

Oxford AQA GCSE History (9-1)

Conflict and Tension: The Inter-War Years 1918-1939

Revision Guide



RECAP



APPLY



REVIEW



SUCCEED

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Introduction

The **Oxford AQA GCSE History** textbook series has been developed by an expert team led by Jon Cloake and Aaron Wilkes. This matching Revision Guide offers you step-by-step strategies to master your AQA Wider World Depth Study: Conflict and Tension exam skills, and the structured revision approach of **Recap, Apply and Review** to prepare you for exam success.

Use the checklists on pages 3–4 to keep track of your revision, and use the traffic light  feature on each page to monitor your confidence level on each topic. Other exam practice and revision features include Top revision tips on page 6, and the 'How to...' guides for each exam question type on pages 7–9.

RECAP



Each chapter recaps key events and developments through easy-to-digest chunks and visual diagrams. **Key terms** appear in bold and red; they are defined in the glossary.  indicates the relevant Oxford AQA History Student Book pages so you could easily re-read the textbook for further revision.

SUMMARY highlights the most important facts at the end of each chapter.

TIMELINE  provides a short list of dates to help you remember key events.

APPLY



Each revision activity is designed to help drill your understanding of facts, and then progress towards applying your knowledge to exam questions.

These targeted revision activities are written specifically for this guide, which will help you apply your knowledge towards the four exam questions in your AQA Conflict and Tension exam paper:

SOURCE ANALYSIS

HOW FAR DO YOU AGREE?

WRITE AN ACCOUNT



Examiner Tip highlights key parts of an exam question, and gives you hints on how to avoid common mistakes in exams.



Revision Skills provides different revision techniques. Research shows that using a variety of revision styles can help cement your revision.



Review gives you helpful reminders about how to check your answers and how to revise further.

REVIEW



Throughout each chapter, you can review and reflect on the work you have done, and find advice on how to further refresh your knowledge.

You can tick off the Review column from the progress checklist as you work through this Revision Guide. **Activity answers guidance** and the **Exam practice** sections with full sample student answers also help you to review your own work.

Top revision tips

Getting your revision right

It is perfectly natural to feel anxious when exam time approaches. The best way to keep on top of the stress is to be organised!

3 months to go

Plan: create a realistic revision timetable, and stick to it!

Track your progress: use the **Progress Checklists** (pages 3–4) to help you track your revision. It will help you stick to your revision plan.

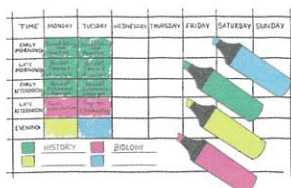
Be realistic: revise in regular, small chunks, of around 30 minutes. Reward yourself with 10 minute breaks – you will be amazed how much more you'll remember.

Positive thinking: motivate yourself by turning your negative thoughts to positive ones. Instead of asking 'why can't I remember this topic at all?' ask yourself 'what different techniques can I try to improve my memory?'

Organise: make sure you have everything you need – your revision books, coloured pens, index cards, sticky notes, paper, etc. Find a quiet place where you are comfortable. Divide your notes into sections that are easy to use.

Timeline: create a timeline with colour-coded sticky notes, to make sure you remember important dates relating to the three parts of the Germany period study (use the **Timeline** on page 11 as a starting point).

Practise: ask your teachers for practice questions or past papers.



Revision techniques

Using a variety of revision techniques can help you remember information, so try out different methods:

- Make **flashcards**, using both sides of the card to test yourself on key figures, dates, and definitions
- **Colour-code** your notebooks
- **Reread** your textbook or copy out your notes
- Create **mind-maps** for complicated topics
- Draw **pictures** and symbols that spring to mind
- Group study
- Find a **buddy** or group to revise with and test you
- Listen to revision **podcasts** or watch revision **clips**
- Work through the **revision activities** in this guide.



