EDEXCEL INTERNATIONAL GCSE (9–1)

HISTORY

THE ORIGINS AND COURSE OF THE FIRST WORLD WAR, 1905–18

Student Book

Rosemary Rees
Series Editor: Nigel Kelly

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For Pearson Edexcel International GCSE History specification (4HI1) for first teaching 2017.
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THE FIRST WORLD WAR, 1905–18
THE GROWTH OF TENSION

Each chapter is split into multiple sections to break down content into manageable chunks and to ensure full coverage of the specification.

Each chapter features a mix of learning and activities. Sources are embedded throughout to develop your understanding and exam-style questions help you to put learning into practice. Recap pages at the end of each chapter summarise key information and let you check your understanding. Exam guidance pages help you prepare confidently for the exam.

Timeline
A visual representation of events to clarify the order in which they happened.

Learning objectives
Each section starts with a list of what you will learn in it. They are carefully tailored to address key assessment objectives central to the course.

Source
Photographs, cartoons and text sources are used to explain events and show you what people from the period said, thought or created, helping you to build your understanding.

Key term
Useful words and phrases are colour coded within the main text and picked out in the margin with concise and simple definitions. These help understanding of key subject terms and support students whose first language is not English.

Extend your knowledge
Interesting facts to encourage wider thought and stimulate discussion. They are closely related to key issues and allow you to add depth to your knowledge and answers.

ABOUT THIS BOOK

This book is written for students following the Edexcel International GCSE (9–1) History specification and covers one unit of the course. This unit is The Origins and Course of the First World War, 1905–18, one of the Historical Investigations.

The History course has been structured so that teaching and learning can take place in any order, both in the classroom and in any independent learning. The book contains five chapters which match the five areas of content in the specification:

- The alliance system and international rivalry, 1905–14
- The growth of tension in Europe, 1905–14
- The Schlieffen Plan and deadlock on the Western Front
- The war at sea and Gallipoli
- The defeat of Germany

Through the trenches were terrifying places during battles, most of the time very little was happening. So boredom was one of the most difficult aspects of daily routine for all the men. The day often involved routine work such as sentry duty, trench repair or bringing supplies from reserve trenches. In the front-line trenches, night was a time of silence and fear. Frightened groups of men were sent on night patrols, crawling through the mud. Bit, shell-fire and damp clothing made this work very unpleasant. Sometimes there was a night attack on enemy trenches, taking prisoners and gathering information about what the other side was planning.

In 1905, Morocco was one of the few African states not occupied by a European power. But its ruler, Sultan Abdul-Aziz, was facing a challenge from Spain. The Sultan who lived in the capital of Marrakesh were fighting for their independence. Spain had taken control of most of the country, and the Sultan’s power was at an end. But on July 1911, Germany sent its first troops to Tangiers, and, at the end of that year, the Sultan was overthrown by a French expeditionary force. The French were welcomed by the local people, and the French took over Tangiers.

Timeline
1904
- British and France agree to a French mandate over Morocco
1905
- French in Morocco
1906
- Algeciras Conference

Learning objectives
- Understand the significance of the Moroccan crises for relations between the Great Powers.
- Understand the impact of German intervention on its relations with France
- Understand the reasons why Germany intervened in North Africa
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The First World War, 1905–18

Activity
Each chapter includes activities to help check understanding.

Exam-style question
The exam-style questions are included at the end of each chapter.

Skills
Relevant exam questions have been assigned the key skills which you will need to achieve a high grade.

Exam guidance
Exam guidance is included at the end of each chapter to help you understand the exam question and how to answer them.

Recall quiz
This quick quiz is ideal for checking your knowledge of the chapter.

Summary
The summary of each chapter is included at the end of each chapter to help you understand the exam question and how to answer them.

Advice on answering the question
Three key questions about the exam question are answered here in order to explain what the question is testing and how you need to do to succeed in the exam.

Pearson Progression
Sample student answers have been given a Pearson Step from 1 to 12. This will help you to see how well you have answered the question and what you need to do to succeed in the exam.

Student answers
Exemplar student answers are used to show what an answer to the exam question may look like.

