

WORKBOOK



UPDATED EDITION



Cambridge Assessment
International Education

Endorsed for learner support

Cambridge
IGCSE™ and O Level

History

Core Content Option B:
The 20th Century:
International Relations
since 1919

Second edition

Benjamin Harrison

1



HODDER
EDUCATION

Contents

CORE CONTENT OPTION B: The 20th century: International Relations since 1919

- 01 Key Question 1: Was the Treaty of Versailles fair?
- 09 Key Question 2: To what extent was the League of Nations a success?
- 27 Key Question 3: How far was Hitler's foreign policy to blame for the outbreak of war in Europe in 1939?
- 42 Key Question 4: Who was to blame for the Cold War?
- 57 Key Question 5: How effectively did the USA contain the spread of communism?
- 73 Key Question 6: How secure was the USSR's control over eastern Europe 1948–c.1989?

How to use this workbook

This workbook is part of a suite of resources for Cambridge IGCSE History. The textbook covers the content that you need to know and includes Focus Tasks that develop analytical thinking about the issues embedded in the Key Questions and Focus Points.

This workbook has more modest aims – it is a course companion that you use alongside your textbook.

- It will help you check your knowledge of the content.
- It should help build your writing confidence as you use your knowledge to write short explanations or arguments using the structured writing frames we have provided.
- It will be useful for revision because you will create tables and charts to show, for example, the features or causes of events.

However, it does not offer exam practice and does not require that you write extended answers.

Other workbooks available are:

Workbook 2A – Depth Study: Russia, 1905–41 2nd Edition, ISBN 9781398375123

Workbook 2B – Depth Study: Germany, 1918–45 2nd Edition, ISBN 9781398375130

Workbook 2C – Depth Study: The USA, 1919–41 2nd Edition, ISBN 9781398375147

Sample answers to the questions in the workbooks can be found at www.hoddereducation.co.uk/cambridgeextras

1

Key Question 1: Was the Treaty of Versailles fair?

1 Using Chapter 1 of your textbook, match the heads and tails to define the key terms.

Heads	Tails
Reparations	Compensation for war damages
Paris Peace Conference	Literally a 'dictated peace' – a settlement imposed on a country by other countries
Armistice	An agreement made by adjusting terms so all parties agree
Diktat	The ceasefire signed on 11 November 1918 that formally ended the fighting in the First World War
Compromise	The meeting of the victorious nations to decide on the peace treaty with Germany

2 Use Chapter 1 of your textbook to connect the following events with the correct dates on the timeline.

Treaty of Versailles signed

Reparations Commission

Armistice signed

Paris Peace Conference starts



• The Big Three and the Paris Peace Conference (pages 6–11)

3 Use pages 6–7 of your textbook. How many countries were represented at the Paris Peace Conference?

.....

4 Who were the 'Big Three' and which countries were they leaders of?

Name: Country:

Name: Country:

Name: Country:

5 List the four most important ideas in Wilson's Fourteen Points. We have provided initial letters.

D: S:

F: L:

1 KEY QUESTION 1: WAS THE TREATY OF VERSAILLES FAIR?

- 6 Study pages 8–9 of your textbook. What were the aims of the ‘Big Three’ at the Paris Peace Conference? Use three different colours and the key provided to colour code the boxes.

Lloyd George	<input type="checkbox"/>	Clemenceau	<input type="checkbox"/>	Wilson	<input type="checkbox"/>
--------------	--------------------------	------------	--------------------------	--------	--------------------------

Disarmament of European countries	To retain the most powerful navy	To trade with Germany again	To reclaim lost French lands
To have a League of Nations	To reduce German military power	To punish and destroy Germany economically	To punish Germany, but not too harshly

- 7 Study the profiles of Wilson, Lloyd George and Clemenceau on pages 6–9 in your textbook. Draw a line to link the name on the left with the phrase on the right that best describes their individual character.

Woodrow Wilson	A realist who occupied the middle ground
David Lloyd George	An uncompromising politician who wanted to prevent another invasion from Germany
Georges Clemenceau	A reformer and an idealist

- 8 Use pages 8–9 of your textbook to answer the following questions.

a State one way in which Lloyd George agreed with Wilson’s ideas.