Revision tips to help you pass your Conflict and Tension exam



1 month to go

Key concepts: make sure you understand key concepts for this topic, such as the armistice, peace treaties, international cooperation, peace, tension, economic depression, appeasement and Communism. If you're unsure, attend your school revision sessions and ask your teacher to go through the concept again.

Identify your weaknesses: which topics or question types are easier and which are more challenging for you? Schedule more time to revise the challenging topics or question types.

Make it stick: find memorable ways to remember chronology, using fun rhymes, or doodles, for example.

Take a break: do something completely different during breaks – listen to music, take a short walk, make a cup of tea, for example.

Check your answers: answer the exam questions in this guide, then check the **Activity answers guidance** at the end of the guide to practise applying your knowledge to exam questions.

Understand your mark scheme: review the **Mark scheme** (page 10) for each exam question, and make sure you understand how you will be marked.

Master exam skills: study and remember the **How to master your exam skills** steps (pages 7–9) for each AQA question type – it will help you plan your answers quickly!

Time yourself: practise making plans and answering exam questions within the recommended time limits.

Take mock exams seriously: you can learn from them how to manage your time better under exam conditions.

Rest well: make sure your phone and laptop are put away at least an hour before bed. This will help you rest better.



On the big day

Sleep early: Don't work through the night, get a good night's sleep.

Be prepared: Make sure you know where and when the exam is, and leave plenty of time to get there.

Check: make sure you have all your equipment in advance, including spare pens!

Drink and eat healthily: avoid too much caffeine or junk food. Water is best – if you are 5% dehydrated, then your concentration drops 20%.

Stay focused: don't listen to people who might try to wind you up about what might come up in the exam – they don't know any more than you.

Good luck!



Get to grips with your Paper 1: Conflict and Tension 1918–1939

Wider World Depth Study

The Paper 1 exam lasts 2 hours, and you must answer 10 questions covering 2 topics. The first 6 questions (worth 40 marks) will cover your Period Study (Germany, Russia, America 1840–1895 or America 1920–1973). The last 4 questions will cover Conflict and Tension. Here you will find details about what to expect with the last 4 questions relating to Conflict and Tension 1918–1939, and advice on how to master your exam skills.

▼ SOURCE A

▼ SOURCE B

▼ SOURCE C

- 1 Study **Source A**. **Source A** supports/opposes... How do you know? Explain your answer 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...? Explain your answer using **Sources B** and **C** and your own knowledge. [12 marks]
- 3 Write an account of how... [8 marks]
- 4 '...'
How far do you agree with this statement? Explain your answer.
[16 marks] [SPaG 4 marks]

REVISION SKILLS



Read the Period Study Revision Guide for help on the first 6 questions of Paper 1.

EXAMINER TIP



Don't forget to read the provenance (caption) for any sources you are given. It will give you valuable information and help you place the source in its historical context. You will be able to analyse what the source is saying (Question 1) and assess its value (usefulness) to the historian (Question 2).


EXAMINER TIP



Don't forget that you get up to 4 marks for spelling, punctuation and grammar (SPaG) on this question too.

REVIEW



Throughout this Revision Guide you will find activities that help you prepare for each type of question. They will help you recognise what a good answer looks like and how to develop your ideas to get a good level. Look out for the **REVISION SKILLS**  tips too, to inspire you to find the revision strategies that work for you!

EXAMINER TIP



Don't forget you will also have to answer six questions relating to your Period Study in Paper 1. Ensure you leave enough time to complete both sections of Paper 1! You are advised to spend 50 minutes on your Period Study in the exam.

How to master source questions

Here are the steps to consider when answering the question that asks you how you know the opinion of a source.

Content

Look at the source carefully. You could label what you can see, or circle anything that you think is important. This might help you to break the source down and work out what it is about.

Provenance

Look at the date and other information in the source caption. The caption will give you a clue about what event(s)/issue/topic it is about. Think carefully about the events you have studied. Which one is the source about?

