

Edexcel GCSE History A and B

Controlled Assessment

CA13: The causes of the Great War 1882–1914

What are the changes to content from 2013?

This is a new topic added for the 2013 specifications. 'History around us – a local community' is now CA14. The content is very similar to that of sections 1-3 of Unit 1 in the 2009/12 History A specification: as this content is no longer available in Unit 1, it has been made available as a Controlled Assessment topic.

- The alliance system and international rivalry between the Great Powers: the alliance system in the late nineteenth and early twentieth century; the concept of the balance of power; the formation of the Triple Alliance (1882) and the Dual Alliance (1894); the Entente Cordiale and the Triple Entente; the economic, imperial and military reasons behind the international rivalry. Anglo-German tension – the Kruger Telegram (1896), the First German Naval Law and the Anglo-German arms race; the Moroccan crises.
- The struggle for control in the Balkans c1900–1914: the weaknesses of the Ottoman Empire, Balkan nationalism, the Bosnian Crisis, Great Power interference and the Balkan Wars; the assassination of Archduke Franz Ferdinand at Sarajevo.
- Was Germany responsible for the outbreak of World War One? The short term events leading to the outbreak of war in 1914 and the longer term causes. The motives, actions and reactions of the powers involved.

The third bullet point forms the representation focus.

Suggested resources to support teachers and candidates

The following is a provisional list of resources, which may be useful for this topic.

There are no published resources written specifically for this GCSE Controlled assessment topic. However, resources for the Unit 1 sections in the 2009/12 specification cover the same content, and there are many other resources available that cover this period.

- Edexcel GCSE Modern World History Unit 1 Peace and War: International Relations 1900-91 Student book (Pearson) ISBN 9781446903155
- GCSE Modern History for Edexcel: Peace and War International Relations 1900-1939 (Hodder) ISBN 9781444138207

Websites, such as those below, are also useful sources of information.

<http://alphahistory.com/worldwar1/alliances/>

www.bbc.co.uk/schools/gcsebitesize/history/mwh/ir1/tensionrev1.shtml

<http://alphahistory.com/worldwar1/balkans/>

www.johndclare.net/causes_WWI3.htm

www.bbc.co.uk/schools/worldwarone/hq/causes1_01.shtml

www.activehistory.co.uk/WW1_CAUSES/ENGLISH/frameset.htm

www.schoolhistory.co.uk/gcselinks/wars/firstwwlinks/worksheets/causeswwi.pdf

Topic timeline

We have provided the timeline below as an additional resource for students.

1871	Franco-Prussian War Ends
1882	Formation of the Triple Alliance (Austria-Hungary, Germany and Italy)
1888	Kaiser Wilhelm dies and his son Wilhelm II is crowned Kaiser
1894	Formation of the Dual Alliance (France and Russia)
1896	Kruger Telegram
1898	First German Naval Law
1904	Entente Cordiale (Britain and France)
1905	First Moroccan Crisis
1906	HMS Dreadnought launched
1907	Triple Entente (Britain, France and Russia)
1908	Bosnian crisis Kaiser Wilhelm's Daily Telegraph interview
1911	Agadir Crisis
1912-13	Balkan wars
1914	Assassination of Franz Ferdinand Austrian ultimatum to Serbia Austria-Hungary declares war on Serbia Russia mobilises forces Germany declares war on Russia France mobilises its forces Germany declares war on France German troops enter Belgium Britain declares war on Germany

Exemplar scheme of work

The following scheme of work provides a suggested approach and is not intended to be prescriptive.

Generic scheme of work	Subject content	15-week programme
<p>Context, concepts and application</p> <p>The historical context for Part A.</p> <p>The key features of the period or issue.</p> <p>Reasons for change and developments.</p> <p>Practise analysing causation, change, consequence.</p> <p>Practise writing extended responses with a focus on causation, change, etc.</p> <p>The historical context of the enquiry/ies identified in Part B.</p>	<p>Overview (Parts A and B):</p> <p>The alliance system and international rivalry between the Great Powers:</p> <ul style="list-style-type: none"> • the alliance system in the late nineteenth and early twentieth century • the concept of the balance of power • the formation of the Triple Alliance (1882) and the Dual Alliance (1894) • the Entente Cordiale and the Triple Entente • the economic, imperial and military reasons behind the international rivalry. Anglo-German tension – the Kruger Telegram (1896), the First German Naval Law and the Anglo-German arms race • the Moroccan crises. <p>The struggle for control in the Balkans c1900–1914:</p> <ul style="list-style-type: none"> • the weaknesses of the Ottoman Empire, Balkan nationalism, the Bosnian Crisis, Great Power interference and the Balkan Wars • the assassination of Archduke Franz Ferdinand at Sarajevo. <p>Practice Part A Explanation</p> <ul style="list-style-type: none"> • Part A will require analysis with a focus on explanation of change, causation or consequence. • Typical question stems are: Explain why; Explain the impact; Explain the ways in which XX changed; Explain the role of XX; Explain how. 	<p>Weeks 1–8 including write-up of Part A, 30 mins.</p> <p>Centres may complete tasks in any order but they must teach the whole of the relevant specification bullet point before completing Part A or Part B and they must teach the whole unit before students write up Part C.</p> <p>If the Part A task is set on the first bullet point, centres may decide to write up this task before teaching the second bullet point. If the Part A task is set on the second bullet point, they may wish to teach both bullet points before completing the Part A and B tasks.</p>

Generic scheme of work	Subject content	15-week programme
	Practice Part B Enquiry <ul style="list-style-type: none"> Part B will always require some sort of judgement. Typical question stems are: How significant; How much impact; How successful; How far; How much change; How different. 	
Part B Enquiry Developing enquiry skills: <ul style="list-style-type: none"> how to find, select and use sources of information supporting candidates in the process of their research includes write-up. 	Generic Practise identifying and recording relevant information: <ul style="list-style-type: none"> Students to highlight key points of information or identify key views using a source that is not related to the enquiry. Students could compare the information on different websites and discuss ways of deciding whether a website would be a good source of information to use. Students to compare different ways of recording it, for example, bullet points, charts, diagrams. Practise write-up skills by preparing notes and sources for a Part B-style paragraph.	Weeks 9-10, including write-up of Part B, 1 hour. Centres may wish to set aside class time for students to complete research or may set research as homework while teaching the content for this bullet point or the bullet point for Part C.
Part C Context The historical context of the representations issue. Coverage of key features of period or issue sufficient to enable candidates to evaluate the accuracy and comprehensiveness of the representations.	Was Germany responsible for the outbreak of World War One? <ul style="list-style-type: none"> The short term events leading to the outbreak of war in 1914 and the longer term causes. The motives, actions and reactions of the powers involved. 	Weeks 11–12

Generic scheme of work	Subject content	15-week programme
<p>Part C Skills and concepts</p> <p>Understanding and analysing representations.</p> <p>Practise comparing and evaluating representations of the selected issue.</p>	<p>Generic</p> <p>Introduction to the idea of representation through discussion of social media, selection of items for the front page of newspapers etc.</p> <p>Practise evaluation of portrayal using examples such as school prospectus, social media, news reports.</p> <p>Practise evaluation of a representation using a representation from a previous task or the Representations Bank (one that will not be used as the third representation in the task).</p> <p>Students should understand the criteria being used and the necessity to support the evaluation using additional contextual knowledge.</p>	<p>Weeks 13–15, including write-up of Part C, 1 hour.</p>