

# GCSE HISTORY

(8145)

Marked Papers 1B/A - Conflict and tension  
The first World War, 1894-1918

Understand how to apply the mark scheme for our sample  
assessment papers.

Version 1.0 April 2018

# EXAMPLE RESPONSES



## Example responses plus commentaries

The following student responses are intended to illustrate how the mark scheme can be interpreted and how it is likely that students will respond to the questions, allowing the student and teacher to explore and reflect upon the mark scheme and how answers can be improved.

## Paper 1B/A

### Conflict and tension: The First World War, 1894–1918

#### Question 01

Study **Source A** in the Sources Booklet.

**Source A** opposes Kaiser Wilhelm II. How do you know?

Explain your answer using **Source A** and your contextual knowledge.

[4 marks]

#### Mark scheme

The indicative content is designed to exemplify the qualities expected at each level and is not a full example answer. All historically relevant and valid answers should be credited.

**Target Analyse sources contemporary to the period (AO3a)**

**Level 2 Developed analysis of source based on content and/or provenance 3–4**

Students may progress from a simple analysis of the source with extended reasoning supported by factual knowledge and understanding related to the features of the source.

For example, how the impression was created by referencing the militarism and love of war implied by the Kaiser's helmet. Aggression is inferred as he reaches out for the whole of Europe. The date would suggest this is just after the unprovoked attacks on Belgium, France and in the east, so it's going to be critical of Germany.

**Level 1 Simple analysis of source based on content and/or provenance 1–2**

Students identify relevant features in the source and support them with simple factual knowledge and understanding,

For example, in the cartoon the Kaiser is trying to seize Europe; it's poking fun because he's in the bath tub; it is British wartime propaganda so it's bound to be anti-German.

**Students either submit no evidence or fail to address the question 0**

#### Responses

##### Student one

Source A shows that the Kaiser was greedy and wanted to control all of Europe. The source was produced in Britain in late 1914, and by that point Germany had attacked France and Belgium which angered the British public. Therefore, the artist opposes the Kaiser because he wanted to criticise the Kaiser's aggression against Britain's allies.

## Commentary – Level 2

The response shows developed analysis of the provenance of the source. Contextual knowledge and understanding is used to comment on the author and date of the source in a way that directly addresses the issue in the question.

### Student two

You can tell Source A opposes the Kaiser because it makes fun of him by showing him in the bath and making him look like a child who has dropped his toy. The source opposes him it is from Britain so it makes him look like a child, saying that 'he won't be happy till he gets it.'

## Commentary – Level 1

The response shows simple analysis of the source. It identifies relevant features of the content (how the Kaiser is portrayed) and the provenance (it is from Britain). To progress, the response could use contextual understanding to further explain how the source opposes the Kaiser.

## Question 02

Study **Sources B** and **C** in the Sources Booklet.

How useful are **Sources B** and **C** to a historian studying opinions in Austria about Serbia?

Explain your answer using **Sources B** and **C** and your contextual knowledge.

[12 marks]

### Mark scheme

The indicative content is designed to exemplify the qualities expected at each level and is not a full example answer. All historically relevant and valid answers should be credited.

**Target Analyse sources contemporary to the period (AO3a)**

**Evaluate sources and make substantiated judgements (AO3b)**

In analysing and evaluating sources, students will draw on their contextual knowledge to question critically the content and provenance of sources (for example, the context of the time in which source was created, place, author's situation, knowledge, beliefs, circumstances, access to information, purpose and audience).

**Level 4 Complex evaluation of both sources with sustained judgement based on content and provenance 10–12**

Students may progress from a developed evaluation of the sources by complex reasoning related to utility on the basis of content and provenance. They may evaluate the relationship between the sources based on analysis of provenance and contextual knowledge.

For example, this may relate to the way that taken together the sources are useful because they reflect similar attitudes in very different parts of Austrian society related to the need/opportunity to crush Serbian nationalism, but they also have limitations arising from their provenance. Both were from the immediate aftermath of the assassination when emotions were highly charged. In assessing utility Students may observe that Source C has particular value because it provides additional insight into the motivations of government that Source B lacks.

**Level 3 Developed evaluation of sources based on the content and/or provenance 7–9**

Students may progress from a simple evaluation of the sources with extended reasoning related to utility on the basis of content and/or provenance. They may focus on the specific aspects of the sources individually and explain how they might reflect popular contemporary Austrian anti-Serbian attitudes.

