

# A Level AICE American History



DR. SANDRA CRIHFIELD

13-210

Web site: shshistory.com

E-mail:

[sandy.crihfield@sarasotacountyschools.net](mailto:sandy.crihfield@sarasotacountyschools.net)

Cambridge web site: cie.org.uk

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

## **Text:**

The text for the 1<sup>st</sup> semester is *Liberty, Equality, and Power* by Murrin. The second semester *The Holocaust* by Farmer and *The Holocaust* by Neville are required reading.

Supplemental Material:

Board Policy 4.21.XI.B

While the textbook is the main text that is used in this course, to meet the intent of the standards as well as the rigor expected by the State of Florida other materials including primary source documents, political cartoons, maps, charts, videos, and graphs from repositories such as the list below may be used with in the classroom. Video from Safari or our other Learning Resources (GALE, World Book, You Tube for Education, etc.,) as well as anything packaged within digital textbook resources, may be used in our class as well. Each of these materials is aligned to the standards of the course set forth by the State of Florida.

**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](mailto: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 you make an addition to Blackboard, 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

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

**RELATIONSHIP  
BETWEEN  
ASSESSMENT  
OBJECTIVES AND  
COMPONENT**

**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**

#### **General levels of response for Paper 3**

For the purposes of marking, the *interpretation* is taken to be what the historian says in the given extract, the nature of the claims made and the conclusions drawn. The *approach* is seen as what the historian brings to their study of the topic, what they are interested in, the questions s/he asks, the methods they use. There is a close inter-relationship between the interpretation and the approach, since the former emerges from the latter, and marking will not insist on any rigid distinctions between the two.

Marks will be awarded according to the following criteria. Markers will be instructed first to determine the level an answer reaches in relation to AO2(b), and to award a mark accordingly. In general, the mark subsequently awarded in relation to AO1(a) will be in the same level, since the ability to recall, select and deploy relevant historical material will be central to any effective analysis and evaluation of the interpretation. However, in exceptional cases, generally where answers lack effective contextual support, markers will have the discretion to award marks in different levels for the two assessment objectives.

AO2(b): Analyse and evaluate, in relation to historical context, how aspects of the past have been interpreted and represented in different ways		Marks
Level 5	Demonstrates a complete understanding of the interpretation and of the approach(es) used by the historian in reaching this interpretation. Explains the interpretation/approach(es) using detailed and accurate references both to the extract and to historical context.	17–20
Level 4	Demonstrates a sound understanding of the interpretation and of the approach(es) used by the historian in reaching this interpretation. Explains the interpretation/approach(es) using the extract and historical context.	13–16
Level 3	Demonstrates understanding of aspects of the interpretation. Explains points made using the extract and historical context.	9–12
Level 2	Summarises the main points in the extract. Demonstrates some understanding of the historical context.	5–8
Level 1	Writes about some aspects of the extract. Includes some accurate factual references to the context.	1–4
Level 0	Response contains no relevant discussion.	0

AO1(a): Recall, select and use historical knowledge appropriately, and communicate knowledge and understanding of History in a clear and effective manner		Marks
Level 5	Demonstrates detailed and accurate historical knowledge that is entirely relevant, and is able to communicate this knowledge clearly and effectively.	17–20
Level 4	Demonstrates detailed and generally accurate historical knowledge that is mainly relevant, and is able to communicate this knowledge clearly.	13–16
Level 3	Demonstrates mainly accurate and relevant knowledge, and is able to communicate this knowledge adequately.	9–12
Level 2	Demonstrates some accurate and relevant knowledge, and can communicate this knowledge.	5–8
Level 1	Demonstrates some knowledge, but ability to communicate is deficient.	1–4
Level 0	Demonstrates no relevant historical knowledge.	0

## Grading Rubric for B Type Questions for Paper 4

---

<b>Knowledge and Understanding</b>	<b>10</b>
<b>Analysis</b>	<b>10</b>
<b>Total</b>	<b>20</b>

## Generic levels of response for Paper 4 Mark Scheme

Level 5	25–30	<p>Responses show very good understanding of the question and contain a relevant, focused and balanced argument, fully supported by appropriate factual material and based on a consistently analytical approach.</p> <p>Towards the top of the level, responses might be expected to be analytical, focused, and balanced throughout. The candidate will be in full control of the argument and will reach a supported judgement in response to the question.</p> <p>Towards the lower end of the level, responses might typically be analytical, consistent and balanced, but the argument might not be fully convincing.</p>
Level 4	19–24	<p>Responses show a good understanding of the question and contain a relevant argument based on a largely analytical approach.</p> <p>Towards the top of the level, responses are likely to be analytical, balanced and effectively supported. There may be some attempt to reach a judgement but this may be partial or unsupported.</p> <p>Towards the lower end of the level, responses are likely to contain detailed and accurate factual material with some focused analysis, but the argument is inconsistent or unbalanced.</p>
Level 3	13–18	<p>Responses show understanding of the question and contain appropriate factual material. The material may lack depth. Some analytical points may be made but these may not be highly developed or consistently supported.</p> <p>Towards the top of the level, responses contain detailed and accurate factual material. However attempts to argue relevantly are implicit or confined to introductions and conclusions. Alternatively, responses may offer an analytical framework which contains some supporting material.</p> <p>Towards the lower end of the level, responses might offer narrative or description relating to the topic, but are less likely to address the terms of the question.</p>

