

A Level AICE American History



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Cambridge International A Level History 9389

History (9389) is in Group 3, Arts and Humanities

Text: *Liberty, Equality, Power, Volume II*

By Murrin et al

Website and E-Mail ➡ The website has all the materials the student needs to successfully navigate the course. It also has tabs to connect to the syllabus, supplemental readings, and a calendar for the course. Web site URL: <http://shshistory.com>. All communications via e-mail should be at the school address. sandy.crihfield@sarasotacountyschools.net I check my e-mail at least once a day but do not expect an immediate answer it will take 24 hours for a guaranteed reply. If you want me to preview an assignment or store a document, you may use Blackboard to send it. At the same time e-mail the school e-mail address to tell me to look for it. I only look at Blackboard when something is due to grade or when you ask me to look at it. Make sure to put your full name and the focus of the submission in the subject line. All assignments need to be sent to Blackboard or handed in to me in person on the appropriate due date or before the due date.

Course Objectives:

The syllabus aims to develop:

- ✚ An interest in the past and an appreciation of human endeavor
- ✚ A greater knowledge and understanding of historical periods or themes
- ✚ A greater awareness of historical concepts such as cause and effect, similarity and difference, and change and continuity
- ✚ An appreciation of the nature and diversity of historical sources available, and the methods by historians
- ✚ An exploration of a variety of approaches to different aspects of history and different interpretations of particular historical issues
- ✚ The ability to think independently and make informed judgments on issues
- ✚ An empathy with people living in different places and at different times
- ✚ A firm foundation for further study of History

Assessment Objectives:

Candidates are assessed on their ability to:

- ∞ AO1: demonstrate knowledge and understanding

1(a) recall, select, and use historical knowledge appropriately and communicate knowledge and understanding of History in a clear and effective manner

1(b): demonstrate an understanding of the past through explanation, analysis, and arriving at a substantiated judgment of: key concepts such as causation, consequence, continuity, change and significance within an historical context, the relationships between key features and characteristics of the periods studied

∞ AO2: analyse, evaluate, and apply

2(a) as part of an historical enquiry, analyse, and evaluate a range of appropriate source material with discrimination

2(b) analyse and evaluate, in relation to historical context, how aspects of the past have been interpreted and represented in different ways

Component 3: 1 hour / 40 marks

Candidates will be given an extract from an historian's writing. The author of the extract will not be identified, nor will candidates be asked to identify the author. One extract will be set on each of the topics. The extract will be no more than 600 words in length. There will be a single question, asking candidates what they can learn from the extract about the interpretation and approach of the historian who wrote it. They will be expected to show knowledge and understanding of the events and developments included in the topic (Assessment Objective 1 (a), but the purpose of the study will be for them to develop the ability to analyse and evaluate how aspects of the past have been interpreted and represented in different ways (Assessment Objective 2 (b)). Answers will be marked out of a total of 40 marks (20% of the total A Level Assessment).

While candidates will be expected to have an awareness of different interpretation, their study of the topic should not be simply historiographical. Rather, by considering different interpretations, candidates should develop an understanding of the nature of the discipline of History, and the ways in which History is produced.

In particular, through studying their chosen topic, candidates will need to consider why historians produce different interpretations of the same events, including:

- ✚ The fragmentary nature of historical evidence
- ✚ The selection and interpretation of evidence
- ✚ The ways that the passage of time can change the focus of historians' views, with the emergence of new evidence or new interpretations of other historians
- ✚ The ways that historians are influenced by the time and place in which they work.

They will also need to develop an awareness of the **different approaches historians adopt** to their work, including:

- ✚ How different historians ask different questions about their field of study
- ✚ How historians' approaches are influenced by their own ideology and beliefs (e.g. by focusing on issues of class, gender, the role of structures)
- ✚ The inter-relationship between historians' interpretations and approaches

*******Examination for component 4 takes place after school is out for students. Students need to make a commitment to be present and prepare for this exam. Please make arrangements for the student to be present June 8-10 for this exam. *******

RELATIONSHIP BETWEEN ASSESSMENT OBJECTIVES AND COMPONENT

Assessment objective	Component 3	Component 4	Weighting
AO1(a)	20	30	70%
AO1(b)		30	
AO2(a)			30%
AO2(b)	20		
Total	40	60	100%

A Cambridge International A Level qualification in History can be achieved either as a stage assessment over different examination series or in one examination series.

