The British OIB History Syllabus:

Teacher's Guide

Terminale

Introduction

Building on theme four of the Première OIB programme, the Terminale programme is a study of the dynamics behind the the relentless shifts in the world order. As such, we will be exploring how the complex interplay of politics, economics and ideology have influenced hegemonic struggles and international rivalries from the 1930s to the present day. Within such a wide chronological framework, a strong thematic structure will be employed in order to enable students to access the 'big picture' understanding of the forces which shape History. <u>The programme likewise requires students to engage with the historiographical debates which underpin our understanding of the period.</u>

Theme One

Democracy in Danger : The Crisis of Capitalism, the threat of Totalitarianism and the Road to World War Two (1930-1945)

A key aim of theme one is to assess the underlying causes of World War Two. This issue has given rise to intense debate amongst historians. Exploring the interlocking factors which propelled nation states from from one total war to another within a time span of just twenty-one years, some have contended that the 1914-45 period should be viewed as the 'Thirty-One Years World War.' This notion of twentieth century history being shaped by an uncontrollable dynamic is but one of many approaches to the origins of World War Two. The historiography of the inter-war years history will thus provide us with a critical point of reference for chapters one and two.

Chapter One

The Wall Street Crash and its Impact

In order to study the slide towards World War Two, we are required to consider the role of economic factors in the 1929-39 period. The Wall Street Crash of 1929 has been described by historians as the most traumatic episode in the history of capitalism ; an event whose consequences amounted to 'something close to the collapse of the capitalist world economy.' This necessitates an examination of why the the Crash developed in to a world-wide economic depression and how the crisis shaped international relations in the 1930s. To achieve this, students must explore how the international climate of economic nationalism influenced the march of militarism in three aggressor states (Fascist Italy, Nazi Germany and Imperial Japan). They must likewise assess why and with what consequences the great democratic powers (USA, France and Britain) proved reluctant to defend the liberal order they had established at Versailles.

Discussion Points (points de passage et d'ouverture)

- **Hawley Smoot Tariff Act 1930**
- **Manchurian Crisis 1931**
- **US Neutrality Acts 1935-7**

(Please note: Discussions points are suggested case studies for teachers to use in their lessons. Discussion points must not be used to create <u>specific</u> written or oral exam questions.

Chapter Two

Totalitarianism in the 1930s.

The world crisis of the 1930s was simultaneously a crisis of democracy in retreat, wrought by the steady advance of totalitarianism. Totalitarian regimes offered radically different World Order philosophies to that which had been established by the peacemakers in 1919 and had a critical impact on the fragile stability of global politics. In this chapter, students will need to engage with two critical issues. Firstly, through reference to the Soviet Union, Nazi Germany and Fascist Italy they will examine the nature of totalitarianism. Secondly, they will consider the role of totalitarian ideology as an underlying cause of World War Two through reference to the three aggressor states (Fascist Italy, Nazi Germany and Imperial Japan). Here students will examine why the recourse to war was so fundamental to their beliefs and to the fulfillment of their hegemonic ambitions.

 It is far beyond the scope of theme one to study any totalitarian regimes in depth. Therefore, any written exam questions will focus on the nature of totalitarianism and its role in the slide towards World War Two, rather than the specific characteristics of any one regime.

Discussion Points (points de passage et d'ouverture)

- **Italian invasion of Abyssinia 1935-6**
- **Rape of Nanjing 1937-8**
- **Appeasement 1936-38**

(Please note: Discussions points are suggested case studies for teachers to use in their lessons. Discussion points must not be used to create specific written or oral exam questions)

Chapter Three

World War Two and the New European Order 1939-45

The Second World War was the ideological crucible of the twentieth century. For the Nazis, war and territorial conquest provided the opportunity to construct a grandiose political and economic apparatus which would entrench their hegemonic status in Europe. It is this aspect of the 1939-45 war which we will focus upon in chapter three.

Described as the New European Order, Nazi rule over the continent was proclaimed by its supporters as an act of saving European civilisation from collapse. The aim here is to assess the nature of the New European Order and the purposes it served. This will be achieved by exploring the driving forces which shaped it :the vision of Europe as a 'racial entity' and the pursuit of racial purification through genocide; the quest for *Lebensraum* in Eastern Europe ; the crusade against Communism ; the vision of Grossraum- a single European economic unit ; the imperative of supplying Germany with the human, material and financial resources it needed to sustain total war.

