1 Hour History Exam in September 2020

In September, the one hour History exam will test some of the content that you learnt during and just before the lockdown of March 2020.

The paper will consist of a full Conflict and Tension section with 4 questions. **You do not need to revise the whole module, focus only on the topics in the table below:**

Topics to Revise	Books & Page Numbers	Internet Links / Moodle	Media / YouTube Links
Aims of the peacemakers; Wilson and the Fourteen Points; Clemenceau and Lloyd George; the extent to which they achieved their aims.	Kerboodle AQA Conflict & Tension book: -pages 8-11 -pages 24-5	http://vle.handsworth.bham.sch.uk/moodle/mod/folder/view.php?id=4134 https://www.history.com/topics/world-war-i/treaty-of-versailles-1#section_2 https://www.bbc.co.uk/bitesize/guides/zxq282p/revision/1 https://studyrocket.co.uk/revision/gcse-history-aqa/conflict-and-tension-1918-1939/what-were-the-aims-of-the-peacemakers-in-1918	https://www.bbc.co.uk/bitesize/guides/zq6pmnb/video https://www.bbc.co.uk/teach/class-clips-video/history-ks3-ks4-what-was-agreed-at-the-treaty-of-versailles/zjr96v4 https://www.bbc.co.uk/bitesize/clips/z9kb9j6 https://www.youtube.com/watch?v=vrYhLNQMRro
The League of Nations: its formation and organisation; its membership; the powers of the League; the contribution of the League to peace in the 1920s, successes and failures, such as the Aland Islands, Upper Silesia, Vilna, Corfu and Bulgaria.	Kerboodle AQA Conflict & Tension book: -pages 30-31 -pages 34-37	https://www.bbc.co.uk/bitesize/guides/z98xj6f/revision/1 https://www.bbc.co.uk/bitesize/guides/zsf439q/revision/1 https://www.johndclare.net/league_of_nations_TASIBO_VIMCOB.htm	https://www.youtube.com/watch?v=MWc5-thIkEQ https://www.podbean.com/media/share/dir-kknf6-8b421ee?utm_campaign=w_share_ep&utm_medium=dlink&utm_source=w_share https://www.johndclare.net/GilesHillPodcasts.htm
The Manchurian crisis, its consequences and the failure of the League to deal with Japan	Kerboodle AQA Conflict & Tension book: -pages 42-45	https://www.bbc.co.uk/bitesize/guides/z3x3nbk/revision/2 https://schoolshistory.org.uk/topics/world-history/interwar-period-c1918-1945/manchurian-crisis/#:~:text=General%20%26%20Teacher%20CPD-,Manchurian%20Crisis,the%20Chinese%20province%20of%20Manchuria.	https://www.youtube.com/watch?v=fYGsdC7Sg38 https://www.bbc.co.uk/programmes/p00x6rwr https://www.youtube.com/watch?v=hStmrz3N46U
Reasons for and against the policy of appeasement;	Kerboodle AQA Conflict &	https://www.bbc.co.uk/bitesize/guides/ztydcwx/revision/1 https://www.bbc.co.uk/bitesize/guides/z3jhw6f/revision/2	https://www.bbc.co.uk/bitesize/clips/zx44d2p https://www.bbc.co.uk/bitesize/clips/zc22tfr https://www.bbc.co.uk/bitesize/clips/zsjjmp3

the Sudeten Crisis and Munich; the ending of appeasement.	Tension book: -pages 68-77	https://www.bbc.co.uk/bitesize/guides/z78b7nb/revision/1 https://www.educationquizzes.com/gcse/history/world-war-one-aftermath-1933-1938-the-policy-of-appeasement/	https://www.youtube.com/watch?v=fmyecSXOla8
Hitler's foreign policy aims: German rearmament, including conscription; the Stresa Front; Rhineland, Anschluss, and Czechoslovakia	Kerboodle AQA Conflict & Tension book: -pages 54-55 and 58-67	https://www.bbc.co.uk/bitesize/guides/znxdnrd/revision/1 http://www.historyhome.co.uk/europe/hitfor.htm https://www.johndclare.net/RoadtoWWII1_IGCSEnotes.htm https://www.johndclare.net/GilesHillPodcasts.htm	https://www.bbc.co.uk/bitesize/clips/zyww2hv https://www.bbc.co.uk/bitesize/clips/zhns34j https://www.bbc.co.uk/bitesize/clips/zwvvr82 https://www.bbc.co.uk/bitesize/clips/zgttsbk
The Saarland	Kerboodle AQA Conflict & Tension book: -page 59	https://www.johndclare.net/RoadtoWWII3_Saar.htm	https://www.youtube.com/watch?v=9KNdX0IOVJs
The role of the USSR and the Nazi-Soviet Pact	Kerboodle AQA Conflict & Tension book: -pages 79-81	https://www.bbc.co.uk/bitesize/guides/z8dnxsg/revision/1 https://schoolshistory.org.uk/topics/world-history/interwar-period-c1918-1945/nazi-soviet-pact/ http://www.johndclare.net/RoadtoWWII8.htm	https://www.youtube.com/watch?v=iCXaC0TVDbY