Advanced Level Candidates take:	Duration	Weighting
Component 1 Document Question	1 Hour	20%
Component 2 Outline Study	1 Hour & 30 Minutes	30%
Component 3 Interpretations Question	1 Hour	20%
Component 4 Option 2 In Depth Study - History of the USA, 1945-1990	1 Hour & 30 Minutes	30%

ASSESSMENT:

ESSAY GRADING RUBRICS

Grading Rubric for A Type Questions for Paper 4

Factual Knowledge	6
Quality of Explanation	4
Total	10

Grading Rubric for B Type Questions for Paper 4

Knowledge and Understanding	10
Analysis	10
Total	20

Textbook Reading Assignments:

The Cambridge philosophy of education clearly defines the role of the student as responsible for the knowledge base to successfully navigate the course. The instructor is responsible to challenging the student knowledge base and to teach the appropriate AICE skills to encourage thinking and writing skills. The student is required to read through the textbook (Murrin et al) while working on each theme. The instructor will make suggestions as to when each section should be read but it is up to the student to find a workable plan. The student should also read one or more of the other texts to further their subject knowledge. The course textbook is a college text. The text will be supplemented by additional readings and will be enhanced by lectures in the classroom.

Three years ago I wrote a \$6000.00 grant to provide 24 students with a Kindle Fire. I thought the subject matter and the technology was a wonderful match. The students will not be using a textbook. The student will use a combination of texts, readings, novels, music, television shows, and movies. The Kindles will

be loaded with novels, books, documents, and videos to bring the 21st Century into this Cambridge classroom. The student does have one need for the year. To be able to take the Kindle home with them the students need to buy a cover for the Kindle. It needs to be a hard cover to protect it. I have seen them for as little as \$6.00. With a cover the student is allowed to use the Kindle 24/7 as their own personal Kindle Fire. If this is a financial obligation that you cannot meet, please send a message and I will find assistance (I have several donated from last year that students can borrow.) The student may add apps, books, magazines, newspapers, movies, and books to their Kindle. The Kindle just has to be returned at the end of the year in good condition and all items deleted that are personal. I also recommend a Kindle Fire charging unit that plugs into electric. The Kindle will slow charge with the cord provided by plugging the Kindle into a computer. It does take time and we all know that students will forget to charge it and it will be useless. I will have a couple of chargers in the class room and they can plug them into my computers but they will be responsible for keeping them charged so they can use them in the classroom. These electrical wall charging plugs are available from \$6.95 to \$19.95 depending on how fast they charge. It is just an option that you might want to consider. The chargers are the same electric charging plug that comes with an iPhone. If you have one, it can be used instead. Amazing that something works for two devices??

Written Assignments:

Assignment of Grades for the 1st and 2nd nine weeks.

The student is responsible to complete the music and the movie/television for each of the subject themes, paper 4. The themes will be covered the first two nine weeks and count 20% each or 40% of their academic grades for each nine weeks. The student will write two A Type essays each nine weeks. These essays will count 20% each or a total of 40% of their academic grade each nine weeks. The student will also write one B Type essay each nine weeks and it will count 20% of the nine weeks' academic grade. This is a description of the 80% academic grade for the nine weeks the other 20% is the employability grade.

Music Assignment:

The student will select 10 pieces of music from the theme studied. Of the 10 selected one must be from each of the following genres:

Country western, folk, R&B (Motown), movie or stage play themes, rock and roll, cutting edge funk, and ballads (big band or solo singers not rock and roll). Students should access lists of the top music genres from the Internet.

The student needs to listen to the songs and see what segment of America the music represents. They also need to relate the music to the times.

The student will list the title, artist, year introduced, genre, and a short synopsis of the song in a chart. As part of the assignment the student will write three paragraphs detailing the message of the artist, the reception of the music, and how the song relates to life in America. The student will present one song and their analysis on how it represents American dream to the class.

Written assignment:

Chart 40%

Paragraphs 60%

Movie and/or Television Assignment:

The student will watch three movies or 10 television programs from the theme time period. The student will concentrate on the media's relationship to the times they were produced and watched. Students should access lists of the top movie and television shows from the Internet.

The student will list the title, director, major actors, year introduced, genre, and a short synopsis of the movie or television programs in a chart. As part of the assignment the student will write three paragraphs detailing the message of the movie or television, the reception of the film or program, and how the movie or program relates to life in America. The student will present one movie or television program by a clip or trailer and their analysis on how it represents American dream to the class.

Written assignment:

Chart 40%

Paragraphs 60%

Books, Poetry Anthologies, or Other Arts: Option 1

The student needs to select a book, or anthology or performing or visual arts from one of the themes to better understand the times of one of the themes. The student should look at a selection that would support the student in their understanding of the times.