This chapter provides a critical context for the rest of the terminale programme but will not be the subject of any oral or written examination questions. The chapter can be studied through reference to an overarching view of Nazi Occupied Europe and the more specific case study of France between 1940-44.

Discussion Points (points de passage et d'ouverture)

- **Churchill and de Gaulle during World War Two**
- **Operation Barbarossa 1941 and the war of extermination in the East**
- **A Nazi Death Camp**

(Please note: Discussions points are suggested case studies for teachers to use in their lessons. Discussion points must not be used to create <u>specific</u> written or oral exam questions)

<div align="center">**Theme Two**</div>

<div align="center">**Hard and Bitter Peace : Bipolarity and Multipolarity 1945-1971**</div>

World War Two was in many ways a revolutionary War. Though 1945 witnessed the end of hostilities, one of its principal legacies was the intensification of ideological struggle as a key dynamic of international relations. Historians have observed that this would give rise to an epoch in which history was 'welded into a single pattern' of confrontation between two superpowers . In studying theme two, students will therefore be exploring the power of ideology in shaping the politics of the post-war world.

<div align="center">**Chapter One**</div>

<div align="center">**The End of World War Two and the Beginning of the Cold War, 1945-1949**</div>

In chapter one, the overarching aim is to examine the origins of the Cold War. In order to understand the international context from which Cold War hostilities emerged, students should firstly consider the material and moral costs of World War Two. It is clear that the confrontation with the dark reality of Hitler's New European Order had a profound impact upon the politics of the post-war era. In the liberal democratic world, it acted as a political and ideological catalyst, mobilising visions of a new world order in which the global role of the democratic/ capitalist model was reinforced through political and economic institutions. With this in mind, students will assess the key aims of the institutions which emerged from the Bretton Woods Conference (IMF, World Bank and GATT). Turning their attention to the United Nations, students should likewise assess how its core principles served to re-shape the role of international law in the world.

For the United States, it is clear that the transition to peace in 1945 necessitated a radical re-shape of the world role it had held in the 1930s. Now, national self-interest and the global interest of democracy became inextricably tied. With this in mind, students will need to consider both the aims and the consequences of US foreign policy decisions upon international relations in the 1945-49 period. They will use this to assess the extent to which the US was responsible for generating bipolar hostility and confrontation.

Students will now turn their attention to the USSR. LIke the USA, the USSR was the undisputed global representative of an ideology ; here too, policies of national self-interest and the act of promoting the cause of international Communism had become indivisible. Referring to both the aims and the consequences of Soviet foreign policy in this period, students will be able to evaluate the underlying causes of the Cold War.

Discussion Points (points de passage et d'ouverture)

- **Bretton Woods Conference 1944**
- **Iron Curtain Speech 1946**
- **UN Universal Declaration of Human Rights 1948**

(Please note: Discussions points are suggested case studies for teachers to use in their lessons. Discussion points must not be used to create <u>specific</u> written or oral exam questions)

Chapter two

The Globalization of the Cold War: China and the impact of multipolarity on International Relations, 1949-1971.

The dynamics of the Cold War were intrinsically tied to the period of post-war decolonization and the subsequent challenge of the Third World to the bi-polar order. In this context, it is clear that the formation of the People's Republic of China had a profound and transformative impact on international relations.

In this chapter, students will explore the complex inter-relationship of China with both the USSR and the USA from the formation of the People's Republic of China in 1949 to its inclusion on the UN Security Council in 1971. By so doing, they will be able to assess China's impact upon the Cold War itself. Students should approach this chapter by firstly examining Mao's own ideological beliefs. Mao's theory of 'Continuous Revolution' and his belief in the mutual interest which lay between China and poor, underdeveloped countries in Africa and Asia, developed in a political context which was profoundly marked by the rapid collapse of European Empires. Students should therefore refer to the political opportunities which decolonization offered Mao, when assessing the long-term strategy behind his foreign policy. When considering Sino-Soviet relations, students should examine the changing nature of the relationship by exploring the underlying tensions which would lead to the Sino-Soviet Split and the abandonment of the 'Lean to One Side' strategy. Students should likewise evaluate the nature of Sino-American relations in the 1950s and 1960s before assessing why and with what consequences Mao accepted a rapprochement with the USA in the early 1970s.

