



AS History

7041/2K-International Relations and Global Conflict, c1890–1941
Component 2K Great Power rivalries and entry into war, c1890–1917
Mark scheme

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Version/Stage: 1.0 Final

Mark schemes are prepared by the Lead Assessment Writer and considered, together with the relevant questions, by a panel of subject teachers. This mark scheme includes any amendments made at the standardisation events which all associates participate in and is the scheme which was used by them in this examination. The standardisation process ensures that the mark scheme covers the students' responses to questions and that every associate understands and applies it in the same correct way. As preparation for standardisation each associate analyses a number of students' scripts. Alternative answers not already covered by the mark scheme are discussed and legislated for. If, after the standardisation process, associates encounter unusual answers which have not been raised they are required to refer these to the Lead Assessment Writer.

It must be stressed that a mark scheme is a working document, in many cases further developed and expanded on the basis of students' reactions to a particular paper. Assumptions about future mark schemes on the basis of one year's document should be avoided; whilst the guiding principles of assessment remain constant, details will change, depending on the content of a particular examination paper.

Further copies of this mark scheme are available from aqa.org.uk

Level of response marking instructions

Level of response mark schemes are broken down into levels, each of which has a descriptor. The descriptor for the level shows the average performance for the level. There are marks in each level.

Before you apply the mark scheme to a student's answer read through the answer and annotate it (as instructed) to show the qualities that are being looked for. You can then apply the mark scheme.

Step 1 Determine a level

Start at the lowest level of the mark scheme and use it as a ladder to see whether the answer meets the descriptor for that level. The descriptor for the level indicates the different qualities that might be seen in the student's answer for that level. If it meets the lowest level then go to the next one and decide if it meets this level, and so on, until you have a match between the level descriptor and the answer. With practice and familiarity you will find that for better answers you will be able to quickly skip through the lower levels of the mark scheme.

When assigning a level you should look at the overall quality of the answer and not look to pick holes in small and specific parts of the answer where the student has not performed quite as well as the rest. If the answer covers different aspects of different levels of the mark scheme you should use a best fit approach for defining the level and then use the variability of the response to help decide the mark within the level, i.e. if the response is predominantly Level 3 with a small amount of Level 4 material it would be placed in Level 3 but be awarded a mark near the top of the level because of the Level 4 content.

Step 2 Determine a mark

Once you have assigned a level you need to decide on the mark. The descriptors on how to allocate marks can help with this. The exemplar materials used during standardisation will help. There will be an answer in the standardising materials which will correspond with each level of the mark scheme. This answer will have been awarded a mark by the Lead Examiner. You can compare the student's answer with the example to determine if it is the same standard, better or worse than the example. You can then use this to allocate a mark for the answer based on the Lead Examiner's mark on the example.

You may well need to read back through the answer as you apply the mark scheme to clarify points and assure yourself that the level and the mark are appropriate.

Indicative content in the mark scheme is provided as a guide for examiners. It is not intended to be exhaustive and you must credit other valid points. Students do not have to cover all of the points mentioned in the Indicative content to reach the highest level of the mark scheme.

An answer which contains nothing of relevance to the question must be awarded no marks.

International Relations and Global Conflict, c1890–1941**Component 2K Great Power rivalries and entry into war, c1890–1917****Section A**

- 01** With reference to these sources and your understanding of the historical context, which of these two sources is more valuable in explaining the economic position of Britain by 1900? **[25 marks]**

Target: AO2

Analyse and evaluate appropriate source material, primary and/or contemporary to the period, within the historical context.

