

**Paper 1 Question bank  
(2024 specification)**

- 6021 – Was the Treaty of Versailles fair?
- 6022 – To what extent was the League of Nations a success?
- 6023 – How far was Hitler's foreign policy to blame for the outbreak of war in Europe in 1939?
- 6024 – Who was to blame for the Cold War?
- 6025 – How sincere was the USSR's control of Eastern Europe 1945-1991?

**Q1.** What were Lloyd George's aims for the Treaty of Versailles?

1. What did Clemenceau want from the peace treaties?
2. What did Wilson hope to achieve with his 'Fourteen Points'?
3. How did the Treaty of Versailles weaken Germany's military capabilities?

26. Why did the aims of the 'Big Three' differ?
27. Why was Wilson disappointed with the Treaty of Versailles?
28. Why did the Treaty of Versailles cause such hostility in Germany?
29. Why was the League of Nations established by its structure and membership rules?
30. Explain why some major powers did not join the League?
31. Why did Japan invade Manchuria?
32. Why was the conquest of Abyssinia by Italy not prevented by the League of Nations?
33. Why was Hitler so successful in achieving his foreign policy aims between 1933-36?
34. Why was Hitler able to remilitarise the Rhineland in 1936?
35. Why was Hitler's invasion of Czechoslovakia in March 1939 significant?
36. Why was Hitler able to successfully unite with Austria in 1938?
37. Why was the Nazi-Soviet Pact of August 1939 so important?
38. Explain why the Grand Alliance broke down between 1943-5.
39. Why did the Potsdam conference increase tensions between the Soviet Union and the West?

# **PAPER 1 (A, B, C) QUESTION BANK** **IGCSE History 2024 EXAM (CIE, 0470)** **KEY CONTENT – CHAPTERS 1, 2, 3, 4 and 6**

47. The 'Big Three' (Clemenceau, Lloyd George and Wilson) were the main architects of the Treaty of Versailles. How far do you agree with this statement?
48. How far do you agree with this statement? Explain your answer.
49. How far could the Treaty of Versailles be justified at the time? Explain your answer.
50. Clemenceau was more satisfied with the terms of the Treaty of Versailles than Lloyd George. How far do you agree with this statement? Explain your answer.
51. The League of Nations failed in its peacekeeping role in the 1930s. How far do you agree with this statement?
52. Britain and France were to blame for the failure of the League. How far do you agree with this statement?
53. Hitler was of greater importance in causing the failure of the League of Nations than any other power. How far do you agree with this statement? Explain your answer.
54. How far was the League of Nations a success?
55. 'The policy of appeasement was a failure.' How far do you agree with this statement? Explain your answer.
56. 'Hitler's desire for Lebensraum was the most important reason for the outbreak of the war in 1939.' Do you agree?



58. How far was the Treaty of Versailles to blame for the outbreak of war in 1939? Explain your answer.
59. 'The remilitarisation of the Rhineland was more important to Hitler's plans than the Spanish Civil War.' How far do you agree with this statement?
60. How successful was the West in containing communism in Europe up to 1945? Explain your answer.
61. How far can the blame for starting the Cold War be placed on Churchill and Truman rather than Stalin?
62. 'Stalin was right to view the Marshall Plan with suspicion.' How far do you agree with this statement? Explain your answer.
63. 'The Truman Doctrine was more responsible for increasing Cold War tensions than the Berlin Blockade.' How far do you agree?
64. 'Communism almost single-handedly ended communist control of Eastern Europe. How far do you agree with this statement? Explain your answer.
65. How significant were the actions of Solidarity in accelerating the collapse of Soviet control in Eastern Europe?

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**AW Rasmussen**



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*Assessment and Learning in Content and Language Integrated Learning (CLIL) Classrooms* Mark deBoer,Dmitri Leontjev,2020-11-17 This volume builds a conceptual basis for assessment promoting learning in Content and Language Integrated Learning CLIL classrooms and proposes practical assessment approaches and activities that CLIL teachers can apply in the classroom CLIL as an educational context is unique as language and content learning happen simultaneously The efficacy of such instruction has been studied extensively but assessment in CLIL classrooms has drawn much less attention The present volume aims to fill this gap Arranged based on different ways that content and language are integrated in CLIL the chapters in this book together build a solid theoretical basis for assessment promoting learning in CLIL classrooms The authors discuss how assessment eliciting this integration yields insights into learners abilities but more importantly how

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*History: Paper 2 Investigation and Breadth Studies* Rob Bircher, Kirsty Taylor, Jennifer McCullough, Michael Scott-Baumann, 2021-09-06 Exam board Pearson Edexcel Level International GCSE 9 1 Subject History First teaching September 2017 First exams Summer 2019 Endorsed for Pearson Edexcel qualifications Follow the tried and tested methods of bestselling author Ben Walsh This book builds the skills required for exam success helps students to remember all the content and makes History really interesting The authors have listened to feedback from teachers and students about the challenging aspects of the specification to ensure that they deliver the support you need You can rely on this textbook to b Ensure that History is accessible to all b Straightforward language manageable chunks of text and plenty of bullet points guide you through the content which is covered in the amount of depth that students need b Bring historical events people and developments to life b Focus on what really matters b The features in the book are designed to consolidate students knowledge of the key points from Focus boxes and regular Knowledge check questions to end of chapter summaries b Break down exam skills into small steps b Activities throughout the chapters and larger Focus tasks teach students how to select organise and use their knowledge to explain analyse evaluate and make judgements b Provide easy to follow exam advice b Clear explanations of the exam requirements analysis of what a good answer might look like and handy tips help students to feel confident and prepared b This book covers the following units b Historical investigations b Russia and the Soviet Union 1905 24 b The USA 1918 41 **My Revision Notes: Pearson Edexcel**

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