



ENGAGING WITH

**AQA
GCSE
(9-1)
History**

**CONFLICT &
TENSION
1918-1939**

**WIDER WORLD
DEPTH STUDY**

**DALE BANHAM
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0.1 Your exam: What is assessed and how

The GCSE course that you are following is made up of four different studies.

	Paper 1: Understanding the modern world	Paper 2: Shaping the nation
What is assessed?	Section A: Period Study This focuses on key developments in a country's history over at least a 50-year period	Section A: Thematic Study This looks at key developments in Britain over a long period of time (at least 800 years)
	Section B: Wider World Depth Study This focuses on international conflict and tension over a period of 20–25 years	Section B: British Depth Study including the historic environment This focuses on a period of British history over a short period of time (under 40 years) and includes the study of a specific historic environment
How is it assessed?	Written exam: 2 hours 50% of your GCSE (84 marks) Section A – 6 compulsory questions (40 marks) Section B – 4 compulsory questions (40 marks plus 4 marks for spelling, punctuation and grammar – SPaG) (see opposite)	Written exam: 2 hours 50% of your GCSE (84 marks) Section A – 4 compulsory questions (40 marks plus 4 marks for spelling, punctuation and grammar) Section B – 4 compulsory questions (40 marks)

This book prepares you for the Wider World Depth Study: **Conflict and tension, c1918–39**

It focuses on the period between the First and Second World Wars. You will study:

- the challenges of reaching a peace settlement at the end of the First World War
- the formation of the League of Nations and the challenges it faced in the 1920s and 1930s
- the causes of the Second World War – how and why conflict occurred and why it proved so difficult to resolve the issues that caused it.

Part	Key content (topics)	Review pages
Part 1: Peacemaking	1 The armistice 2 The Versailles Settlement 3 The impact of the treaty	Pages 10–31
Part 2: The League of Nations and international peace	4 The League of Nations 5 Diplomacy outside the League 6 The collapse of the League	Pages 32–59
Part 3: The origins and outbreak of the Second World War	7 The development of tension 8 The escalation of tension 9 The outbreak of war	Pages 60–93

Revision Tip

Break down your revision into manageable chunks of content

This book is organised into the three parts and the nine topics of the specification. At the end of each part of the course make sure you review and revise what you have just covered. The 'Exam Practice', 'Recall Challenge' and 'Review' features will help you do this.

How the Wider World Depth Study will be examined

You will be examined on your knowledge and understanding of the Wider World Depth Study in Paper 1. You will apply your knowledge and understanding to:

- explaining and analysing second-order historical concepts such as continuity, change, causation and/or consequence

- analysing and evaluating sources (contemporary to the period) – using your contextual knowledge of the given issue in the question.

The table below shows the type of questions you will be asked. This book will give you step-by-step guidance on how to tackle each type of question.

Type of question	Guidance	Marks	Writing time	Advice and practice
1 Analysing sources Source A opposes/ supports ... How do you know?	Make sure you identify the proposition in the question (e.g. 'the source is critical of/supports/opposes ...'). Use your own knowledge to explain how the content and/or provenance of the source links to the proposition in the question (e.g. what features in the source show that it is critical of or supports ...).	4	5 minutes	Pages 17, 26, 45, 47, 53, 67, 81, 85, 89
2 Evaluating sources How useful are Sources B and C to a historian studying ...	The sources could be written or visual. They will relate to a key event, development or individual. Make sure you identify the focus of the question (useful for what?). Focus on why each source is useful. Use the content of both sources, the provenance of both sources and your own knowledge to evaluate the usefulness of the source.	12	15 minutes	Pages 27, 35, 57, 69, 77, 79
3 Write an account of ...	Do not simply describe what happened. Aim to identify and explain two ways in which the given event or issue led to tension/disagreement/problems/ conflict.	8	10 minutes	Pages 17, 45, 58, 81, 87
4 Evaluate ... How far do you agree?	This is an essay question, requiring you to reach a judgement about a statement provided in the question. Aim to evaluate the factor stated in the question first. Weigh how important it was compared to <u>two</u> other factors. Reach a judgement – was it the most important factor? Explore links between the factors to help you reach this judgement.	20 (16 + 4 for SPaG)	25 minutes	Pages 31, 47, 59, 82, 93

Revision Tips

Make exam practice part of your revision

Exam Tips give you step-by-step guidance on how to tackle each type of question. Effective revision is not just learning the content. You need to understand what each type of question is asking you to think about in the exam and to practise delivering it.