Commentary
Feedback on the quality of the answer is provided to help you understand your strengths and weaknesses and show how you can be improved.
TIMELINE — THE ORIGINS AND COURSE OF THE FIRST WORLD WAR, 1905–18

1905
- Russia loses war against Japan
- Schlieffen Plan devised
- German Kaiser visits Tangier

1906
- British HMS Dreadnought launched
- Algeciras Conference

1907
- ‘Young Turk’ revolution in Turkey
- Austria annexes Bosnia-Herzegovina

1908
- Germany sends gunboat to Agadir

1909
- Plastic invented
- First time fingerprints used to solve murder case

1910
- Revolution in China
- Mona Lisa stolen from Louvre in Paris

1911
- Revolution in China
- Mona Lisa stolen from Louvre in Paris

1912
- Earthquake in San Francisco

1913
- First Model T Ford sold

1914
- Schlieffen Plan devised
- German Kaiser visits Tangier

1915
- Triple Entente formed (Britain, France and Russia)

1916
- British HMS Dreadnought launched

1917
- Algeciras Conference

1918
- Revolution in Russia
1912
- First Balkan War

1913
- Second Balkan War

1914
- Murder of Archduke Franz Ferdinand in Sarajevo
- Outbreak of war
- Battle of Mons
- Battle of Heligoland Bight
- Battle of the Marne

1915
- Battle of Dogger Bank
- Germany announces unrestricted submarine warfare
- German U-boat sinks passenger liner *Lusitania*

1916
- Battle of Verdun
- Battle of Jutland
- Battle of the Somme

1917
- USA declares war on Germany
- Russia signs Treaty of Brest Litovsk
- Battle of Passchendaele
- Battle of Cambrai

1918
- Ludendorff Offensive
- 2nd Battle of the Marne stops German advance
- Influenza virus hits Europe
- Battle of Amiens
- Allies break through the Hindenburg Line
- Mutiny in German navy
- German Kaiser flees to Holland
- Armistice signed

1912
- Titanic sinks

1914
- Outbreak of war
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- Battle of Heligoland Bight
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1. THE ALLIANCE SYSTEM AND INTERNATIONAL RIVALRY, 1905–14

LEARNING OBJECTIVES

- Understand the reasons why the Triple Entente was formed
- Understand the significance of imperial and economic rivalry in creating tension between Britain and Germany
- Understand the ways in which an arms race increased tension between the two alliance systems.

In the years after 1905, a mixture of suspicion and fear, ambition and rivalry created enormous tension in Europe. The largest and strongest countries had made alliances with each other so that Europe was divided into two powerful groups. Germany, Austria-Hungary and Italy were in one group; Britain, France and Russia in the other. Rivalry between Britain and Germany over acquiring colonies, and ambitions to become economically the more powerful, increased this division. Nationalism, too, contributed to each group’s desire to control international matters. Britain and Germany began strengthening their armies and developing their navies. By 1914, Europe was a dangerous place.
1.1 THE ALLIANCE SYSTEM

LEARNING OBJECTIVES

- Understand why there was tension in Europe in 1905
- Understand the reasons why the Triple Entente was formed
- Understand how the alliance system could be seen by some as a system that kept the peace and by others as making war more likely.

At the beginning of the 20th century there were six ‘Great Powers’ in Europe. These were Germany, Austria-Hungary, Italy, France, Russia and Great Britain. Although these countries had different aims and ambitions, they had a number of things in common. For example, they all wanted to make sure they were safe from attack and that they had the best opportunity to increase their prosperity by trading in as many overseas markets as possible.

SAFETY IN NUMBERS

In trying to achieve security from attack and increase their opportunities for trade, the Great Powers often found themselves in competition with each other, which had sometimes led to war. By the end of the 19th century they had begun to protect themselves from their rivals by joining together in a system of alliances. By 1905, Germany, Austria-Hungary and Italy had formed the Triple Alliance, Russia and France were allied in the Franco-Russian Alliance and Britain and France had a friendly agreement called the Entente Cordiale. These alliances reflected which countries considered themselves to have similar aims and who they considered to be their greatest rivals. The tensions between the rival powers that existed in 1905 gradually deepened, until war broke out in 1914.

WHY WAS THERE TENSION IN EUROPE IN 1905?

This topic begins in 1905 and you won’t be expected to answer questions in the exam on events before then. But there are a few things you do need to know about to help you understand the tensions existing in 1905. One of those is the reasons why some countries were rivals with others.

GERMANY

Germany was a new country, formed following unification of the German states in 1871, after the Germans had defeated France in the Franco-Prussian war. As part of the peace treaty after the war, Germany took Alsace-Lorraine from France. This was an important industrial area. German politicians were afraid that the French might attack Germany to get Alsace-Lorraine back. So Germany and France were rivals.

