



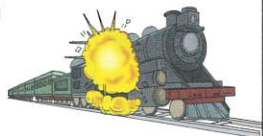



<p>Ineffective trade sanctions</p> 		
<p>Absence of powerful countries such as the USA</p> 		
<p>Slow and inefficient decision-making</p> 		
<p>Self-interest of dominant members such as Britain and France</p> 		
<p>Manchurian crisis</p> 		
<p>Abyssinian crisis</p> 		

b Next, **explain** why each reason led to the failure of the League. Think about the impact: how did it affect the League's reputation, prove that it could not achieve its aims, or convince others that they could threaten war without the League taking action?

c Use your ideas from parts **a** and **b** to have a go at the exam question. Remember, you don't have to explain every factor. Explain the one from the question, but then aim to explain two others.

EXAMINER TIP

In order to achieve Level 2 or higher in this type of question, you need to explain your ideas. Writing in PEE paragraphs will help:

- First make your **point**. What reason for the League's failure will you look at in the paragraph? You should examine the reason mentioned in the question as well as other possible reasons.
- Next, illustrate your answer with **evidence**. Make sure your evidence is specific and relevant. Giving details like dates, names, places and statistics can help.
- Finally, **explain**. Link your evidence back to the question. You might want to come up with a 'magic sentence' to use at the end of every paragraph to keep your ideas focused on the question. In this answer your magic sentence could be 'this meant the League failed because ...'.

REVISION SKILLS

Try using a memory aid like a mnemonic or an acronym to help you remember the reasons for the League's failure. Look at the factors given on the table – how could you remember these?



RECAP

Hitler's aims

Hitler became chancellor of Germany in 1933. His foreign policy aims are summarised below:

- **L**ebensraum
- **O**verturn Versailles
- **U**nite German speaking people (*Volksdeutsche*) in a Greater Germany (this included *Anschluss*)
- **D**estroy Communism
- **R**earmament



REVISION SKILLS



Saying that Hitler's demands grew 'LOUDer' might help you to remember his aims in the exam.

REVIEW



You can remind yourself what these terms mean by looking back to page 14.

The reaction of Britain and France

Britain and France did not want to start another war, so they let Hitler get away with breaking the Treaty of Versailles, even though it was international law. They did this because:

- they needed time to rearm; their armies were not big enough to fight and win a war
- many people in Britain thought that Hitler was being reasonable because the Treaty of Versailles had been too harsh
- they were concerned about the USSR and thought that Hitler could be a valuable ally against Communism
- countries could not afford to go to war during the Depression and their governments were preoccupied with problems at home
- people could remember the horrors of the First World War: they did not want another war
- the policy followed by Britain and France from 1937 is known as appeasement: they tried to give Hitler what he wanted in the hope of preventing a war.

REVIEW



The impact of the Depression is explored in more detail on page 40.

The reaction of the USSR and the USA

Joseph Stalin, the leader of the USSR, was worried by Hitler's determination to destroy Communism and by 1935 he was willing to put aside concerns about Britain and France in order to sign a mutual assistance treaty with France. Stalin would work with the allies to protect the USSR from Hitler.

The USA followed a policy of isolationism during the Depression. In 1934, a poll said that 70% of Americans did not want to get involved if a second war in Europe broke out.



APPLY

SOURCE ANALYSIS

SOURCE A Adapted from *Mein Kampf*, written by Adolf Hitler, 1925:

What a use could be made of the Treaty of Versailles! How each of its points could be branded into the hearts and minds of the German people until they find their souls aflame with rage and shame, and a will of steel is forged with the common cry, 'We will have arms again!'



APPLY

SOURCE ANALYSIS

▼ **SOURCE B** A British cartoon from 1938; the cartoon is called 'Nightmare waiting list'



- Look at **Source B**. Find the following features:
 - 'All Germans everywhere are mine'
 - 'ghosts' holding signs that say 'Polish-Germans Crisis', 'Hungarian-Germans crisis' etc.
 - a swastika – the Nazi flag
 - 'ghosts' with signs that read 'British Empire Germans Crisis' and 'USA Germans Crisis'
 - Hitler.
- Why do you think the 'ghosts' representing the British and USA German Crises are positioned where they are?

- EXAM QUESTION** Study **Source B**. **Source B** is critical of Hitler's foreign policy aims. How do you know? Explain your answer using **Source B** and your contextual knowledge.

- Look at **Source A**. Which of Hitler's foreign policy aims is **Source A** about?

- EXAM QUESTION** Study **Sources A** and **B**. How useful are **Sources A** and **B** to a historian studying the causes of the Second World War?

REVISION SKILLS



It might help you to remember that whenever you are dealing with sources you have to remember the 'three Cs':

Content – what evidence is there in the source to support your ideas?

Context – what do you know about the events that explain the ideas in the source?

Comment – make sure all your comments are relevant to and focused on the question.

EXAMINER TIP



Timing is really important. Don't spend too long on questions that are worth 4 marks, as you might run out of time on later questions that are worth more marks. It's a good idea to practise writing answers in the time you'd get in the exam – around five minutes is about right for a 4-mark question like this one.

EXAMINER TIP



In the exam you will be asked how useful two sources are. Don't forget to think about how the sources link to your own knowledge of events, and use the provenance [remember TAPAS!] to analyse how useful the sources are.



RECAP

The road to war

The Second World War broke out in early September 1939. Read through the following events leading up to the war and think about how each one raised tension and contributed to the war's outbreak.

Event

1933: Hitler leaves the Disarmament Conference

The League of Nations held a conference encouraging all nations to disarm. When Hitler became chancellor he said he would disarm if everyone else did. If they didn't then he would disarm to the same level as France. When France refused Hitler stormed out of the conference and pulled Germany out of the League of Nations.

Reaction

There was very little the allies could do. Hitler claimed that he had acted in a reasonable and fair way and that it was the French who were being unreasonable.



1934: The Dollfuss Affair

Fearful that Hitler would try to unite with Austria in *Anschluss*, the Austrian chancellor, Engelbert Dollfuss, banned the Nazi Party in Austria. Hitler ordered Nazis to cause havoc in Austria and they murdered Dollfuss.

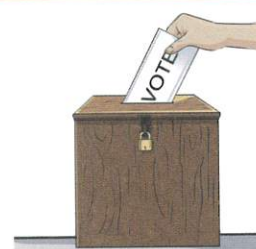
Mussolini moved his army to the Austrian border in support of Austria. Hitler was not ready to fight so he backed down.



