

Year 12 – 13  
History  
Summer Work



## History Summer Work – Instructions

### Coursework Tasks

- Complete **five** Cornell Notes reading sheets for your coursework. Reading could include chapters of books, JSTOR articles, Massolit videos or academic podcasts. These should ideally be completed in **OneNote**.
- Find and annotate **five** primary documents related to your coursework. A template is included in this booklet but annotations should ideally be completed on **OneNote**.
- **Optional** – start writing your coursework. However, please do no more than one paragraph.

### Russia and its Rulers Tasks

- Access Massolti and watch the lecture series on Russia called *The End of Imperial Russia, 1894-1917*. The Link is below. You then need to complete the worksheets for each lecture which can be found in this booklet.

[MASSOLIT - Russia – The End of Imperial Russia, 1894-1917: Russia in 1900 | Video lecture by Prof. Peter Waldron, University of East Anglia](#)

### International Relations Tasks

- **Optional** – complete the key question grids for International Relations to help prepare for Year 13 PPEs.

### Anglo-Saxons and Normans Tasks

- **Optional** – complete the key question grids for Anglo-Saxons and Normans to help prepare for Year 13 PPEs.

## Coursework Note Taking

Name:	Book title:
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Author:	Publishing place:	Publishing date:	Chapter heading:
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Main ideas of the chapter:	Useful <u>quotes</u> and <u>page number</u> :
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Summary of book's main ideas:
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Explain how this would relate to your question:
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Coursework Primary Sources

**Provenance of Source.** Is this person in a position to know? Can we trust them?

**Knowledge of the context.** When was the source written? What do you know is happening at the time?

**The Source.** What does it say?

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Worksheet 1 – Russia in 1900

**Recall**

Answer these questions after watching the video lecture to check how much you remember.

1. What was the largest state in the world at the beginning of the 20th century?  
a) Germany  
b) Russia  
c) France  
d) Britain
2. How many languages were spoken in the Russian Empire in 1900?  
a) more than 100  
b) less than 50  
c) less than 100  
d) more than 300
3. Who was the Tsar of Russia from 1894-1917?  
a) Alexander III  
b) Alexander II  
c) Nicholas I  
d) Nicholas II
4. What percentage of Russia's population were agrarian?  
a) 80%  
b) 50%  
c) 20%  
d) 60%
5. What year was the Russian Social Democratic Labour Party founded?  
a) 1905  
b) 1898  
c) 1894  
d) 1900

**Analysis**

6. In the lecture [3:05-3:45], Professor Waldron explains that Russia needed to develop its economy at the beginning of the 20th century. **Why was it so important for Russia to develop its economy in 1900? Include at least three reasons.**
7. Professor Waldron gives two consequences of Russia undergoing an Industrial Revolution [6:31-6:59]:
  - a) What are the two consequences?
  - b) Who do you think these two consequences would impact the most?
  - c) Why do you think this?

**Evaluation**

8. **'The main challenge to the Tsarist Regime in 1900 was the growth of the working class due to urbanisation.'** To what extent do you agree with this statement?

**Success Criteria (Have you included the following?)**

- Introduction which links to the statement and gives an **overview** of your answer including your judgement.
- Body paragraph 1 which gives evidence **for** the statement.
- Body paragraph 2 which gives evidence **against** the statement.

-Conclusion which links to the statement and **summarises** your evidence and overall judgement.

**Challenge:** Read the source below. Using evidence from the lecture, your previous answer and your own knowledge, how **useful** is the **content** of this source for someone who is studying the challenges faced by the Tsarist regime in 1900?

Nicholas's upbringing and education made him suspicious of change. It was no surprise that he continued the repressive policies he had inherited. This further angered the intelligentsia and the critics of the tsarist regime; they began to prepare to challenge tsardom. [pg. 14 from Lynch, M. 2015, *Reaction and Revolution: Russia 1894-1924*, (4th ed.), Hodder Education, Glasgow.]