AUSTRIA-HUNGARY

Austria-Hungary was a large empire in central Europe. It contained people of many different nationalities, some of whom wanted independence. Serbia was already an independent country and there were Serbs living in Austria-Hungary who wanted to join with Serbia. The main concern of the Austrian emperor was to keep the empire together, but Russia supported the Serbs and so Austria-Hungary and Russia were rivals.
The tsar, Nicholas II, ruled over the largest, and one of the poorest, countries in the world. It was an empire of many different peoples who spoke different languages. Much of the land was not farmed because it was too cold. There was little industry. For a large part of each year, Russian ports could not operate because the sea was frozen.

Unified in 1871, Kaiser Wilhelm II ruled over a country of 68 million people. Since 1871, Germany had industrialised rapidly and was a highly successful industrial and technological country, with most people living in towns. The German Kaiser and the British King George V were cousins.

The head of state was King Edward VII and the prime minister was Arthur Balfour. Britain had been the first country in the world to industrialise, and well over half of the population of 46 million people lived in towns. Industry prospered and trade flourished.

The president of France, Emile Loubet, governed a country the size of Germany, containing 40 million people. The birth rate had fallen and the population was ageing. Although there was industry in the north-east, France was largely a rural country.

Italy was unified in 1871, although a large number of Italians remained in Austria-Hungary after unification. Italy was a constitutional monarchy, and the king, Victor Emmanuel III, ruled over 35 million people. Although mainly an agricultural country, there was considerable industry in the northern areas.

The emperor, Franz-Joseph, ruled over 50 million people in a country with little heavy industry. His people were divided into at least 11 different nationalities, including Magyars, Czechs, Slovaks, Serbs, Croats and Slavs. Each had its own language and way of life.
ITALY
Italy was another new country, which had been formed in 1861. It was not a strong industrial or military power, and so it wanted to ally with other countries to make itself more powerful. When Italy joined Germany and Austria-Hungary in the Triple Alliance in 1882, it became part of an anti-France, anti-Russia alliance.

FRANCE
France’s main concern in 1905 was to make sure that it would never again be attacked by Germany and to get Alsace-Lorraine back. France allied with Russia in 1892 because it wanted support against Germany.

RUSSIA
Russia was the largest of the six powers, but the least developed. Russia’s main concerns were that Germany would expand into Russian territory in central Europe and that Austria-Hungary would take measures against Slavs in Austria-Hungary (Russians and Serbians were both Slav peoples).

GREAT BRITAIN
During the 19th century, Britain had tried not to get involved in European politics. This policy was known as ‘splendid isolation’. British had a powerful navy and overseas empire and didn’t see a need to form alliances with European countries. But by the beginning of the 20th century, the German Kaiser had shown that he wanted Germany to have an empire and a strong navy, which was a direct threat to the British Empire and its naval dominance. So in 1904 Britain joined with France in the Entente Cordiale.

SOURCE A
THE ALLIANCE SYSTEM

THE FIRST WORLD WAR, 1905–18

So, even as early as 1905, Europe was beginning to divide into two separate groups whose rivalry would lead to war in 1914. Why did the tensions that existed in 1905 worsen to the point that the Great Powers had to go to war?

In 1907 Russia joined the entente, making it a Triple Entente. There was no formal agreement to go to help each other if one of them was attacked. However, it was agreed that they had a moral obligation to support each other.

EXTEND YOUR KNOWLEDGE

COUSINS BECOME ENEMIES

King George V of Great Britain and Kaiser Wilhelm II of Germany were cousins. They had the same grandmother, the British Queen Victoria. The King’s father, Edward, and the Kaiser’s mother, Victoria, were brother and sister.

EXTEND YOUR KNOWLEDGE

KAISER WILHELM II

Despite being born with a withered left arm, Wilhelm became an excellent horseman. He could swim, hunt, shoot and fence. He loved the army and enjoyed dressing up in military uniforms.

SOURCE B

From The Times, a British newspaper, April 1914.

The division of the Great Powers into two well-balanced groups is a two-fold check upon unreasonable ambitions or a sudden outbreak of race hatred. All monarchs and statesmen – and all nations – know that a war of group against group would be an enormous disaster. They are no longer answerable only to themselves.

SOURCE C

A British cartoon of Kaiser Wilhelm II in his bath. He is reaching for a piece of soap shaped like Europe. The cartoon was printed on a postcard in 1914.