Context

Think back over your own knowledge. What features of the source content or provenance fit with what you know about the statement given in the question (such as 'Source D opposes or supports something')? What historical facts can you use to support your answer?

Comment

Make sure you use your own knowledge and information from the source to explain how the statement given in the question (such as 'Source D opposes or supports something') is shown.



Spend about 5 minutes on this 4-mark question.

EXAMINER TIP



Try to describe at least one part of the source that either praises or criticises the event/person, then explain how this symbolises the statement in the question.

How to master 'how useful are the sources' questions

Remember that this question is similar to the source question in Paper 2, but this focuses on *two* sources.

Content

Read both sources and underline or circle any detail that helps you to work out what they are about.

Provenance

Next, look at the provenance for each source; is there anything about the Time, Author, Purpose, Audience or Site (place it was created) (TAPAS!) that makes the source more or less useful?

Context

Now think back over your own knowledge. For each source, write about whether the content and caption fit with what you know. Does it give a fair reflection of the person, event or issue it describes?

Comment

You now need to make a judgement about how useful each source is. Try to use the sources together. What could a historian use them to find out about?

For each source, make sure you explain what is suggested by the content – and link this to your own knowledge to explain your ideas. You should also explain how the provenance makes the source useful (or not!).



This question is worth 12 marks. Spend around 15 minutes on it.

EXAMINER TIP



Don't forget that every source is useful for something. Don't start telling the examiner what you can't use the sources for; no source will tell you everything, so just focus on what it *does* say.

How to master 'write an account' questions

Here are the steps to consider for answering the 'write an account' question. This question involves telling the key moments of an event in relation to the topic of the question. You need to describe, explain and analyse how one development led to another.

Select the key moments

What will you include in your story? Spend 1 minute to work out 3–4 key moments that are *relevant* to the question. Make sure you organise the moments in chronological order (starting with the earliest). You must include 1–2 specific historical facts for each key moment and plenty of specific historical detail.

Explain the connections

Write your answer based on the key moments you identified, and explain how the moments connect together to cause the event to develop. Make sure you link the story to the point of the question. A top level answer will also include an explanation of how the tension rises with each event.



Spend around 10 minutes on this 8-mark question, but remember that this needs to include planning time.

EXAMINER TIP



Use phrases such as 'this led to...' and 'as a result of this...' to help you link back to the question and keep your ideas focused.

How to master 'how far do you agree' questions

Read the question carefully

What statement is the question asking you to consider? The statement is located within the quotation marks. Underline key words in the statement to help you focus your answer.

Plan your essay

You could plan your essay by listing other reasons that caused the event/issue:

Stated reason 1	Another reason 2	Another reason 3

Write in anything you could use as evidence for the different reasons, but remember that you only have about 2–3 minutes to plan and 15–17 minutes to write your paragraphs. For each reason, choose 2 historical facts you are most confident about and highlight these.

Context

Now that you have planned which reasons to discuss, start writing your answer, which needs to link to your knowledge as well. Aim for about 4–5 paragraphs: 1 or 2 that explain the reason named in the question and your own facts to back up the statement, 2 that explain 2 other reasons and facts to back them up, and a conclusion that explains your overall judgment.

Conclude

This question asks you 'how far...' you agree with the statement, so make sure you come to a clear conclusion.

Check your SPaG

Don't forget that you get up to 4 marks for your SPaG in this answer. It's a good idea to leave time to check your SPaG.



This question is worth 16 marks. Spend around 20 minutes on it, but this needs to include time to plan and to check your SPaG.

EXAMINER TIP



Make sure you keep your ideas focused; use facts you know to support your ideas and use the wording from the question to make sure you explain how each reason led to the event.

EXAMINER TIP



If you want to achieve Level 4, you will have to reach an overall judgement. Is there one reason that you think is definitely more important than the others? Why?

AQA GCSE History mark schemes

Below are simplified versions of the AQA mark schemes, to help you understand the marking criteria for your **Paper 1: Conflict and Tension** exam.

