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Option B: The 20th century



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International Relations since 1919

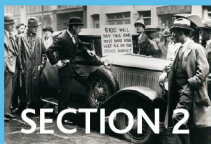
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How this book will help you to achieve your best in Cambridge IGCSE® History

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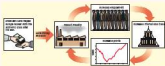


An American cartoon commenting on Stalin's take-over of eastern Europe. The bear represents the USSR.

Factfile

The League of Nations

- ▶ The League's home was in Geneva in Switzerland.
- ▶ Despite it being the brainchild of the US President, the USA was never a member of the League.



Think!

Revision Tip

Keywords

Chapter Summary

A) It will help you to learn the content

Is your main worry when you prepare for an exam that you won't know enough to answer the questions? Many people feel that way and it is true that there is a lot to learn in Cambridge IGCSE History. This book covers the Option B 20th century route for the Cambridge IGCSE syllabus. You will need good knowledge of the main events and the detail. This book will help you acquire both.

The **author text** explains all the key content clearly and comprehensively. But it does not just drone on about one thing after another. It helps you understand and investigate issues and establish links and relationships between topics.

It's full of brilliant **sources**. History is at its best when you can see what real people said, did, wrote, sang, watched on film, laughed about, cried over, and got upset about. Sources can really help you to understand the story better and remember it because they help you to see the big concepts and ideas in terms of what they meant to individuals at the time.

The **Factfiles** (key events) and **Profiles** (key people) are packed with hard facts and examples to use in your own work to support your arguments.

We use lots of **diagrams** and **timelines**. These help you to visualise, understand and remember topics. We also encourage you to draw your own diagrams – that is an even better way to learn.

Many of the Focus Tasks deal with quite big issues that you will find easier if you have thought things through beforehand. So the **Think!** feature is designed to prepare you for the Focus Tasks. Sometimes they are literally steps en route to a Focus Task as in Chapter 4; at other times they simply ask you to think about an issue that is particularly important for understanding the period better.

There are **Revision Tips**. If the content seems overwhelming to you and you just don't know where to start this gives you an achievable target – just a couple of key points on each topic to identify and remember. Think of it as a 'First Aid' kit.

Keywords. Every subject and topic has its own vocabulary. If you don't know what these words mean you won't be able to write about the subject. So for each chapter we have provided a keyword list. These are the kind of words or terms that could be used in sources or an exam question without any explanation so you need to be able to understand them and use them confidently in your writing. They are all defined in the **glossary** on page 000. But we also want you to create your own keyword list – in a notebook or on your phone, write down each word with your own definitions.

Finally there is a content **Summary** at the end of every chapter or Key Question. This condenses all the content into a few points, which should help you to get your bearings in even the most complicated content.

Focus Task

How did the Bolsheviks consolidate their rule?

It is January 1924. Lenin is dead. Your task is to look back at the measures he used to consolidate Bolshevik rule.

- 1 Draw a timeline from 1917 to 1924, and mark on it the events of that period mentioned in the text.
- 2 Mark on the timeline:
 - a) one moment at which you think Bolshevik rule was most threatened
 - b) one moment at which you think it was most secure.
- 3 Write an explanation of how the Bolsheviks made their rule more secure. Mention the following:
 - ♦ the power of the Red Army
 - ♦ treatment of opposition
 - ♦ War Communism
 - ♦ the New Economic Policy
 - ♦ the Treaty of Brest-Litovsk
 - ♦ the victory in the Civil War
 - ♦ the promise of a new society
 - ♦ propaganda.

B) It will help you to apply what you learn

The second big aim of this book is to help you to work with the content and think about it so that you are ready to apply what you learn. This is not an easy task. You will not suddenly develop this skill. You need to practise studying an issue, deciding what you think, and then selecting from all that you know the points that are really relevant to your argument.

The main way we help you with this is through the **Focus Tasks**

The title is a **Focus Point** or Key Question from the Cambridge IGCSE syllabus. Every Focus Point has its own Focus Task.

Often we ask you to create a comparative or a summary **chart or timeline** as in this example. The completed chart will also be perfect for revision purposes.