### Glossary

- **Autocracy** – A system of government where there is one ruler who has ultimate and absolute power over a country  
*e.g. The Tsarist regime in Russia has been an autocracy for over 300 years.*
- **Tsar (Czar)** – King/Emperor of Russia, from the Latin word Caesar.  
*e.g. Tsar Nicholas II ruled the Russian Empire from 1894-1917.*
- **Agrarian**– A society or community where the economic wealth is based on the production of crops and utilisation of farmland.  
*e.g. The majority of the Russian population in 1900 was Agrarian.*
- **Urbanisation**- This references the population moving from rural areas to towns and cities.  
*e.g. The early 20th century saw increased urbanisation with people flocking to Moscow and St. Petersburg.*
- **Conservative**- Being against change and holding socially and politically traditional values.  
*e.g. The Tsar had conservative beliefs and did not wish for Russia to become too progressive.*
- **Clandestine**- Something that is done in a secret or private way  
*e.g. Political groups held clandestine meetings to discuss their views.*
- **Revolution**- A sudden change in political power or government where the population, or groups within it, overthrow the current regime.  
*e.g. The February Revolution (1917) led to the abdication of Tsar Nicholas II and a Provisional Government being instated.*

## Worksheet 2 – The 1905 Revolution

### Review: Lecture 1- Russia in 1900

In the previous lecture of the unit, Professor Waldron explained some of the geopolitical challenges that challenged the Russian Empire and its ruler, Tsar Nicholas II, at the beginning of the 20th century.

- ✓ Based on what you learnt in the last lecture, name 3 problems that the Tsar faced when ruling Russia in 1900.

### Recall: Lecture 2

*Answer these questions after watching the video lecture to check how much you remember.*

- Which country did Russia go to war with in 1904?  
a) China  
b) Japan  
c) Korea  
d) Mongolia
- In what city did the January 1905 peaceful demonstration take place?  
a) Moscow  
b) St Petersburg  
c) Kiev  
d) Yekaterinburg
- Which growing articulate and vocal social class including teachers, lawyers and doctors publicised their demands for change in 1905?  
a) Working Class  
b) Serfs  
c) Nobles  
d) Middle Class
- Nicholas II believed that he should not share his absolute power with anyone, what type of ruler was he?  
a) Democratic  
b) Theocratic  
c) Autocratic  
d) Plutocratic
- As a result of the events of 1905, what did Tsar Nicholas II introduce, giving more constitutional power to the citizens of Russia, in addition to personal freedoms?  
a) April Theses  
b) July Days  
c) October Manifesto  
d) February Revolution

### Analysis

6. In the lecture [0:28-1:52], Professor Waldron explains that Russia went to war with the island nation of Japan in 1904. Using the image below and the information from the lecture, answer the following questions:

- How did Russia expect the war against Japan to end?
- Why did Russia expect the war to end like this?

- c) What was the outcome of the war? Give two examples of events during the war that led to this outcome.
- d) How did the outcome of the war impact the Tsarist regime?



*Russian Navy hits Japan Navy. 1904. [Political Cartoon]. [Accessed 10 Nov 2021] Available from: <https://www.artfund.org/whats-on/exhibitions/2013/05/17/propaganda-power-and-persuasion-exhibition>*

### Evaluation

7. Evaluate the consequences of the 22nd January 1905 demonstration, which became known as 'Bloody Sunday'.
- **Identify** at least 3 consequences of the Bloody Sunday demonstration
  - **Explain** why these consequences were concerning for the Tsarist Regime
  - **Justify** which consequence you think had the most significant impact on the Tsarist Regime

Challenge: Read the excerpt from British Historian Orlando Figes' 1996 book *A People's Tragedy: The Russian Revolution, 1891-1924*:

"In the mind of the ordinary peasant the Tsar was not just a kingly ruler but a god on earth. He thought of him as a father-figure who knew all the peasants personally by name, understood their problems in all their minute details, and, if it were not for the evil boyars who surrounded him, would satisfy their demands. Hence the peasant tradition of sending direct appeals to the Tsar."

Following the events of the 1905 Revolution, do you think this opinion of the Tsar was still true for the majority of Russian peasantry? Why/why not?

