



World War I

Causes of World War I

Suggested Responses

Comprehension Questions

1. a) France, Great Britain and Russia
2. True
3. Sarajevo
4. False
5. Turkey
6. d) The Ottoman Empire controlled the Dardanelles and could block Russian access to the Black Sea.
7. Germany planned to quickly defeat **France**, the stronger of the two military powers, before **Russia** was ready for war.
8. b) To regain land lost in war in 1871
9. c) Belgium
10.

3

 Russia amasses troops along the German and Austro-Hungarian borders

2

 The Austro-Hungarian Empire declares war on Serbia

5

 Britain declares war on Germany

4

 Germany declares war on France

1

 Archduke Franz Ferdinand is assassinated





World War I

Causes of World War I

Suggested Responses

The extension activities that accompany this programme are designed to both consolidate and assess learners' understanding of the content. In addition to this, they contain unique opportunities for teachers to measure learners' capabilities in the following areas:

 **Critical & Creative Thinking**  **Ethical**  **Intercultural**  **Personal and Social**

Mapping It Out

1.



*Italy was a member of the Triple Alliance prior to the outbreak of war but did not join in 1914, so students may also have marked this 'N'. Italy's entry to WWI in 1915 was on the side of the Triple Entente, so students may also have marked this 'e'.

**Bulgaria joined the Triple Alliance in 1915, so students may also have marked this 'A'.





World War I

Causes of World War I

Suggested Responses

Student responses to questions 2 and 3 will vary, but should reflect the following:

- 🗣️ Student responses should demonstrate a response to previously held assumptions surrounding the relative strengths of WWI powers by investigating ideas that provoke shifts in perspectives. They should be capable of identifying and analysing suppressed premises and assumptions.

Talking It Out

Student responses will vary, however they should reflect the following:

- 🗣️ Student responses should show an ability to design effective questions in the context of assessing the viewpoints of different countries in WWI to examine information and test possibilities. Through group discussion, they should be able to critically examine their own and others' thinking processes and discuss factors that influence thinking.
- 🗣️ Student responses should be capable of linking the different positions of the countries involved in WWI with commonly held ethical concepts and principles of the time, considering the influence of historical cultural norms, religion, world views and philosophical thought. Through their research, they should demonstrate thinking about consequences and duties in approaches to decision-making and action.
- 🗣️ Student responses should recognise the ways in which intercultural relationships and experiences contributed to the development of attitudes, beliefs and behaviours prevalent during the WWI period. They should be able to apply their knowledge and explain the challenges, benefits and consequences of maintaining or failing to maintain societal cohesion.
- 🗣️ Student responses should show competence in evaluating their own and others' contributions to this group task, critiquing roles and providing useful feedback to their peers. They should demonstrate an evaluation of task achievement and make recommendations for improvements for future group work.

Group Work Evaluation – For student and teacher use.

Transcript – For student and teacher use.