.....

b State one way in which Lloyd George disagreed with Wilson’s ideas.

.....

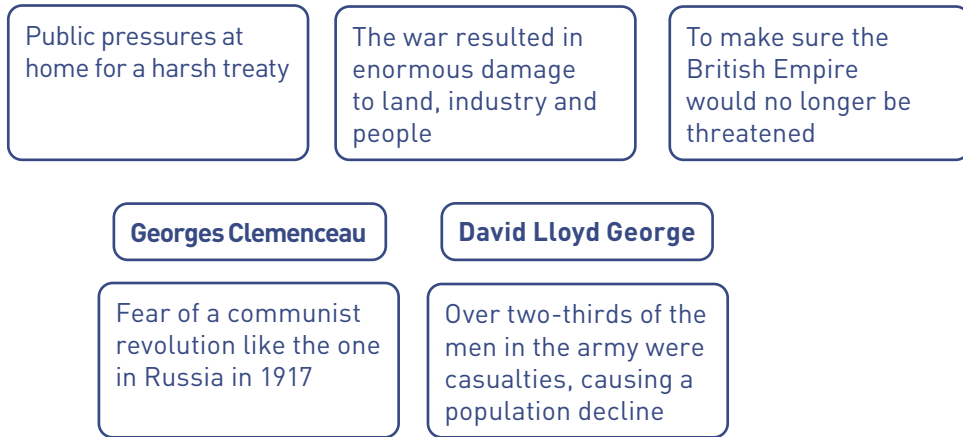
c State one way in which Clemenceau agreed with Wilson’s ideas.

.....

d State one way in which Clemenceau disagreed with Wilson’s ideas.

.....

- 9 Use pages 8–9 of your textbook. The text boxes show different pressures faced by Lloyd George and Clemenceau at the Paris Peace Conference. Draw a line to match each pressure to the correct leader (you can link a box to both leaders if appropriate).



- 10 Study Source 5 on page 10 of your textbook. Select three quotes from the source as evidence that the Big Three were not going to agree with each other's demands for a peace settlement.

Quote 1:

Quote 2:

Quote 3:

• The Treaty of Versailles (pages 12–22)

- 11 Study pages 12–13 of your textbook to answer the following questions.

- What was the war guilt clause?
- What amount were reparations set at in 1921?
- What was meant by the term *Anschluss*?
- What happened to Germany's overseas colonies?
- How many soldiers was Germany allowed?
- How many battleships was Germany allowed?
- Which area of Germany was to be demilitarised?
- What organisation was set up to try to keep international peace?

1 KEY QUESTION 1: WAS THE TREATY OF VERSAILLES FAIR?

12 Study Figure 6 on page 12 showing the impact of the Treaty of Versailles on Germany territory. Complete the table below.

German territory	'Polish Corridor'			North Schleswig
Given to ...		Lithuania	France	

13 Which of the terms of the Treaty of Versailles below would the Big Three have been pleased and displeased with?

Term	Pleased	Displeased
Article 231, War guilt clause	<p>.....</p> <p>would have been pleased with this because</p> <p>.....</p> <p>.....</p>	<p>However,</p> <p>would have been displeased with this because</p> <p>.....</p> <p>.....</p>
Reparations	<p>.....</p> <p>would have been pleased with this because</p> <p>.....</p> <p>.....</p>	<p>However,</p> <p>would have been displeased with this because</p> <p>.....</p> <p>.....</p>
No air force	<p>.....</p> <p>would have been pleased with this because</p> <p>.....</p> <p>.....</p>	<p>However,</p> <p>would have been displeased with this because</p> <p>.....</p> <p>.....</p>
No overseas colonies	<p>.....</p> <p>would have been pleased with this because</p> <p>.....</p> <p>.....</p>	<p>However,</p> <p>would have been displeased with this because</p> <p>.....</p> <p>.....</p>
League of Nations	<p>.....</p> <p>would have been pleased with this because</p> <p>.....</p> <p>.....</p>	<p>However,</p> <p>would have been displeased with this because</p> <p>.....</p> <p>.....</p>

14 Study the diagram on page 15 of your textbook. Match the heads and tails in the table below to explain how the Germans reacted to the peace treaty.