Types of Questions

1) Study **Source A. Source A** is …. How do you know?
Explain your answer by using **Source A** and your contextual knowledge. (4 marks)

2) Study **Sources B** and **C**.
How useful are **Sources B** and **C** to an historian studying …?
Explain your answer using **Sources B** and **C** and your contextual knowledge. (12 marks)

3) Write an account of how the …. led to... (8 marks)

4) The … was the main reason for the outbreak of the Second World War in 1939.' How far do you agree with this statement? Explain your answer. (16 marks, 4 SPaG)

Conflict and Tension 1918-1939 – Example Paper

Answer all four questions. You are advised to spend ONE HOUR on these four questions.

Source A - A political cartoon on the League of Nations by John T. McCutcheon for the 'Chicago Tribune,' in April 1920. The U.S. stays out of it while other nations plant seeds for future wars in the League of Nations.

Source B - A cartoon published in Australia in 1919 entitles 'Peace and Future Cannon Fodder'

The Tiger: "Curious! I seem to hear a child weeping!"

Source C - From Edward M. House's personal diary, 29th June 1919. House was an American diplomat, politician and advisor to Woodrow Wilson. He was Wilson's chief advisor at the Paris Peace Conference in 1919.

> Looking at the conference in retrospect there is much to approve and much to regret. It is easy to say what should have been done, but more difficult to have found a way for doing it. The bitterness engendered by the war, the hopes raised high in many quarters because of victory, the character of the men having the dominant voices in the making of the Treaty, all had their influence for good or for evil, and were to be reckoned with.

1. Study **Source A.**

Source A is critical of the League of Nations. How do you know?

Explain your answer by using **Source A** and your contextual knowledge. (4 marks)

2. Study **Sources B** and **C**.

How useful are **Sources B** and **C** to a historian studying opinions about the Treaty of Versailles?

Explain your answer using **Sources B** and **C** and your contextual knowledge. (12 marks)

3. Write an account of how the invasion of Abyssinia in 1936 increased international tension. (8 marks)

4. 'The invasion of Czechoslovakia in March 1939 was the main reason for the outbreak of the Second World War in 1939.'

How far do you agree with this statement?

Explain your answer. (16 marks, 4 SPaG)

Conflict and Tension 1918-1939 – 2018 Paper

Answer all four questions. You are advised to spend ONE HOUR on these four questions.

Source A - A cartoon published in Britain in 1919. The figures represent the leaders of Britain, Italy, France and the USA. Cannon Fodder means men that will be killed in battle. 'The Tiger' was a nickname for Clemenceau.

The Tiger: "Curious! I seem to hear a child weeping!"

Source B – Winston Churchill speaking in the House of Commons in October 1938 after the Munich Conference. Churchill was a leading British politician.

Appeasement has been totally defeated. The Munich agreement has abandoned Czechoslovakia. This is a disaster for Great Britain and France. There can never be friendship between British democracy and an aggressive pitiless and murderous Nazi government. The danger still exists and now we will pay the price for pursuing good intentions, avoiding a fight and neglecting our air defences.

Source C – A British cartoon published in September 1939 commenting on the Nazi-Soviet Pact.
The standing figures represent Hitler and Stalin. The figure on the ground represents Poland.

1. Study **Source A.**

Source A is critical of the Versailles Treaty. How do you know?
Explain your answer by using **Source A** and your contextual knowledge. (4 marks)

2. Study **Sources B** and **C**.

How useful are **Sources B** and **C** to an historian studying the causes of World War II?
Explain your answer using **Sources B** and **C** and your contextual knowledge. (12 marks)

3. Write an account of how the remilitarisation of the Rhineland increased international tension. (8 marks)

4. 'The main reason why the League of Nations could not stop aggression in the 1930s was because the USA was not a member.'

