The Causes of the First World War

Revision Booklet
Section 1: Introduction to the First World War

Section 1 Learning Objectives

This section aims to introduce you to two things:

1. The topic of the First World War. Some key facts and figures will be covered and will give you some indication as to the scale of the conflict. This is about improving your first Key Historical Skill - namely, knowledge.

2. The first of your Key Source Skills - namely obtaining information from sources.

Section 1 Success Criteria

You will have:

a) Used common sense and your ability to read and understand a piece of text in order to complete a matching exercise.

b) Looked at two sources analytically, interpreting beyond what is obvious to what is implied, in order to obtain some information about the First World War.

Task 1: Match the key facts to the key figures

Use page 43 of the Causes and Events of the First World War chapter to help you. You may need to do some additional research (e.g. using the internet) or use your powers of deduction and reasoning!

<table>
<thead>
<tr>
<th>Key Figure (*estimated)</th>
<th>Key Fact</th>
</tr>
</thead>
<tbody>
<tr>
<td>20 million*</td>
<td>Fatalities</td>
</tr>
<tr>
<td>1914-191</td>
<td>Prisoners and missing persons</td>
</tr>
<tr>
<td>9 million*</td>
<td>Wounded</td>
</tr>
<tr>
<td>24*</td>
<td>Deaths caused by poison gas attacks and other new and deadly weapons.</td>
</tr>
<tr>
<td>$180-200 billion*</td>
<td>Cost of the war</td>
</tr>
<tr>
<td>88 million*</td>
<td>Dates of the war</td>
</tr>
<tr>
<td>100,000*</td>
<td>Countries involved</td>
</tr>
</tbody>
</table>

Task 2: Obtaining information from sources

The stern hand of Fate has scoured us to an elevation where we can see the everlasting things that matter for a nation - the great peaks we had forgotten, the Honours, Duty, Patriotism, and clad in glittering white, the pinnacles of Sacrifice, pointing like a rugged finger to Heaven. We shall descend into the valley again; but as long as the men and women of this generation last, they will carry in their hearts the image of these mighty peaks, whose foundations are not shaken, though Europe rock and sway in the convolutions of a great war.

David Lloyd George speaking towards the end of the First World War.
Key Source Skill 1 - Obtaining information from sources: You have to think about what your question is and take the information from the source that helps you answer it. Look at what is obvious and what is implied in the source. What can you see? What point do you think the author of the source is trying to make? Always remember to look at the information about the source, as well as the information in the source.

When you write your answer, remember to say what in the source leads you to that conclusion: e.g. source A shows us this because of this information in the source.

Task 2: What can we learn about the First World War from these sources?

Insert your answer here:

Source A: cartoon about the First World War by Louis Raemaekers, 1915 (a Dutch painter known for being anti-German).

Source B: from a speech by David Lloyd George (Prime Minister of Britain, 1916-22)

Section 2: Increasing Tensions

Section 2 Learning Objectives

By the end of this section, you should:

1. be able to describe the alliance system and explain how it came into existence.
2. be able to describe colonial problems and explain how they affected different countries.
3. be able to evaluate the significance of both problems and explain how they a) increased tensions and b) led to war.

Section 2 Success Criteria
a. Completed a map of Europe and marked on the alliance system.
b. Explained why the alliance system was set up in your own words and attempted an exam question.
c. Used a timeline to make notes on the colonial problems, and analysed the problems caused by the overseas territories.
d. Practised source interpretation skills and applied them to an exam question.
e. Completed a diagram that weighs up the relative significance of either problem in leading to war.

The Alliance System

Use pages 44 and 45 of the Causes and Events of the First World War chapter and the PowerPoint The Alliance System in Europe to help you with this section.

Task 1: Who was in what group?

On this blank map of Europe, mark the principle countries involved in the Alliance system. Label each one whether they are part of the Triple Alliance or the Triple Entente and colour them in.

The map on page 45 will also help you with this task.
Task 2: Why was the Triple Alliance set up?

Who was in the Triple Alliance?

What was the promise made?

Why did Austria-Hungary join?

Why did Germany join?

Why did Italy join?

Task 3: Why was the Triple Entente set up?

Who was in the Triple Entente?

What was the difference between the promise made by the Alliance and the promise made by the Entente?

Why did Britain join?

Why did France join?

Why did Russia join?
Exam Question: What was the Entente Cordiale of 1904? (4 marks)

Decoding Exam Questions: What do the examiners want you to do?