13 January 1935: The Saar plebiscite

Under the Treaty of Versailles, the Saar had been controlled by the League of Nations for 15 years. In 1935, a plebiscite took place to decide whether Germany or France should control the area. 90% voted for Germany and Hitler used this as propaganda.

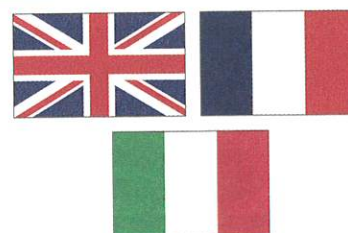
Hitler gained valuable resources, like the coalfields of the Saar, and there was nothing anyone could do as the plebiscite was fair and legal.



March 1935: Rearmament

Hitler held a rally where he announced that he had been rebuilding the German army and was reintroducing conscription. He had also started to develop the Luftwaffe – an air force.

In April 1935 Britain, France and Italy agreed that they would work together against Hitler as the Stresa Front.



June 1935: Anglo-German Naval Agreement

Britain signed an agreement allowing Germany to have a navy that was 35% of the size of the British navy.

Hitler realised that Britain was allowing him to break the terms of the Treaty of Versailles.



SUMMARY

- Hitler's foreign policy aims meant he needed to invade other countries; to do this he would need to build an army and to break the terms of the Treaty of Versailles.
- Other countries were reluctant to intervene. Between 1933 and 1935 there was very little anyone could do to stop Hitler from taking actions that would lead to war.



APPLY

HOW FAR DO YOU AGREE

- a Which of Hitler's aims did he try to achieve in the following events? Copy the table below and complete the second row.
- b Which of the terms of the Treaty of Versailles was Hitler trying to break in each event? Add these to the third row.

	Dollfuss Affair	Saar plebiscite	Rearmament	Anglo-German Naval Agreement
Hitler's aim(s)				
Term(s) violated				



'Hitler's foreign policy aims were the main cause of the outbreak of the Second World War.' How far do you agree with this statement?

EXAMINER TIP



There are other causes of the outbreak of the Second World War. Plan two paragraphs to explain how Hitler's foreign policy contributed to the outbreak of the Second World War. Add another paragraph to this answer after you have read pages 51–52 about appeasement.

SOURCE ANALYSIS



THE BOY WHO SHOULDN'T GROW UP.

JOHN BELL. "THERE'S YOUR NEW NAVY SUIT. NOW YOU MUST PROMISE ME YOU WON'T GROW OUT OF IT."
GERMANY. "WELL, AT ALL EVENTS I'LL PROMISE NOT TO UNLESS YOU GROW OUT OF YOURS."

SOURCE A A British cartoon from 1935; the sailor in the foreground is Britain, next to him is Germany, and France is sulking in the background

- a Label at least five features of **Source A**. Explain why the cartoonist has used this symbolism.

- b **Source A** criticises the Anglo-German Naval Agreement. How do you know?



EXAMINER TIP



Always read the whole question carefully – it will give you clues about what to include. Here, it is important that you use evidence from the source but also your own knowledge about the event. Why did people criticise Britain for signing this agreement?



RECAP

Why did Hitler remilitarise the Rhineland?

The Treaty of Versailles had forced Germany to demilitarise the area of the Rhineland on the border between Germany and France. Hitler wanted to take *Lebensraum* in east Europe, but to do this he would have to invade other countries. He knew France and Britain were likely to declare war if he did this, so he had to protect his western borders by **remilitarising** the Rhineland.

Hitler's big risk

German generals had advised Hitler that the army was not strong enough to fight if Britain or France chose to challenge it.

German financial ministers warned Hitler that if his plan failed he would have to pay huge fines, which Germany could not afford.



1935: The Franco-Soviet pact was signed – a deal between France and the USSR in which each agreed to assist the other if attacked; as a result, Hitler claimed he was under attack from France in the west and the USSR in the east.

7 March 1936: Hitler's troops entered the Rhineland, many rode on bicycles and there was no air support.

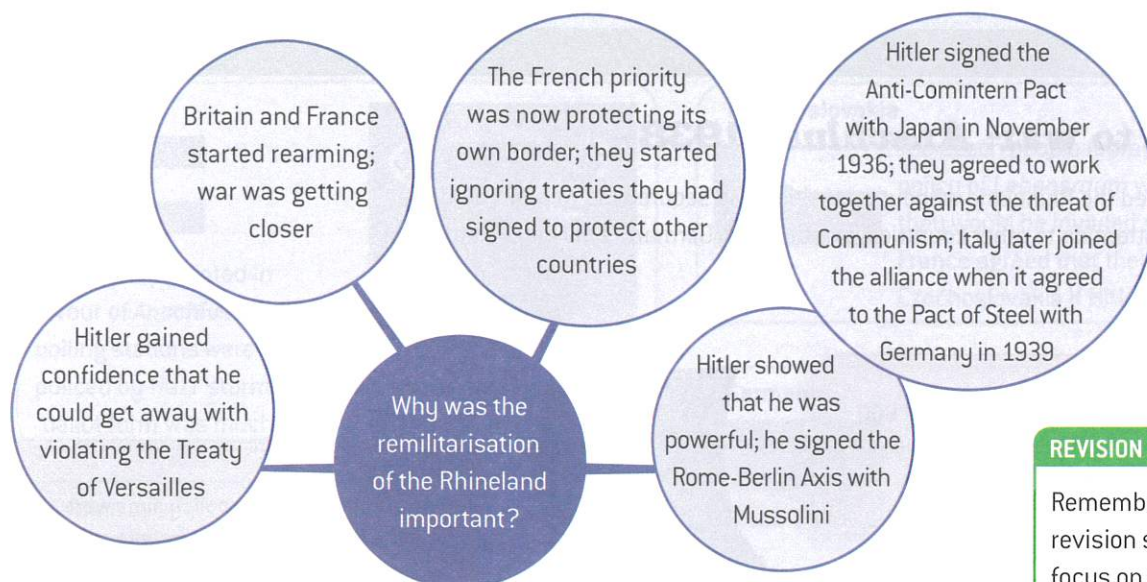
Civilians in the Rhineland greeted the troops with flowers.

Why didn't anyone stop Hitler?