ACTIVITY

1 Draw a table with three columns. Head the columns, starting from the left, ‘Great Powers’, ‘Fear’ and ‘Ambition’.
2 In the ‘Great Powers’ column, list the six Great Powers. In the other two columns, write what each power was afraid of, and what each power wanted.
3 Keep the table and add to it as you work through this chapter. By the end of the chapter, you will have a very good idea why war broke out in 1914.
4 Look at Source A. What is the message of the cartoon?
5 Look at Sources A and C. Work with a partner.
   a One of you should make a list of the points each artist is making. The other should look at the cartoons from the German point of view.
   b List the points that a German person could find threatening.
   c Share your ideas with the rest of your class.
The desire to acquire colonies, mainly shown by Germany, disturbed Britain and France, which already had large overseas colonial empires. People were generally very proud of their empires and expressed this in various patriotic ways that added to the growth of tension in Europe. Colonies provided raw materials and were markets for goods produced by the European powers that governed them. In this way the colonies were linked to the strength of different European countries. The people of Britain and France put pressure on their governments if they felt these empires were under threat.

**EXAM-STYLE QUESTION**

Describe **two** features of the alliance system in 1905. (6 marks)

**HINT**

You need to identify two features of the alliance system – so don’t just say who is on each side!

**1.2 EMPIRES AND ECONOMICS**

**LEARNING OBJECTIVES**

- Understand why colonial rivalry led to strained relations among the European powers
- Understand how economic rivalries created international tensions
- Understand the relative strengths of the Great Powers in 1914.

The desire to acquire colonies, mainly shown by Germany, disturbed Britain and France, which already had large overseas colonial empires. People were generally very proud of their empires and expressed this in various patriotic ways that added to the growth of tension in Europe. Colonies provided raw materials and were markets for goods produced by the European powers that governed them. In this way the colonies were linked to the strength of different European countries. The people of Britain and France put pressure on their governments if they felt these empires were under threat.

▲ Figure 1.2 The European powers and their overseas colonies in 1914
The European powers were all involved in trying to win, or supporting, colonies. This led to imperial rivalry between the Great Powers to see who could get the largest empire. Some of the Great Powers, like Russia and Austria-Hungary, were hoping to expand on mainland Europe. Others, like Great Britain, France and Germany, focused on countries outside Europe. The European powers believed that they had the right to run other countries. They did this usually by invading and simply taking over, or by being given a country as part of a treaty arrangement.

Great Britain is a small island country off the coast of Europe. In 1905, it was the most powerful country in the world. This was partly because of its vast overseas empire (see Figure 1.2). The British Empire took up nearly a quarter of the world’s land surface area and a quarter of the world’s population lived in the British Empire under its control. It was important that Britain kept in close contact with its colonies. This was partly because of the need to control and to manage them, and partly because of the need to trade with them. India, for example, supplied raw cotton to Britain, and Britain exported cotton cloth to India. In the days before air travel, this contact was maintained by sea. Merchant ships sailed the sea routes to the British colonies and the Royal Navy kept the sea routes open and clear of enemy shipping. Any challenge to the navy would endanger the security of the empire. Any push by a European power for more overseas colonies would challenge Britain’s place as the most powerful country in the world.

The republic of France had the second largest empire in the world. Most of the French colonies were in West Africa where France exercised control with little opposition. French colonies in the Far East, however, were a different matter. The French army in Indo-China frequently fought with rebels who wanted independence. The cost of fighting was a strain on the French economy. However, France was very keen to keep those colonies. Having already lost Alsace-Lorraine, France’s reputation would be severely damaged if any overseas colonies were to be lost, too.

Since Germany’s formation in 1871, German politicians had wanted to see the new country develop to be strong and powerful. One way of doing this was by acquiring colonies. If colonies overseas were to be gained, and held, then a strong navy was essential. This was the reason why Britain and Germany saw each other as a threat. Britain regarded German ambitions as threatening the already established British Empire; German politicians came to see Britain as standing in the way of Germany becoming a world power.

From a speech by the German Foreign Secretary during a debate in the German parliament, 6 December 1897.