They help you to **apply your knowledge**. One of the most important skills in history is the ability to select, organise and deploy (use) knowledge to answer a particular question.

The structure of the task helps you to **focus on what is important** and ignore what is not. There are bullet points or charts to help you to **organise** your thinking.

Revision Tip

And remember, to help you further, most Focus Tasks have a linked **Revision Tip** that gives you a more basic target – just a couple of key points that you will be able to apply in your answers.

C) It helps you prepare for your examination

If you read all the text and tackled all the Focus Tasks in this book we are sure you would also find you were well prepared for the challenges of the exam, but you will probably also want something more exam-focused – you will want to see the kind of questions you will face in an exam and how you might go about answering them. So:

Exam focus

Exam Focus appears on page 168 (for the core content) and page 316 (for the depth studies). These pages take you step by step through the exam requirements for Paper 1 and Paper 2, and show you the kinds of questions you might be asked. We also analyse and comment on some sample answers that help you to see what a good answer might look like.

Exam Practice

Exam practice. At the end of every chapter there are some exam-style questions for you to practise. And in the Exam Focus sections there are plenty more examples of structured essays like in Paper 1 and questions on prescribed topics with sources and information like in Paper 2.

Source Analysis ▶

Source Analysis. Sources are an integral part of history. Historians use them to write history. We have used them to add colour and human detail to the stories of Modern World History. In Paper 2 of Cambridge IGCSE History you will also have to use sources to examine an issue when you will need to evaluate sources. So dotted throughout this book are Source Analysis questions that help you to evaluate sources – for example, thinking about their message, their purpose or their usefulness for a particular line of enquiry.

Text acknowledgements

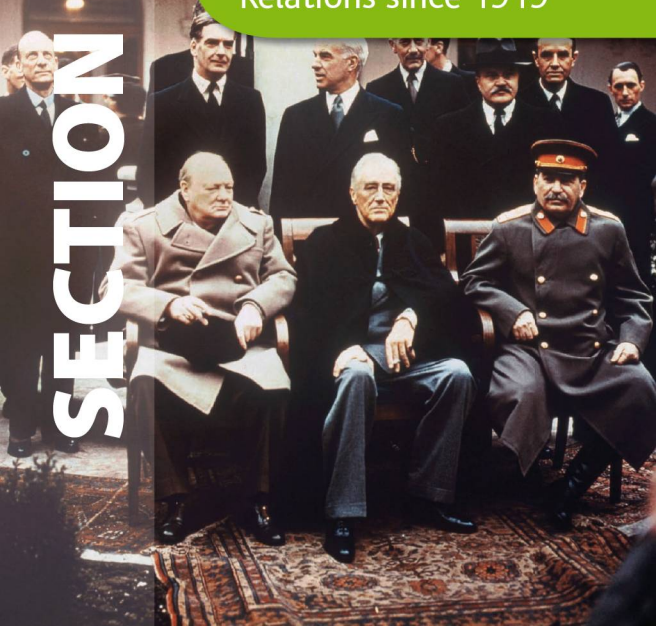
Acknowledgements Laszlo Beke: extracts from *A Student's Diary: Budapest October 16 - November 1, 1956* (Hutchinson, 1957); Countee Cullen: 'For A Lady I Know' from *On These I Stand: An Anthology of the Best Poems of Countee Cullen* (Harper & Bros., 1947), copyrights held by Amistad Research Center, Tulane University Administered by Thompson and Thompson; Adolf Hitler: extracts from *Mein Kampf*, translated by Ralph Manheim (Hutchinson, 1969), reproduced by permission of The Random House Group UK; Victor Klemperer: diary entries from *I Shall Bear Witness: The Diaries of Victor Klemperer, 1931-1941, Vol.1* (Phoenix, 1999), translation copyright © 1998 Martin Chalmers.

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Page 47, Source 12: the original caption was 'KEEPING HER GOING' *Doctors Eden and Delbos*. "I'm afraid her constitution isn't all it should be, but we musn't give up hope yet."