The examiners are always looking for you to hit the assessment objectives that apply to each question. This question is a fairly simple description question. All it wants you to do is hit Assessment Objective 1 - “recall, select, use and communicate your knowledge and understanding of history”.

So- for four marks;

1. Read the question carefully. What information is it asking for?
2. Select the information from your vast stores of knowledge that answer that question. As it is four marks, you will need either four facts or two facts that you have developed with additional detail. Usually you get one mark for each point and one mark for each supporting detail.
3. Write- briefly- ONLY the RELEVANT information.
4. Write no more than a short paragraph. On to the next question that is worth more marks!

What was the Entente Cordiale of 1904? (4 marks)

Answer the question in this box.
What is meant by colonial problems?

During this period, the status of a country was (amongst other things) dependent on whether or not it had a substantial empire.

- **Great Britain**: By 1922 the British Empire ruled over a quarter of the world’s population and nearly a quarter of the globe’s total land area. It was said that “the sun never set on the British empire” because it’s sheer size meant that it was always daylight somewhere in the empire. Much of Britain’s empire was located in Africa, Asia and the Pacific.

- **France**: the second largest after Britain, it covered 8.7% of the globe’s total land area. Much of the empire was located in North Africa, the Caribbean and India—mainly in rivalry with Britain.

- **Germany**: consisted of 26 constituent territories, both population and territory were mostly located within the Kingdom of Prussia. Germany did, as a newly unified state, want to expand their empire. The Kaiser was concerned that Germany would not have its’ “place in the sun” and their colonial ambitions were perceived by Britain and France as a threat to their own security.

- **Austria-Hungary**: the Empire was mostly the two countries located within the dual monarchy (Austria and Hungary). Contained numerous different ethnic groups and 12 different official languages.

- **Russia**: One of the largest empires, in 1866 second only to Britain when it stretched across Eastern Europe, through Asia and into North America.

**Task1**: Using the information above, explain why empires may have caused these powers to fall out?

Write your answer in here:
To complete this work, you will need to use the information on the previous page and pages 46-47 of the *Causes and Events of the First World War* chapter.

**Task 2: Timeline of events**

Complete the timeline

<table>
<thead>
<tr>
<th>Date</th>
<th>Event (briefly describe what happened)</th>
<th>Powers involved (include whether Alliance or Entente)</th>
<th>Effect on international relations.</th>
</tr>
</thead>
<tbody>
<tr>
<td>1870s-</td>
<td>Scramble for Africa- Britain, Belgium, France and Italy- took over most of Africa to secure commercial markets and trade routes.</td>
<td>Britain and France (Entente) Italy (Alliance) Belgium</td>
<td>Rivalry over colonies, competition between powers.</td>
</tr>
<tr>
<td>1870s</td>
<td>Bismarck and <em>Weltpolitik</em></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1896</td>
<td>Kaiser’s telegram</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1898</td>
<td>Fashoda</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1905</td>
<td>Moroccan Crisis- Tangiers</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1911</td>
<td>Moroccan Crisis- Agadir</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Task 3: Was it Colonial Problems or the Alliance System that caused war to break out in 1914?

Use all the information you have discovered this section in order to complete this diagram with your thoughts on how these issues led to war in 1914. Possible answers are a) Colonial problems were more significant, b) the Alliance System was more significant or c) it was both of them together that caused war to break out in 1914. Add your conclusion in the box provided. Make sure your conclusion is well supported!

Write your conclusion here:

Key Historical Skill 2- Explanation and Analysis

In History, you need to be able to argue key concepts such as causation, consequence, continuity, change and significance within an historical context.

- a) Causation: why has something happened?
- b) Consequence: what are the results of what has happened?
- c) Continuity: what has stayed the same?
- d) Change: what is different from before?
- e) Significance: which reason is most important?
  How important is this change? What impact has this had on what follows?

You will need to support your conclusions with thorough explanations where you refer to evidence to support your conclusions.

This is a more difficult skill that will require practice!
Task 4: Exam Question Practice

In your exam, you will need to answer questions about sources. They are usually more complicated than simply describing what is in the source—even questions such as the following:

What is the message of source B? Use the source and your own knowledge to explain your answer. (7 marks)

Decoding Exam Questions: What do the examiners want you to do?

The examiners are always looking for you to hit the assessment objectives that apply to each question. This question wants you to hit Assessment Objective 1—“recall, select, use and communicate your knowledge and understanding of history”, but also Assessment Objective 3—“understand, analyse and evaluate a range of source material” and also “how aspects of the past have been interpreted and represented in different ways”.