Level	Source question 1
2	<ul style="list-style-type: none"> Developed analysis of source based on content and/or provenance Relevant facts and reasoning are shown [3–4 marks]
1	<ul style="list-style-type: none"> Simple analysis of source based on content and/or provenance Some related facts are shown [1–2 marks]

Level	Sources question 2
4	<ul style="list-style-type: none"> Complex evaluation of the 2 sources Argument about how useful the sources are is shown throughout the answer, supported by evidence from provenance and content, and relevant facts [10–12 marks]
3	<ul style="list-style-type: none"> Developed evaluation of the 2 sources Argument is stated about how useful the sources are, supported by evidence from source content and/or provenance [7–9 marks]
2	<ul style="list-style-type: none"> Simple evaluation of 1 or 2 sources Argument about how useful the source(s) are is shown, based on content and/or provenance [4–6 marks]
1	<ul style="list-style-type: none"> Basic analysis of 1 or 2 sources Basic description of the source is shown [1–3 marks]

Level	'Write an account' question
4	<ul style="list-style-type: none"> A well-developed answer, clearly structured and explained Explains different stages that led to the crisis May explain how tension rises at each stage or how each stage linked/led to the next [7–8 marks]
3	<ul style="list-style-type: none"> A developed answer, well-structured and using a range of factual information to explain causes and/or consequences Answer is supported by relevant facts/understanding [5–6 marks]

2	<ul style="list-style-type: none"> A simple, structured answer, using specific factual information to describe at least one cause or consequence [3–4 marks]
1	<ul style="list-style-type: none"> Identifies causes and/or consequences of the event [1–2 marks]

Level	'How far do you agree' question
4	<ul style="list-style-type: none"> Complex explanation of the reason named in the question and other reasons Argument is shown throughout the structured answer, supported by a range of accurate, detailed and relevant facts [13–16 marks]
3	<ul style="list-style-type: none"> Developed explanation of the reason named in the question and other factors Argument is shown throughout the structured answer, supported by a range of accurate and relevant facts [9–12 marks]
2	<ul style="list-style-type: none"> Simple explanation of one or more reasons Argument is shown, supported by relevant facts [5–8 marks]
1	<ul style="list-style-type: none"> Basic explanation of one or more reasons Some basic facts are shown [1–4 marks]

You also achieve up to 4 marks for spelling, punctuation and grammar (SPaG) on the statement question:

Level	'How far do you agree' question SPaG marks
Excellent	<ul style="list-style-type: none"> SPaG is accurate throughout the answer Meaning is very clear A wide range of key historical terms are used accurately [4 marks]
Good	<ul style="list-style-type: none"> SPaG shown with considerable accuracy Meaning is generally clear A range of key historical terms are used [2–3 marks]
Satisfactory	<ul style="list-style-type: none"> SPaG shown with some accuracy SPaG allows historical understanding to be shown Basic historical terms are used [1 mark]

Conflict and Tension, 1918–1939 Timeline

The colours represent different types of event as follows:



Blue: economic events



Red: political events




Black: international events or foreign policies

1918  **11 November** – the Armistice is signed, ending the First World War


1919  **June** – the Treaty of Versailles is signed


1921  Poland invades Vilna; the Aaland Islands crisis


1923  **August** – the Corfu crisis

1925  **October** – the Greek-Bulgarian dispute


 **October-December** – the Locarno Treaties


1929  **October** – the Wall Street Crash leads to global depression


1931  **September** – the Mukden Incident; the Japanese army invades Manchuria

1933  **January** – Hitler becomes Chancellor of Germany

 **October** – Hitler leaves the Disarmament Conference

1934  **July** – the Nazi Party in Austria assassinates the Austrian Chancellor, Dollfuss


1935  **January** – the Saar Plebiscite


 **March** – Hitler announces that he has built up the Luftwaffe and that conscription will be introduced to build up the German army