Generic Mark Scheme

- L5:** Answers will display a very good understanding of the value of the sources in relation to the issue identified in the question. They will evaluate the sources thoroughly in order to provide a well-substantiated conclusion. The response demonstrates a very good understanding of context. **21-25**
- L4:** Answers will provide a range of relevant well-supported comments on the value of the sources for the issue identified in the question. There will be sufficient comment to provide a supported conclusion but not all comments will be well-substantiated, and judgements will be limited. The response demonstrates a good understanding of context. **16-20**
- L3:** The answer will provide some relevant comments on the value of the sources and there will be some explicit reference to the issue identified in the question. Judgements will however, be partial and/or thinly supported. The response demonstrates an understanding of context. **11-15**
- L2:** The answer will be partial. There may be either some relevant comments on the value of one source in relation to the issue identified in the question or some comment on both, but lacking depth and have little, if any, explicit link to the issue identified in the question. The response demonstrates some understanding of context. **6-10**
- L1:** The answer will either describe source content or offer stock phrases about the value of the source. There may be some comment on the issue identified in the question but it is likely to be limited, unsubstantiated and unconvincing. The response demonstrates limited understanding of context. **1-5**
- Nothing worthy of credit. **0**

Indicative content

Note: This content is not prescriptive and students are not obliged to refer to the material contained in this mark scheme. Any legitimate answer will be assessed on its merits according to the generic levels scheme.

Students must deploy knowledge of the historical context to show an understanding of the relationship between the sources and the issues raised in the question, when assessing the significance of provenance, the arguments deployed in the sources and the tone and emphasis of the sources. Descriptive answers which fail to do this should be awarded no more than Level 2 at best. Answers should address both the value and the limitations of the sources for the particular question and purpose given.

In responding to this question, students may choose to address each source in turn or to adopt a more comparative approach in order to arrive at a judgement. Either approach is equally valid and what follows is indicative of the evaluation which may be relevant.

Source A: in assessing the value of this source as an explanation, students may refer to the following:

Provenance and tone

- as a product of a Royal Commission, the source will be valuable as those creating the report would have had access to a large range of data about the state of the economy
- however, as the product of a government commissioned enquiry, the report may have set out to justify government policy and suggest that the economy was in a better or worse position than it was in order to win support for their policy, so it may not be valuable
- the tone of the source is somewhat persuasive and optimistic, attempting to suggest that whilst there may be problems, actually when you look further into the statistics, there are strengths for the economy.

Content and argument

- the report suggests that there had been a decrease in foreign trade mainly due to falling prices, particularly raw materials. As technology and transport continued to improve, raw materials were easier to acquire from across the Empire and this supply led to falling prices. However, the falling trade was also due to increased competition from the growing economies and empires of other European nations
- the report states that this fall in prices led to a fall in profits, this was not harmful to the 'community at large', suggesting that the British economy itself was still in a strong position. However, the need to have such a report and the reference to the period 1873 to 1896 as the 'Great Depression' suggests that there must have been some issues, though there is much debate as to whether the title is an appropriate description of economic change at that time
- the report also suggests that whilst prices and profits had fallen, production had actually increased. Whilst this was the case in some areas, Britain was still not able to keep up with foreign markets, particularly the growing economies of the US and Germany; British economic supremacy was beginning to come to an end by 1900.

Source B: in assessing the value of this source as an explanation, students may refer to the following:

Provenance and tone

- as a respected broadsheet newspaper from a significant English industrial area, the information in the source will likely be of value in examining the British economy at the turn of the century
- the tone of the source is informative, offering an overview of the British economy in 1900. Though the article expresses concern about rising gaps in trade, it does not appear to over-emphasise this.

Content and argument

- the article explains that imports for the year outweigh exports and that Britain is not selling on as much produce from the Empire as previously. It appears that these goods are being sold directly to markets (such as wool to the continent). This is referencing the rising influence of other economies and their access to their own growing trade/empires which meant significant competition for British goods from France, Germany, Belgium, Portugal and Russia
- the article also shows how developing transport was affecting the British economy, with a new steamer route allowing the US easier access to Asiatic markets. By the turn of the century, Britain was starting to lose out to the economies of the US and Germany who had fast growing industries, larger workforces and expanding markets
- there is also an attempt to show that the British economy was not in complete difficulty, suggesting there was 'not an absolute decline', indeed by 1900 Britain had the largest Empire of the great powers which brought access to an expanse of raw materials and markets in which to sell its manufactured goods.