The student will write a 500 to 800-word essay about the book selection. The essay should include a one paragraph summary of the book, one paragraph about the author, and the rest of the paper should show understanding of the impact of the book and how it is representative of the times. The title of the paper should include the title of the book, the author, the date of publication, and the publisher. The student grade is based on the clarity and understanding of the work and its representation of the period. This may include cited expert's opinions to aid in your analysis but the purpose of the paper is to be original. The paper needs cited.

Books, Poetry Anthologies, or Other Arts: Option 2

The poetry anthology should include twenty poems. These poems may concentrate on one aspect of the theme or the overall theme. These poems need to be copied and be followed by a bio of the authors (one paragraph cited), a one paragraph summary in your own words, and a review by an expert (cited). The student needs to include why these selected poems represent the times, this should be done in a 500-word paper. The student grade is based on the clarity and understanding of the work and its representation of the period. This may include cited expert's opinions to aid in your analysis but the purpose of the paper is to be original. The paper needs cited.

Books, Poetry Anthologies, or Other Arts: Option 3

The visual or performing arts selected assignment needs to be individualized by the student and the instructor in the first month of school. It may focus on one individual piece or a collection. The assignment may concentrate on one aspect of the theme or the overall theme. The project needs to include a bio of the authors, artists, or directors (one paragraph cited), a one paragraph summary in your own words, and a review by an expert (cited). The student needs to include why the project represents the times, this should be done in a 500-word paper. The student grade is based on the clarity and understanding of the work and its representation of the period. This may include cited expert's opinions to aid in your analysis but the purpose of the paper is to be original. The paper needs cited.

Assignment of Grades for the 3rd nine weeks.

Each of the three options in this assignment is due the second week of the third nine weeks and counts 50% of the 3rd nine weeks' grade. The only other grades for the 3rd nine weeks are essays on the Holocaust theme in preparation for paper 3 which will count 50%. This is a description of the 80% academic grade for the nine weeks the other 20% is the employability grade.

Assignment of Grades for the 4th nine weeks.

All the 4th nine weeks will be preparing and taking the AICE A Level Exams paper 3 and 4.

Paper 4 Themes: One hour and 30 minutes 60 Marks (30 Marks for each Theme / Student selects two questions with an A and a B question for both questions [10-A and 20-B marks each])

Theme 1: The late 1940s and 1950s

KEY QUESTIONS	KEY CONTENT
Why and how was this period a time of economic prosperity?	❖ Us economic development, 1945-60

	<ul style="list-style-type: none"> ❖ The growth of the middle class ❖ The consumer economy ❖ The role of the federal government
How great was the social change experienced by the USA in this period?	<ul style="list-style-type: none"> ❖ The growth of suburbs and exurbs ❖ The role and status of women ❖ The impact of new mass media
How far was this period a time of political stability?	<ul style="list-style-type: none"> ❖ The election of Truman in 1948 ❖ McCarthyism and the Red Scare ❖ Eisenhower's domestic policies
How effective was the civil rights movement?	<ul style="list-style-type: none"> ❖ Relevant Warren Court judgements ❖ The impact of SNCC and CORE ❖ The role of leading African Americans ❖ The role of state and federal governments

Theme 2: The 1960s and 1970s

KEY QUESTIONS	KEY CONTENT
Why did the USA experience a deteriorating economic situation in the 1960s and 1970s?	<ul style="list-style-type: none"> ❖ The economic impact of the Cold War

	<ul style="list-style-type: none"> ❖ The end of the gold-dollar standard, 1971 ❖ The oil crisis of 1973 and 1979 ❖ Stagflation
How far did the USA experience a social revolution in the 1960s and 1970s?	<ul style="list-style-type: none"> ❖ The growth of a counterculture ❖ The rise of feminism ❖ The rise of the gay rights movement, e.g. Stonewall ❖ The emergence of the 'silent majority'
Why was this period a time of short-lived presidencies?	<ul style="list-style-type: none"> ❖ The Kennedy Presidency ❖ LBJ and the Great Society ❖ Nixon and Watergate ❖ The Ford and Carter Presidencies
How great was the change in the treatment and status of ethnic minorities in the 1960s and 1970s?	<ul style="list-style-type: none"> ❖ African American Civil Rights movements ❖ The rise and fall of Black Power ❖ Affirmative action ❖ Hispanics and American Indians

Paper 3 American Option / Topic 2 / the Holocaust / 40 marks one hour

Candidates will study the following content and the differing interpretations that historians have produced, with a particular focus on the over-arching Key Question, ***Why did the Holocaust occur?***