 **June** – the Anglo-German Naval Treaty

 **October** – Mussolini invades Abyssinia


1936  **March** – remilitarisation of the Rhineland

 **October** – the Rome-Berlin Axis is agreed

 **November** – the Anti-Comintern Pact between Germany and Japan is agreed

1938  **March** – Hitler invades Austria to achieve Anschluss

 **September** – Chamberlain meets Hitler to discuss the Sudeten crisis

 **October** – German troops invade and occupy the Sudetenland

1939  **August** – the Nazi-Soviet Pact is signed



 **September** – Hitler invades Poland; Britain and France declare war on Germany



RECAP

The end of the First World War

The First World War was fought from 1914 to 1918 and was the bloodiest war the world had ever seen. At the end of the war the Germans surrendered and signed an **armistice** saying that they would:

- pay **reparations** 
- give Alsace-Lorraine back to France 
- move the German army out of the Rhineland.

REVISION SKILLS



Using memory aids like mnemonics and acronyms help you to memorise key facts. When revising the main terms of the armistice you could remember that Germany had to '**RoAR**' [**R**eparations, **A**lsace-Lorraine and the **R**hineland].




The aims of the peacekeepers

In January 1919, 32 countries met in the Palace of Versailles to decide the terms of the final peace treaties. This became known as the **Paris Peace Conference**.

The discussions were led by the '**Big Three**': **David Lloyd George**, Prime Minister of Britain, **Georges Clemenceau**, Prime Minister of France, and **Woodrow Wilson**, President of the USA. There was a great deal of pressure on these leaders; they had to make a peace that would keep everyone happy, but Europe was falling apart so they needed to act quickly.

A map showing Alsace-Lorraine and the Rhineland



Leader	Country	Aims
Georges Clemenceau 	France	<ul style="list-style-type: none"> • Wanted Germany to pay for reparations to rebuild areas of France badly affected by war • Wanted revenge for all the lives lost • Aimed to weaken Germany so it could never attack again • Wanted to push German border back to the Rhine so French people would feel safer
David Lloyd George 	Britain	<ul style="list-style-type: none"> • Wanted a cautious approach: British public wanted Germany to be punished, but Lloyd George feared this would lead to Germany wanting revenge • Wanted to keep Germany strong so it could trade with Britain and act as a buffer to Communism • Aimed to gain German colonies to add to the British Empire • Wanted naval supremacy by reducing Germany's navy
Woodrow Wilson 	USA	<ul style="list-style-type: none"> • Wanted a fair peace, so Germany would not seek revenge • Proposed the Fourteen Points, including foundation of a League of Nations, self-determination and freedom of the seas; but the American public didn't want the USA to get involved in European affairs again

SUMMARY

- The Big Three met at the Paris Peace Conference to agree the **Treaty** of Versailles.
- Each man wanted to achieve different things, and each nation put pressure on their leader to get what they wanted.
- The Big Three had to act quickly as Europe was unstable after the war.



APPLY

WRITE AN ACCOUNT

Make a set of four flashcards, summarising the key points of the armistice and the aims of each of the Big Three.