For example, Serbs were widely regarded as terrorists and that Austria could easily crush the threat (Source B). Or that in government circles the Serbs were seen as a threat to the very survival of the Austrian Empire and also that the government was not optimistic that it could meet this challenge (Source C).

**Level 2 Simple evaluation of source(s) based on content and/or provenance 4–6**

Students may progress from a basic analysis of the source(s) to simple evaluation of the content and/or provenance.

For example, the postcard (Source B) is useful because it suggests that Austrians perceived Serbians to be terrorists.

Hotzendorf (Source C) is useful because he is a key decision maker and sees the assassination of Franz Ferdinand as the last chance to defeat Serbia.

**Level 1 Basic analysis of sources(s) 1–3**

Answers may show understanding/support for one or both sources, but the case is made by assertion/basic inference.

Students identify basic features which are valid about the sources and related to the enquiry point, for example, Hotzendorf is suggesting that this is Austria-Hungary's last chance to act; the message of the cartoon that Serbia had to be crushed.

**Students either submit no evidence or fail to address the question 0**

## Responses

### Student one

The content of source B is useful to a historian studying Austrian views about Serbia because it shows how angry ordinary Austrians felt after Franz Ferdinand's assassination. The source shows Serbia holding a bomb and knife, which refers to the fact that Franz Ferdinand was assassinated by a Serbian group called by the Black Hand Gang in June 1914. It is racist because Serbia is shown as a monkey, which shows the belief that Slavic people were weak and inferior to them.

Source C is also useful, because it shows that Austria-Hungarian army saw Serbia as a threat and waited for an opportunity to attack Serbia for a long time. This is because Serbia was an ally of Austria's enemy, Russia and had already caused conflict in 1912 and 1913. This was the excuse they needed, because von Hotezendorf states that that they shouldn't 'miss this chance.' The purpose of the source is to convince the government to declare war, which is useful because it explains why Austria-Hungarian parliament declared war even after Serbia accepted 9 of the 10 points in the Austrian ultimatum.

The sources are useful when you put them together because they show that the many people had the opinion that Austro-Hungary should go to war with Serbia in July 1914. Source B is a postcard and represents the angry views of the public about Serbia, because a postcard can be bought anywhere and for not much money. Source C shows the opinion of the leader of the Austro-Hungarian Armed Forces at a powerful person in the government was also keen for war.

## Commentary – Level 4

The response shows a complex evaluation of the source. Both sources are addressed, and the response evaluates the utility of content and provenance for the issue in the question. Sustained judgment of the provenance of the source C is shown by explaining the purpose of C before explaining how this purpose is relevant to the question. Similarly, the final paragraph shows a sustained judgment by using the sources in combination to make a larger point about utility for opinions in Austria about Serbia.

### Student two

The provenance of Source B is useful because it shows that the Austrian people were really angry in July 1914, which is when the post card was made. The content is useful because the Serbian in the picture looks really ugly and this is a racist picture. It also says that 'Serbia must die' and shows them being hit with an Austrian Hungarian fist which tells historians that Austrians wanted to completely destroy Serbia and invade them because Gavrilo Princip and the Serbian Black Hand Gang killed Franz Ferdinand in June 1914 and they blamed Serbia for this.

Source C is also very against Serbia. It shows that Austrians in the army were angry, because it is advice given by Conrad von Hotzendorf to the government. Even though it was a just one group that had carried out the killing, the source says that all of Serbia should be blamed for the assassination and it says Serbia needed to be defeated because of this. It also shows that the Serbians didn't have as much power as the Austrians because it says that it would be a hopeless fight for the Serbians.

Source B and C are both useful together helping us understand how angry different Austrians were and it helps to explain how they felt after Franz Ferdinand was assassinated.

## Commentary – Level 3

The response examines the content and provenance of both sources, and shows developed evaluation of the content of source B. For example, it explains how the source is useful for showing Austrian opinions about Serbia, using contextual knowledge of the role of Serbian nationalists in Franz Ferdinand's assassination to explain the source's content. The evaluation of source C is simple, while the final point attempts to use the sources in combination, but this is not fully substantiated.

## Question 03

Write an account of how events in Morocco became an international crisis in 1905 and 1906.

[8 marks]

### Mark scheme

The indicative content is designed to exemplify the qualities expected at each level and is not a full example answer. All historically relevant and valid answers should be credited.