Discussion Points (points de passage et d'ouverture)

- **The Indochinese War and the Geneva Conference**
- **The Bandung Conference**
- **The Moscow Conferences of 1957 and 1961**

(Please note: Discussions points are suggested case studies for teachers to use in their lessons. Discussion points must not be used to create specific written or oral exam questions)

Chapter Three

Nation-Building after 1945: a Case Study of either Britain or France

The imperative of 're-stating the democratic idea' was at the forefront of post-war politics in both Britain and France. This implied both redefining the role played by the state in society and the position which the two post-war nation states were to hold in the international order. Historian Richard Cocker has identified this period as a key turning point in a 'cyclical' battle between those who championed the idea of a collectivist state as a bastion of social justice and those who considered democratic values to be intrinsically tied to free market capitalism and liberal economics. Choosing either Britain or France as a case study, students will be exploring the nature of political change after 1945 and assessing its successes and failures.

Britain 1945-51

It is clear that the 1945 general election represented a watershed in British history, for this was the moment when the British electorate decisively rejected laissez-faire politics and embraced a social democratic model of reform. Students will firstly assess why Labour won the 1945 election. Here an understanding of the socio-economic impact of the Great Depression in the 1930s, along with the experience of total war in 1939-45 will provide an important context. So too will an assessment of the socio-economic problems Britain faced in 1945 and the ways in which the Labour Party aimed to tackle them. Here students should focus their attention upon welfarism, state interventionism and the Keynesian economic model. Labour was elected in 1945 with a clear vision for post-war society, one which was encapsulated in the phrase 'New Jerusalem.' This implied a society in which social injustices would be eradicated and equality of outcome would be secured . It is by these criteria that students should assess the successes and failures of the Labour government in the period.

Nation-building in the 1945-51 period was intrinsically linked to the redefinition and reassertion of Britain's status in a radically changed world order. It is therefore important to assess the nature of Britain's post-war international role. With this in mind, students will examine how Britain recast itself through the emerging politics of the Cold War. They will likewise examine the significance of Britain's attitude towards the nascent European Coal and Steel Community. Finally they will explore the evolving relationship between Britain and its colonies in a period which marked the beginning of the end of the British Empire.

Discussion Points (points de passage et d'ouverture)

- **Beveridge Report 1942**
- **Hayek: Road to Serfdom 1942**
- **NHS 1948**

(Please note: Discussions points are suggested case studies for teachers to use in their lessons. Discussion points must not be used to create specific written or oral exam questions)

France 1945-1958

France likewise encountered its own historical watershed in 1945. Here, memories of the chronic instability which beset the Third Republic in the 1930s, interwoven as they were with the experience of defeat and occupation in 1940, would shape the mental framework of post-war politics.

With this context in mind, students will assess the ways in which the IV Republic sought to engender unity at home through social and economic reform, whilst seeking to recast France within the international order. Examining the significance of France's role in the political construction of post-war Europe is a key element of this chapter. Through reference to the Schuman declaration, the creation of the European Coal and Steel Community and the signing of the Treaty of Rome in 1957, they will assess why the French state deemed it necessary to shift away from the historic norms of national sovereignty.

If the architecture of European unity represented a key dimension in France's post-war self-image, the relationship between metropole and empire proved less easy to either define or construct. In the aftermath of World War Two, the French Empire was beset by perpetual crisis, culminating in its disappearance as a meaningful entity by 1962. Through reference to key crisis points such as the Indochinese War and the Algerian War, students will assess why the process of rapid decolonization took place. They will likewise explore how France's role as an international power had evolved in this period. Crisis abroad proved to be the driving force of radical change at home. Students will assess the significance of the birth of the V Republic in 1958 and examine the ways in which de Gaulle aimed to modernize the country.

Please note: it is imperative that any written exam questions for this chapter are phrased in a way which allows for an answer which is derived from either the British or French case study.

Discussion Points (points de passage et d'ouverture)

- **15 March 1944 : the CNR Programme**
- **The Algerian War**
- **Charles de Gaulle and Pierre Mendès-France : Two Visions of the Republic**

(Please note: Discussions points are suggested case studies for teachers to use in their lessons. Discussion points must not be used to create <u>specific</u> written or oral exam questions)

Theme Three

Politics, Economics and Ideology from the 1970s to the end of the Cold War

Covering a time-span of just twenty years, theme three focuses upon a period of decisive ideological change in both the western and eastern blocs. From this emerged a fundamental transformation in the dynamics of the world order. Students will be required to develop their understanding of the inter-relationship between social, political and economic factors in order to assess both the nature of change and why it came about.