Level 2	7–12	<p>Responses show some understanding of the demands of the question. They may be descriptive with few links to the question or may be analytical with limited relevant factual support.</p> <p>Towards the top of the level, responses might contain relevant commentaries which lack adequate factual support. The responses may contain some unsupported assertions.</p> <p>Towards the lower end of the level, responses are likely to contain some information which is relevant to the topic but may only offer partial coverage.</p>
Level 1	1–6	<p>Responses show limited understanding of the question. They may contain some description which is linked to the topic or only address part of the question.</p> <p>Towards the top of the level, responses show some awareness of relevant material but this may be presented as a list.</p> <p>Towards the lower end of the level, answers may provide a little relevant material but are likely to be characterised by irrelevance.</p>
Level 0	0	No relevant, creditworthy content.

### 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 textbooks (Murrin et al) while working on each theme the first semester. 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 second semester the student will be required to read two texts on the Holocaust one by Farmer and the other by Neville. The student should also read one or more of the other texts to further their subject knowledge.

### Written Assignments:

**Assignment of Grades for the 1<sup>st</sup> and 2<sup>nd</sup> nine weeks.**

The student will complete the two assignments below and write four essays in class on the subthemes each nine weeks.

### **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. The student will present one song and their analysis on how it represents the American dream to the class. The student needs to be ready to play the song before the tardy bell. The student has ten minutes to present the song and discuss it. The score will be based 70 % on the chart and 30% on the quality of the analysis. The assignment will be done once each nine weeks for the 1<sup>st</sup> semester. The student will sign up for this assignment. If the due date is missed the score will be a zero.

### **Teaching Subthemes with A Partner Assignment**

Everyone will choose a partner and they will be responsible for researching a subtheme topic, developing materials, presenting the material, directing questions to the class and creating an essay question. The team needs to work together to research and present as a team but the scores are separate. Each will get a research grade and a presentation grade. The grade will be dependent on a report of what you did, depth of knowledge, quality of your question, and presentation skills (ability to engage your audience). You will sign up for topics. You will present twice each nine weeks. The student can use PowerPoints, video clips, prepared notes, oral notes, electronically shared files, required readings, quizzes (pre-and post-tests), or any ideas you choose. You have one class period to accomplish the task. Timing is important as the topic must be thoroughly

taught. This is not a PowerPoint presentation but a discussion of the subtheme. The instructor will be part of the discussion to fact check and offer depth. The student needs to have a fact sheet for the class (electronic shared document) to give them material to refer to during the presentation and for later essays. The research needs to include the student fact sheet, discussion questions, presentation notes and/or PowerPoint. The presentation grade is based on quality of the presentation and depth of knowledge displayed.

### **Essays on the Subthemes**

The student will write essays (3) on the subthemes. The student will be informed in advanced and the essay will be a timed in class 45-minute essay.

### **Assignment of Grades for the 3<sup>rd</sup> nine weeks.**

The student will complete the two assignments below and write four essays in class on the subthemes.

#### **Books, Poetry Anthologies, or Other Arts Assignment**

The visual or performing arts selected assignment needs to be individualized by the student and the instructor in the first month of school. It will focus on one subtheme. The assignment may concentrate on one aspect of the theme or the overall theme. The project may include multi-media, collections, multiple authors, multiple music, or print media. The student will select 10 items in the anthology. The project will include an annotated bibliography (references) which will include a description of the work and how it was useful. The student needs to include why the sources do and do not represent the times; this should be done in an 800 - 1200-word essay. The student grade is based on the clarity and understanding of the work and its representation of the period. This should be a two sided AICE essay. The research should be the basis of the essay. This may include cited experts' opinions to aid in your analysis but the purpose of the paper is to be original. The paper needs cited. The anthology will count 20%, the annotated references will count 30% and the essay 50% of the grade.

#### **Teaching Subthemes with A Partner Assignment**

Everyone will choose a partner and they will be responsible for researching a subtheme topic, developing materials, presenting the material, directing questions to the class and creating an essay question. The team needs to work together to research and present as a team but the scores are separate. Each will get a research grade and a presentation grade. The grade will be dependent on a report of what you did, depth of knowledge, quality of your question, and presentation skills (ability to engage your audience). You will sign up for topics. You will present twice each nine weeks. The student can use PowerPoints, video clips, prepared notes, oral notes, electronically shared files, required readings, quizzes (pre-and posttests), or any ideas you choose. You have one class period to accomplish the task. Timing is important as the topic must be thoroughly taught. This is not a PowerPoint presentation but a discussion of the subtheme. The instructor will be part of the discussion to fact check and offer depth. The student needs to have a fact sheet for the class (electronic shared document) to give them material to refer to during the presentation and for later essays. The research needs to include the student fact sheet, discussion questions, presentation notes and/or PowerPoint. The presentation grade is based on quality of the presentation and depth of knowledge displayed.