<b>Target</b>	<b>Explain and analyse historical events and periods studied using second-order concepts (AO2:4)</b>	
	<b>Demonstrate knowledge and understanding of the key features and characteristics of the period studied (AO1:4)</b>	
<b>Level 4</b>	<b>Complex analysis of causation/consequence</b>	<b>7–8</b>
	<b>Answer is presented in a coherent narrative/account that demonstrates a range of accurate and detailed knowledge and understanding that is relevant to the question</b>	
	Extends Level 3	
	Students may progress from a developed narrative of causation/consequence with complex sequencing and reasoning supported by a range of accurate and detailed factual knowledge and understanding which might be related, for example, to an analysis of how/why tension increased at different stages and /or showing understanding about how much each part of the sequence increased tension and led to a crisis.	
	For example, analysis of the different consequences of the Kaiser's speech which promised support for the Sultan of Morocco. This was seen as a deliberate challenge to France's plan to control Morocco, which had been agreed by Britain according to the terms of the Entente Cordiale. The crisis escalated as the powers reacted to events – France and Britain were angry at the Kaiser's interference, and, in 1906 challenged him at the Algeiras Conference. At the conference the Kaiser was forced to back down. He felt humiliated, isolated and bitter because of a perceived threat from the strengthening Entente Cordiale.	
<b>Level 3</b>	<b>Developed analysis of causation/consequence</b>	<b>5–6</b>
	<b>Answer is presented in a structured and well-ordered narrative/account that demonstrates a range of accurate knowledge and understanding that is relevant to the question</b>	
	Extends Level 2	
	Students may progress from a simple narrative of causation/consequence with developed sequencing and reasoning supported by a range of accurate factual knowledge and understanding which might be related, for example, to an analysis of how/why tension increased at one stage in the process.	



For example, one consequence of the Kaiser's speech, which promised support for the Sultan of Morocco, was the crisis which it precipitated. It provoked an angry reaction from Britain and France because it was seen as a deliberate attempt to interfere with France's influence in Morocco. As it had been agreed under the terms of the Entente Cordiale that Morocco should be in France's sphere of influence, Britain and France decided to challenge the Kaiser's provocative behaviour and force him to back down at an international conference.

**Level 2 Simple analysis of causation/consequence 3–4**

**Answer is presented in a structured account that demonstrates specific knowledge and understanding that is relevant to the question**

Students may progress from a basic narrative of causation/consequence by showing a simple understanding of sequencing, supporting it with factual knowledge and understanding.

For example, the Kaiser was behind the crisis after making a speech which promised to support the Sultan of Morocco. This German interference in Moroccan affairs angered France.

**Level 1 Basic analysis of causation/consequence 1–2**

**Answer is presented as general statements which demonstrates basic knowledge and understanding that is relevant to the question**

Students identify cause(s)/consequence(s) about the events such as the Kaiser interfered in Morocco so this angered other countries in Europe.

**Students either submit no evidence or fail to address the question 0**

## Responses

### Student one

In 1905 the Kaiser went to Morocco, which was a French territory and gave a speech in favour of giving Morocco independence. As the Germans were trying to build an empire in Africa, nobody believed that he really wanted to give Morocco independence. He wanted to add it to his empire, especially as it had a strong position in the Mediterranean which would be of real benefit to his navy if he owned it. This was an international crisis because the French government were furious at the Kaiser for interfering in their lands and the British supported them. So the Kaiser's speech strengthened the Entente Cordiale against him.

Another reason why events in Morocco caused a crisis was the 1906 Algeciras conference. The Kaiser wanted to talk about Morocco at the conference, but the British and French did not allow him to, which humiliated him. This ~~was~~ led to an even bigger international crisis because each side felt threatened. For example, the Kaiser felt threatened by France and Britain's action against him, which made him even more determined to extend the German Empire in Africa and build up its military resources. On the other hand, Britain and France felt even more threatened by Germany and signed the Triple Entente with Russia in as a result.

### Commentary – Level 4

The response shows complex thinking by analysing more than one way in which events in Morocco led to an international crisis, supported with detailed knowledge and understanding placed in a sequence. The response becomes complex when a second way (relating to the international consequences of the Algeciras conference) is analysed.