How is it marked?

<table>
<thead>
<tr>
<th>Level</th>
<th>Description</th>
<th>Marks</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Uses surface features only.</td>
<td>1</td>
</tr>
<tr>
<td>2</td>
<td>Says what the cartoon means without supporting ideas.</td>
<td>2–3</td>
</tr>
<tr>
<td>3</td>
<td>Says what the cartoon means with supporting detail from either the cartoon or own knowledge.</td>
<td>4–5</td>
</tr>
<tr>
<td>4</td>
<td>Says what the cartoon means with supporting detail from the cartoon and own knowledge.</td>
<td>6–7</td>
</tr>
</tbody>
</table>

What you need to do is make sure that you hit the mark scheme at a high enough level to get the marks that are available. See the worked example below to help you. It’s based on source A, so you can then have a go at source B.

Source A: looking for what is obvious and what is implied.

Key Source Skill 1 - Obtaining information from sources: You have to think about what your question is and take the information from the source that helps you answer it. Look at what is obvious and what is implied in the source. What can you see? What point do you think the author of the source is trying to make? Always remember to look at the information about the source, as well as the information in the source.

When you write your answer, remember to say what in the source leads you to that conclusion: e.g. source A shows us this because of this information in the source.

Look at the next page where source A has been analysed. Obviously, in an exam situation, you would not annotate your source to this level of detail, but it would be helpful to pick out key points and write them on the source so you don’t forget them.
How does this analysis then get written up into answering the question?

Look at the model answer and see how it hits the mark scheme. Look for use of the source and own knowledge. Look also for how it looks behind surface features to talk about what is implied by the source.

The message behind this cartoon is that Germany is trying to come between Britain and France. We can see this from the way the Kaiser is trying to insinuate himself between the two personifications of Britain and France. We can also see it from the caption “an interrupted tête à tête” which means an intimate meeting. The Kaiser is trying to come between the closer relationship between Britain and France referred to by the “Entente Cordiale” that France is holding. The date of the magazine (1905) indicates it is only a year since this agreement of support between the two was signed (1904), which both excluded and isolated Germany who had hoped that rivalry between Britain and France would be sufficient to keep them both from ganging up on Germany.

The cartoon also hints at how Germany was trying to come between Britain and France. The Kaiser is holding a piece of paper that says “Meet me at Morocco” which refers to the Moroccan crisis where Germany was hoping to show they were an important power. It is clearly being given only to France and excluding Britain (showing Germany trying to keep the two separate), however, France is looking back at Britain as if it doesn’t want to upset Britain.

It is clear that the US also does not support Germany, as it makes the Kaiser look weak and silly, but only represents Britain and France by the personification of the two countries (e.g. Britain is represented as John Bull). Therefore, it’s other message is belittling Germany.
Now, have a go yourself.

What is the message of source B? Use the source and your own knowledge to explain your answer. (7 marks)

(when complete, have a go at marking your own answer)

Write your answer in here:

Use the mark scheme below to help you answer this question.

<table>
<thead>
<tr>
<th>Level</th>
<th>Description</th>
<th>Marks</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
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</tr>
<tr>
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<td>Says what the cartoon means without supporting ideas.</td>
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<td>3</td>
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<tr>
<td>4</td>
<td>Says what the cartoon means with supporting detail from the cartoon and own knowledge.</td>
<td>6–7</td>
</tr>
</tbody>
</table>

Note: the mark scheme says cartoon, but it is exactly the same for a speech (which is what this is). Just replace cartoon with speech!
Section 3: Problems in the Balkans

Section 3 Learning Objectives

1. To be able to describe the Balkans and the problems within.
2. To be able to explain what happened as a result of the events that occurred (consequences).
3. To be able to assess the significance of the problems within the Balkans in causing tensions between the powers, and compare the significance to the Alliance System and colonial problems.

Section 3 Success Criteria

a) Labelled map of the Balkans so you know where in Europe we are talking about.
b) Complete a table describing various events and the effects it had on the various powers within Europe.
c) Written answers to questions.
d) Completed a Venn diagram weighing up different areas of significance bringing together everything you have done so far to explain why tensions increased between the powers of Europe leading up to 1914.

Task 1: Who, what, where are the Balkans?

Use the textbook pages 48-49, the Internet, an Atlas, Google Earth, whatever you can find to identify the following areas from the fact file and mark them on your map of the Balkan states. (This will also help you follow the Eurovision song contest).