Britain	France
Depression causing problems at home meant Britain was reluctant to do anything	Politicians were distracted as they were fighting a general election
British people said there was no need to stop Hitler from 'marching into his own back garden'; many felt that Hitler had a right to defend his own borders and that this area was rightfully his	Much of the French army was in Tunisia in case they needed to intervene in the Abyssinian crisis
The British leadership was preoccupied with the Abyssinian crisis	Many believed that the German army entering the Rhineland was bigger than it was – they thought this was a battle they would not win

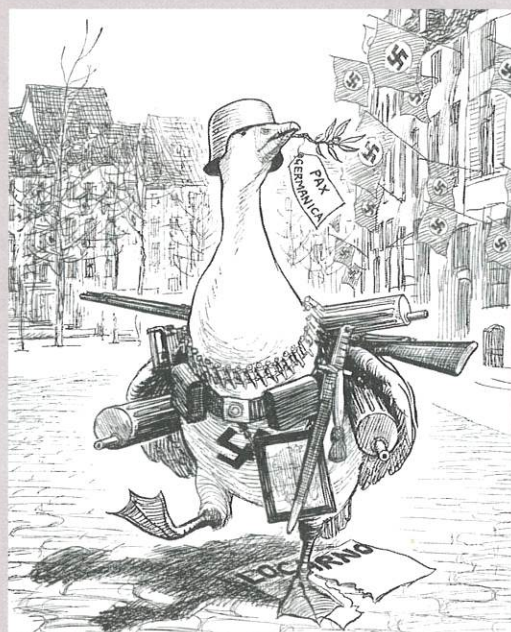
REVIEW

For more details on the Abyssinian crisis look back to pages 36–37.



APPLY

SOURCE ANALYSIS



SOURCE A A British cartoon from 1936, called 'The Goose Step'; this was the name for a type of march that Nazi troops used at parades; 'Pax Germanica' means 'German peace'

- What evidence can you find in **Source A** that suggests that Hitler claimed he was acting in peace?
- What evidence can you find to show that the cartoonist does not agree that Hitler's actions were peaceful?

EXAM QUESTION **Source A** criticises Hitler's remilitarisation of the Rhineland. How do you know? Explain your answer using **Source A** and your contextual knowledge.

REVISION SKILLS

Remember that your revision shouldn't just focus on what happened and when: try to think about *why* events were important too, as this will help you to analyse ideas in your answers.

EXAMINER TIP

You need to use the source and your own knowledge to explain your answer – what can you see in the cartoon that shows that Hitler wanted war? Link these symbols to Hitler's remilitarisation of the Rhineland – what did he do and how could this have led to war?

EXAMINER TIP

In the exam you may be asked to write an account of how an event became or caused an international crisis. Make sure you always read questions carefully and plan your answers so that they focus on the central event in the question.

WRITE AN ACCOUNT



Write an account of how Hitler's remilitarisation of the Rhineland contributed to international tension in 1936.

- Identify five key words that you might need to use when answering the exam question above.
- Now have a go at answering the question in full.



RECAP

The road to war: *Anschluss*, 1938

Having remilitarised the Rhineland without opposition and secured his western borders, Hitler turned his attention to other countries, starting with Germany's old ally, Austria.

1

Germany had been ruled by Austria for 600 years, but in the Treaty of Versailles they were forbidden to unite.

3

In 1934, Hitler had Austrian Nazis murder Dollfuss, the Austrian chancellor, but backed down when Mussolini moved troops to the Austrian border.

5

Hitler's puppet, Seyss-Inquart, was appointed as minister for the interior, with full power over the police in Austria. He now had full control of the Austrian police force, who turned a blind eye to Nazi terrorist attacks on the Austrian government.

7

Hitler made Seyss-Inquart the new chancellor. Seyss-Inquart was a Nazi 'puppet' – Hitler controlled him. He claimed that Austria was in a state of chaos and asked Hitler to restore order, and so on 12 March Nazi forces entered Austria. Crowds of Austrians gathered in the streets to cheer the Nazi soldiers' arrival.

2

Two of Hitler's foreign policy aims were to unite German-speaking people and to destroy the Treaty of Versailles.

4

In 1938, Austrian Nazis planned to get rid of the new chancellor, Schuschnigg, but police discovered and stopped this plot. Austrian Nazis were imprisoned, but Schuschnigg still felt vulnerable. He met with Hitler and agreed to give key positions in the Austrian government to Nazis in return for Hitler's support.

6

Schuschnigg planned a plebiscite to prove that the people of Austria did not want to be ruled by Hitler, but Hitler demanded that this be delayed and then forced Schuschnigg to resign.

8

On 10 April the plebiscite was held, and the Nazis won 99% of the vote.

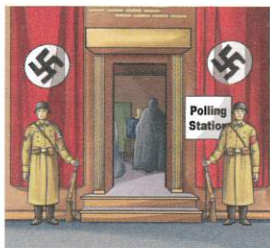


How did people react to *Anschluss*?

Austria



99% of people voted in favour of *Anschluss*, but polling stations were heavily policed by Nazi 'stormtroopers', and the 'yes' box on the ballot form was much larger than the 'no' one!



Czechoslovakia



The Czech people feared that Hitler's policy of *Lebensraum* would mean that they would be invaded next. Britain and France agreed that they would protect Czechoslovakia if Hitler did invade.

Britain



Some British people had decided that the Treaty of Versailles was too harsh on Germany, and since they thought that Germany and Austria were essentially the same country, they felt that Hitler should be allowed to unite the two.

France



Two days before Hitler's invasion the whole government had resigned. France was in no position to get involved.

Germany



Hitler was able to use *Anschluss* as a great propaganda victory. The German people were delighted to be uniting with their Austrian neighbours, and could see that Hitler was achieving his foreign policy aims of *Volksdeutsche* and creating a Greater Germany.

Anschluss meant that Hitler's next steps on the road to war were more easily achieved: he could now use the Austrian army; he could access the east much more easily through Austria; and the Sudetenland of Czechoslovakia was now bordered by Germany (and Austria) on three sides.



APPLY

WRITE AN ACCOUNT

- Create a timeline that summarises the events between 1934 and 1938 that led to *Anschluss*.
- Why was each event important? Think about the impact it had on Hitler and other countries when you explain your answer.



Write an account of how Hitler's attempts to unite Germany with Austria contributed to international tension between 1934 and 1938.

REVIEW



To remind yourself of other events leading to *Anschluss*, such as the Dollfuss Affair, look back to Chapter 7.