### Student two

One reason why there was an international crisis was because the Germans behaved very badly in 1905 and 1906. The Kaiser believed in Weltpolitik, which was aggressive and aimed to gain Germany a larger empire. He went Morocco even though it was owned by the French and said that he would support the Sultan. The French thought that the Kaiser was threatening to help the Moroccans take their Empire away and that he was trying to make Germany more powerful at the same time.

Another reason why there was an international crisis was because there was a conference at Algeciras the year after and the British and the French made sure that the Kaiser was kept down and not allowed to speak about Morocco. This was an international crisis because the Kaiser was made to look stupid which made his behaviour worse, which made Britain, France and Russia feel so threatened that they came together in the Triple Entente against Germany and made war more likely.

### Commentary – Level 3

The response shows developed analysis of one way in which events in Morocco led to an international crisis. For example, the second paragraph addresses the focus of the question, (how these events became an international crisis) by explaining how the Kaiser's humiliation at Algeciras worsened relations and led to the Triple Entente being formed. The first paragraph places events from 1905 in an accurate sequence, but remains simple because it does not show how/why these events became an international crisis.

## Question 04

'The war at sea was the main reason for Germany's defeat in the First World War.'

How far do you agree with this statement?

Explain your answer.

[16 marks]

## Mark scheme

Question 4 requires students to produce an extended response. Students should demonstrate their ability to construct and develop a sustained line of reasoning which is coherent, relevant, substantiated and logically structured.

The indicative content is designed to exemplify the qualities expected at each level and is not a full example answer. All historically relevant and valid answers should be credited.

<b>Target</b>	<b>Explain and analyse historical events and periods studied using second-order concepts (AO2:8)</b>	
	<b>Demonstrate knowledge and understanding of the key features and characteristics of the period studied (AO1:8)</b>	
<b>Level 4</b>	<b>Complex explanation of stated factor and other factor(s) leading to a sustained judgement</b>	<b>13–16</b>
	<b>Answer demonstrates a range of accurate and detailed knowledge and understanding that is relevant to the question</b>	
	Answer demonstrates a complex, sustained line of reasoning which has a sharply-focused coherence and logical structure that is fully substantiated, with well-judged relevance.	
	Extends Level 3.	
	Students may progress from a developed explanation of causation by complex explanation of the relationship between causes supported by detailed factual knowledge and understanding to form a sustained judgement.	
	This might be related, for example, to the way reasons interacted such as the convoys defeated U-boats which made the Germans sufficiently desperate to sink US ships, provoking the US entry into the war and ensuring an eventual Allied victory whilst the Allied blockade led to shortages in Germany and the collapse of morale.	

<b>Level 3</b>	<p><b>Developed explanation of the stated factor and other factor(s)</b></p> <p><b>Answer demonstrates a range of accurate knowledge and understanding that is relevant to the question</b></p> <p>Answer demonstrates a developed, sustained line of reasoning which has coherence and logical structure; it is well substantiated, and with sustained, explicit relevance.</p> <p>Extends Level 2.</p> <p>Answer may suggest that one reason has greater merit.</p> <p>Students may progress from a simple explanation of causation with developed reasoning supported by factual knowledge and understanding.</p> <p>This might be related, for example, to the part played by the war at sea, in defeating the U-boat menace while the blockade denied vital war supplies to the Germans.</p> <p>Students may additionally explain the importance of America's entry into the war, in providing decisive material and manpower support for the Allies and suggest that this was more important.</p>	<b>9–12</b>
<b>Level 2</b>	<p><b>Simple explanation of stated factor or other factor(s)</b></p> <p><b>Answer demonstrates specific knowledge and understanding that is relevant to the question</b></p> <p>Answer demonstrates a simple, sustained line of reasoning which is coherent, structured, substantiated and explicitly relevant.</p> <p>Answers arguing a preference for one judgement but with only basic explanation of another view will be marked at this level.</p> <p>Students may progress from a basic explanation of causation by simple reasoning and supporting it with factual knowledge and understanding.</p> <p>For example, the main reason was that the German Spring Offensive of 1918 failed because of such reasons as the impact of attritional warfare in 1916 and 1917, the arrival of US troops, more effective Allied military strategy and leadership and resource shortages.</p>	<b>5–8</b>
<b>Level 1</b>	<p><b>Basic explanation of one or more factors</b></p> <p><b>Answer demonstrates basic knowledge and understanding that is relevant to the question</b></p> <p>Answer demonstrates a basic line of reasoning, which is coherent, structured with some substantiation; the relevance might be implicit.</p> <p>Students recognise and provide a basic explanation of one or more factors.</p>	<b>1–4</b>

Students may offer a basic explanation of the stated factor, such as, the war at sea was the reason why Germany lost the war because Britain placed a naval blockade on Germany.