Take responsibility

Reflect on your strengths and weaknesses. What question types do you struggle with? Take responsibility: spend more time practising the types of question you find most difficult. Use feedback from your teacher to improve your approach.

0.2 The Big Picture: Identify the key questions

Reflect

The following topic summaries identify the people and big questions the book will cover. However, top history students do not just answer other people's

questions, they also answer questions of their own! As you read the summary of each topic, note down your own questions (large or small) about this topic.

PART 1: Peacemaking

Topic 1: The armistice



In November 1918, Germany surrendered and signed an armistice that ended the First World War. At the Paris Peace Conference that

followed, Georges Clemenceau (pictured), the Prime Minister of France, wanted revenge for his country being attacked by Germany. He was determined to push for a harsh treaty that would weaken Germany. However, he faced opposition from President Woodrow Wilson, the leader of the United States. Wilson wanted a fair settlement based on the principle of **self-determination** (people living in an area should decide how they want to be governed). David Lloyd George, the British Prime Minister, did not want to punish Germany too severely but he was under pressure from the British public to make Germany pay for its actions in the war.

Big question: To what extent did the peacemakers achieve their aims?

Topic 2: The Versailles Settlement



Wilson, Lloyd George and Clemenceau all agreed that Germany should be punished. The **War Guilt Clause** in the Treaty of

Versailles blamed Germany for starting the war. However, the 'Big Three' peacemakers argued over how much land should be taken away from Germany, the size that the German army should be reduced to and **reparations** (how much money Germany should pay in compensation for its actions in the war). Ulrich von Brockdorff-Rantzau (pictured) and his team of German diplomats had no say in the negotiations – the treaty was a '**diktat**', forced on them by the **Allies**.

Big question: What were the key terms of the Treaty of Versailles?

Topic 3: The impact of the treaty



Many people in France and Britain celebrated the Treaty of Versailles. However, some people, like John Maynard Keynes (pictured), argued

that the treaty had been too harsh on Germany. People in Germany had been expecting a fair treaty based on Wilson's **14 points** and were shocked to find themselves being punished so severely. The wider peace settlement created new countries such as Poland, Czechoslovakia and Yugoslavia. But it also created problems that led to further disputes in the 1920s and 1930s.

Big question: Why did the Treaty of Versailles anger the German people?

PART 2: The League of Nations and international peace

Topic 4: The League of Nations



The **League of Nations** was set up in 1919 to bring countries together to settle disputes through discussion rather than war. Members had

to sign the League's **covenant** – promising to protect other members if they were attacked. The British diplomat Robert Cecil (pictured) had high hopes that the League would prevent future conflicts, but the USA never joined, and this weakened the organisation.

Big question:

How successful was the League during the 1920s?

Topic 5: Diplomacy outside the League



During the 1920s important international agreements were also made outside of the League of Nations. Germany was not a member

of the League, but in 1925 its foreign minister, Gustav Stresemann (pictured), helped to organise the Locarno Treaties. Germany and France promised not to invade each other. In the 1928 Kellogg–Briand Pact, 61 countries that all promised not to go to war to settle disputes.

Big question:

How important was diplomacy outside the League in the 1920s?

Topic 6: The collapse of the League



The Wall Street Crash in 1929 led to a worldwide economic downturn called the Great Depression. This created problems

for the League. Japan's economic difficulties were an important reason why they invaded Manchuria (part of China) in 1931. Meanwhile, in 1935, Benito Mussolini (pictured) organised an Italian invasion of Abyssinia.

Big question:

Why did the League fail to stop the invasions of Manchuria and Abyssinia?

PART 3: The origins and outbreak of the Second World War

Topic 7: The development of tension



The Great Depression was a major reason for Adolf Hitler (pictured) coming to power in Germany. His aims led to a rise in tension during the 1930s as he ignored

the Treaty of Versailles by introducing a **rearmament** programme and **conscription**. In 1935, Britain, France and Italy formed the Stresa Front, aiming to stop Hitler undermining the treaty further. However, Britain went on to sign the Anglo-German Naval Agreement which allowed Germany to increase the size of its navy.

Big question:

How did Hitler's aims cause a rise in international tension?