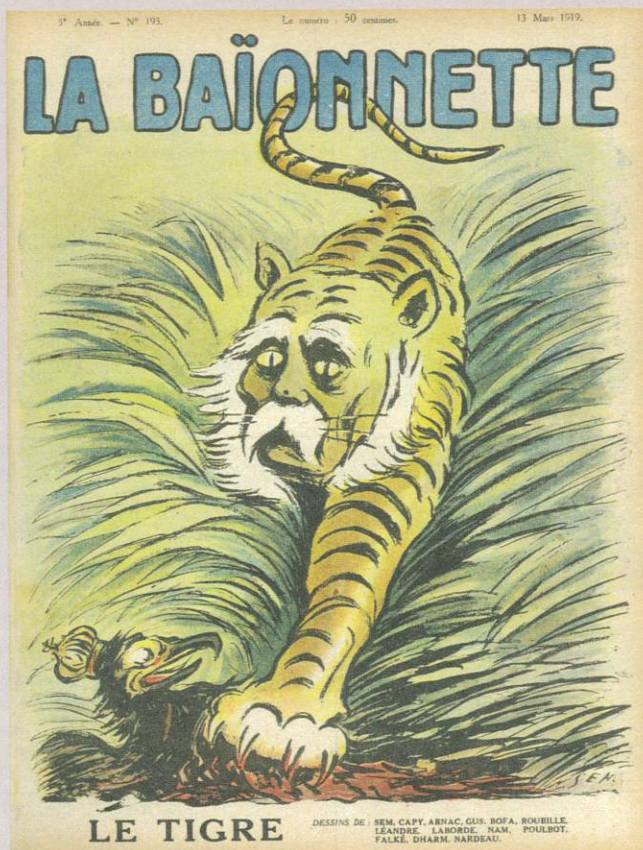
EXAMINER TIP



Your flashcards can help prepare you for answering exam questions such as: 'Write an account of why the Big Three disagreed at the Treaty of Versailles.'

SOURCE ANALYSIS

SOURCE A The front cover of a French magazine from 1919; the tiger represents Clemenceau and the tiger's prey is an eagle, a symbol of Germany



- a Read the exam question below and circle the key words that tell you what you need to do. For example, you should circle 'opposes' as it tells you what the cartoonist's opinion is, and what you need to find supporting evidence for.



Source A opposes Clemenceau and his aims at the Paris Peace Conference. How do you know? Explain your answer using **Source A** and your contextual knowledge.

- b Use the writing frame below to help you plan an answer to this exam question.

First, use the source to explain how you know that the creator's opinion of Clemenceau is negative. What symbolism is used?

Now, use your own knowledge to explain why some people felt like this. What did Clemenceau want that was so 'fierce'?

EXAMINER TIP



You should spend about five minutes on the source question. Plan your time carefully in the exam – make sure you leave enough time for the longer essay questions.


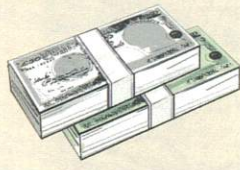




RECAP

The terms of the treaty

- The Treaty of Versailles was signed on 28 June 1919.
- The final treaty was a **Diktat** – Germany was not allowed to negotiate the terms.
- The Germans were devastated by the final terms, and the Big Three weren't really satisfied either.

These were the terms Germany had to agree to:

Article 231: the war guilt clause		Danzig was taken from Germany	
Article 232: reparations – the amount was set at £6,600 million in 1921		The German army was limited to 100,000 men	
German navy restricted to 15,000 men, with only 1500 officers		Germany was split in two by the Polish Corridor	
Anschluss was forbidden		Conscription was not allowed	
The German navy was only allowed six battleships		The Saar was given to the League of Nations to control for 15 years	
The League of Nations was formed, but Germany could not join		The Rhineland was demilitarised	
Germany was not allowed tanks, submarines or an air force		Germany's colonies were given to the League of Nations as mandates	

SUMMARY

- No one was really satisfied with the Treaty of Versailles.
- The Germans felt that it was unfairly harsh, and that the military, territorial and economic terms they faced would ruin them.



APPLY

HOW FAR DO YOU AGREE?

In the exam you might get asked a question about what Germany lost in the terms of the Treaty of Versailles. Start thinking about how you would answer this kind of question by categorising each of the terms in the table opposite. Next to each one, draw a symbol or symbols to represent what Germany lost – the first few have been done for you. Choose from the following:



represents damage to pride



represents economic damage



represents military loss



represents territorial loss

Remember, some terms might be evidence of Germany losing more than one thing.

EXAMINER TIP



Lots of students are good at describing the different terms, but not as good at explaining their impact. Make sure you link your points back to the question using a sentence like 'this was a terrible punishment for Germany because ...'. Make sure you explain what the impact on Germany was – how did affect people living there?