## Glossary

- **Assailed** – Criticised strongly  
*e.g. He assailed a group of advisors for giving their opinions.*
- **Comprehensively** – In a way that includes or deals with all or nearly all elements or aspects of something.  
*e.g. Historians have comprehensively considered the outcome of the 1905 Revolution.*
- **Concessions** – Something that is granted, usually in response to demands.  
*e.g. The Tsar was forced to make concessions.*
- **Demonstration** – A gathering which people take part in to show their opposition to something or their support for something.  
*e.g. Peaceful demonstrations began to take place in the cities of Russia.*
- **Discontent**– Not being satisfied or happy with the current circumstances.  
*e.g. The discontent of the Russian population continued to grow.*
- **Manifesto**- A published declaration of the intentions, motives, or views of the issuer  
*e.g. The Tsar released the October Manifesto, issuing the concessions he was willing to make.*
- **Mutiny** – An open rebellion against those in charge of you, especially by members of the armed forces against their officers.  
*e.g. Sailors led a mutiny against their commanding officers.*
- **Rebellion** – The action or process of resisting control or those in authority, sometimes leading to armed resistance.  
*e.g. The Tsarist Regime were quick to try to put down the rebellion.*

**Worksheet 3 – The Failure of Constitutionalism, 1905-1914**

**Review: Lecture 2- The 1905 Revolution**

In the previous lecture of the unit, Professor Waldron discussed the causes, events and consequences of the 1905 Revolution.

✓ Based on what you learnt in the last lecture:

- a) Which war was a main cause of the Revolution?
- b) Which peaceful demonstration is considered one of the most significant events of the Revolution?
- c) What did the Tsar publish as a consequence of the Revolution?

**Recall: Lecture 3- The Failure of Constitutionalism, 1905-1914**

**Answer these questions after watching the video lecture to check how much you remember.**

1. What was the name of Russia's state parliament, introduced as a result of the October Manifesto in 1905?  
a) Mir  
b) Soviet  
c) Zemstvo  
d) Duma
2. When did Russia's newly formed state parliament meet for the first time?  
a) April 1906  
b) April 1908  
c) January 1905  
d) January 1907
3. What was the name of the Prime Minister from 1906-1911, who wanted to introduce reform?  
a) Sergei Witte  
b) Pyotr Stolypin  
c) Pyotr Kropotkin  
d) Georgy Gapon
4. What happened to Pyotr Stolypin in September 1911 ?  
a) He became Tsar  
b) He was assassinated  
c) He was fired  
d) He quit as Prime Minister
5. How many Russian state parliament's were there before the Revolutions of 1917?  
a) 1  
b) 3  
c) 2  
d) 4

**Analysis**

6. In the lecture [0:33-0:55], Professor Waldron suggests that it looked as though the demonstrators had managed to change the course of Russian history following the publishing of the October Manifesto in 1905. Do you agree with this suggestion? Give at least three reasons for your answer from the lecture.

7. Nicholas II took action to restrict the power of the State Duma. Give at least three examples of restrictions that the Tsar placed on the State Dumas between 1906-1914.
8. As Prime Minister, Pyotr Stolypin wanted to introduce reforms to Russian society.
  - a) What areas did Stolypin want to introduce reforms in?
  - b) What would have been the impact of these reforms if they had been introduced?
  - c) Why was Stolypin unable to introduce these reforms?

### Evaluation

9. Consider the make-up, activities and roles of the first three Dumas between 1906 and 1912. To what extent were these State Parliament's effective?

#### **Success Criteria (Have you included the following?)**

- Introduction which links to the statement and gives an **overview** of your answer including your judgement.
- Body paragraph 1 focusing on the make-up (composition) of the 3 Dumas
- Body paragraph 2 focusing on the activities of the 3 Dumas
- Body paragraph 3 focusing on the role of the 3 Dumas
- Conclusion which makes a final judgement about their overall effectiveness.

**Challenge:** Some historians claim that over 3,000 suspects were convicted and executed by special courts that Stolypin introduced between 1906 and 1909, in order to charge political revolutionaries. As a result of this action the hangman's noose in Russia became known as "Stolypin's necktie". (From pg. 258 in Ulam, A. B. *The Bolsheviks* (1998) Massachusetts, Harvard University Press)

This excerpt shows Stolypin was willing to repress as well as reform. Which view of Stolypin do you think is more accurate and why?