In arriving at a judgement as to which source might be of greater value, students might suggest that whilst both sources refer to the problems faced by the British economy by 1900, Source A may attempt to distract from the issues in order to show that the current government were doing their job properly. As such, Source B may be seen as the more valuable source as The Manchester Guardian attempts to offer an overall and partially balanced review of the economic position at the turn of the twentieth century.

Section B

02 'The Young Turk Revolution of 1908 was due to a desire for western-style democracy.'

Explain why you agree or disagree with this view.

[25 marks]

Target: AO1

Demonstrate, organise and communicate knowledge and understanding to analyse and evaluate the key features related to the periods studied, making substantiated judgements and exploring concepts, as relevant, of cause, consequence, change, continuity, similarity, difference and significance.

Generic Mark Scheme

- L5:** Answers will display a good understanding of the demands of the question. They will be well-organised and effectively communicated. There will be a range of clear and specific supporting information showing a good understanding of key features and issues, together with some conceptual awareness. The answer will be analytical in style with a range of direct comment leading to substantiated judgement. **21-25**
- L4:** Answers will show an understanding of the question and will supply a range of largely accurate information which will show an awareness of some of the key issues and features. The answer will be effectively organised and show adequate communication skills. There will be analytical comment in relation to the question and the answer will display some balance. However, there may be some generalisation and judgements will be limited and only partially substantiated. **16-20**
- L3:** The answer will show some understanding of the full demands of the question and the answer will be adequately organised. There will be appropriate information showing an understanding of some key features and/or issues but the answer may be limited in scope and/or contain inaccuracy and irrelevance. There will be some comment in relation to the question. **11-15**
- L2:** The answer will be descriptive or partial, showing some awareness of the question but a failure to grasp its full demands. There will be some attempt to convey material in an organised way although communication skills may be limited. There will be some appropriate information showing understanding of some key features and/or issues, but the answer may be very limited in scope and/or contain inaccuracy and irrelevance. There will be some, but limited, comment in relation to the question and statements will, for the most part, be unsupported and generalist. **6-10**
- L1:** The question has not been properly understood and the response shows limited organisational and communication skills. The information conveyed is irrelevant or extremely limited. There may be some unsupported, vague or generalist comment. **1-5**
- Nothing worthy of credit. **0**

Indicative content

Note: This content is not prescriptive and students are not obliged to refer to the material contained in this mark scheme. Any legitimate answer will be assessed on its merits according to the generic levels scheme.

Arguments suggesting that the Young Turk Revolution of 1908 was due to a desire for western-style democracy might include:

- the basis for the Young Turk Movement was liberal in nature, with a desire for western-style democracy, a representative parliament and the equal treatment of citizens from across the Empire, regardless of nationality
- at the height of the revolution crowds proclaimed 'Liberty, Equality and Fraternity', with rival national groups seemingly willing to lay down their differences for the greater cause of the revolution
- influential figures desired a representative parliament for the wide range of nationalities in the Empire, as defined in the 1876 constitution, believing that this would be the best way to repress any nationalistic demands.

Arguments challenging the view that the Young Turk Revolution of 1908 was due to a desire for western-style democracy might include:

- many in the Ottoman Empire were becoming increasingly frustrated at the loss of territory and influence for the Turks, for instance following the Treaty of Berlin in 1878, and felt that change was needed to reverse the tide of decline for the once dominant empire
- threats of nationalism and rebellion against the Ottomans were shown in the Ilinden Uprising which exemplified a growing desire for freedom from Ottoman oppression, particularly after the Sultan's fierce response which garnered support for the Young Turks
- an Entente meeting in Reval (modern day Estonia) which discussed proposed intervention in Macedonia to help calm the region, triggered a response from the Young Turks who feared a further loss of territory and potential collapse of the Empire
- there was growing dissatisfaction with the Sultan from the armed forces, with those stationed in Macedonia often going for months without pay. It was actually a mutiny from soldiers in Salonika in July 1908 that began the revolution.

Students may argue that the Young Turks were driven by a desire to restore the strength of the Ottoman Empire and felt the need to act before the Sultan caused any further loss of status or territory, rather than liberal desires.

- 03** 'The most important reason for the outbreak of a general European war was Germany's 'blank cheque' to Austria-Hungary.'