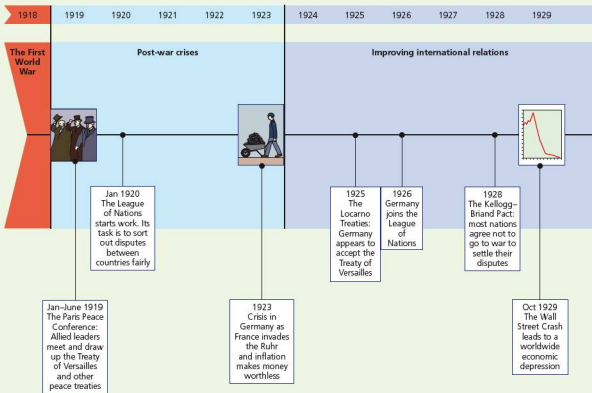
SECTION 1

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





The Inter-War Years, 1919–39



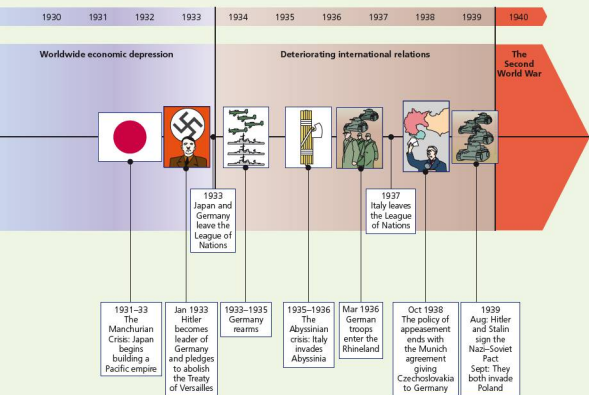
Focus

Chapters 1–3 of this book cover a turbulent period of European history. After the trauma of the First World War, citizens of European countries were hoping for peace, prosperity and calm. Instead they got revolutions, economic depression, international disputes, dictatorships, and in the end a Second World War. How did this happen?

In Part I:

- ♦ You will examine the peace treaties at the end of the First World War and consider whether they were fair (Chapter 1). Some would say that the peace treaties created problems for the future; others that they were the fairest they could have been given the very difficult situation after the First World War.
- ♦ The League of Nations was set up in 1920 to prevent war between countries. In Chapter 2 you will evaluate its successes (it did have many) and its failures (which tend to be remembered rather more than the successes) and reach your own view on how we should remember the League – as a success or a failure or something between.
- ♦ Finally in Chapter 3 you will examine the events of the 1930s which finally tipped Europe back into war. It is common to blame Hitler and his foreign policy for this slide to war but this chapter will help you to reach a balanced view that sees what other factors played a part.

The events in this chapters overlap in time. The timeline below gives you an overview of the main events you will be studying. It would be helpful if you made your own copy and added your own notes to it as you study.





THE RECKONING.

PAN-GERMAN. "MONSTROUS, I CALL IT. WHY, IT'S FULLY A QUARTER OF WHAT WE SHOULD HAVE MADE *THEM* PAY, IF *WE*'D WON."

1

Were the peace treaties of 1919–23 fair?

FOCUS POINTS

- What were the motives and aims of the Big Three at Versailles?
- Why did all the victors not get everything they wanted?
- What was the impact of the peace treaty on Germany up to 1923?
- Could the treaties be justified at the time?

However long or violent a war is, eventually the opposing sides must make peace. But because war is destructive and leaves a bitter legacy, the peacemaking after a long conflict can be the hardest job of all.

The people who had that role in 1919 had a particularly hard task. The First World War involved more countries, using more powerful weapons, causing greater casualties and physical destruction, than any war before it. The war had bankrupted some countries. It led to revolutions in others. There was bitterness and resentment.

In this post-war atmosphere almost everyone agreed that part of the job of the peacemakers was to avoid another war like it – but no one agreed how to do that.

Any treaty is a balancing act. The peacemakers have to keep the victors happy but ensure that the defeated country accepts the terms of the peace. Was it really possible to produce a treaty which all sides would have seen as fair? That's the key question you will have to think about in this chapter.