Chapter One

The Decline of Keynesianism and the Birth of Neo-Liberalism

In the 1970s, the collapse of the Bretton Woods System and the oil crisis of 1973 created an economic crisis which beset the entire western world. In so doing, it reignited the 'cyclical' ideological debate between Collectivists and Economic Liberals. Through the election of Margaret Thatcher in the UK and Ronald Reagan in the United States at the end of the decade, a radical shift away from the social democratic model of governance ensued. The consequent emergence of Neoliberalism as the dominant socio-economic model of the western world has since left a profound legacy, one which continues to shape the nature and course of international relations today.

In this chapter, the key aim is to ask why this critical shift took place. Focusing on Britain in the 1970s as a case study, students will assess the nature of its socio-economic problems and why these problems generated criticisms of the welfare state, state intervention and Keynesianism. Students will also examine the key ideas which underpinned the alternative model, that of Neoliberalism. Here, particular focus should be paid to why its supporters believed this model to be essential to the social, political and economic health of a democratic society.

From Détente to the Velvet Revolution: The collapse of Eastern Bloc Communism and the Triumph of the Western Idea.

The end of the Cold War stands out as one of the great turning points in human history. When in 1988, President Gorbachev told the UN General Assembly that 'freedom of choice was a universal principle to which there should be no exception', he was openly and unilaterally dismantling the mental apparatus, which had underpinned the Cold War for almost half a century. The overarching aim of this chapter is to assess why this seismic shift in world history came about.

To achieve this, students will need to explore the interlocking factors which drove change. First and foremost, they will turn their attention to the period of Détente in the 1970s. Here, they should assess the nature and long term significance of Triangular Diplomacy and *Ostpolitik* upon the dynamics of Cold War politics.

The election of Ronald Reagan as 40th President of the United States heralded a key change in Bipolar relations with the Soviet Union. Massive armament spending and the aggressive pursuit of Containment through the Reagan Doctrine were hallmarks of his foreign policy. So too was a 'soft power' offensive, which would lead to a significant diplomatic breakthrough with the Soviet Union. Students thus need to assess the role of Reagan in bringing Cold War hostilities to an end.

Finally, students will turn to the Soviet Union itself. Indivisible from Cold War politics in the 1970s and 1980s were the economic problems within the USSR, wrought as they were by the strains of leading the Communist bloc and the systemic failure of state socialism itself. In assessing the nature of these problems, students need to consider their role as a catalyst to the ideological collapse of Soviet Communism and as a factor in the end of the Cold War.

Discussion Points (points de passage et d'ouverture)

- Who Governs Britain? 1974
- The Invasion of Afghanistan 1979
- The INF Treaty 1987

(Please note: Discussions points are suggested case studies for teachers to use in their lessons. Discussion points must not be used to create <u>specific</u> written or oral exam questions)

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Chapter two

Britain and France in the 1980s

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In both Britain and France, the advent of the 1980s brought with it a profound break with the past, following the election victories of Margaret Thatcher in 1979 and François Mitterrand in 1981. Both leaders took office with the conviction that radical social transformation was a political imperative and would therefore be the enduring legacy of their mandate. For Thatcher, this meant 'changing everything' by ending the Social Democratic model of governance, which had been the guiding principle of 'Consensus' politics since 1945. Thus, in the words of Mark Mazower Britain was 'the scene of the most radical experiment in Neo-Liberalism anywhere in Europe.' In France, François Mitterrand viewed the significance of his presidency in equally radical terms, but here the similarity ends. For the first time in the history of the V Republic, power now lay in the hands of a Socialist President. The incumbent spoke of 1981 as 'a glorious fracture', stating 'we have started the rupture with capitalism. Class struggle is not dead. It is going to have a second youth.'

Through a comparative study of Britain and France, this chapter requires students to explore the nature of change which took place in the 1980s and assess the successes and failures of both leaders in the pursuit of their goals.

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Britain 1979-90

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Having studied both the nature of Britain's socio-economic problems in the 1970s and the key ideas of Neo-Liberalism in chapter one of theme three, students will now turn their attention to the nature of change in Britain between 1979-1990. Here, it is essential that they examine what is meant by the term 'Thatcherism' by exploring the ideological inter-relationship between the core policies of her government with regards to the economy, the trade unions and the welfare state. Students will then examine the impact of Thatcherism upon Britain by assessing the effect of her government's policies upon different social classes. By so doing, they will be able to deliver an overarching analysis of the successes and failures of her time in office.

