soviet control. It disagrees with Source D that says that Khrushchev only wanted Berlin to be a free city, and that was what the two were to hold talks about. This conflicts with Source E that suggests that the USSR expected to be able to drive the USA into making concessions with regard to Berlin's government.

What we see here is the sort of argument that demonstrates Cold War exchanges - all about status and being heard. It is all about posturing and gaining the upper hand without risking going to war.

5 Use all sources

'The Soviet Union was responsible for the globalisation of the Cold War.' How far do these sources support this judgement? Explain your answer.

Sources D and E agree with this. They both show how the USSR was trying to spread its control over more of Germany, first by negotiating with the USA about Berlin becoming a Free City (before being invaded by the USSR, maybe) and then by taking the opportunity of the U-2 Incident to storm out of a meeting and demand control of Berlin. This globalised the Cold War by spreading Communism to West Berlin. Source E suggests that the USA was accused of holding onto West Berlin for its own economic gain, rather than trying to keep the city safe from Communism. The reaction of the USSR shows anger, making war more likely.

However, Sources A, B, C and D all show how the USA carried some responsibility for globalising the Cold War by acting provocatively when they tried to spy on the USSR's armaments. This globalised the war because it allowed the USSR to take action against negotiation, e.g. storming out of the Summit when the President of the USA would not apologise.

Source C cannot be taken seriously as it is a cartoon, but the sources from textbooks are useful as authors would know a lot, being historians.

Answers from Candidate B:**1 Study Source A**

What can we learn from the source about the relationship between the Soviet Union and America during the U-2 Incident? Use details from the source to explain your answer.

The source shows that they did not agree with each other.

2 Study Sources B and C

How far do these sources agree about the U-2 Spy Incident? Use details from the sources to explain your answer.

They are both about planes. Source B says it was a weather plane. Source C shows Khrushchev getting rid of paint to show it was a spy plane.

3 Study Source D

How useful is this source in explaining the aims of the USSR in Germany? Explain your answer.

It shows that the USSR was not happy at having West Berlin under the control of other nations.

4 Study Source E

How surprised are you by what this source says? Explain your answer.

I am surprised that The New York Times, an American newspaper, is saying that Khrushchev is unhappy with the American president.

5 Use all sources

'The Soviet Union was responsible for the globalisation of the Cold War.' How far do these sources support this judgement? Explain your answer.

Sources D and E agree with this. They both show how the USSR was trying to spread its control over more of Germany, first by negotiating with the USA and then by taking the opportunity of the U-2 Incident to storm out of a meeting and demand it. This globalised the Cold War by spreading Communism to West Berlin.

However, Sources A, B, C and D all show how the USA carried some responsibility for globalising the Cold War by acting provocatively when they tried to spy on the USSR's armaments. This globalised the war because it allowed the USSR to take action against negotiation, e.g. storming out of the Summit when the President of the USA would not apologise.

6 Suggested questions:

Saddam Hussein, the invasion of Kuwait and the First Gulf War

How were Kurdish people a problem to Saddam Hussein within Iraq?

How did Saddam Hussein deal with the Kurds inside Iraq in 1988?

Why did Saddam Hussein invade Kuwait in August 1990?

Why did he believe that he was likely to be unchallenged?

How did the West respond?

What was the response of other Arab states and other Muslim states?

Summarise the events of the First Gulf War, January–March 1991.

What were the terms of the ceasefire in March 1991?

Appendix D: Support Documents for Paper 1 Section B

1 How would learners improve the following as a description of Mauritius up to 1767? (The extract is taken from *Mauritiusattractions.com*)

In 1715, Captain Gillaume Dufresne D'Arsele occupied the island for France and gave it the name of Isle de France. Settlers arrived to the Island from Bourbon Island and from France. Denis Denyon was assigned as governor and settlements started in Port North West (Port-Louis) and Port South East (Grand Port). Acres of land were cleared and tobacco maize and rice were planted but again were soon destroyed by cyclones.