Topic 8: The escalation of tension



In 1936 Hitler sent troops into the Rhineland. This area bordered France but they did nothing to stop him. At the Munich Conference, Neville

Chamberlain (pictured), the British Prime Minister, allowed Hitler to take control of the Sudetenland (an area of Czechoslovakia). This became known as a policy of appeasement – Britain and France gave in to Hitler's demands, rather than going to war to stop him.

Big question:

Why did Britain and France follow a policy of appeasement?

Topic 9: The outbreak of war



In March 1939 Hitler invaded Czechoslovakia. Joseph Stalin (pictured), the leader of the Soviet Union, surprised

everyone when he signed the Nazi–Soviet Pact with Hitler in August. They agreed not to go to war with each other and to divide Poland between them. When Hitler went ahead and invaded Poland in September, Britain and France declared war on Germany.

Big question:

Why did Hitler and Stalin sign the Nazi–Soviet Pact?

0.3 Key features: How this book works

The tasks in this book will help you learn what you need to know and how to apply your knowledge to answer exam questions effectively. They are your **'Steps to success'**.

Research & Record

Gets the **learning** into your head in the first place and into your notebook. Starts you thinking in a way that will help you produce good answers to the exam questions.

Each **research question** reflects an issue that the examiners will expect you to be expert on. Complete these tasks, which build an answer to each research question, carefully and neatly because they will become your revision notes. Many tasks use tables. Give yourself room – each table should have its own page.

If you have gaps in your knowledge, go back to your research notes and the relevant section of this book and make sure that you add anything that is missing so you have covered all the key topics in enough detail.

Summarise

Turns your learning into a **memorable form**. Sometimes we guide you to do this, but mostly it is up to you.

Memory aids are different from your research notes. They use images or diagrams, but very few words. Most people remember better if something is summarised with both text and visuals.

If you cannot remember some of the content you have covered, go back to your research notes and improve or recreate your memory aid.

Reflect

Makes you form **connections** between what you have already learnt and what you are about to learn.

Apply Recall Challenge

Prepares you for exams by helping you to test yourself on what you have learnt.

Quizzes, games and competitions test how much you can remember. They identify your weak spots where you need to spend more time.

If you did not understand how to approach a question, go back to the Exam Tips in this book and re-read them, checking you fully understand what is required in a good answer to that type of question.

Apply Exam Practice

Continue to prepare you for the exam by answering exam-style questions with our Exam Tips to guide you.

Our **practice questions** are like the questions you will be asked in the exam, although none of them come from actual past papers. You can get real papers from your teacher or from the AQA website. There are **Exam Tips** for each question type – showing you how to approach it.

Take responsibility Review your own learning. What areas did you do well on? What areas do you need to improve?

Review

Reviews the **big ideas and concepts**. We also encourage you to **review your own learning**.

Revision Tip

1 Don't delay revision until just before the exam

Revision should be an ongoing process. You need to revisit topics that you have studied regularly. Otherwise you will quickly start to forget key topics.

2 Retrieval practice makes your memory stronger

When you recall what you have previously studied, your brain strengthens connections and makes it easier to recall this information in the future.

3 Spaced practice helps you remember for longer!

At the end of each topic, we test you, not just on that topic but on previous ones as well. You should regularly return to the Review tasks from previous topics and test your knowledge of 'older material'. This should improve recall and stop you forgetting.

Apply Recall Challenge

1 Know your individuals

How much can you remember from the Big Picture of Conflict and Tension, 1918–39?

Match each of the key individuals with the correct description.

Individual	Description
Woodrow Wilson	A diplomat who led the German delegation at the Paris Peace Conference
Georges Clemenceau	The leader of the Soviet Union during the 1930s
David Lloyd George	German foreign minister (1923–29) who won the Nobel Peace Prize
Ulrich von Brockdorff-Rantzau	An economist who advised the British government during the Paris Peace Conference and resigned in protest at the Treaty of Versailles
John Maynard Keynes	The French Prime Minister during negotiations in Paris
Robert Cecil	The British Prime Minister during negotiations in Paris
Gustav Stresemann	A British diplomat who helped to form the League of Nations
Benito Mussolini	The British Prime Minister (1937–40) who followed a policy of appeasement
Adolf Hitler	A politician who became Chancellor of Germany in 1933
Neville Chamberlain	A politician who became leader of Italy in 1922
Joseph Stalin	The President of the USA during negotiations in Paris

2 Know your key words

Match each of the key words below with its definition or description.