You are going to investigate what happened when these peacemakers got together to draw up the peace treaties.

You will focus on

- ◆ what the peacemakers were hoping to achieve
- ◆ how they worked
- ◆ what they decided
- ◆ why they decided it.

Then you will reach conclusions about the key question – how 'fair' were the treaties they came up with, which means thinking about:

- ◆ whether people at the time thought the treaties were fair, and why or why not
- ◆ whether historians (with the benefit of hindsight) think they were fair.

And remember...

the peace process was not just about Germany. Between 1919 and 1923 the peacemakers drew up four treaties (one for each of the defeated powers) although in this chapter you are going to focus most on the Treaty which dealt with Germany: the Treaty of Versailles.

◀ This British cartoon was published in 1919 shortly after the terms of the Treaty of Versailles had been announced. A German man is holding the treaty terms saying that Germany has to pay for the damage caused by the war.

- 1 Does he think the Treaty is fair? Why or why not?
- 2 Does the cartoonist think the Treaty is fair? Why or why not?
- 3 What is the message of this cartoon?

Profile

Woodrow Wilson (President of the USA)



Background

- Born 1856.
- Became a university professor.
- First entered politics in 1910.
- Became President in 1912 and was re-elected in 1916.
- From 1914 to 1917 he concentrated on keeping the USA out of the war.
- Once the USA had joined the war in 1917, he drew up the **Fourteen Points** as the basis for ending the war fairly, so that future wars could be avoided.

Character

- An idealist and a reformer.
- As President, he had campaigned against corruption in politics and business. However, he had a poor record with regard to the rights of African Americans.
- He was obstinate. Once he made his mind up on an issue he was almost impossible to shift.

High hopes for peace

Looking back it may seem that the peacemakers in 1919 had an impossible job. But that is not how people saw it at the time. There was great optimism. One of the main reasons for these high hopes was the American President Woodrow Wilson.

In 1918 Wilson made a speech outlining **Fourteen Points** (see Factfile), which were to be the guidelines for a just and lasting peace treaty to end conflict.

When he arrived in Europe for the Paris Peace Conference, Wilson was seen almost as a saintly figure. Newspaper reports described wounded soldiers in Italy trying to kiss the hem of his cloak and in France peasant families kneeling to pray as his train passed by.

Wilson's ideas

How did Wilson think the peacemakers could build a better and more peaceful world?

- **Don't be too harsh on Germany.** Wilson did believe Germany should be punished. But he also believed that if Germany was treated harshly, some day it would recover and want revenge. He was also concerned that extremist groups, especially communists, might exploit Germans' resentment and communists might even seize power in Germany as they had in Russia in 1917.
- **Strengthen democracy in defeated countries.** For Wilson the key to peace in Europe was to strengthen democracy in the defeated nations so that their people would not let their leaders cause another war.
- **Give self-determination to small countries that had once been part of the European empires.** He wanted the different peoples of eastern Europe (for example, Poles, Czechs and Slovaks) to rule themselves rather than be part of Austria–Hungary's empire.
- **International co-operation.** Wilson also believed that nations should co-operate to achieve world peace. This would be achieved through a 'League of Nations'. Wilson believed this was the most important of his Fourteen Points.

You can see from these principles that Wilson was an idealist. However he was not a politician who could be pushed around. For example, he refused to cancel the debts owed to the USA by Britain and its Allies so that he could put pressure on them to accept his ideas.

Focus Task

What were the motives and aims of the Big Three at Versailles?

Using the information and sources on pages 6–9, fill out a chart like the one below summarising the aims of the three leaders at the Paris Peace Conference. Leave the fifth column blank. You will need it for a later task.

Leader	Country	Attitude towards Germany	Main aim(s)	
Wilson				
Lloyd George				
Clemenceau				

Revision Tip

Your completed chart should be perfect for revision on this topic. The basic requirement is to be sure you can name:

- each of the Big Three
- one priority for each of them at the peace talks
- two issues that they disagreed about.