In 1734, Bertrand Mahé de Labourdonnais, a great sailor and trader was appointed governor of the island. He transferred the head quarters of the island from Port South East to Port North West. During his governorship he built roads, a big civil and military hospital which still exists near the harbour. He also built the Government House, Pamplemousses Garden, Château de Mon Plaisir, powder magazines, stores, warehouses, the harbour, canals and a line of fortifications and batteries to defend the capital. Bertrand Mahé de Labourdonnais encouraged settlers to cultivate their land and obtained slaves from Mozambique to help them. The settlers planted sugarcane, wheat, rice, cotton, coffee and indigo, and built the first factory at Pamplemousses.

To carry out public works and to cultivate more lands, Indian sailors and artisans were brought to the island. At that time many developments were made which changed Ile de France into a prosperous colony.

In 1767 the crown took over the island from the East India Company, and Governor Dumas and Intendant Pierre Poivre were the new administrators. The latter was a great botanist and brought pepper and cinnamon plants from Moluccas and other spices from the Philippines. Under their rule roads were straightened and widened, and many stone houses were build in Port-Louis (few still exist today).

2 Write a visitor leaflet about how the sugar industry developed in Mauritius. Begin:

The sugar industry in Mauritius

Sugar is indelibly associated with the history and development of Mauritius, making it what it is today in terms of its mixed heritage, its economy and of course, agriculture. From its introduction by the Dutch, to its cultivation by the French and the British, the sugarcane has turned the sugar industry in Mauritius into its first source of revenue for decades, if not centuries.

3 A case study of a Utopian-Socialist system, according to historian Raymond d'Unienville:

The idea came from France's Charles Fourier, and was known as Fourierism. The leader of the movement on Mauritius was Evenor Dupont (1805–69). He was supported by planters including landowners such as Ernest d'Unienville and Napoleon Savy. The newspaper *le Mauricien* and several academics, Anthony Rey, Louis Bouton and Leon Doyen, supported these ideas.

They wanted wages to be replaced by 'the associative system.' This required workers and employers to be in partnership, sharing the occupancy of the land as well as the profits from their work. The idea was to bring peace and profits to all. They gained quite a following.

Metayage, the provision of plots of land to former slaves and Indian immigrants, and a form of profit-sharing, was tried successfully by several vegetable growers, and continued through to the 20th Century. However, Britain was concerned about its impact on the sugar industry and wanted the relationship tied up contractually. This was difficult, and that experiment failed.

However, Fourier also suggested the abolition of marriage, turning the Catholic Church against him. This gave reason for those less willing to share their lives with workers to challenge Utopian-Socialism.

Cynics have suggested that owners of sugar estates who wanted to try this were fighting against the way that their industry was changing, wanting to survive by having workers who needed to work hard to survive.

A perspective on the values of employers in Mauritius in the early 19th century. This supports learners' work in Unit B2 on page 46.

How consistent was this practice with the usual relationship between Indian immigrants and employers?

4 A model Part (a) question and an answer derived from the mark scheme:

What were the major factors influencing the fortunes of Port Louis from the beginning of British rule until 1870?

Fortunes of Port Louis. The population of Port Louis grew from about 24 000 at the beginning of British rule to about 75 000 by the 1860s. This was largely through immigration. Indian traders came to Mauritius and settled in Port Louis, along with Muslim traders. It meant that Port Louis became a multi-ethnic and cosmopolitan place. The population declined at times because of epidemics – e.g. cholera and malaria (which killed over 18 000 people in 1868). The construction of railways also allowed the wealthy to build houses in the countryside, away from Port Louis.

As a trading port, the fortunes of Port Louis was tied to the export of sugar – thriving when sugar exports were buoyant and declining when they were not. The port also handled a great deal of food imports and materials from India for the immigrant population. However, the rise of Cape Town as an alternative port of trans-shipment led to the decline of general trading. The change from sail to steam power led to a further reduction in general trade, as ships did not need to call in at ports as frequently.

This strong answer would score full marks.

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