How far do you agree with this statement?
Explain your answer. (16 marks, 4 SPaG)

How to answer questions on Conflict and Tension, 1918-1939.

Questions 1 and 2 are based on evaluating Sources of evidence.

- **Question 1 – select information from the Source to explain its opinion. (4 marks, 5 minutes)**

You can use parts of the image, the title of the image and any words in the image.

- Select one part of the source that links to the opinion in the question. Write one sentence about this.
- Add another sentence using factual knowledge to explain the meaning of this.
- Repeat for a second part of the source.
- For this question, both the content and provenance can be used.

EXAM BOARD EXAMPLE:

Source A opposes Germany because Britain and France are showed as policemen whereas Germany is shown as a criminal with an unpleasant face. This is because Germany was blamed for starting the war and was made to sign the war guilt clause. Also in the picture the background is in ruins because it shows the amount of damage Germany had done by the end of the war.

- **Question 2 – evaluation of the utility of the opinions of two Sources. (12 marks, 15 minutes)**

You will need to use both the **CONTENT and PROVENANCE** of the two sources to get Level 4.

The question will usually ask how useful the sources are to a historian studying a particular topic. However, the sample question asks how useful the sources are to a historian studying OPINIONS about a topic. This will affect how you write about the provenance a little.

- Summarise the CONTENT of Source B in one sentence, related to the topic in the question.
- Use the source content and your factual knowledge to write one or two more sentences to explain the meaning and how accurate the source content is. Try to include the phrase 'this is useful because…'
- Next refer to the PROVENANCE of the source to explain how useful the author's opinion is. Consider some of the following - time of writing; who the authors are and where they were from; the authors' job, belief, knowledge, access to information and circumstances; the purpose of the interpretations and the audience they were aimed at. **How do these affect the usefulness of what the author writes /draws and their opinion?**

- Repeat for Source C.
- You could add a sentence to show how useful the sources are together. Example: "So the sources both show blame for the harshness of the Treaty of Versailles was put on Clemenceau as leader of France, even by some people in countries which had fought on France's side in the war." (One was the vampire picture, German, and the other was a British economist.) It is OK to be judgemental between the sources but finding what they have in common is easier the exam board says.

EXAM BOARD EXAMPLE:

Source B shows a vampire, Clemenceau, draining a weak looking Germany while two bats look on, representing Britain and the USA. This shows an opinion that Clemenceau was harsh at the Treaty of Versailles. A lot of the farming and industrial land in France was ruined during the war so he thought that the terms of Versailles were fair, particularly those that gave German land to France, such as Alsace Lorraine. The source wanted to show that Germany was a victim of the Big Three. This is useful because it was printed in a German newspaper which suggests that it was the opinion of many Germans in 1919. They saw Germany as a victim of the 'dictat', and were outraged by the £6.6 billion they had to pay in reparations and losses to the German military, so they blamed Clemenceau for the damage done to them.

Source C is describes attitudes of the Big Three in the Treaty of Versailles. The content is useful for opinions because it argues that the Big Three were only acting out of self-interest at Versailles. For example, Clemenceau wanted revenge and Lloyd George wanted to make himself popular for an election. The provenance is also useful because JM Keynes worked for the British government, which meant that he knew a lot about the treaty and the people who were there. He resigned in protest, so the book must have been published to turn people against the treaty. So, even though Lloyd George was treated like a hero in Britain after the treaty was signed, C is useful because it shows that not all British people liked the treaty.

Questions 3 and 4 require knowledge and analysis of historical events leading to judgements.

- **Question 3 – a narrative explanation of the causes or consequences of an event with mini judgements about how significant each cause or consequence was. (8 marks, 10 minutes)**

- Identify one relevant main reason in an opening sentence. (Link to the focus in the question – eg. 'international crisis.')
- Give detailed factual knowledge on this reason, explaining the cause and particularly the sequence of consequences of it. For **Level 4**, explain *why* these caused international crisis.
- REPEAT for a second main point.

EXAM BOARD EXAMPLE:

One way that events in Manchuria became an international crisis was because Britain and France felt let down by Japan's invasion of Manchuria. As a permanent member of the League, Japan should not have committed aggression. This meant that the League was in difficulties because it couldn't be seen to let Japan get away with it. They set up the Lytton Commission, which reported that Japanese forces should not have occupied Manchuria, which was a international crisis because Japan walked out of the League in fury.