Aspect of treaty	Reaction
Disarmament	Many Germans believed the peace settlement was not in keeping with Wilson's promises as Germans were forced to live in other countries, which went against self-determination.
German territories	Germany was not allowed to be represented at the Paris Peace Conference and the Treaty was forced on them – it was a dictated peace or 'Diktat'.
Fourteen Points	This took away large areas of industrial production such as the Saar region and took away their empire.
League of Nations	This caused hate and resentment as many Germans felt other countries had equal blame for the start of the war.
Reparations	This left Germany unable to defend itself from foreign invasion and knocked the pride of many Germans.
Non-representation	Germany was not invited to join until 1926 and so felt like an outcast among victorious powers.
War guilt	This left them bitter as the country was already close to being bankrupt from the huge war debt.

15 Study Source 7 on page 14 of your textbook. What does the source suggest about the attitude some people had towards the terms of the Treaty of Versailles?

16 Use pages 16–17 of your textbook to colour code the following statements as either political, economic or social impacts of the Treaty on Germany up to 1923. Colour code the key as well.

Political

☐

Economic

☐

Social

☐

Germany paid the first instalment of the reparations in 1921, but failed to pay in 1922, claiming it could not afford it.

The Kapp Putsch of 1920 was an attempt by the right-wing *Freikorps* to seize power as they hated the Treaty of Versailles.

In 1922, the German Foreign Minister, Walter Rathenau, was murdered by right-wing extremists.

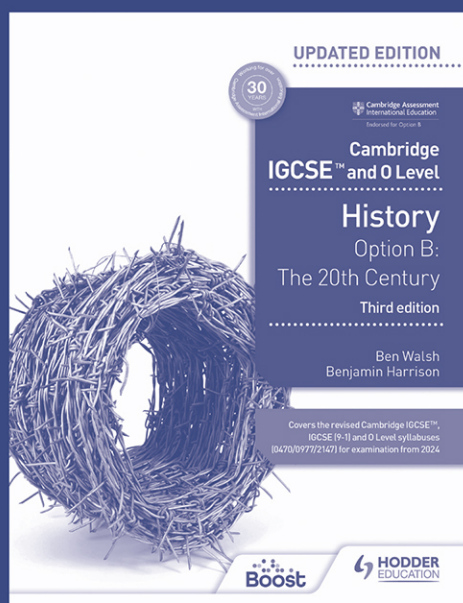
The French and Belgians invaded the Ruhr, which resulted in over 100 workers being killed and over 100,000 protestors being expelled.

Ebert ordered striking workers in the Ruhr to be paid by printing more money, leading to hyperinflation.

The Munich Putsch of 1923, led by Hitler and the Nazi Party, tried to seize power in Bavaria as a protest against the Weimar Government.

Reinforce learning and deepen understanding of the key concepts covered in the latest syllabus; an ideal course companion or homework book for use throughout the course.

- » Develop and strengthen skills and knowledge with a wealth of additional exercises that perfectly supplement the Student's Book.
- » Build confidence with extra practice for each lesson to ensure that a topic is thoroughly understood before moving on.
- » Build a strong understanding of the main events and the confidence to know how to use this knowledge.
- » Keep track of your work with ready-to-go write-in exercises.



Use with *IGCSE™ and O Level History 3rd edition*
9781398375055

For over 30 years we have been trusted by Cambridge schools around the world to provide quality support for teaching and learning. For this reason we have been selected by Cambridge Assessment International Education as an official publisher of endorsed material for their syllabuses.



Registered Cambridge International Schools benefit from high-quality programmes, qualifications, assessments and a wide range of support so that teachers can effectively deliver in the classroom. Visit www.cambridgeinternational.org to find out more.

This resource is endorsed by
Cambridge Assessment International Education

- ✓ Provides learner support for Option B of the Cambridge IGCSE, IGCSE (9–1) and O Level History syllabuses (0470/0977/2147) for examination from 2024.
- ✓ Has passed Cambridge International's rigorous quality-assurance process
- ✓ Developed by subject experts
- ✓ For Cambridge schools worldwide