*Extension: the long and chequered history of the Balkans has led to a fair amount of movement between the borders. Mark on your map different boundaries for different times, if you do really want to do some independent research!

Fact file

The Balkans in 1918 referred to a region of southeastern Europe which included the following countries:
Albania  Bosnia  Bulgaria  Greece  Montenegro  Romania  Serbia  Turkey
Task 2: What happened in the Balkans, 1900-1914?

Complete the following table to form your notes on this subject. All of the information is on pages 48-49 of the textbook.

<table>
<thead>
<tr>
<th>Event (don’t forget to note in this box what happened!)</th>
<th>Consequences for Russia</th>
<th>Consequences for Germany</th>
<th>Consequences for Austria-Hungary</th>
<th>Consequences for Serbia</th>
<th>Consequences for Britain</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bosnian Crisis (1908)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Balkan Wars (1912-1913)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Assassination of Archduke Franz Ferdinand (1914)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Note: You may not have something in every box. Don’t worry if one power does not seem to be involved.
Task 3: Was it the problems in the Balkans, Colonial Problems or the Alliance System that caused war to break out in 1914?

Use all the information you have discovered this section in order to complete this diagram with your thoughts on how these issues led to war in 1914.

Write your conclusion here:
Section 4 Learning Objectives

1. To be able to use sources to gain a view of what the Kaiser was like.
2. To be able to describe the different actions of the Kaiser during this period.
3. To be able to explain why the Kaiser’s actions led to greater international tensions.

Section 4 Success Criteria

a) Analysed various sources and drawn a conclusion as to the type of leader the Kaiser was.
b) Answered questions assessing the impact of various aspects of the Kaiser’s relations with other powers, and his actions.
c) Drawn a conclusion explaining the Kaiser’s importance to the worsening international situation.

What was the Kaiser like?

Use the sources below in order to draw up a picture of what the Kaiser was really like. You can write or draw, but you must include:

- Physical characteristics.
- Personality and temperament.
- Interests and intellectual capabilities.
- Decision making abilities.
- How the Kaiser was perceived by others

You will find it helpful to annotate the sources before you draw your conclusions. If you want more space to do so, use the Kaiser Wilhelm Sources PowerPoint, which has some more information on it, plus some helpful prompts.
Source 3: The Kaiser in a speech in 1891

“There is only one person who is master in this empire and I am not going to tolerate any other”.

Source 4: written by members of the Kaiser’s court

“The last thing the Kaiser did last night was to read to us from an English magazine and article on a new theory of the origin of the world. It lasted until 12 o’clock. His interest in these things is astonishing, and while he was reading it out and when he was making his own commentaries on it, it seemed that he lived for nothing but this new idea... In the evenings we talked- or rather the Kaiser did. I have never met a man who can remember such millions of things at the same time”.

Source 5: French cartoon, about (from left) Britain, Germany, Russia (France is looking over Russia’s shoulder) and Japan’s imperialistic ambitions in China.

Source 7: Information about Kaiser Wilhelm II from the School’s History Project textbook about Germany 1918-1945.

“Wilhelm was born in 1859. His mother was an English princess and Queen Victoria was his grandmother. He had a cold and unloving relationship with both his parents... He was born with a badly withered left arm, but despite this he was put through rigorous physical training at a military school and throughout his life he was obsessed with physical exercise and proving his strength... He was intelligent and well informed, yet he would not concentrate on any idea for long. He wanted to make all the decisions, yet he did not want to look at the detailed information on which the decisions ought to have been based. Some psychologists have suggested he had suffered brain damage at birth which made him unable to concentrate on detail. On the other hand... (he) had a dazzling personality and he fascinated the people he met... He liked grand display... loved military parades... his court was grand and he entertained spectacularly, sometimes throwing bizarre fancy dress parties. He was fond of practical jokes and could sometimes be quite cruel.”

Source 8: Some views on the Kaiser (from the Schools’ History Project textbook)

Crown Prince Rudolf of Austria-Hungary, writing about Wilhelm becoming Kaiser in 1888: “He is likely to cause great confusion in Europe before long. He is just the man for it: energetic and unpredictable. He is convinced he is a genius”.

An assessment by Chancellor Bismarck, who resigned in 1890 after disagreements with Wilhelm: “The Kaiser is like a balloon... if you don’t keep hold of the string, you’ll never know where he will be off to next”.