We wish to throw no one into the shade, but we demand our own place in the sun.
THE EUROPEAN POWERS AND THEIR OVERSEAS COLONIES IN 1914

<table>
<thead>
<tr>
<th></th>
<th>GREAT BRITAIN</th>
<th>FRANCE</th>
<th>RUSSIA</th>
<th>GERMANY</th>
<th>AUSTRIA-HUNGARY</th>
</tr>
</thead>
<tbody>
<tr>
<td>Population</td>
<td>40.8 million</td>
<td>39.6 million</td>
<td>159 million</td>
<td>65 million</td>
<td>50 million</td>
</tr>
<tr>
<td>Population of colonies</td>
<td>390 million</td>
<td>58 million</td>
<td>0</td>
<td>15 million</td>
<td>0</td>
</tr>
<tr>
<td>Number of colonies</td>
<td>56</td>
<td>29</td>
<td>0</td>
<td>10</td>
<td>0</td>
</tr>
<tr>
<td>Size of colonies</td>
<td>27 million sq km</td>
<td>11 million sq km</td>
<td>0</td>
<td>2.5 million sq km</td>
<td>0</td>
</tr>
</tbody>
</table>

RUSSIA AND AUSTRIA-HUNGARY: LAND-BASED EMPIRES?

Neither Russia nor Austria-Hungary had overseas empires, nor did they want them. Russia wanted to expand within Europe, and Austria-Hungary wanted to control the different nationalities within its borders and so become strong.

- Russia (see Figure 1.1) stretched from the Baltic Sea in the west to the Bering Strait in the east. Russia wanted to expand south-east into Manchuria in order to have ice-free ports. Russia also wanted to expand into the Balkans so that Russian ships would have access to the Mediterranean Sea and, by sailing through the Strait of Gibraltar, to the Atlantic Ocean.

- Austria-Hungary (see Figure 1.1) was a union of two separate countries: Austria and Hungary. Franz-Joseph ruled an empire containing 11 different nationalities. The government was struggling to hold them together in one empire. For example, a move to force all Czechs to use German – the language of Austria – in schools and workplaces led to riots. Austria-Hungary was afraid, too, that the Serbs within its borders might want to break away and join Serbia.

KEY TERM

Balkans a large area in south-east Europe that includes Albania, Bosnia and Herzegovina, Bulgaria, Greece, Kosova, Macedonia, Montenegro, Serbia and Turkey

ACTIVITY

1. Read Source D. What did the German Foreign Secretary mean by ‘our own place in the sun’?
2. Set up a debate. One side must argue that Germany had a right to possess more colonies; the other side must argue that Germany had no such right. You could use the information in the table above as part of the argument.
3. Write a report of the debate for a local newspaper. Make it as exciting as you can.

NATIONALISM

Nationalism is very closely linked to empire and imperialism. Nationalism, the love of one’s country, is usually considered to be positive. Loyalty to the same set of values and beliefs is what unites the people of a country. However, when nationalism becomes too strong, and the supporters of a country too extreme in their support, nationalism becomes aggressive.

It was the build-up of nationalism in the years to 1914 that helped to prepare people for war and inspired young men to join up and fight.
ECONOMIC RIVALRY

The wealth of a country is very important when there are international disagreements. If a country is wealthy, it has money to build an army or navy to protect itself. A country becomes wealthy through economic activity, such as buying and selling goods. If a country is rich in raw materials and has efficient industry and markets to sell its goods to, it will become wealthy. At the beginning of the 20th century there was increasing rivalry between the European powers to have the major share of economic activity in Europe. This increased tension between the Great Powers.

GREAT BRITAIN v GERMANY

Britain was the first country in the world to industrialise. British-manufactured goods flooded the markets in Europe and the British Empire. Britain took many different raw materials from its empire. The British economy became strong, and in the 19th century Britain was the richest country in Europe. However, after unification, Germany began to industrialise very quickly. German manufacturers modernised machinery that had been invented in Britain and
made manufacturing processes more efficient. By 1890, German manufactured goods were competing with British ones in all the markets that had previously been dominated by Britain. German merchant ships competed with British merchant ships to carry goods around the world. By 1914, Germany was producing more iron, steel, coal – and even cars – than Britain. Britain’s economic lead had gone. Germany had taken over from Great Britain as the strongest power, economically.

FRANCE V GERMANY

When France lost Alsace-Lorraine to Germany, it had to import coal from other countries. This seriously weakened the French economy because of the cost involved. France began to explore the possibilities of mining minerals in Morocco. These could be used in agriculture and industry but would also bring France into competition with Germany. This was because Germany was afraid that France was trying to turn Morocco into a French colony.

RUSSIA V GERMANY AND AUSTRIA-HUNGARY

Germany and Austria-Hungary had well-established commercial markets in the Balkans. In 1888, Russia had begun to build a railway in the area. Germany and Austria-Hungary regarded this as a threat because a railway would allow Russian-produced goods to be transported to the area more easily. Even though Russia had not yet fully industrialised and had little by way of manufactured goods to export, Germany and Austria-Hungary were worried about what might happen in the future.