EXAMINER TIP



Lots of students lose marks because they simply describe what happened, rather than explaining their ideas. This activity will help you to develop the skill of explaining the importance of events, which will help you in the 'write an account' exam question.

EXAMINER TIP



Look carefully at any dates in an exam question – they'll tell you what to include, so when you revise make sure you learn the dates of key events.

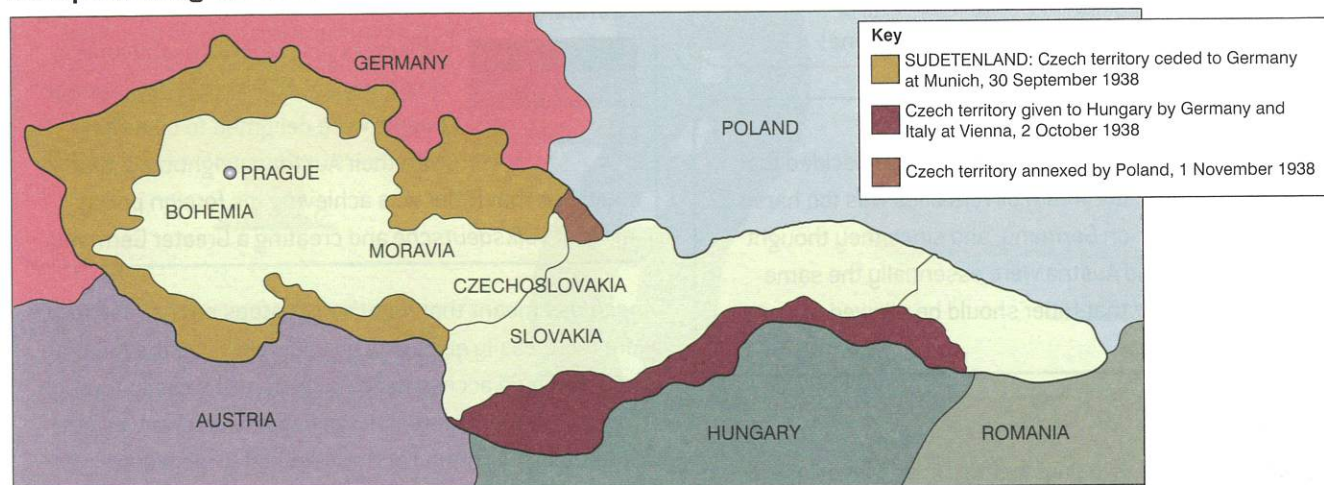


RECAP

The Sudeten Crisis, 1938

Hitler had taken many steps on the road to war and was getting more and more confident that he could do as he pleased without anyone trying to stop him. None of his actions had been violent, but his next step was to change this.

A map showing the Sudetenland



The Sudetenland was part of Czechoslovakia, on the German border.

Hitler planned to take *Lebensraum*.

Czechoslovakia's main defences were in the Sudetenland, so taking it would allow Hitler to invade the whole country. There were natural resources and factories in the area that Hitler could utilise in his war effort.

Czechoslovakia had been created at the end of the First World War. Hitler felt that the invasion of Czechoslovakia would be another step towards destroying the Treaty of Versailles.

About 20% of the Sudeten population was German. In May 1938, Hitler claimed they were being persecuted and used this as an excuse to attack.

Chamberlain meets Hitler, 15 September 1938

- Chamberlain flew to Berchtesgarden to meet Hitler.
- Chamberlain wanted to **appease** Hitler to prevent war, so agreed to allow Hitler to take the Sudetenland so long as his actions were peaceful.
- Chamberlain then met with the Czechs and forced them to agree to Hitler's terms.
- On 22 September, Chamberlain met Hitler at Bad Godsberg, where Hitler changed his demands: the Sudetenland would be handed over to him by 1 October and Hungary and Poland must also be given Czech land.

The Munich Conference, 29 September 1938

- Chamberlain, Hitler, Mussolini and Daladier (the French president) met in Munich.
- They accepted the demands Hitler had made at Bad Godsberg.
- Chamberlain and Daladier said they had prevented war, as Hitler promised not to take any more land. Chamberlain said he had 'guaranteed 'peace in our time'.
- The Czechs were not consulted.
- The USSR was not consulted. This made Stalin think that he could not trust Britain and France.

Hitler invades the Sudetenland, 10 October 1938

Troops marched in, but unlike events in the Rhineland and Austria, the Czechs saw this as a real military invasion.

This was first time Hitler had invaded a country that had never previously been united with Germany.

Hitler completed his invasion of Czechoslovakia in 1939. He had broken the promises he had made at the Munich Conference and Chamberlain had to accept that his policy of appeasement had failed.



APPLY

SOURCE ANALYSIS



SOURCE A A Russian cartoon from 1938; the caption reads 'Onwards to the east!' and the 'meat' on the plate is labelled Czechoslovakia

SOURCE B Adapted from a note from General Ismay, the Secretary of the Committee of Imperial Defence, to the British Cabinet, sent on 20 September 1938:

If Germany swallows up Czechoslovakia it will enhance German military prestige, increase German potential for war, and enable Germany to deploy stronger land forces against France and ourselves than can be done at present.

- Look at **Source A**. There are four characters in the cartoon, representing Britain, France, the USA and Germany. Label the cartoon to show which figure represents each country and write a short sentence to explain why they appear as they do.
- Read through **Source B**, and highlight every reason given for Hitler's wanting the Sudetenland.

c



Study **Sources A** and **B**. How useful are **Sources A** and **B** to a historian studying the reasons Hitler invaded Czechoslovakia?

EXAMINER TIP



Remember that the examiner is looking for positive evaluation – the sources will be useful. Work out how each source links to what you know about events, and make sure that you deal with both sources.