Wilhelm’s friend and adviser, Eulenberg, writing in the early 1900s after the Kaiser had just gone into one of his frequent tempers: “He is no longer in control of himself when he is seized by rage. I regard the situation as highly dangerous and am at a loss to know what to do... being with the Kaiser is like sitting on a powder keg”.

Source 6: Italian propaganda cartoon, 1900s. Caption “getting fatter, but it’s too hard”.

Source 2: French cartoon, about (from left) Britain, Germany, Russia (France is looking over Russia’s shoulder) and Japan’s imperialistic ambitions in China.
What did the Kaiser do?

Use page 50-51 of the textbook in order to answer the following questions. This will form your notes on this section. Use the size of the boxes as a rough guide as to how long your answer should be.

1) How did Kaiser Wilhelm upset relations with Russia?

2) What negative effect could this have on Germany?

3) In what three ways did the Kaiser upset his relations with Britain and what effect did this have on relations between Britain and Germany and Britain and France?

Write your conclusion here: What was Kaiser Wilhelm II like?
4) To what extent could it be argued that Kaiser Wilhelm II caused the signing of the Triple Entente?

5) How did the Kaiser misjudge Britain and France?

6) Is the Kaiser to blame for the First World War? Complete the table with a case for and a case against and conclude at the bottom of the page.

| Yes: The Kaiser was to blame for WWI | No: The Kaiser was not to blame for WWI |

Conclusion:
Section 5: The Arms Race

Section 5 Learning Objectives

1. To be able to use sources to create a description of the arms race.
2. To be able to explain why the arms race escalated.
3. To be able to evaluate the different reasons why the arms race escalated.
4. To understand what is required from a longer answer question (10 marks).

Section 5 Success Criteria

a) Written description of the comparative might of the Triple Alliance and the Triple Entente.

b) Completed an “Evidence Hunt”, using the textbook pages 52-53.

c) Written an answer to a big 10 mark exam question.

What is an arms race?

An arms race is a competition between nations for superiority in the development and accumulation of weapons. The nations are not using the weapons, but are simply building stockpiles. This may also include the mobilisation (movement and preparation for war) of forces, and the recruitment of troops. It is not a declaration of war but...

Why might other nations be threatened if another nation begins to build up their arms?

What was special about this particular arms race was that it was primarily a naval race between Germany and Britain, where both were trying to outdo each other with their naval capabilities. In 1906, Britain (who had had the most powerful navy since the Battle of Trafalgar in 1805) developed the HMS Dreadnought (see above) which was a warship of unprecedented firepower.

**TASK 1: Who would win in a fight? The Triple Alliance or the Triple Entente?**

<table>
<thead>
<tr>
<th>Year</th>
<th>Britain</th>
<th>Germany</th>
</tr>
</thead>
<tbody>
<tr>
<td>1906</td>
<td>1</td>
<td>-</td>
</tr>
<tr>
<td>1907</td>
<td>1</td>
<td>-</td>
</tr>
<tr>
<td>1908</td>
<td>2</td>
<td>4</td>
</tr>
<tr>
<td>1909</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>1910</td>
<td>3</td>
<td>1</td>
</tr>
<tr>
<td>1911</td>
<td>5</td>
<td>3</td>
</tr>
<tr>
<td>1912</td>
<td>7</td>
<td>2</td>
</tr>
<tr>
<td>1913</td>
<td>7</td>
<td>3</td>
</tr>
<tr>
<td>1914</td>
<td>3</td>
<td>1</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>29</strong></td>
<td><strong>17</strong></td>
</tr>
</tbody>
</table>

*Number of dreadnoughts built by Britain and Germany, 1906-1914.*

Military personnel by nation, 1900-14.
Use pages 52-53 of the textbook and add notes to the diagram explaining the military capabilities of each side.

Which side do you think is the most militarily capable? Why?
**TASK 2: “Hunt for Evidence”, what were the reasons for the escalation of the arms race?**

The reasons for the arms race are below, in this table. What you need to do is find evidence to support these reasons, using page 52-53.

You will also need to explain how this reason links to the escalation of the arms race. See the example to see how it is done (evidence is in **bold**, link is in *italics*).

You will also notice that it focuses exclusively on the naval race between Britain and Germany- this was the most significant aspect of the arms race.