### Glossary

- **Assassination-** The planned murder of an important person  
*e.g. The assassination of Stolypin took place at Kiev Opera House*
- **Conservative-** Being against change and holding socially and politically traditional values.  
*e.g. The Tsar had conservative beliefs and did not wish for Russia to become too progressive.*
- **Constitution** – A collection of principles that constitute the legal basis of an organisation and commonly determine how it is governed  
*e.g. The October Manifesto can be viewed as Russia's first constitution.*
- **Duma** – The state parliament in Russia, formed following the creation of the October Manifesto in 1905.

*e.g. There were four State Dumas between 1905-1917.*

- **Fundamental** – A central rule or principle on which something is based.  
*e.g. The fundamental rights of the Russian people had grown.*
- **Parliament** – A decision making body of a government, usually in charge of law making.  
*e.g. The Russian parliament was called the Duma.*
- **Reform** – To make changes in order to improve something  
*e.g. Pyotr Stolypin introduced policies of Land Reform.*

### Worksheet 4 – The First World War, 1914-17

#### Review: Lecture 3- The Failure of Constitutionalism, 1905-1914

In the previous lecture of the unit, Professor Waldron considered the challenges which faced the State Parliament of Russia between 1905-1914.

✓ Based on what you learnt in the last lecture, answer the following questions:

- a) What was the name of the state parliament of Russia?
- b) How many state parliaments were there between 1905-1917?
- c) What was the name of the reformist Prime Minister who was assassinated in 1911?

#### Recall: Lecture 4- The First World War, 1914-1917

*Answer these questions after watching the video lecture to check how much you remember.*

1. In August and September 1914, where did Russia's army suffer defeats?
  - a) East Prussia
  - b) France
  - c) Italy
  - d) Finland
2. Which country remained in control of large parts of Western Russia throughout 1916?
  - a) Britain
  - b) Austria-Hungary
  - c) France
  - d) Germany
3. In what year did Nicholas II become Commander-in-chief of the Russian army?
  - a) 1914
  - b) 1916
  - c) 1915
  - d) 1917
4. What happened to the Duma during the First World War?
  - a) It was dissolved
  - b) It met infrequently
  - c) It took control of the country
  - d) It no longer existed
5. Which Siberian peasant, considered by some to be a Holy Man, was thought to be influencing the Imperial family during the war?
  - a) Vladimir Lenin
  - b) Georgy Gapon
  - c) Gregori Rasputin
  - d) Pyotr Stolypin

#### Analysis

6. Why did Tsar Nicholas II make the decision to take personal command of the army in 1915? Give at least **two reasons** for your answer. [3:20-4:01]
7. In the lecture, Professor Waldron discusses the challenges facing Russia at the beginning of the First World War [4:05-5:15]. **Identify** two of those challenges and **explain** why they were problematic for the Tsarist Regime.

#### Evaluation

8. Nicholas II's decision to become commander-in-chief of the Russian Army in 1915 is often cited as one of the key factors contributing to the Romanov family's downfall. Discuss which other factors between 1914-1917 led to the abdication of the Tsar in February 1917.

Challenge: Evaluate the political, economic and social impact that World War I had on Russia and its people. Use the headings below as a guide.

- Political: To do with governance and power
- Economic: To do with finances and production
- Social: To do with the people, their interactions and their activities as a collective

### Glossary

- **Abdication-** The act of formally giving up the responsibilities and authority of a monarch.  
*e.g. Nicholas' abdication meant the end of 300 years of Romanov rule.*
- **Catastrophic-** Something unfortunate or sudden which leads to great damage or suffering.  
*e.g. Russia's military performance at the Battle of Tannenberg led to a catastrophic defeat.*
- **Commander-in-chief** – Someone (usually a politician or statesman) who is in charge of all of a country's armed forces.  
*e.g. Nicholas' advisors did not want him to become commander-in-chief in 1915.*
- **Demonstration** – A gathering which people take part in to show their opposition to something or their support for something.  
*e.g. Peaceful demonstrations began to take place in the cities of Russia.*
- **Discontent-** Not being satisfied or happy with the current circumstances.  
*e.g. The discontent of the Russian population continued to grow.*
- **Mutiny-** An open rebellion against those in charge of you, especially by members of the armed forces against their officers.  
*e.g. Sailors and soldiers refused to open fire on protestors, leading to a mutiny.*
- **Potent-** To have great influence, power or effect  
*e.g. Nicholas had been a potent symbol of authority.*
- **Scapegoat-** A person who is blamed for the wrongdoings, mistakes or faults of other people.  
*e.g. Rasputin was made a scapegoat by some in the Tsarist Regime.*