HOW FAR DO YOU AGREE?

Use the planning grid below to plan your answer to the following exam question, before having a go at it.



'Reparations were the worst punishment imposed on Germany in the Treaty of Versailles.' How far do you agree with this statement? Explain your answer.

Introduction:

Start off with your overall judgement: write this in the box to the right to help you focus on it throughout your answer.

	Point:	Evidence:	Explanation (how did this affect the people of Germany?):
Agree with the statement by explaining the impact reparations had on Germany.	Why Germany hated reparations		
Disagree with the statement by considering how else Germany was affected.	Other terms: Territory		
	Other terms: Military		

Conclusion:

Come back to your overall judgement, but try to make a new point, don't just sum up what you've already said. For example, you could explain how one term led to others, or how one term made the others worse.

EXAMINER TIP



Make sure you leave enough time to write your essay in the exam. An essay answer should probably take you no more than 20 minutes.

EXAMINER TIP



Don't forget you get up to four marks for spelling, punctuation and grammar on this question: make sure you write in paragraphs, use capital letters for proper nouns, and check your answer carefully at the end. If you can use historical words (like the ones in red throughout this book) correctly, you may get higher SPaG marks.



RECAP

Did the Big Three achieve their aims?

Each of the Big Three had different aims, and all of them achieved some of them – but how happy were they overall?



Clemenceau was pleased about:

- France gaining Alsace-Lorraine
- Germany having no army present in the Rhineland



Georges Clemenceau



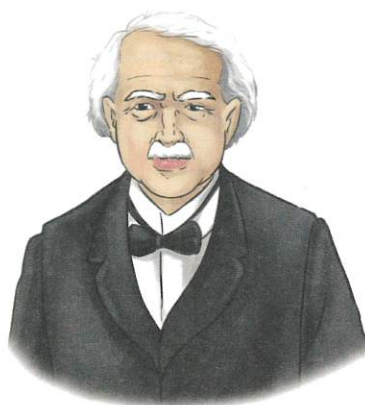
Clemenceau was unhappy about:

- the reparations: the French thought Germany should pay more
- Germany being allowed to have an army, even a small one
- the Rhineland not being completely taken away from Germany



Lloyd George was pleased about:

- Britain having naval supremacy over Germany
- the British Empire gaining more colonies



David Lloyd George



Lloyd George was unhappy about:

- the harsh reparations meaning Britain would lose trade with Germany
- the threat of a possible future war as the Germans were so unhappy



Wilson was pleased about:

- the creation of the League of Nations



Woodrow Wilson



Wilson was unhappy about:

- the Fourteen Points being ignored in the treaty terms
- the harshness of the treaty terms



Why couldn't the Big Three get everything they wanted?

- Europe was crumbling after the war so the Big Three were under pressure to reach an agreement quickly. The Austro-Hungarian and Ottoman empires had collapsed, leaving countries without stable governments. Each politician had to do what the people of their country wanted, to get re-elected. The ordinary citizens had been fed anti-German **propaganda** during the war and felt little mercy towards the losers.
- Wilson wanted the USA to join the League of Nations, but the US Senate followed a policy of **isolationism** and refused this.
- Wilson and Lloyd George now disagreed over the original terms of the armistice that Germany had signed in November 1918.
- During the war, countries had been promised rewards for joining on the side of the Allies, for example Italy was promised land. The Big Three had to keep these promises, even if they weren't in everyone's best interests.
- The Big Three each had different and often contrasting aims – they had to compromise.



APPLY

HOW FAR DO YOU AGREE?