<table>
<thead>
<tr>
<th>Germany</th>
<th>Britain</th>
</tr>
</thead>
<tbody>
<tr>
<td>Germany wanted colonies and to further their economic and commercial interests around the world and the Kaiser believed that a navy would protect growing trade it would be needed to help gain colonies, in order to transport troops and weaponry and attack other nations.</td>
<td>Britain accepted Germany’s need for a large army but could not understand why it needed a large navy....</td>
</tr>
<tr>
<td>Britain had created the HMS Dreadnought...</td>
<td>By the end of 1914, Germany had 24 dreadnoughts and dreadnought battle cruisers...</td>
</tr>
<tr>
<td>Germany nearly doubled the size of it’s army...</td>
<td>Britain built up the British Expeditionary Force...</td>
</tr>
</tbody>
</table>

Which of any of the reasons for the escalation of the arms race do you think is the most significant? Explain why.
**TASK 3: Answering a “Big” exam question**

The following were all partially responsible for the outbreak of the First World War:
1. the alliance system
2. German militarism
3. conflict in the Balkans.

Which do you think was the most responsible? Explain your answer, referring only to (i), (ii) and (iii). [10 marks]

This is the question that you need to have a go at answering. It is asking you to consider three different factors that were partially responsible for the outbreak of the First World War and to say which of those the most important reason is. You have already done something fairly similar in your Venn diagrams. This is asking you to write it!

What do you need to do to structure your answer:

1. Consider all sides of the argument (so consider the significance of all three).
2. Remember to PEE. This means make your Point, add your Evidence and Explain how it answers the question. This means you should have roughly three main paragraphs.
3. It is a good idea to plan your answer out first. In your exam, cross through any plans.
4. Add a conclusion, where you state which of these is most significant, and why you think so.

**Note:** Use the Word document Answering Exam Questions- Causes and Events of the First World War to help you with more detailed advice on the exam.

Plan your answer here. Write it on lined paper.
Section 6: Why did the First World War break out in 1914?

The assassination of the Arch-Duke Franz Ferdinand

Section 6 Learning Objectives

1. To be able to describe the events of the Arch-Duke Franz Ferdinand’s assassination.
2. To be able to explain the factors that led to the assassination of the Archduke.
3. To be able to explain how the assassination led to war in 1914.

Section 6 Success Criteria

a) Answer questions on the assassination of the Archduke Franz Ferdinand, using the textbook.
b) Explained why the Archduke was assassinated, and assessed how important that reason was.
c) Assessed and improved an answer to a six mark question.
d) Put into order the events of July 1914 that led to war, and added more detail to the notes.
e) Answered some knowledge questions to consolidate your knowledge.

Task 1: Questions.

Use pages 54-55 of the textbook to answer the questions.

1) Which man was the target of assassination?
2) Who was his wife?
3) Where was he from?
4) Where was he assassinated- in a) what street, b) what city, c) what country?
5) What special day in Serbia was it?
6) Who does the day commemorate?
7) Where were six terrorists waiting for the Archduke?
8) What was a) the name of the assassin who threw something and b) the object that he threw?
9) What were the names of the other three assassins? (you should have three names)
10) They were lining the route to which building?
11) Who suggested an alternative route?
12) Who did he forget to tell?
13) What was the result of this change in route?
14) Which group did the assassin belong to?
15) What did they believe in? (Hint, pride in their country and desire for independence).

Using the information above and what you have learned from the textbook, put together the story of Archduke Franz Ferdinand’s assassination.

**Task 2: Why was the Archduke Franz Ferdinand assassinated?**

Complete the table below using page 54 and your own knowledge. Do so as briefly as possible. Keep your notes concise.

<table>
<thead>
<tr>
<th>Reason</th>
<th>Summary</th>
<th>How important was this reason?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Franz Ferdinand could only make visits with his wife Sophie.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Austrian concern about nationalism</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Franz Ferdinand picked the worst day to go to Sarajevo</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Chance?</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Was the Archduke Franz Ferdinand set up to be assassinated?

There are historians who think that the Archduke Franz Ferdinand was set up by the Austria-Hungarian government to be assassinated, but why would they want to set up the heir to the throne to be assassinated?

- **Rivalry over Bosnia-Herzegovina**: in 1908, Austria-Hungary made Bosnia-Herzegovina part of its empire, annoyed the Serbs who wanted to make it part of a ‘greater Serbian state’. Russia supported Serbia, but Germany’s support of Austria forced Russia and Serbia to back down. The Serbs were not happy, and the Austria-Hungarians were aware of this. They were threatened.

- **Increased strength of Serbia**: by 1913, after the Balkan wars, Serbia increased its size significantly. Austria-Hungary felt threatened by this.

Therefore, the Austria-Hungarian government felt that Serbia needed to be dealt with. All it needed was an excuse to do so. If the Archduke Franz Ferdinand was assassinated, this would provide the government with a good reason to invade Serbia.