**Worksheet 5- The Provisional Government, March-October 1917**

**Review: Lecture 4- The First World War, 1914-17**

In the previous lecture of the unit, Professor Waldron looked at Russia's involvement in the First World War.

- ✓ Based on what you learnt in the last lecture, name three challenges that Russia faced during the First World War.

**Recall: Lecture 5- The Provisional Government, March- October 1917**

**Answer these questions after watching the video lecture to check how much you remember.**

1. What did Nicholas II do in February/March 1917?
  - a) Die in battle
  - b) Abdicate the throne
  - c) Appoint a new Prime Minister
  - d) Flee Russia
2. What was the first challenge facing the Provisional Government?
  - a) Russia's involvement in WWI
  - b) Stolypin's land reforms
  - c) The Tsar Returning
  - d) The debt that Russia owed its allies
3. In what month did leftist demonstrations, that the Provisional Government opened fire on, take place?
  - a) April
  - b) June
  - c) May
  - d) July
4. Who was the leader of the Bolshevik Party in 1917?
  - a) Joseph Stalin
  - b) Nikita Khrushchev
  - c) Vladimir Lenin
  - d) Leon Trotsky
5. In what month in 1917 did the Bolshevik Party seize control of St Petersburg, storming the Winter Palace?
  - a) December
  - b) October
  - c) March
  - d) August

**Analysis**

6. In the lecture [0:45-2:20], Professor Waldron discusses the problems that the Provisional Government faced from March 1917.
  - a) Identify **two** problems that the Provisional Government faced in March 1917.
  - b) Explain why these problems made it difficult for the Provisional Government to rule Russia in the interim period of March-October 1917.

7. From the lecture [3:00-4:12] and your own knowledge, why do you think the Provisional Government was unable to withdraw Russia from the First World War? Give at least **two** reasons.

### Evaluation

8. Evaluate how the decisions of the Provisional Government and the events which took place from June-September 1917 led to the Russian Revolution in October 1917.

You may wish to include the following in your answer:

- June Offensive
- July Days
- Kornilov Rebellion

**Challenge:** Lenin called for the overthrow of the Provisional Government by the Soviets; he was subsequently condemned as a "German agent" by the government's leaders. In July, he was forced to flee to Finland, but his call for "peace, land, and bread" met with increasing popular support, and the Bolsheviks won a majority in the Petrograd Soviet. (From History.com (ed), 2009, *Lenin returns to Russia from exile*, A&E Television Networks, Accessed: 10 November 2021, URL: <https://www.history.com/this-day-in-history/lenin-returns-to-russia-from-exile>)

How significant was Lenin's role in March-October 1917 leading up to the Bolshevik Revolution? Refer to the source, the lecture and your own knowledge in your answer.

### Glossary

- **Authority-** The power or right to give orders and make decisions.  
*e.g. The authority of the Provisional Government was questionable.*
- **Bolshevik-** A member of the majority faction of the Russian Social Democratic Party on the far-left of the political spectrum, which seized power in the October Revolution of 1917.  
*e.g. The Bolshevik Party continued to gain support throughout the summer of 1917.*
- **Coup d'état-** (often shortened to Coup) This is a seizure and removal of a government and its powers.  
*e.g. The Bolshevik coup took place in late October 1917, starting in Petrograd.*
- **Interim-** A period of time in between two others, usually temporary.  
*e.g. The Provisional Government took charge in the interim period of March-October 1917.*
- **Plausible-** To seem reasonable or probable, likely to happen.  
*e.g. It was plausible for the Bolshevik Party to try to stage a Revolution.*
- **Provisional-** Existing in the present for a short time, to be changed later.