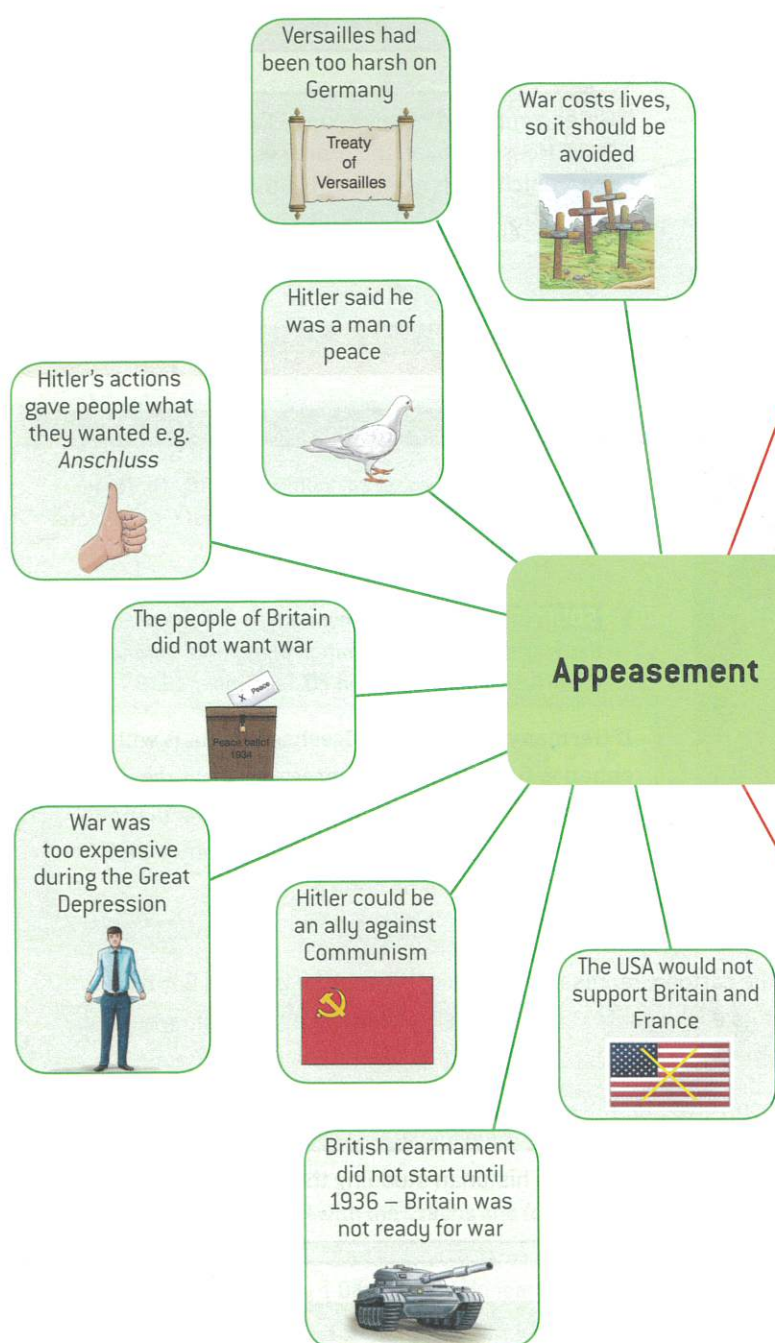
RECAP

The ending of appeasement

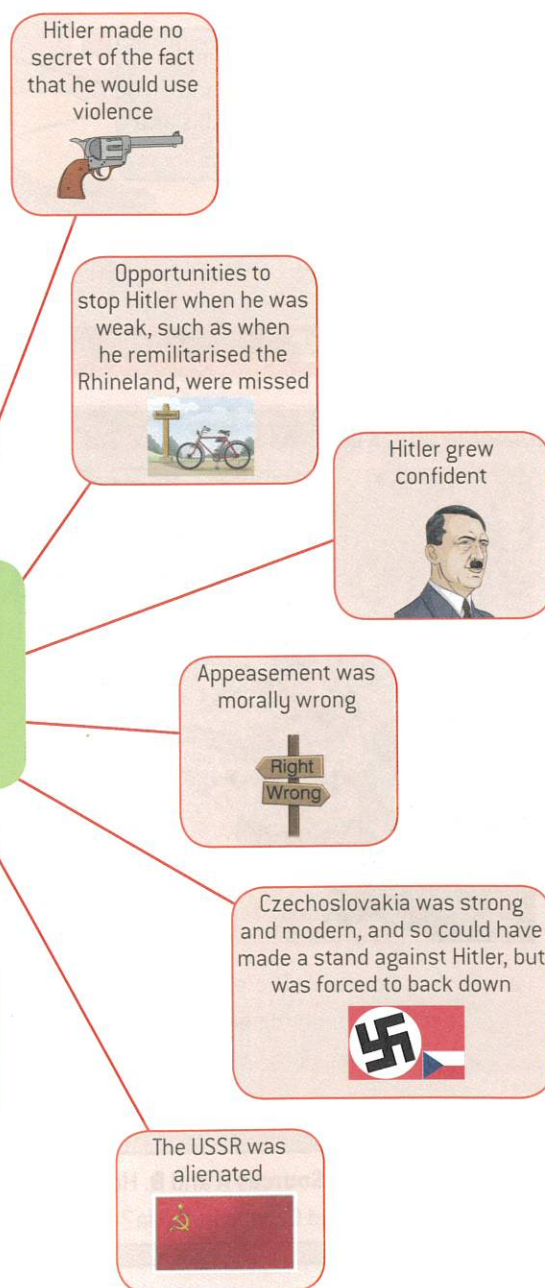
Hitler had grown confident that no one would stop him from taking over wherever he wanted. However, when he invaded Czechoslovakia other countries finally realised that appeasing him was not working. Many historians have argued that the policy of appeasement was a big mistake.

Arguments for and against appeasement

FOR



AGAINST



SUMMARY

- Hitler's foreign policy meant he would invade other countries.
- However, Britain and France were reluctant to go to war, so followed the policy of appeasement.
- This taught Hitler he could do as he wanted and so Europe got closer to war, as he remilitarised the Rhineland, forced *Anschluss* on Austria, invaded the Sudetenland, and then took the rest of Czechoslovakia.



APPLY

SOURCE ANALYSIS

▼ **SOURCE A** A British cartoon from 3 October 1938; Chamberlain is facing Mars, the Roman god of war



a Look at **Source A**. Why do you think Chamberlain is drawn with a hat and an umbrella?

b **EXAM QUESTION** **Source A** supports the policy of appeasement. How do you know? Explain your answer using **Source A** and your contextual knowledge.

EXAMINER TIP

Whenever you have a source like this one look carefully at the provenance – the date will give you a clue about which event the cartoon is concerned with.

EXAMINER TIP

You will have to consider two sides of an issue when you answer the 'how far do you agree with the statement?' essay question in the exam. If you spend some time thinking about the types of things you may get asked and the evidence you would use to explain your ideas it will help prepare you for the exam. But be careful to always answer the actual question that is asked, not one you've prepared to answer before the exam.