**What evidence/arguments can you find to support either for or against?** Try to draw conclusions from what you’ve already learned, and go back over page 54-55.

<table>
<thead>
<tr>
<th>For</th>
<th>Against</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Conclusion: Did the Austria-Hungarian government set the Archduke up to be assassinated?**

Remember, even if you don’t agree that the Archduke was set up to be assassinated, you can still use it in an exam question as a reason to explain why some historians think he was.
Task 3: Is this a good answer to the question “Explain why the Arch-Duke Franz Ferdinand was assassinated.” (6 marks)

Read this answer, and use the mark scheme provided to mark it. Is this worth six marks? Justify your answer!

The Arch-Duke Franz was assassinated because Gavrilo Princip shot him as his chauffeur took a wrong turn down Franz Josef Street. Gavrilo Princip was a nationalist who thought that Serbia should be independent and he killed Arch-Duke Franz to make his point. Arch-Duke Franz was heir to the throne of Austria-Hungary who were ruling Serbia at the time.

How do I mark this?

Examiners will begin by deciding which of the levels it fits in by checking the descriptor of that level. Which level does this answer fit in? Mark the features of the answer (e.g. developed explanation, or contextual knowledge on the answer). When they have decided on the level, they decide how well it has been done. If there are two or more marks available they have to decide which of those marks it should receive (usually you go straight to the top of the band unless there is something that brings it down). Obviously, if there is only one mark available you get that one. Examiners will never award half marks and neither should you.

<table>
<thead>
<tr>
<th>Level</th>
<th>Description</th>
<th>Marks</th>
</tr>
</thead>
<tbody>
<tr>
<td>Level 1</td>
<td>General answer lacking specific contextual knowledge (contextual knowledge is specific information about that event or person). This means that the candidate has given a basic reason why someone would assassinate another person (e.g. “to gain publicity”) without linking it to this specific event.</td>
<td>1</td>
</tr>
<tr>
<td>Level 2</td>
<td>Identifies a reason and/ or describes. (e.g. either says one reason such as “because Franz Ferdinand wanted to do visits with his wife and therefore ignored warnings of Serbian nationalist activity”, or writes a description of the event). You would get one mark for each point made- up to 3 marks. Then even if you made another point, you won’t get any more marks.</td>
<td>2-3</td>
</tr>
<tr>
<td>Level 3</td>
<td>Explanation given of one reason. e.g. “In 1908, Austria-Hungary added Bosnia-Herzegovina to its empire. This infuriated the Serbs as they had hoped to make it part of a greater Serbian State. Because Serbia increased its size significantly, Austria decided that Serbia had to be dealt with. By 1914, Austria was looking for a good reason to deal with Serbia, and therefore the murder of Franz Ferdinand in 1914 provided them with one. There is some evident that Franz Ferdinand was set up to be assassinated in order to provide Austria with an excuse to invade Serbia’</td>
<td>4</td>
</tr>
<tr>
<td>Level 4</td>
<td>Explains two reasons or develops one explained reason.</td>
<td>5</td>
</tr>
<tr>
<td>Level 5</td>
<td>Adds further explanation to level 4.</td>
<td>6</td>
</tr>
</tbody>
</table>
**Task 4: Improvement to the Exam Answer**

Your marking of the exam question should show that it is not a very good answer.

How could you improve it to make this answer better?

Use the answer itself as a starting point, and develop it so that it gets at least 5 marks.

The Arch-Duke Franz was assassinated because Gavrilo Princip shot him as his chauffeur took a wrong turn down Franz Josef Street. Gavrilo Princip was a nationalist who thought that Serbia should be independent and he killed Arch-Duke Franz to make his point. Arch-Duke Franz was heir to the throne of Austria-Hungary who were ruling Serbia at the time.

**Task 5: How did the assassination of Franz Ferdinand lead to the outbreak of war?**

Using pages 56-57, put the stages of “what happened next” into the right order. Add the dates, and try to put some additional details with them.

- Austria-Hungary blames Serbia for the assassination.
- Britain declares war on Germany.
- Germany declares war on Russia and moves its army towards France and Belgium.
- The Russian army prepares to help Serbia defend itself against the Austria attack.
- The Kaiser gives his support to Austria-Hungary.
- Austria-Hungary declares war on Serbia and shells its capital, Belgrade.
- Germany declares war on France and invades Belgium, Britain orders Germany to withdraw from Belgium.