Explain why you agree or disagree with this view of developments in 1914.

[25 marks]

Target: AO1

Demonstrate, organise and communicate knowledge and understanding to analyse and evaluate the key features related to the periods studied, making substantiated judgements and exploring concepts, as relevant, of cause, consequence, change, continuity, similarity, difference and significance.

Generic Mark Scheme

- L5:** Answers will display a good understanding of the demands of the question. They will be well-organised and effectively communicated. There will be a range of clear and specific supporting information showing a good understanding of key features and issues, together with some conceptual awareness. The answer will be analytical in style with a range of direct comment leading to substantiated judgement. **21-25**
- L4:** Answers will show an understanding of the question and will supply a range of largely accurate information which will show an awareness of some of the key issues and features. The answer will be effectively organised and show adequate communication skills. There will be analytical comment in relation to the question and the answer will display some balance. However, there may be some generalisation and judgements will be limited and only partially substantiated. **16-20**
- L3:** The answer will show some understanding of the full demands of the question and the answer will be adequately organised. There will be appropriate information showing an understanding of some key features and/or issues but the answer may be limited in scope and/or contain inaccuracy and irrelevance. There will be some comment in relation to the question. **11-15**
- L2:** The answer will be descriptive or partial, showing some awareness of the question but a failure to grasp its full demands. There will be some attempt to convey material in an organised way although communication skills may be limited. There will be some appropriate information showing understanding of some key features and/or issues, but the answer may be very limited in scope and/or contain inaccuracy and irrelevance. There will be some, but limited, comment in relation to the question and statements will, for the most part, be unsupported and generalist. **6-10**
- L1:** The question has not been properly understood and the response shows limited organisational and communication skills. The information conveyed is irrelevant or extremely limited. There may be some unsupported, vague or generalist comment. **1-5**
- Nothing worthy of credit. **0**

Indicative content

Note: This content is not prescriptive and students are not obliged to refer to the material contained in this mark scheme. Any legitimate answer will be assessed on its merits according to the generic levels scheme.

Arguments suggesting that the most important reason for the outbreak of a general European war was Germany's 'blank cheque' to Austria-Hungary might include:

- after the assassination, Austria-Hungary wanted to invade Serbia but knew that Russia would be unlikely to stand aside, therefore German support was vital. Austria-Hungary only felt able to deliver an ultimatum to Serbia once Germany had pledged support
- the statement of support for Austria-Hungary from the Kaiser had no stipulations; this was taken as free-rein and total support of any actions against Serbia, hence why the ultimatum to Serbia was so perceivably harsh and why they did not agree to all demands
- the German '1912 War Council' believed that 1914 would present the best chance for what was becoming an inevitable war, which led to the 'blank cheque' and continued German support for Austria-Hungary even when the bombardment of Belgrade began
- even though Serbia were conciliatory and had in fact agreed to all but one demand in Austria-Hungary's ultimatum, Germany advocated decisiveness to keep military initiative; their Schlieffen Plan relied upon speed and an element of surprise.

Arguments challenging the view that the most important reason for the outbreak of a general European war was Germany's 'blank cheque' to Austria-Hungary might include:

- it is possible that the Kaiser and his advisers believed that when faced with a united Austria-Hungary and Germany, the Russians would back down, as they had in the 1908 Bosnian Crisis, so the 'blank cheque' aimed to call Russia's bluff and not cause a war
- despite encouraging Serbia to stall for time after the ultimatum and offering indecisive support, Russia still mobilised even after final warnings from the Germans that this would lead to war. It was this action that triggered wider declarations of war
- without the alliance systems, the 'blank cheque' may have only triggered a conflict localised to Austria-Hungary against Serbia, with the backing of Germany and Russia. The Triple Entente brought France, Britain and the Empire into a much wider conflict.

Students may argue that whilst the 'blank cheque' may not have originally been intended to trigger a general European war, it certainly gave Austria-Hungary the confidence to act more harshly towards the Serbians and the resulting aftermath gave Germany the opportunity to enact their Schlieffen Plan as had been desired for a number of years.