The Holocaust

Key Content	Key Approaches
<p>This topic covers the following events and developments</p> <ul style="list-style-type: none"> ➤ The background of European and German anti-Semitism and racist theories ➤ Nazi anti-Semitism and persecution of the Jews, 1933-41 ➤ The impact of war on Nazi policy towards the Jews ➤ Ghettoisation and Jewish responses to the Holocaust ➤ The development of Nazi extermination policies towards Jews and other minorities ➤ Contemporary reactions to the Holocaust 	<p>Candidates should explore the following issues through the interpretations and approaches of different historians:</p> <ul style="list-style-type: none"> ↗ How far was the Holocaust a consequence of racist ideas which existed before the Nazis? ↗ The Intentionalist approach and the role of Hitler: was the Holocaust planned in advance by Hitler? ↗ The Functionalist/Structuralist approach; how far did the nature of the Nazi state and the impact of war determine how the Holocaust developed? ↗ Synthesis interpretations which aim to reconcile the Intentionalist and Functionalist viewpoints: <ul style="list-style-type: none"> • Perpetrators: who carried out the Holocaust, and why? Was murderous behavior the exception or were many involved? Why did non-Germans

	<p>participate in the killings?</p> <ul style="list-style-type: none"> • Victims: How far did Jews resist the Holocaust, and how can resistance be define? Did men and women experience the Holocaust in different ways? Should definitions of the Holocaust include victims other than Jews? • Bystanders: How did the USA and Britain respond to the Holocaust at the time?
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Videos possibly used in the course

Truman
 Kennedy
 Nixon/ Frost
 The Missiles of October
 Good Night and Good Luck
 Radio Bikini
 Mississippi Burning
 Eyes on the Prize
 Malcolm X
 The Nazis, A Warning from History
 Hitler, The Rise of Evil
 Hitler and Stalin
 Forrest Gump
 Holocaust
 Wallenberg, A Hero's Story
 Irena Sendler, In the Names of their Mothe

Course Outline:

1st Nine Weeks – Theme One

<ul style="list-style-type: none">❖ Us economic development, 1945-60❖ The growth of the middle class❖ The consumer economy❖ The role of the federal government
<ul style="list-style-type: none">❖ The growth of suburbs and exurbs❖ The role and status of women❖ The impact of new mass media
<ul style="list-style-type: none">❖ The election of Truman in 1948❖ McCarthyism and the Red Scare❖ Eisenhower's domestic policies
<ul style="list-style-type: none">❖ Relevant Warren Court judgements❖ The impact of SNCC and CORE❖ The role of leading African Americans❖ The role of state and federal governments

2nd Nine Weeks – Theme Two

<ul style="list-style-type: none">❖ The economic impact of the Cold War❖ The end of the gold-dollar standard, 1971❖ The oil crisis of 1973 and 1979❖ Stagflation
<ul style="list-style-type: none">❖ The growth of a counterculture❖ The rise of feminism❖ The rise of the gay rights movement, e.g. Stonewall❖ The emergence of the 'silent majority'
<ul style="list-style-type: none">❖ The Kennedy Presidency❖ LBJ and the Great Society❖ Nixon and Watergate❖ The Ford and Carter Presidencies
<ul style="list-style-type: none">❖ African American Civil Rights movements

- ❖ **The rise and fall of Black Power**
- ❖ **Affirmative action**
- ❖ **Hispanics and American Indians**

3rd Nine Weeks – The Holocaust

Key Content

This topic covers the following events and developments

- The background of European and German anti-Semitism and racist theories
- Nazi anti-Semitism and persecution of the Jews, 1933-41
- The impact of war on Nazi policy towards the Jews
- Ghettoisation and Jewish responses to the Holocaust
- The development of Nazi extermination policies towards Jews and other minorities
- Contemporary reactions to the Holocaust

Key Approaches

Candidates should explore the following issues through the interpretations and approaches of different historians:

- ↗ **How far was the Holocaust a consequence of racist ideas which existed before the Nazis?**
- ↗ **The Intentionalist approach and the role of Hitler: was the Holocaust planned in advance by Hitler?**
- ↗ **The Functionalist/Structuralist approach; how far did the nature of the Nazi state and the impact of war determine how the Holocaust developed?**
- ↗ **Synthesis interpretations which aim to reconcile the Intentionalist and Functionalist viewpoints:**
 - **Perpetrators: who carried out the Holocaust, and why? Was murderous behavior the exception or were**

many involved? Why did non-Germans participate in the killings?

- **Victims: How far did Jews resist the Holocaust, and how can resistance be define? Did men and women experience the Holocaust in different ways? Should definitions of the Holocaust include victims other than Jews?**
- **Bystanders: How did the USA and Britain respond to the Holocaust at the time?**

4th Nine Weeks – Review for Exam

Practice Exams and Review of Themes Subject Material