**Key Term: The July Crisis.** Refers to the events between the assassination of Franz Ferdinand and the outbreak of war.
Section 7: The Schlieffen Plan

Section 7 Learning Objectives

1. To be able to describe the Schlieffen Plan.
2. To be able to explain why the Germans thought that the Schlieffen Plan would work.
3. To be able to explain why the Germans were wrong.
4. To be able to assess how the Schlieffen Plan led to the outbreak of war.

Section 7 Success Criteria

a) Plotted the Schlieffen Plan on a map, with explanations of why the Germans were planning to do what they were planning to do.
b) Written an explanation of why the Schlieffen Plan failed.
c) Written an explanation of how the Schlieffen Plan contributed to the outbreak of war.

Task 1: The Schlieffen Plan (use page 60-61)

This plan was created by General Count Alfred von Schlieffen in 1905. It was designed to counter the problem that Germany had in fighting a war on two fronts (on either side) where it would have to concentrate on both France in the West and Russia in the East.
On the map on the previous page, mark:

1. The different stages of the Schlieffen plan.
2. Why they intended to do this, and what they expected to happen.

**Intriguing Questions:** The Schlieffen Plan was developed in 1905. What 1904 event do you think it happened in response to? Why?

*Look back over your notes if you really can’t think of it!

Why else would the Germans develop this kind of plan? What do they gain from it?

**Task 2: Why did the Schlieffen Plan not work?**

The Schlieffen plan was based on assumptions. These assumptions turned out to be false. Use page 60-61 to help you explain how these assumptions were false:

**Assumption 1:** That Britain would stay out of the war...

**Assumption 2:** That France would be defeated in six weeks.

**Assumption 3:** That Russia would not be able to mobilise in six weeks.
Task 3: How far did the Schlieffen Plan contribute to the outbreak of war?

Use pages 60-61 and explain how the Schlieffen plan led to war. Use the prompts to help you.

Remember- the Schlieffen Plan was a plan for the success of Germany in this European conflict and it already existed before war broke out. Therefore, for the war to go Germany’s way, it had to use the Schlieffen Plan. What if the events did not suit the Schlieffen Plan? What would Germany do then?

Germany’s speedy reaction to Russian mobilisation

- Schlieffen Plan’s success depended on-

- Russia began partial mobilisation in response to Austria-Hungary’s declaration of war on Serbia...

- Russian mobilisation threatened Germany because...

Germany needed to bring France into the war

- why?
Section 8: How far were the actions of the individual countries responsible for the outbreak of war?

Section 8 Learning Objectives

1. To be able to assess the roles of the different countries in causing the First World War to break out.
2. To rank the countries in order of who was most to blame and justify that blame.
3. To answer a source based exam question, concerning the purpose of a source.

Section 8 Success Criteria

a) Completed the Gingerbread Men of Blame diagram.
b) Completed a ranking exercise complete with explanations.
c) Answered a source based exam question.

Task 1: The Gingerbread men of Blame.

You have six Gingerbread men here, each representing a nation. Add to the Gingerbread men, all of the reasons they can be blamed for the outbreak of the First World War. Use pages 58-59.
Task 2: Ranking the Gingerbread Men of Blame into order. Who was the most to blame for the outbreak of WWI?

You have six Gingerbread men (one for each country) arranged into a line of blame. Your job is:

1. to decide which order of blame they go in.
2. to justify that order by completing the confession statement of blame they are making. This must explain why they are in the order they are in - which means you are analysing significance of causation. How important is that cause to making the event you are analysing happen?

I am __________ and I am the King of Blame because...

I am __________ and I am less to blame than ____________ because...

I am __________ and I am even less to blame than ____________ because...

I am __________ and I am less to blame than ____________ because...

I am __________ and I am less to blame than ____________ because...

I am __________ and I am completely blameless (or at least, less to blame than everyone else) because....

Key Historical Skill 2a (Causation) and 2e (Significance)

To do this you need to be able to assess how significant (important) a cause (reason for something happening) is. Try thinking about:

a) Would the event have happened without that cause?
b) What were the consequences of that cause? Did it lead to other things? Did it allow something else to happen?
c) What impact did that cause have on others?

Remember to explain your reasoning thoroughly!
Task 3: Exam Question based on a source.

Study source A: Why did *Punch* magazine print this cartoon? Use the source and your knowledge to explain your answer.

*Key Term: Punch Magazine was a British satirical magazine that poked fun at different people, countries and events.*

Write your answer here...