France 1981-1988

The most prominent feature of Mitterrand's presidency in the 1980s is the sharp contrast between the programme he delivered in the first two years of office, derived as it was from the '110 Propositions' and the policies he pursued thereafter. Here, the rhetoric of 'rupture' and class struggle ultimately gave way to policies of austerity, monetarism and privatisation as Mitterrand shifted towards an increasingly enthusiastic embrace of economic liberalism. By 1987 when Mitterand penned his 'letter to all the French,' Socialism was no longer part of his political vocabulary as he sought instead to occupy the centre-ground. Students need to assess why this political metamorphosis took place. They will achieve this in two ways. Firstly by exploring the economic context of the first half of the 1980s and considering its impact upon Mitterrand's ability to deliver his programme. Secondly they should consider the significance of the 1986 Legislative elections. Here too, France entered unchartered political territory, when a left wing president was forced into 'co-habitation' with a right wing Prime Minister. Mitterrand himself described the evolution in his approach as an act of 'ouverture', arguing that the principal objective of any president, that of 'bringing together, uniting and reconciling' the entire French nation, overrode any personal ideological preferences. Thus, historians have noted that 'Social Justice, not socialism was his guiding star.' With this in mind, students should examine the impact of Mitterrand upon France. By so doing they will be able to deliver an over-arching analysis of the successes and failures of his time in office.

Discussion Points (points de passage et d'ouverture)

- **Miners' Strike 1984**
- **Big Bang 1986**
- **The Austerity Plan (France)**
- **The Birth of the RMI (France)**

(Please note: Discussions points are suggested case studies for teachers to use in their lessons. Discussion points must not be used to create <u>specific</u> written or oral exam questions)

<p style="text-align:center">**Theme Four**</p>

<p style="text-align:center"><u>The World Since the End of the Cold War</u></p>

The aim of this theme is to assess the nature of international relations since 1990. The political and ideological collapse of the Eastern bloc in 1989-90 inevitably gave rise to intense speculation amongst historians and international relations scholars as to its long term significance and impact upon world history. Some went so far as to claim that the end of the Cold War represented the final and global triumph of 'the western idea' over all alternative ideologies and political models. In approaching theme four, students will have the opportunity to consider the validity of this claim. This will be achieved through a synoptic analysis of the world since the end of the Cold War. Students will undertake independent research in the two chapters listed below. <u>Theme four may appear as a key issue in an oral exam, but will not appear in a written exam.</u>

<p style="text-align:center">**Chapter one**</p>

<p style="text-align:center"><u>Conflict and Cooperation since the end of the Cold War.</u></p>

Students will approach this chapter by exploring the contesting forces at play in global politics, for the period has been shaped both by significant developments in international cooperation and international polarity. The signing of the Kyoto Protocol in 1997 and the Foundation of the International Criminal Court in 2002 stand out as landmarks in the attempt to strengthen the Liberal world order through the institution of the United Nations. Through reference to their aims and their impact, students should assess their successes and failures in promoting human rights and international cooperation.

Since the end of the Cold War, the threat of Islamic terrorism has emerged as a key feature of international relations and a significant ideological challenge to a Liberal world order. In exploring the nature and aims of Islamic terrorism, students will need to assess why Western Liberalism emerged as one of its principal targets. Through reference to the 9/11 attack on the World Trade Centre, the formulation of the Bush Doctrine, the declaration by the US of a 'War against Terror', the invasion of Afghanistan and the War in Iraq, students will be able to critically assess predictions that the world is moving towards a point of political and ideological convergence.

Discussion Points (points de passage et d'ouverture)

- **The Kyoto Protocol 1992**
- **The Rwandan Genocide 1994**
- **9/11 2001**

(Please note: Discussions points are suggested case studies for teachers to use in their lessons. Discussion points must not be used to create <u>specific</u> written or oral exam questions)

Democracy in the European Union since the end of the Cold War

Since the end of the Cold War, the European union has undergone the most radical political and economic transformation since its creation in 1951. Enlargement in 2004 facilitated the peaceful assimilation of former Soviet Satellite states in to the democratic world and prompted International Relations thinkers such as Mark Leonard to describe the EU as 'the most important innovation since the creation of the nation state five hundred years ago.' Nonetheless, one of the most significant consequences of this period of evolution has been the pan-European rise of right wing populist parties, which have rejected the supranationalist model of the EU and embraced a radical form of Euroscepticism.