Students may offer basic explanations of other factor(s), for example, Germany lost because the USA joined the war, making the allies more powerful.

**Students either submit no evidence or fail to address the question 0**

## Responses

### Student one

I agree that the war at sea was the main reason for Germany's defeat in the First World War. The Kaiser built 17 dreadnoughts which were the most powerful ships ever seen. However, at the battle of Jutland the German fleet could not defeat the larger British one. This allowed Britain to control the seas for the rest of the war, and the British empire wanted to stop the German navy because the navy was important for Britain's trade and money. This meant that Britain were able to blockade the German ports and stop materials and food reaching Germany. By 1918, many Germans were starving and put pressure on Germany's leaders to admit defeat and surrender, and the blockade also led to a mutiny by the German navy.

America's entry in to the war was another reason why Germany lost. This is also an example of bad German leadership, because the use of submarines to destroy American ships and the plans to ally with Mexico made the Americans declare war on Germany in 1917. This was important for ending the war because the US had a huge navy that could help to keep Britain supplied. Also, the USA were able to send 50,000 soldiers a month and German leaders knew they would lose because they were running out of soldiers. This was one of the reasons for launching the Spring offensive in 1918.

The final reason was the failure of the Spring offensive in 1918. Even though the German army advanced over 60km towards Paris, they lost hundred of thousands of men and had no reserves left. This allowed the entente to take advantage because they had fresh soldiers coming in from America and new equipment like tanks and aircraft. This lead to the allied advance in the Hundred Days and the full retreat of the German army.

However, I think that the war at sea was the more important factor because it led to other reasons for defeat. Germany's U-boats brought the Americans into the war against the Germans and that meant that their enemies had more men and resources than the Germans could cope with. Also, the blockade led to desperation in Germany people, which put pressure on its leaders to surrender.

### Commentary – Level 4

The response shows complex explanation of stated factor and other factors, using a range of accurate and detailed knowledge and understanding that is relevant to the question. Complex thinking is shown in the concluding paragraph, where the judgment is sustained by showing the relationship between the factors to evaluate relative importance for the issue in the question.

## Student two

The war at sea was a reason why Germany lost the war. The battle of Jutland was a battle between Germany and Britain where Germany destroyed more British Navy ships. However, even though they destroyed more ships the German navy did not win the battle and this meant that they could not control the seas. The British navy stayed a lot bigger and the Germans could not dominate the seas and were not able to beat Britain. Germany also torpedoed American ships like the Lusitania, which brought America into the war against them in 1917. This meant Germany lost the war because America were able to give over 50,000 soldiers and supplies a month to the allies at the end of the war when Germany was running out of soldiers.

I think that other reasons were more important though. A long term reason for the loss of the war was the failure of the Schlieffen plan. Germany tried to surprise France by invading Belgium and they were supposed to invade Paris and take it over in just 6 weeks, but this plan failed because it took longer than 6 weeks to reach Paris and Russian army was able to mobilise more quickly than expected, so Germany had to fight a war on two fronts. This meant that Germany lost the war because over time it cost them money and led to more soldiers dying on two fronts.

Trench warfare was also important in beating the Germans. They had hoped for a fast victory but got stuck in trenches for four years. This took lots of men and resources and meant that the Germans stopped gaining territory in battles and were stuck in a stalemate with their enemies. This was a more important reason than the war at sea as the main war was fought on land in the trenches.

The war at sea was important but I think that bad tactics like the war on two fronts and the way that trench warfare happened was the main reason for Germany losing the first world war, because they led to many German soldiers dying.

## Commentary – Level 3

The response shows developed thinking about the given factor and another factor, with some simple reasoning present in other areas. For example, developed explanation of the failure of the Schlieffen plan is shown, with the answer linking the long term reason to the focus of the question (Germany's defeat in the First World War), supported with accurate knowledge and understanding. The explanation of trench warfare is simple, as it does not explain directly how this led to Germany's defeat. To progress, the judgement about the main reason should be further substantiated with explanation and supporting evidence.

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