HOW FAR DO YOU AGREE?

Make two flashcards summarising the arguments for and against appeasement.

REVISION SKILLS

Making revision flashcards is a good way of revising and creating a useful revision aid for later use. Jot down three or four things under a heading on each card. Try to include a factual detail with each point.



RECAP

The Nazi-Soviet Pact

Hitler's next victim would be Poland – here he could take more *Lebensraum*, as well as continue to defy the terms of the Treaty of Versailles by invading land that was taken away from Germany in 1919. However, the USSR considered Poland to be part of its sphere of influence, so invading meant Hitler could face a war on two fronts – Britain and France in the west and the USSR in the east – which was one of the reasons Germany had lost the First World War. Hitler had to eliminate the threat of the USSR, so on 23 August 1939 Hitler and Stalin signed the Nazi-Soviet Pact.

What was in it for Germany?

- Hitler could invade Poland without facing a war on two fronts. Britain and France had promised to protect Poland, but the USSR would not interfere.
- Britain and France would now face war with Germany without the USSR as their ally.
- The USSR had a massive army, which would no longer be a threat to Germany.



What was in it for the USSR?

- Stalin felt Britain and France had snubbed him by leaving him out of the Munich Conference and he thought they were being weak by appeasing Hitler. He realised he could not trust them to help protect the USSR if Hitler invaded.
- Britain and France had sent minor diplomats with no real authority to meet with Stalin. Hitler had sent a senior Nazi; he seemed to respect the USSR.
- Hitler agreed that Stalin would be given Polish territory. Stalin would not even have to send troops.
- Stalin feared that Hitler would invade the USSR, but he was not ready to fight. Becoming allies bought him time to prepare.
- Land in Poland would act as a buffer zone if Hitler did decide to invade the USSR.



REVIEW



For more details on the Munich Conference revisit pages 50–51.

The invasion of Poland and the declaration of war

The Nazi-Soviet Pact meant that Britain and France realised that the policy of appeasement had failed. They had already agreed to protect Poland if Hitler invaded, and now they formalised this agreement; war seemed inevitable. Without the threat of war on two fronts, Hitler felt confident enough to invade Poland. On 1 September 1939, a German battleship attacked Danzig and the German army and Luftwaffe descended on Poland.

On 3 September 1939, the British sent an ultimatum – Hitler must leave Poland by 11.00am or Britain would declare war. Hitler sent no reply, so Britain, followed by France, declared war.

Poland was overrun within four weeks, and Hitler thought Britain and France would back down. He was wrong.



APPLY

HOW FAR DO YOU AGREE?

- Make a timeline of the events that led to war between 1933 (disarmament conference) and September 1939.
- On your timeline, colour code events that could be used as evidence that the following factors led to war: Hitler's foreign policy; the Treaty of Versailles; the Depression; appeasement; the Nazi-Soviet Pact.

- EXAM QUESTION**

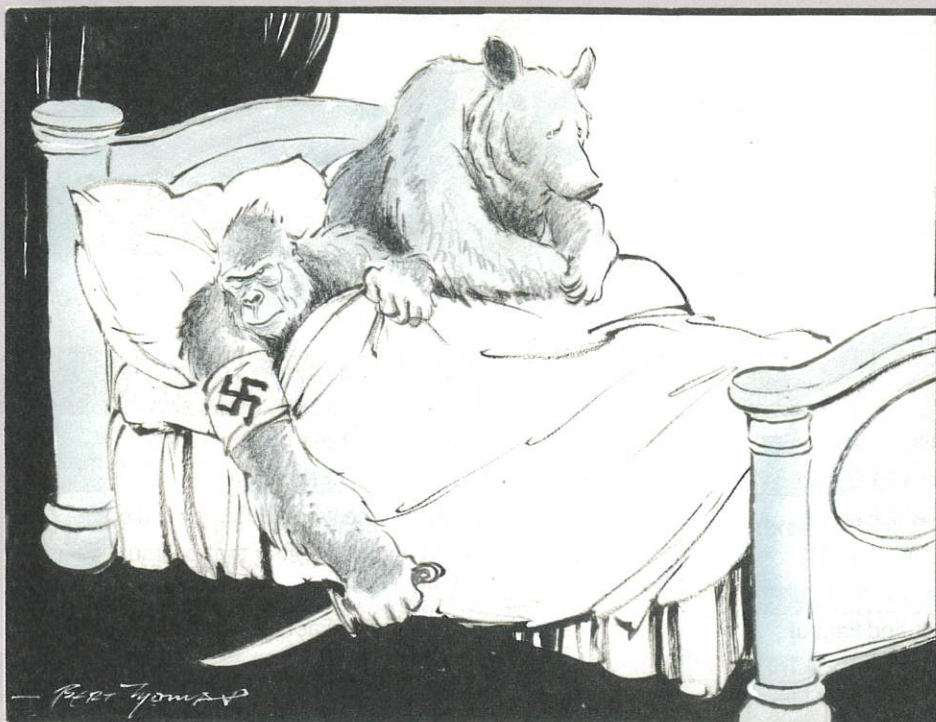
'The signing of the Nazi-Soviet Pact was the main reason for the outbreak of the Second World War.' How far do you agree with this statement? Explain your answer.

EXAMINER TIP

To be awarded the top level mark, you need to have a sustained judgement running all the way through your answer. To do this you will need to plan ahead. You might want to think about how the Nazi-Soviet Pact was the short-term cause, but that it wouldn't have been signed without other, long-term, causes. Can you explain a link between causes?

SOURCE ANALYSIS

- SOURCE A** 'Strange Bedfellows' by British cartoonist, Bert Thomas; published in a British newspaper, 18 September 1939



- EXAM QUESTION**

Sources A opposes the Nazi-Soviet Pact. How do you know? Explain your answer by using Source A and your contextual knowledge.

REVIEW

You will need to look back at Chapters 7, 8 and 9 in order to make a complete timeline of the road to war.

REVISION SKILLS

We remember information better when it is colourful or has images with it. Try adding pictures to your timeline to act as memory prompts. Use sketches, doodles, and pictures to help make your facts memorable. You do not have to be a good artist to do this!

EXAMINER TIP

Look carefully at the imagery used in the source. How does this show that the creator has a negative opinion? Once you've worked this out you need to link your ideas to what you know about the pact. Why did people question Hitler and Stalin's motives?