Another way that events in Manchuria lead to an international crisis was because it took the League so long to react. It took Lord Lytton a long time to travel to Japan, which meant that it the League did not respond until a whole year after the invasion and Japan got to keep Manchuria**.** This was an international crisis because one of the League's aims was to discourage aggression and the members were supposed to trust that the League would protect them. However after the Manchurian crisis the League was no longer respected, because it showed that it couldn't deal with more powerful countries, which led to more aggression later by Italy and Germany in Abyssinia and the Sudetenland.

- **Question 4 – essay question explaining 3 factors (causes or consequences usually) leading to a judgement about which was most significant. (16 marks, 25 minutes) 4 marks SPAG too!**

- Begin with a one sentence outline answer to the question.
- Next, write a very brief topic sentence for the **factor named in the question**. Describe what this factor was (and its cause if relevant).
- Explain clearly *how* this factor led to the issue in the question (eg. WW2, failure of League)
- Repeat for a **second factor**. You could begin with a sentence to start to show comparative judgement (eg. However, _____ was a more significant cause because it led to …)
- IF YOU HAVE TIME after doing the first two thoroughly, repeat for a **third factor**.
- **ONLY IF YOU HAVE FULLY EXPLAINED AT LEAST TWO FACTORS,** for Level 4 (top 4 marks) do a comparative judgement. Explain the **connections between the causes** to reach a **judgement** on which was the **most** significant.

(Example: "The military terms of the Treaty of Versailles caused huge resentment amongst the people of Germany and did lead to the invasion of ONE part of Germany, the Ruhr. However, the economic consequences of the reparations and land loss had a huge impact on ALL Germans who were left to pay high taxes and

face poverty and starvation for years. Therefore, military terms are not the most significant factor why Germans hated the Treaty."

Example: "The Nazi-Soviet Pact was not the most important cause of the outbreak of WW2. Although the Nazi-Soviet Pact was the trigger for war against Poland, the principal underlying cause was the aggressive foreign policy of Hitler. Without this, re-armament would not have taken place and earlier take-overs of Austria and Czechoslovakia would not have happened. Without a strong and expanding Germany, Stalin would not have made the Nazi-Soviet Pact that led to WW2.")

EXAM BOARD EXAMPLE:

The Nazi-Soviet Pact was a cause for the outbreak of war. The pact was between Germany and USSR, and it said that they would not attack each other if there was war. Also Poland would be split half and half between them. This made the invasion inevitable and also gave Russia some time to build up its defences and its army. The invasion was inevitable because Germany knew that they could invade Poland without having to fight Russia. Britain and France promised Poland that they'd defend them, so when Germany invaded in September 1939 Britain, France and Germany all declared war on each other that would last for six years.

Some historians argue that appeasement was the main cause. Neville Chamberlain and France had given Hitler chances before Germany invaded Poland and didn't stand up to him, which made him more aggressive because he wanted more lebensraum. For example, the re-militarisation of the Rhineland was not opposed, which led to Hitler invading other lands, like when Germany annexed Austria the year before because he knew that he wouldn't be challenged. Finally, when Germany took over the Sudetenland, Britain and France had agreed to let him keep the land at the Munich conference, and Hitler betrayed that agreement when he took over the rest of Czechoslovakia. Therefore, appeasement led to the invasion of Poland and the start of the war because Hitler thought that France and Britain would stay out of it again, like they had in 1938.

Hitler's aims were also a reason because Hitler would only have been able to achieve his aims by starting a war. He wanted to destroy the Treaty of Versailles and get lebensraum for the German people, which meant that he had to take over land in Poland and Czechoslovakia because that was where the land was. The League of Nations couldn't stop him after it failed in the Abyssinian crisis when Italy invaded Abyssinia in 1936 and the League of Nations only gave a moral sanction to Italy and Mussolini took the whole country. This meant that Hitler wasn't afraid to act aggressively because he saw that the League was not able to deal with invasions, which gave him a reason to invade Poland and start the war.

In conclusion, the Nazi-Soviet Pact was important but not the most important reason for war in 1939. Appeasement was the most important reason for war because it made

Hitler more aggressive in achieving his aims because he knew that his biggest rivals were afraid to stop his army, like they showed when he invaded the Sudetenland. This is why he signed the Nazi Soviet Pact, because it gave him permission to invade Poland which he wouldn’t have done if he was afraid of Britain and France.