**THE EUROPEAN POWERS AND THEIR ECONOMIES IN 1914**

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<th>RUSSIA</th>
<th>GERMANY</th>
<th>AUSTRIA-HUNGARY</th>
</tr>
</thead>
<tbody>
<tr>
<td>Coal produced</td>
<td>292 million</td>
<td>40 million</td>
<td>36.2 million</td>
<td>277 million</td>
<td>47 million</td>
</tr>
<tr>
<td></td>
<td>tonnes</td>
<td>tonnes</td>
<td>tonnes</td>
<td>tonnes</td>
<td>tonnes</td>
</tr>
<tr>
<td>Steel produced</td>
<td>11 million</td>
<td>4.6 million</td>
<td>3.6 million</td>
<td>14 million</td>
<td>5 million</td>
</tr>
<tr>
<td></td>
<td>tonnes</td>
<td>tonnes</td>
<td>tonnes</td>
<td>tonnes</td>
<td>tonnes</td>
</tr>
</tbody>
</table>

**ACTIVITY**

1. Look at Source H. How is the British company using the British colonies in Africa to advertise electric light, the product they are selling?
2. Using the information in the tables on page 9 and on this page, create a histogram (bar chart) that summarises the information for each country.
   a. Which European power, using just the information on your histogram, is the strongest? Why?
   b. Which European power, using just the information on your histogram, is the weakest? Why?
3. Draw two circles. Label one ‘Colonies’ and the other ‘European powers’.
   a. Draw links between them that show how, economically, they are useful to each other.
   b. In your own words, explain how economic strength and colonies are linked.
4. You have now finished this section. Go back to the grid you started in answer to question 1 at the end of Section 1.1. Now add to it, using the information in this section.
Tensions increased in Europe over military matters. Germany grew ever more afraid of being surrounded by hostile countries. British politicians came to believe that Germany was aiming at European, and possibly world, domination. There was fear and suspicion on both sides, especially between Germany and Britain. Britain wanted to remain the most powerful country, but Germany was pressing for change.

Britain relied on its massive navy to keep the sea routes open to the furthest parts of its empire, and to protect its economic interests and the people there. The navy was essential, too, to protect Britain, an island nation, against any European aggression. However, there were people in Germany, including the Kaiser, who believed that if Germany were to become a world power with a large empire, it had to challenge the might of the British navy.

- In 1898 and 1900, Germany passed the Navy Laws. The first one gave permission for the building of 16 battleships; the second increased this number to 46. There were to be 60 cruisers, too. So by 1905 Germany had begun to build more battleships and cruisers. The German naval chief, Admiral Tirpitz, set up the Naval League. This was intended to encourage the German people to take an interest in their navy. Tours of German ports were organised, and lectures about the naval fleet were given all over Germany.

- The British response was to build the best ever battleship – HMS Dreadnought. Launched in 1906, it was so advanced that its revolutionary design made all other battleships instantly out-of-date. The ship gave its name, Dreadnought, to a whole class of battleships.
Germany responded by building *Rheinland*, their own version of HMS *Dreadnought*. Britain’s naval chief, Admiral Fisher, immediately ordered the building of a ‘super-Dreadnought’, HMS *Neptune*.

Hundreds of men were recruited by both Germany and Britain and trained as sailors on the new battleships.

The race was on. Between 1906 and 1914, Britain built 29 Dreadnoughts; Germany built 17.

**HMS Dreadnought**

What was so different about HMS *Dreadnought*? The battleship was faster and more heavily armoured than any other warship, and was designed to fight at a distance. The ship could carry 800 sailors and could travel at 22 knots. The *armour* was about 28 cm thick on the sides and 35 cm thick on the decks. The huge guns could turn and fire shells further than any earlier ship, and could blow up an enemy ship that was 32 km away. This made ships with smaller guns ineffective because they would never be able to get close enough to fire their guns before they were blown up in the water.

The arms race was not just confined to ships and navies. All the European powers were building their armies and armaments.

Russia’s defeat in the Russo-Japanese war of 1905 led the Russian government to change the way the army was organised. A State Defence Council was formed. This dealt with such things as war plans and the intelligence service. The new Main Directorate of General Staff dealt with recruitment and training the soldiers. However, the Russian army was badly equipped even though it was huge.