RECAP

Who was responsible for the outbreak of the Second World War?

The Second World War broke out on 3 September 1939, when Hitler ignored demands from Britain and France that he withdraw from Poland. This was the short-term spark that ignited war. In reality the possibility of war had been building throughout the 1930s, and several people could be held responsible to some degree.

Hitler

- Wrote in his book *Mein Kampf* that he would use violence to make Germany strong again
- Foreign policy aims included *Lebensraum*, building a greater Germany, uniting German speaking people, and destroying the Treaty of Versailles, which meant he had to invade other countries
- Broke the Treaty of Versailles, which was international law
- Invaded Poland, which prompted Britain and France to declare war



Chamberlain

- Missed opportunities to stop Hitler, because of appeasement
- Failed to act when Hitler remilitarised the Rhineland. At this stage the Nazis were not ready for war – if Chamberlain had acted Hitler would have been forced to stop
- Gave the Sudetenland to Hitler without consulting the Czechs, then allowed Hitler to invade a country he had no claim to, which enabled him to strengthen his army
- Excluded Stalin from the Munich Conference, which alienated Stalin and prompted him to sign the Nazi-Soviet Pact



Stalin

- Signed the Nazi-Soviet Pact despite Hitler wanting to destroy Communism
- The size of the USSR's armed forces meant Hitler had a huge and powerful ally
- The pact meant Hitler would not have to fight a war on two fronts, so he was able to invade Poland



Other factors

Japan

- Invaded Manchuria in 1931, walked out of the League of Nations in February 1933, and then mainland China in 1937 – which some historians say was the start of the Second World War
- Signed the Anti-Comintern Pact and Pact of Steel with Hitler

Mussolini

- Invaded Abyssinia which destroyed people's confidence in the League of Nations
- In 1938, did not intervene when Hitler carried out *Anschluss*, which convinced Hitler that he could do as he pleased
- Signed the Anti-Comintern Pact and the Pact of Steel with Hitler

The Big Three

- Treaty of Versailles was resented by Germany and inspired Hitler's foreign policy – to re-unite German speaking people, build a greater Germany and claim *Lebensraum*
- By the 1930s, many people felt that Versailles had been too harsh and turned a blind eye when Hitler started to break it

REVIEW



For more on the Abyssinian crisis see pages 36–37; for *Anschluss* see pages 48–49.

American isolationism

- This made the League weaker, so certain countries were prepared to act more aggressively and risk the outbreak of all-out war, because they didn't fear military action from the USA
- As a result of the USA's absence from the League, economic sanctions were useless because aggressive countries could trade with the USA

Fear of Communism

- Britain and France allowed Hitler to grow strong as they thought Germany could act as a buffer zone against Communism
- Their actions upset Stalin who agreed to the Nazi-Soviet Pact as he felt they would not support him if Hitler attacked

The Great Depression

- America demanded back loans from Germany as a result of the Depression; this led to the collapse of German industry and more people voting for Hitler, who was making many promises to them
- Some countries (such as Japan and Italy) acted more aggressively in order to secure supplies of raw materials and build empires

The weakness and collapse of the League of Nations

- Hitler saw that he could get away with invading other countries without being punished, just like Japan had done in Manchuria and Mussolini had in Abyssinia
- Major countries (such as the USA) were not members of the League, meaning it was not a forceful military or economic threat; the League did not have its own army

SUMMARY

- Hitler signed the Nazi-Soviet Pact, in spite of hating Communism, because it meant he could avoid a war on two fronts when he invaded Poland.
- Stalin signed it to gain territory and time to prepare for war with Hitler.
- Stalin knew Hitler would attack, but felt he could not rely on the USSR's old allies, Britain and France.
- The pact gave Hitler the confidence to attack Poland, but when he did Britain and France stood by their promise to protect Poland, and declared war. The Second World War started on 3 September 1939.



APPLY

WRITE AN ACCOUNT

- Write out the names of the different people and factors that could be held responsible for the start of the war. Each one should be written on a different piece of paper. Put these in order of who/what you feel was most responsible.
- Next, rearrange your cards into groups to show how factors link to each other. For example, how could you link the Treaty of Versailles to Chamberlain?
- Write an account of how events in the 1930s led to the outbreak of the Second World War.**

EXAMINER TIP



Try to explain two or three different factors, deal with them in chronological order and, if you can, demonstrate how the factors link to each other.

HOW FAR DO YOU AGREE?



'Chamberlain was the individual who was most responsible for the outbreak of the Second World War.' How far do you agree with this statement? Explain your answer.

- Look at the list of other factors that led to the war outlined on these pages. Write a sentence explaining why each factor led to the outbreak of war.
- Have a go at the exam question above.

GCSE sample answers

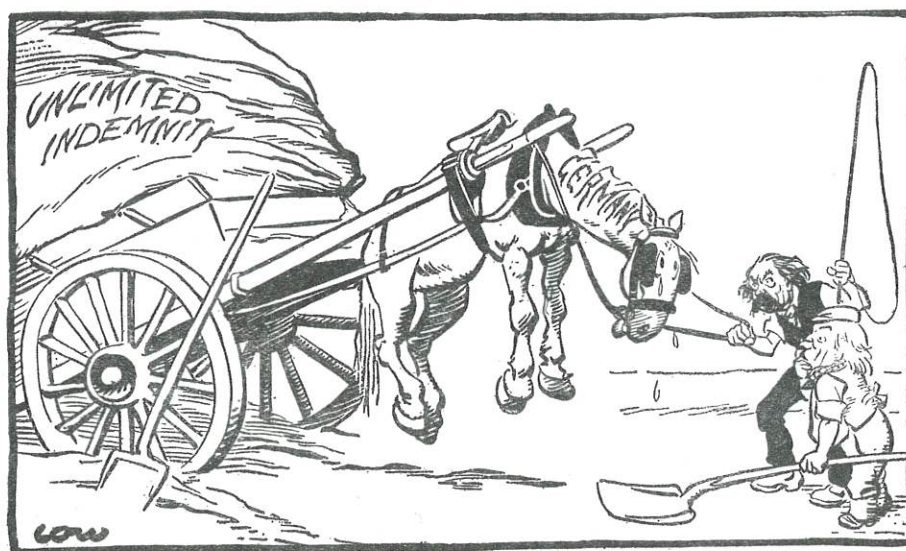


REVIEW

On these exam practice pages, you will find a sample student answer for each of the exam questions for Paper 1: Section B: Conflict and Tension 1918–1939. What are the strengths and weaknesses of the answers? Read the following pages and think carefully about what the student has written, what the examiner has said about each answer, and how you might improve your own answers to the Conflict and Tension exam questions.