With reference to the key changes which occurred in the European Union and their consequences, from the Maastricht Treaty in 1992 to the Brexit Referendum in 2016, students will therefore assess whether this period of transformation has served to strengthen liberal democracy or undermine it.

Discussion Points (points de passage et d'ouverture)

- **The Channel Tunnel 1988-1994**
- **Eurozone 2002**
- **Enlargement 2004**

(Please note: Discussions points are suggested case studies for teachers to use in their lessons. Discussion points must not be used to create <u>specific</u> written or oral exam questions)

Key Terms and Key Issues for the OIB Oral Exam in History

Theme One

Chapter	Key issue	Key term
1&2	How valid is it to describe the 1930s as a period of democracy in crisis?	World-wide Economic Depression (1930s)
	How far do you agree that economic nationalism was the key factor in the slide towards war in 1939?	Appeasement
		Totalitarianism
	Assess the role of totalitarianism in the collapse of global peace in the late 1930s	Fascism

Theme Two

Chapter	Key issue	Key term
1	Assess the role played by the USSR in the origins of the Cold War	Marshall Plan
		Truman Doctrine
	Assess the impact of WWII on the status of the USA & USSR as world powers	Containment
	Blame for the origins of the Cold War lies mainly with the USA. How far do you agree?	Yalta & Potsdam
		Kennan's Long Telegram
	How significant was the role of ideology in the origins of the Cold War?	
	The Cold War was inevitable, due to the ideological opposition of the USA and the USSR. How far do you agree?	

Chapter	Key issue	Key term
2	'A decisive turning point in post-war international relations' Assess this view of the victory of the CCP in the civil war in 1949.	The People's Republic of China (China and the World)
		Continuous Revolution (China)
	Discuss the changing nature of Sino-Soviet relations in the period after 1949.	
		The Sino-Soviet Split

Chapter	Key issue	Key term
3	With reference to either Britain or France, how successfully did their respond to the problems they faced in the post-war period? With reference to either Britain or France, how did the role of the state change in the post-war period?	Collectivist state (Britain or France) Welfare State (Britain or France) Keynesianism (Britain or France) European Integration (Britain or France)

Theme Three

Chapter	Key issue	Key term
1	How far do you agree that Keynesianism was the key factor in Britain's economic problems in the 1970s. Why was Social Democracy criticized in the 1970s? Britain's economic problems were largely brought about by factors beyond their control. How far do you agree? Assess the role of Ronald Reagan in bringing the Cold War to an end. The problems which beset the USSR in the 1970s and 1980s were the man reason for the end of the Cold War. Discuss the validity of this statement. Assess the role of Mikhail Gorbachev in bringing the Cold War to an end.	Neo-Liberalism Inflation British Industrial Relations in the 1970s Mixed Economy Détente Reagan Gorbachev

Chapter	Key issue	Key term
2 (Britain)	Was there a 'Thatcher revolution', 1979–90? A radical and successful break with the past.' Assess the validity of this view of Thatcherism.	Thatcherism Privatisation (Britain) French Socialism Cohabitation (France)
2 (France)		

	'A socialist in name only'. With reference to the 1981-88 period, how far do you agree with this view of François Mitterrand? With reference to his first term of office (1981-88) assess the impact of Mitterrand's presidency on France. In your opinion, which leader had the most significant impact upon society: Margaret Thatcher (1979-90) or François Mitterrand (1981-88)?	Austerity (France)

Theme Four

Chapter	Key issue	Key term
1-2	How far do you agree that the era since the end of the Cold War has been one of increased international cooperation? Assess the impact of Islamic Terrorism upon international relations since the end of the Cold War	

The Terminale programme is a 48 hour course

Theme	BO hours	BS programme hours
1	13-15	12
2	13-15	14
3	10-12	16
4	8-10	6

Theme	Chapter	hours
1	1	4
	2	4
	3	4

Theme	Chapter	Hours
2	1	4
	2	4
	3	6

Theme	Chapter	Hours
3	1	8
	2	8

Theme	Chapter	Hours
4	1	3
	2	3