*MASSOLIT – Russia: The end of Imperial Russia, 1894-1917*

*e.g. The Provisional Government existed from March-October 1917.*

- **Revolt-** To try to end the authority of a ruler or government by taking violent action against them.  
*e.g. General Kornilov attempted to stage a revolt in August 1917.*
- **Soviets-** Small political groups and government councils that made decisions following the Russian Revolution, originally organised by workers.  
*e.g. The Petrograd Soviet, founded in March 1917, organised industrial strikes throughout 1917.*

British Period Study:  
Anglo-Saxon England  
and the Norman  
Conquest 1035-87

How stable was England in the period from 1035 to 1042?

## Anglo-Saxon England, 1035-66

How effective was Edward the Confessor as king of England?

How important was Norman influence in England under Edward the Confessor?

Why were the Godwin family so important and how effectively did Edward the Confessor deal with them?

Why was there a succession crisis in 1066?

## William I and the consolidation of power

What was the significance of William's departure for Normandy in 1067?

How serious were the revolts that William faced in the period from 1067 and 1071?

How important were castles and churches in the maintenance of order in England?

What was the impact of the 'harrying of the north'?

What were the consequences of the unrest in England?

How secure was Harold's position as king of England?

How effectively did William prepare for the invasion?

What was the impact of Hardrada's invasion on Harold's position?

**William of Normandy's invasion and the Battle of Hastings, 1066**

Why did the Battle of Hastings last so long?

Why did William win the Battle of Hastings?

How did William establish himself on the throne of England by the end of 1066?

How much did government and administration change during the reign of William I?

When and why did the Anglo-Saxon earls decline in importance?

## William I and the government and administration of England

How important were the Norman barons?

How important were knights?

## William I and the consolidation of power

Why did William establish a new elite and how serious a threat was it to his position?

How effectively did William deal with the threats from Scotland and Scandinavia?

How was England organised militarily?

What was the impact of the Norman Conquest on the English Church?

**William I and the  
government and  
administration of  
England**

To what extent did the Conquest bring about change in urban and rural areas?

What was the purpose of the Domesday Book?

Enquiry Topic: Norman  
England 1087-1107

Why, and with what consequences, was there rebellion from the Norman barons in 1088 and 1095?

How successful was William II's diplomacy in Scotland?

Why, and with what consequences, was there a dispute over the Conqueror's inheritance?

To what extent did Ranulf Flambard influence the government?

**William II  
'Rufus' and  
the  
consolidation  
of power and  
government**

How successful were the Northumbrian campaigns of 1092 and 1094?

Why, and with what consequences, did William II 'Rufus' invade Wales in 1095 and 1097?

How significant was William's attitude towards the Church?

Why, and with what consequences, was William of Saint-Calais put on trial in 1088?

How significant was William II's relationship with Anselm?

Why was the Council of Rockingham called in 1095?

William II  
'Rufus' and  
the Church

How significant was William II's relationship with the papacy?

To what extent did William II support the growth of monasticism?

Why did William return to England in 1099?

To what extent was Robert's return from the First Crusade significant?

How and why was Henry I the main beneficiary of William's death?

Why were William's negotiations with Duke William IX of Aquitaine significant?

**The death of William II 'Rufus' and the succession of Henry**

Why were the circumstances of William's death controversial?



Unit 2: International

Relations

1890-1941

Why did German unification mark a major shift in power in Europe?

## Growing international tension, 1870-1890

Why was Franco-German co-operation so short lived?

Why were the Balkans an area of potential international conflict?

What pressures forced Bismarck to negotiate the web of alliances 1879-83?

How did Bismarck seek to avoid an Austro-Russian war breaking out over the Bulgarian Crisis?

## The origins of the First World War

To what extent can the 'New Course' in German foreign policy be considered a failure?

Why did imperial rivalries in Africa and China not lead to a major war between the Great Powers?

To what extent did the Triple Entente mark a 'diplomatic revolution'?  
Why was the Anglo-French Entente agreement negotiated?

What were the causes and consequences of the second Moroccan crisis?

Why were the Balkans a major crisis point during the years 1906-14?