Key words	Definition
Self-determination	A document that all members of the League of Nations had to sign
The peacemakers	Compensation paid by Germany to other countries after the war
Diktat	The policy followed by Britain and France towards Hitler in the 1930s
Reparations	People living in a specific area decide on their own political future
Covenant	A system whereby people are forced to join the armed forces of their country
The Great Depression	Building up the size of your armed forces
Conscription	A period when many countries faced severe economic problems
Rearmament	The politicians who attended the Paris Peace Conference
Appeasement	The word used in Germany to describe the Treaty of Versailles

3 Know your key events

Place the events below into the correct chronological order.

Wall Street Crash	Locarno Treaties	Kellogg–Briand Pact	Armistice	Treaty of Versailles	The Great Depression
The invasion of Abyssinia	The invasion of Manchuria	The Nazi–Soviet Pact	The invasion of Czechoslovakia	The Munich Conference	The invasion of Poland

Topic 1 The armistice

1.1 Clemenceau's aims



Introducing ... Georges Clemenceau

The Paris Peace Conference

The man tipping his hat to the crowd and looking very pleased with himself in the photo is Georges Clemenceau. He was Prime Minister of France at the end of the First World War. After months of negotiation and arguments, the leaders of France, Britain and the USA had finally agreed on how Germany should be punished for its role in the war. Clemenceau had just signed the Treaty of Versailles – a treaty that forced Germany to give up land, reduce the size of its army and pay compensation for the damage it had caused during the war.

A man set on revenge

Clemenceau was 77 when the Paris Peace Conference began, and his earlier experiences made him determined to punish Germany for its role in the war. In the early 1870s, Clemenceau had fought in the Franco-Prussian War that had seen defeat for France and the emergence of a new German empire. Clemenceau had never forgiven Germany for the humiliating peace treaty they had forced on France in 1871.

Clemenceau saw France suffer enormously in the First World War. Nearly 1.4 million French people had died. France lost a higher percentage of its population than any other country. Many factories and coalmines had been destroyed. In total, 6000 square miles of France was in ruins.

Clemenceau was popular with the French public – he had displayed brave leadership during the war. During the spring of 1918, when the Germans pushed towards Paris (see map on page 11), Clemenceau had made it clear that there would be no surrender. Like Clemenceau, the French population wanted revenge for the damage that Germany had caused during the war.

Reflect

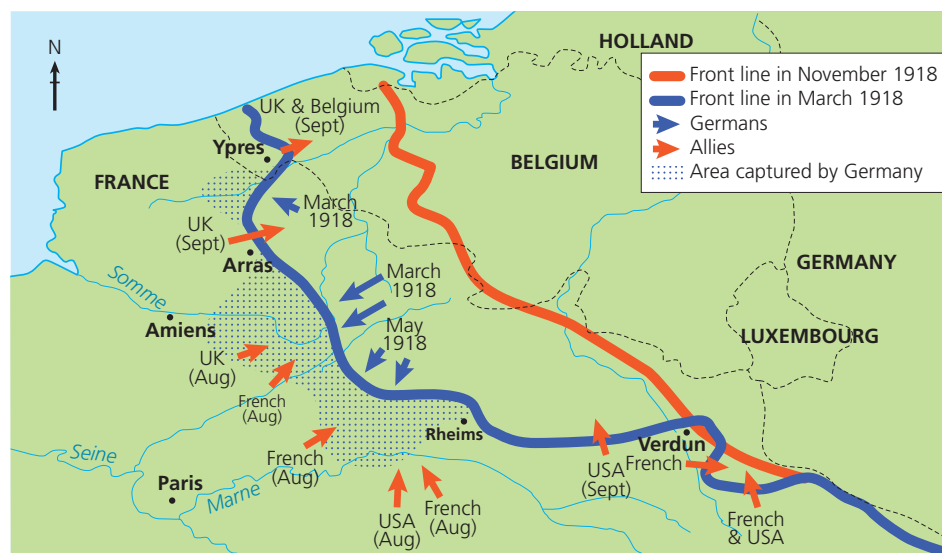
- 1 Read page 10. Choose three words to sum up Georges Clemenceau's character.
- 2 Look at Clemenceau's main aims at the Paris Peace Conference on page 11. Use what you have found out on page 10 to explain why Clemenceau was so determined to punish Germany.