- Look carefully at the terms each of the Big Three were happy and unhappy about. Rank each of the Big Three along an opinion line, in order of who you think was most and least satisfied with the terms of the Treaty of Versailles. Write a paragraph to explain the order you have chosen.
- Look at the list of reasons the Big Three could not achieve everything they wanted to. Which do you think were the three most important? Write them out in order of importance.
- Create a 10-point fact sheet to test detailed knowledge about the Treaty of Versailles. You could swap this with a friend to see if you have selected the same facts. Be prepared to justify why you have chosen your facts.

d



'The main reason the Big Three were dissatisfied with the Treaty of Versailles was because they had to compromise with each other.' How far do you agree with this statement? Explain your answer.

EXAMINER TIP



Always work out what the different sides of your answer will be. Here, you need to consider how the different aims of the Big Three meant that they could not get what they wanted, but you also need to think about the other reasons they were never going to be fully happy with the final treaty.



RECAP

How did the Allies react to the Treaty of Versailles?

Of course, it wasn't just the Big Three who had to be satisfied with the final treaty. Did the treaty please the people back home?

Britain

Propaganda during the war taught the Brits to despise the Germans, and lots of British soldiers had been killed in the war.

British people generally thought that the treaty was fair, and could even have been harsher.

Lloyd George was hailed as a hero, and newspapers said Britain would never be threatened by Germany again.

France

Many people in France were furious – they believed that the treaty was nowhere near harsh enough and that Germany should suffer as much as France had during the war.

People felt Clemenceau had not done enough to get revenge for France and he was voted out in the next election.

There were a few terms that the people of France liked, such as gaining control of the Saar and its coalfields for 15 years.

USA

The USA had only joined the war in 1917 and no fighting took place on US soil, so Americans did not want revenge or compensation in the same way that the British and French did.

Many people felt that the treaty was too harsh, including Wilson.

The USA wanted to follow a policy of isolationism.

The US Senate refused to approve the treaty or to allow the USA to join the League of Nations.

REVISION SKILLS



Break down the information for a topic in different ways. You can create a brief fact file, a bit like the boxes above, containing two or three important points about the country, person or event concerned.



APPLY

SOURCE ANALYSIS



SOURCE A A plate made to commemorate the signing of the Treaty of Versailles

Look at **Source A**. Which country do you think this plate was made in? Explain your answer using details from the source linked to your own knowledge.

SOURCE ANALYSIS

SOURCE B Adapted from John Maynard Keynes, a British economist, in his book *The Economic Consequences of Peace, 1920*; he was at the Paris Peace Conference:

The treaty includes no solutions for the economic rehabilitation of Europe – nothing to make the defeated central empires into good neighbours, nothing to stabilise the new states of Europe ... nor does it promote in any way an agreement of economic solidarity among the Allies themselves; no arrangement was reached at Paris for restoring the disordered finances of France.

In the exam you will be asked how useful two sources are to a historian studying a certain issue. In this activity you will build up the skills you need to analyse sources and answer the following question, but concentrating on just one source for now:



How useful is **Source B** to a historian studying the reasons why the Big Three were not satisfied with the Treaty of Versailles?

- a** First work out what the source is useful for. Find evidence from the source that describes why people criticised the Treaty of Versailles; you might want to highlight or underline each criticism in the source. Complete the table below to help you organise your ideas:

Criticism	Who felt this way?	Why did people feel like this?
No solutions for the economic rehabilitation of Europe	David Lloyd George	Concerned that heavy reparations would mean Germany and Britain could not trade

- b** Now think about the provenance of **Source B**. How does this make the source useful to a historian studying why people criticised the treaty?
- c** Use your ideas from parts **a** and **b** to help you answer the exam question above.

EXAMINER TIP



When asked how useful sources are, try to be positive. Assume that the source is useful and avoid listing what it does not cover. Demonstrate to the examiner that you understand what the source is saying and why people at the time felt this way. You could also consider the provenance (information about the source such as who wrote it and when) and how this makes the source useful to a historian.

REVIEW



To remind yourself of the Big Three's aims when agreeing the Treaty of Versailles, look back to Chapter 1, pages 12–13.



RECAP

German objections to the Treaty of Versailles