### **Essays on the Subthemes**

The student will write essays (3) on the subthemes. The student will be informed in advance and the essay will be a timed in class 45-minute essay.

### **Assignment of Grades for the 4<sup>th</sup> nine weeks.**

All the 4<sup>th</sup> 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.**

## Theme 1: The late 1940s and 1950s

KEY QUESTIONS	KEY CONTENT
<b>Why and how was this period a time of economic prosperity?</b>	<ul style="list-style-type: none"><li>❖ Us economic development, 1945-60</li><li>❖ The growth of the middle class</li><li>❖ The consumer economy</li><li>❖ The role of the federal government</li></ul>
<b>How great was the social change experienced by the USA in this period?</b>	<ul style="list-style-type: none"><li>❖ The growth of suburbs and exurbs</li><li>❖ The role and status of women</li><li>❖ The impact of new mass media</li></ul>
<b>How far was this period a time of political stability?</b>	<ul style="list-style-type: none"><li>❖ The election of Truman in 1948</li><li>❖ McCarthyism and the Red Scare</li><li>❖ Eisenhower's domestic policies</li></ul>
<b>How effective was the civil rights movement?</b>	<ul style="list-style-type: none"><li>❖ Relevant Warren Court judgements</li><li>❖ The impact of SNCC and CORE</li><li>❖ The role of leading African Americans</li><li>❖ The role of state and federal governments</li></ul>

## Theme 2: The 1960s and 1970s

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

**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"><li>➤ The background of European and German anti-Semitism and racist theories</li><li>➤ Nazi anti-Semitism and persecution of the Jews, 1933-41</li><li>➤ The impact of war on Nazi policy towards the Jews</li><li>➤ Ghettoisation and Jewish responses to the Holocaust</li><li>➤ The development of Nazi extermination policies towards Jews and other minorities</li><li>➤ Contemporary reactions to the Holocaust</li></ul>	<p>Candidates should explore the following issues through the interpretations and approaches of different historians:</p> <ul style="list-style-type: none"><li>➤ How far was the Holocaust a consequence of racist ideas which existed before the Nazis?</li><li>➤ The Intentionalist approach and the role of Hitler: was the Holocaust planned in advance by Hitler?</li><li>➤ The Functionalist/Structuralist approach; how far did the nature of the Nazi state and the impact of war determine how the Holocaust developed?</li><li>➤ Synthesis interpretations which aim to reconcile the Intentionalist and Functionalist viewpoints:</li></ul>

- 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 defined? 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?

#### **Videos possibly used in the course**

Saving Private Ryan

Truman

Kennedy

Holocaust

Hitler and Stalin

Irena Sendler, In the Names of their Mothers

Nixon/ Frost	Wallenberg, A Hero's Story
The Missiles of October	Hitler, The Rise of Evil
Good Night and Good Luck	The Nazis, A Warning from History
Radio Bikini	
Mississippi Burning	
Eyes on the Prize	
Malcolm X	

### **Course Outline:**

#### **1<sup>st</sup> Nine Weeks – Theme One**

- ❖ **Us economic development, 1945-60**
- ❖ **The growth of the middle class**
- ❖ **The consumer economy**
- ❖ **The role of the federal government**
- ❖ **The growth of suburbs and exurbs**
- ❖ **The role and status of women**
- ❖ **The impact of new mass media**
- ❖ **The election of Truman in 1948**
- ❖ **McCarthyism and the Red Scare**
- ❖ **Eisenhower's domestic policies**
- ❖ **Relevant Warren Court judgements**
- ❖ **The impact of SNCC and CORE**
- ❖ **The role of leading African Americans**
- ❖ **The role of state and federal governments**

#### **2<sup>nd</sup> Nine Weeks – Theme Two**

- ❖ **The economic impact of the Cold War**
- ❖ **The end of the gold-dollar standard, 1971**
- ❖ **The oil crisis of 1973 and 1979**
- ❖ **Stagflation**
- ❖ **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'
- ❖ The Kennedy Presidency
- ❖ LBJ and the Great Society
- ❖ Nixon and Watergate
- ❖ The Ford and Carter Presidencies
- ❖ African American Civil Rights movements
- ❖ The rise and fall of Black Power
- ❖ Affirmative action
- ❖ Hispanics and American Indians

### 3<sup>rd</sup> 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?

#### 4<sup>th</sup> Nine Weeks – Review for Exam

The student will take paper 3 & 4 practice exams and review of themes' subject material. There are no other course requirements.