Arguments and compromises

Clemenceau was very stubborn. He never really consulted with the French President during the negotiations and was determined to take all the important decisions himself. During the Paris Peace Conference, Clemenceau regularly argued with the leaders of Britain and the United States.

Clemenceau was a realist and an experienced politician. He knew that he would have to make some compromises with the leaders of the United States and Britain. However, he was absolutely determined to do his very best to make sure that Germany was weakened as much as possible so that it could not threaten his beloved France again.

The Armistice



▲ The last stages of the Western Front, 1918

The Allies (Britain, France and the United States) had not been expecting the war to end when it did. As you can see from the map, in spring 1918, Germany had looked strong. They had launched a massive attack and had advanced a long way into France. Paris seemed under real threat.

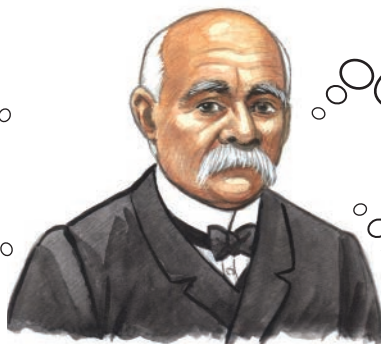
However, during the summer and autumn of 1918 the war started to turn in favour of Britain, France and their allies as they benefited from the economic and military support of the United States. An armistice (ceasefire) was signed between Germany, France, Britain and the United States in November. This was an agreement to stop fighting and to start discussions which could lead to a peace treaty.

Discussions were held in Paris during 1919. The treaty regarding Germany was signed at the Palace of Versailles (near Paris) in June 1919 and was therefore called the Treaty of Versailles. Other treaties dealt with Germany's allies (Bulgaria, Austria, Hungary and the Ottoman Empire).

Over 30 countries sent representatives to Paris but most of the key decisions were taken by the leaders of the three most powerful countries that had won the First World War – France, Britain and the United States. They have since been referred to as the 'Big Three'.

The Paris Peace Conference gave Clemenceau the opportunity he wanted to make Germany pay for the damage and destruction caused by the war.

Clemenceau's main aims



I want **revenge** for the humiliating treaty that ended the Franco-Prussian War and for Germany invading France during the First World War.

France needs **security** from another German attack. Germany's population is 50% bigger than ours. The French people are worried that a strong Germany could attack France in the future. The German army must be reduced in size.

Germany should pay **money** for the damage done to France during the First World War. Our country has been devastated by war and we demand compensation!

Land should be taken from Germany – this will make it less of a threat in the future. Alsace-Lorraine (an area taken from France during the Franco-Prussian War) should be returned to France.

Achieve success in your **AQA GCSE History** exam (Paper 1, Section B) and enjoy learning about the events in the diverse people, countries and ideas that shaped the inter-war years 1918-1939, and how these led to the Second World War.

This book has a unique and engaging approach that will help you to:

- Remember what you need to know
- Apply your knowledge to answer exam questions effectively

The different types of task are your steps to success:

Research & Record



Get the learning into your head and your notebook. Start thinking in a way that will help you to produce good exam answers.

Summarise



Turn your learning into a memorable form, such as an acronym or image.

Reflect



Make connections between what you have already learned and what you are about to learn.

Apply Recall Challenge



Test your understanding and memory of key words, people and events.

Apply Exam Practice



Practise exam-style questions, with exam tips to guide your answer.

Review



Review the big ideas and concepts from this wider world depth study and review your own learning.

About the series editor

Dale Banham has taught History in secondary schools for nearly 30 years, formerly as Head of History and Head of Humanities and currently as Deputy Head. He has written this textbook series based on his first-hand experience of teaching the AQA GCSE (9-1) course and leading students to exam success.

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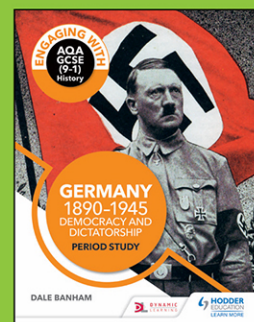
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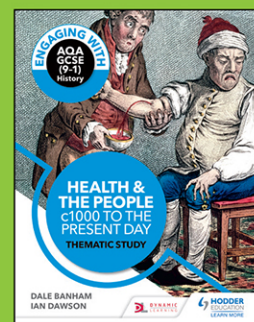
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