Source analysis questions

- ▼ **SOURCE A** A British cartoon from 1921; David Lloyd George is talking to Aristide Braid, the French Foreign Minister; 'indemnity' refers to compensation that one country has to pay to another following a war



"PERHAPS IT WOULD GEE-UP BETTER IF WE LET IT TOUCH EARTH"



- 1 Study **Source A**. **Source A** opposes the Treaty of Versailles. How do you know? Explain your answer by using **Source A** and your contextual knowledge.

4 marks

REVISION SKILLS



You will always have two types of source questions in your Conflict and Tension exam. The first question (as here) deals with one source, the second question deals with two sources. Read page 8 for details on how to master your source analysis exam skills.

Sample student answer

I know that the cartoon criticises the Treaty of Versailles because it shows David Lloyd George and Aristide Braid discussing the 'unlimited indemnity' that Germany, the horse, is facing. We can see that Germany is being weighed down because of the compensation it has to pay and this means that the horse is unable to move the cart forward. This is symbolic – Germany as a country cannot move forward because it is being weighed down by the terms of the treaty, so the cartoonist is clearly opposing this term of the treaty.

EXAMINER TIP



Here the student uses specific evidence from the source and explains what the symbolism means.

EXAMINER TIP



It is always a good idea to refer back to the question in your answer. This helps to keep your ideas focused.



OVERALL COMMENT

This response would achieve a Level 1. The student has used evidence from the cartoon to explain how we can tell that it opposes the Treaty of Versailles. To develop the answer so that it would achieve Level 2, the student would have to use their own knowledge about the treaty to explain why people felt that it was too harsh on Germany.

OVER TO YOU

1. Review the sample answer:
 - a highlight anywhere that the student used evidence from the source
 - b underline the sentences where the student directly answers the question about how they knew the source opposes the Treaty of Versailles.
- 2 a Now have a go at writing your own answer. You should spend around five minutes on this type of question.
 - b Review your answer. Did you...
 - ☐ use specific evidence from the source?
 - ☐ use your own knowledge and give at least one example of the treaty terms and how it harmed Germany (and try to explain something other than the economic terms)? You could think about the military terms, the land Germany lost, or how the treaty affected German pride.
 - ☐ make sure your answer is focused on the question by using the same wording in your answer?

Go back to Chapters 2 and 3 to help refresh your knowledge of the Treaty of Versailles.

- ▶ **SOURCE B** A British cartoon from 1919, showing Uncle Sam who represents the USA; a keystone is an important stone in a structure – without it the bridge is weak



THE GAP IN THE BRIDGE.

- ▼ **SOURCE C** Adapted from a memo written by the British Foreign Secretary, Arthur Balfour, 15 March 1920; Balfour discusses the League and the problems they faced regarding reaching a settlement with Turkey:

The chief weapons of the League are Public Discussion, Investigation, Arbitration [diplomacy] and finally in the last resort Compulsion [meaning military action]. These are powerful weapons, but there are regions where nothing but force is understood, and where even force is useless if it isn't rapidly applied. It would seem that in parts of the world such as these the League can only be effective if there is a Great Power with a mandate [authority] through which the League can act. If no such Great Power can be found the League cannot be an effective substitute.



- 2 Study **Sources B** and **C**. How useful are **Sources B** and **C** to a historian studying why the League of Nations failed to keep the peace? Explain your answer using **Sources B** and **C** and your contextual knowledge.

12 marks

Sample student answer

Taken together, the sources are useful as evidence of the issues faced by the League of Nations that led to its downfall. Source B suggests that the fact that the USA did not join the League of Nations was a massive issue. The cartoon shows that there is a 'keystone' missing from the bridge and that piece is the USA. The sign references the fact that the 'bridge', or the League, was designed by the President of the USA, and it is true that Woodrow Wilson suggested it in his Fourteen Points. Therefore, many people felt that if the country that invented the League wasn't even a member, then the League would not be as strong as it could have been. When the League was first introduced it was missing several powerful countries: the US Senate refused to allow the USA to join. Many questioned whether collective security could work, if important and key powers were missing. Therefore this source is useful as it identifies a key reason for the failure of the League to keep the peace – a lack of powerful countries.

The fact that the source is British could make it one-sided. The British view was that the League had no real power and so it wasn't taken seriously. It was seen as somewhere countries could discuss an issue, but no action would take place.

OVERALL COMMENT

This answer would achieve a low Level 3. It explains the use of one source, using factual knowledge to explain what the source is about. The student also tries to use the provenance, but doesn't make the link to the question clear enough to achieve a Level 4.

OVER TO YOU

- Now have a go at the question yourself. You should spend around 15 minutes on this type of question. Read the overall comment carefully and think about what you would need to add or change in order to achieve a Level 4.
- Review your answer. Did you...
 - ☐ read the question carefully and make sure you addressed everything it asks you to do? For example, did you use both sources in your answer and explain them both?
 - ☐ identify the reason for failure each source is about and use details (a quote from a written source or description of a visual source) as evidence to support your ideas?
 - ☐ link each source to your own knowledge in order to explain why the League failed?
 - ☐ identify what factor each source talks about, and then give an example or details about how this caused the League to fail using your own knowledge?
 - ☐ use the information in the captions (provenance)?

Go back to pages 40–41 to help refresh your knowledge of the reasons why the League of Nations failed.

EXAMINER TIP

Here, the student has used evidence from the source and their own knowledge to explain how one source is useful, so this is a Level 2 answer so far.

EXAMINER TIP

Look at the key historical terms used as evidence; this shows that the student has good contextual knowledge.

EXAMINER TIP

Here, the student has identified an issue, but not really made it relevant to the question. Remember that the question wants you to be positive about the source; here the fact that the source is British and one-sided isn't necessarily a problem as it is useful for demonstrating how people in Britain, including Lloyd George, lacked faith in the League.

EXAMINER TIP

When analysing and evaluating a source it's a good idea to look at the provenance. This will help you decide how useful the source is – if it is one-sided or unreliable it may not be useful to a historian for the purpose stated in the question.