Austria-Hungary began secretly making enormous *cannons* in their Skoda works.
In 1906, the British War Minister, Richard Haldane, formed a British Expeditionary Force of 144,000 soldiers who could travel immediately to France in support of French troops if a war was declared. He created a Territorial Army of volunteers to back up the regular forces. He set up an Officer Training Corps in schools so that older boys could train to be officers. Germany and France made war plans. They needed to work out in advance how they would fight their enemies if ever it became necessary.

THE SCHLIEFFEN PLAN

The Schlieffen Plan was created in December 1905 by Count Alfred von Schlieffen. He was the most senior general in the German army. He knew that on land, Germany’s two main enemies were France and Russia. In working out a war plan, he had to face the possibility that Germany would have to fight a war on two fronts – against Russia in the east and France in the west – at the same time. No general likes to do this because he can only use half his army against each enemy. It was essential that Schlieffen found a way round this.

Schlieffen believed that Russia, because it was so large and had poor road and rail systems, would probably take about 6 weeks to mobilise. This would give the German army extra time. He planned that the German army would first attack and defeat France. They would invade France by travelling at high speed through Belgium and northern France, and attack Paris. Once Paris was captured, France would surrender. The German army could then turn to face Russia. It was a simple plan, but it didn’t quite turn out like that. (See Chapter 3.)

PLAN 17

The need to take Alsace-Lorraine back under French control dominated French military thinking. In 1913, the French army chief, General Joffre, came up with Plan 17, which was even simpler than the Schlieffen Plan. In the event of a war breaking out, French troops would immediately make an all-out attack on Alsace-Lorraine. They would successfully capture these two provinces, making them part of France again. Then French troops would cross the River Rhine and advance on Berlin. After years of planning, this was the only strategy the French had developed.
EXAM-STYLE QUESTION

Describe two features of the naval race. (6 marks)

HINT

You need to identify two different features of the naval race. Don’t just say what they were; add a sentence or two of supporting information.

TRYING TO REACH AGREEMENTS

The arms race made Europe a dangerous place, but it did not automatically lead to war.

- At the end of the previous century, to try to prevent war, a Permanent Court of Arbitration had been set up, but taking disputes to the court was voluntary.
- In February 1912, Richard Haldane, the British War Minister, made a secret visit to Berlin. Haldane hoped to persuade the Germans to accept voluntary limitation on the arms race. He failed.

So tension between the Great Powers remained high. All it would take was a serious crisis for the tension to tip over into war.

ACTIVITY

1. Work with a partner. Look carefully at the Schlieffen Plan (see Figure 1.3) and list the problems with this plan. Now look at Plan 17. How likely is it that Plan 17 would stop the Schlieffen Plan from working?

2. Did the arms race make war more, or less, likely?
   a. Working with a partner, draw up two lists – one with all the reasons why the alliance system made war more likely, and the other with all the reasons why the alliance system made war less likely.
   b. Compare your lists with others in your class. Can you reach a conclusion with which you all agree?

3. Use the information in this section to complete the grid on which you have been working. Keep it in your file because you will need it to answer a more wide-ranging question at the end of the next chapter.
RECAP

RECALL QUIZ

1. In what year was the Triple Entente formed?
2. Who were the members of the Triple Entente?
3. Which two provinces did France want to regain from Germany?
4. What was the name of the German Kaiser?
5. Why did Germany want colonies?
6. How big was the British Empire?
7. Why was the navy important to Great Britain?
8. When was HMS Dreadnought launched?
9. What was the name of the German war plan?
10. What was Plan 17?

CHECKPOINT

STRENGTHEN
S1 Why were the Triple Alliance and the Triple Entente formed?
S2 Give two examples of the reasons why colonies were important to the Great Powers.
S3 What was the arms race?

CHALLENGE
C1 Explain how the alliance system could be seen as (a) maintaining peace in Europe and (b) making a European war more likely.
C2 How important was economic rivalry in increasing tensions between the Great Powers?
C3 To what extent did the arms race turn Europe into a dangerous place?