## The origins of the First World War

Why did Germany give Austria a 'blank cheque'?

Can it be argued that no one power alone bears the chief responsibility for the causes of the First World War?

Why during 1914-15 did the war of movement turn into static trench warfare?

Why was neither side able to achieve a decisive victory in 1916?

What were the consequences of the German decision to declare unrestricted submarine warfare against the allies?  
Why was no compromise peace negotiated between the Central Powers and the Entente in 1917?

# The First World War, 1914-18

How did Germans benefit from the Bolshevik Revolution?

Why were the terms of the armistice agreement with Germany so severe?  
To what extent did the armistice terms contain the key war aims of the Allies and associated powers?

Why did the economic, political and social conditions of the time make it so much more difficult to negotiate a just and balanced peace settlement?

What did the individual Allied and associated powers hope to achieve from the peace treaties?

## Peace Settlements, 1919-23

How effective was the organization of the Peace Conference?  
Why did the organization of the Paris Peace Conference have to be streamlined?

To what extent was the Treaty of Versailles a harsh treaty?  
How justified was German criticism of the Treaty of Versailles?

## Peace Settlements, 1919-23

To what extent was the treaties with Austria, Hungary and Bulgaria unworkable and full of contradictions?

To what extent was the Treaty of Sevres so harsh that it was bound to provoke a backlash?

How effectively did the Entente Powers enforce the Treaty of Versailles? Why and how did Britain and France's views on how to implement the Treaty of Versailles conflict between 1920 and 1923?

What were the terms of the Dawes Plan, and why did it help to stabilise Europe after the Ruhr crisis?

How did France seek to gain security from future German aggression?  
What did Britain, France and Germany gain from the Locarno Agreements?

To what extent did the Locarno Treaties lead to a revision of the Treaty of Versailles?

What were the aims of Russian foreign policy towards Germany 1934-29?

**Locarno Era, 1924-30**

How successful was the League of Nations?  
How did the League of Nations work?

Why did Britain reject the Geneva Protocol?  
What role did the USA play in the disarmament question 1921-33?

What impact did the Great Depression have on the international situation?

What legacy in foreign policy did Brüning, Papen and Schleicher leave Hitler?  
What were the aims of the Nazi foreign policy and what had Hitler achieved by 1935?

## Democracies on the defensive, 1930-36

How did the Great Powers respond to the rise of Hitler 1933-35?

Why was the conquest of Abyssinia not stopped by Britain and France?  
Why did attempts to find a compromise over Abyssinia fail?

## Democracies on the Defensive, 1930-36

Why, despite the Locarno Agreements, was there no effective opposition when Hitler broke the Treaties of Versailles and Locarno and remilitarised?

How did the Great Powers react to the Spanish Civil War?

Why and how did Japan, Germany and Italy draw closer together in the period 1936-37?

Why did Britain and France guarantee Poland, Greece and Romania?

Why did Hitler decide that Poland had to be destroyed?

Why did Britain, France and Germany begin negotiations with the

USSR in the summer of 1939?

Why did Germany want an alliance with the USSR?

What signs were there that appeasement was not yet dead?

Why was Mussolini unable to avert the war?

## Countdown to war in Europe, 1937-41

How did Stalin exploit the 'phoney war' to achieve his aims?

What were the immediate consequences for Continental Europe of

Hitler's victories in 1940?

What were the causes of the Second World War?

What light does the Hossbach Memorandum shed on the aims of Hitler's foreign policy?

In what ways did the experiences of the First World War influence the arms race of the period 1936-39? What was the impact of the arms race on the diplomatic situation?

## Countdown to war in Europe, 1937-41

Why and how did Chamberlain launch a policy of appeasement in the autumn of 1937? What did Chamberlain hope that his appeasement policies would achieve?

Why did Hitler decide to invade Austria? What did Hitler hope to achieve by exploiting the nationalism of the Sudeten Germans?

How did the treatment of Japan at the Paris Peace Conference result in a change of relations?

Why did Japan occupy Manchuria?

War in  
Asia,  
1919-  
41

What was the League's initial response to the occupation of Manchuria by Japan?

Why did US-Japanese relations deteriorate in 1940-41?