SUMMARY

- A Triple Entente was formed between Britain and France (1904) and Russia (1907).
- The two alliance systems clashed over a number of different issues. The countries in both systems were suspicious of each other.
- Germany wanted an empire, and Britain and France saw this as a threat to their own overseas empires. This led to the growth of nationalism in Britain and European countries.
- German-manufactured goods competed with British ones in markets that had previously been dominated by Britain. Britain saw this as a threat to their economy.
- Germany began expanding its navy. Britain saw this as a threat to the British navy, which was needed to keep open the sea routes to its empire. A naval race began between Britain and Germany to see which country could build the most warships.
- All European powers, including Britain, began building up their arms and armaments.
- The Schlieffen Plan was developed as the German war plan. It aimed to avoid Germany having to fight a war against France and Russia at the same time. The plan was to defeat France quickly by a rapid invasion through Belgium before turning to fight Russia, a country Germany believed would take a long time to mobilise.
- Plan 17 was the French war plan. French armies would first re-take Alsace-Lorraine, provinces France had lost to Germany in a war in 1870, and would then invade Germany.
- By 1914, Europe was a dangerous place.
Question to be answered: Describe two features of either the Schlieffen Plan (1905) or the Battle of the Somme (1916). (6 marks)

Analysis Question 1: What is the question type testing?
In this question, you have to demonstrate that you have knowledge and understanding of the key features and characteristics of the period studied. In this particular case, it is knowledge and understanding of either the Schlieffen Plan or the Battle of the Somme. In this example, we are going to presume that the candidate has answered on the Schlieffen Plan, because you won’t be studying the Battle of the Somme until Chapter 3.

Analysis Question 2: What do I have to do to answer the question well?
Obviously you have to choose one of the two options and write about it! But it isn’t just a case of writing everything you know. You have to write about two features. What are features? They are ‘aspects’ or ‘characteristics’. We might even say that, if you were allowed to put sub-headings in your answers, both features would be the sub-headings you would put.

So, in this case, you might write about the details of the Schlieffen Plan as a feature by saying ‘The Schlieffen Plan was…’, or the effects of the Schlieffen Plan as a feature by saying ‘The Schlieffen Plan was a failure because…’.

Analysis Question 3: Are there any techniques I can use to make it very clear that I am doing what is needed to be successful?
This is a 6-mark question and you need to make sure you leave enough time to answer the other two questions fully (they are worth 24 marks in total). Therefore, you need to get straight into writing your answer. The question asks for two features, so it’s a good idea to write two paragraphs and to begin each paragraph with phrases like ‘One feature was…’; ‘Another feature was…’. You will get a mark for each feature you identify and up to 2 marks for giving detail to support it. This gives the maximum of 6 marks.

You have to demonstrate knowledge, so make sure you back up your paragraphs with as much detailed knowledge as you have. But remember, you are not writing an essay here. You are providing enough detail to pick up 2 extra marks on each feature you have identified.
The Schlieffen Plan was a plan to fight two of Germany’s enemies, France and Russia. It planned not to fight them at the same time. The Plan failed.

What are the strengths and weaknesses of Answer A?
It doesn’t have many strengths. It identifies a feature (the Plan was to attack France and Germany) but the second sentence (it planned not to fight them at the same time) is correct but does not say how this was to be done and so cannot count as detailed support. The fact that the Plan failed could be another feature, but lacks detail as to why. So this answer is not going to get more than 2 marks. It needs much more detail.

One feature of the Schlieffen Plan was that it aimed to avoid Germany having to fight a war on two fronts. Russia and France were Germany’s two enemies on mainland Europe, and if Germany had to fight them at the same time, Germany’s army would have to be divided in two, with one half fighting on the frontier with Russia and the other half fighting on the frontier with France. This was not likely to lead to victory for Germany.

Another feature of the Schlieffen Plan was that in order for it to work, it assumed that Russia would be slow to mobilise. This meant that the Plan was to attack France first and win before having to turn and fight Russia. The Plan failed because Belgian troops delayed the German army as it advanced towards France. This meant that France wasn’t defeated quickly. Russia mobilised more quickly than the Plan anticipated, and so Germany had, in the end, to fight a war on two fronts. This Plan had failed because this is what it had been written to avoid.

What are the strengths and weaknesses of Answer B?
This is an excellent answer. It identifies two features (what the Schlieffen Plan was written to avoid and that it failed). It clearly shows there are two features and provides detailed support for them both. There is no need to look for ways to improve this answer, you should just learn from it.

Challenge a friend
Use the Student Book to set a part (a) question for a friend. You might choose The Triple Entente or rivalry between the Great Powers. Then look at the answer. Does it do the following things?

☐ Identify two features
☐ Make it clear two features are being covered
☐ Provide 3-4 lines of detailed information to support the feature.

If it does, you can tell your friend that the answer is very good!