



**GCE**

**History A**

**Y218/01: International relations 1890-1941**

A Level

**Mark Scheme for June 2023**

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This mark scheme is published as an aid to teachers and students, to indicate the requirements of the examination. It shows the basis on which marks were awarded by examiners. It does not indicate the details of the discussions which took place at an examiners' meeting before marking commenced.

All examiners are instructed that alternative correct answers and unexpected approaches in candidates' scripts must be given marks that fairly reflect the relevant knowledge and skills demonstrated.

Mark schemes should be read in conjunction with the published question papers and the report on the examination.

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**MARKING INSTRUCTIONS****PREPARATION FOR MARKING  
SCORIS**

1. Make sure that you have accessed and completed the relevant training packages for on-screen marking: *scoris assessor Online Training*; *OCR Essential Guide to Marking*.
2. Make sure that you have read and understood the mark scheme and the question paper for this unit. These are posted on the RM Cambridge Assessment Support Portal <http://www.rm.com/support/ca>
3. Log-in to scoris and mark the **required number** of practice responses (“scripts”) and the **number of required** standardisation responses.

YOU MUST MARK 5 PRACTICE AND 6 STANDARDISATION RESPONSES BEFORE YOU CAN BE APPROVED TO MARK LIVE SCRIPTS.

**MARKING**

1. Mark strictly to the mark scheme.
2. Marks awarded must relate directly to the marking criteria.
3. The schedule of dates is very important. It is essential that you meet the scoris 50% and 100% (traditional 40% Batch 1 and 100% Batch 2) deadlines. If you experience problems, you must contact your Team Leader (Supervisor) without delay.
4. If you are in any doubt about applying the mark scheme, consult your Team Leader by telephone or the scoris messaging system, or by email.

**5. Crossed Out Responses**

Where a candidate has crossed out a response and provided a clear alternative then the crossed out response is not marked. Where no alternative response has been provided, examiners may give candidates the benefit of the doubt and mark the crossed out response where legible.

**Rubric Error Responses – Optional Questions**

Where candidates have a choice of question across a whole paper or a whole section and have provided more answers than required, then all responses are marked and the highest mark allowable within the rubric is given. Enter a mark for each question answered into RM assessor, which will select the highest mark from those awarded. *(The underlying assumption is that the candidate has penalised themselves by attempting more questions than necessary in the time allowed.)*

**Multiple Choice Question Responses**

When a multiple choice question has only a single, correct response and a candidate provides two responses (even if one of these responses is correct), then no mark should be awarded (as it is not possible to determine which was the first response selected by the candidate).

*When a question requires candidates to select more than one option/multiple options, then local marking arrangements need to ensure consistency of approach.*

### **Contradictory Responses**

When a candidate provides contradictory responses, then no mark should be awarded, even if one of the answers is correct.

### **Short Answer Questions** (requiring only a list by way of a response, usually worth only **one mark per response**)

Where candidates are required to provide a set number of short answer responses then only the set number of responses should be marked. The response space should be marked from left to right on each line and then line by line until the required number of responses have been considered. The remaining responses should not then be marked. Examiners will have to apply judgement as to whether a 'second response' on a line is a development of the 'first response', rather than a separate, discrete response. *(The underlying assumption is that the candidate is attempting to hedge their bets and therefore getting undue benefit rather than engaging with the question and giving the most relevant/correct responses.)*

### **Short Answer Questions** (requiring a more developed response, worth **two or more marks**)

If the candidates are required to provide a description of, say, three items or factors and four items or factors are provided, then mark on a similar basis – that is downwards (as it is unlikely in this situation that a candidate will provide more than one response in each section of the response space.)

### **Longer Answer Questions** (requiring a developed response)

Where candidates have provided two (or more) responses to a medium or high tariff question which only required a single (developed) response and not crossed out the first response, then only the first response should be marked. Examiners will need to apply professional judgement as to whether the second (or a subsequent) response is a 'new start' or simply a poorly expressed continuation of the first response.

6. Always check the pages (and additional objects if present) at the end of the response in case any answers have been continued there. If the candidate has continued an answer there then add a tick to confirm that the work has been seen.
7. Award No Response (NR) if:
  - there is nothing written in the answer space

Award Zero '0' if:

- anything is written in the answer space and is not worthy of credit (this includes text and symbols).

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Team Leaders must confirm the correct use of the NR button with their markers before live marking commences and should check this when reviewing scripts.

8. The scoris **comments box** is used by your team leader to explain the marking of the practice responses. Please refer to these comments when checking your practice responses. **Do not use the comments box for any other reason.**  
If you have any questions or comments for your team leader, use the phone, the scoris messaging system, or e-mail.
9. *Assistant Examiners will send a brief report on the performance of candidates to their Team Leader (Supervisor) via email by the end of the marking period. The report should contain notes on particular strengths displayed as well as common errors or weaknesses. Constructive criticism of the question paper/mark scheme is also appreciated.*
10. For answers marked by levels of response: Not applicable in F501
  - a. **To determine the level** – start at the highest level and work down until you reach the level that matches the answer
  - b. **To determine the mark within the level**, consider the following:


| Descriptor  | Award mark  |
|---|---|
| On the borderline of this level and the one below     | At bottom of level  |
| Just enough achievement on balance for this level     | Above bottom and either below middle or at middle of level (depending on number of marks available)       |
| Meets the criteria but with some slight inconsistency | Above middle and either below top of level or at middle of level (depending on number of marks available) |
| Consistently meets the criteria for this level        | At top of level   |

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## 11. Annotations

| Annotation  | Meaning of annotation  |
|---|--|
| <b>BP</b>   | Blank Page   |
|   | Highlight  |
| Off-page comment  |  |
| <b>A</b>  | Assertion  |
| <b>AN</b>   | Analysis   |
| <b>EVAL</b>   | Evaluation   |
| <b>EXP</b>  | Explanation  |
| <b>F</b>  | Factor   |
| <b>ILL</b>  | Illustrates/Describes  |
| <b>IRRL</b>   | Irrelevant, a significant amount of material that does not answer the question |
| <b>J</b>  | Judgement  |
| <b>KU</b>   | Knowledge and understanding  |
| <b>P</b>  | Provenance   |
| <b>SC</b>   | Simple comment   |
|  | Unclear  |
| <b>V</b>  | View   |

## 12. Subject Specific Marking Instructions

| Question |     | Answer  | Mark | Guidance   |
|----------|-----|---|------|--|
| 1        | (a) | <p><b>Which was the more important cause of the First World War.</b></p> <p><b>(i) The aims and policies of Austria-Hungary</b><br/> <b>(ii) The aims and policies of Germany</b><br/> <b>Explain your answer with reference to both (i) and (ii).</b></p> <p><b>In arguing Austro-Hungarian aims and policies provided the more important cause,</b> answers may suggest that the crisis sprang from Austrian opposition to Slavic nationalism</p> <ul style="list-style-type: none"> <li>• Answers may argue deteriorating Austro-Russian relations from 1903 and Austrian consideration of tripartism provided the long-term context for war.</li> <li>• Answers may consider the effects of the Bosnian Crisis in 1908</li> <li>• Answers may consider Austria's resolve to go to war and the formidable terms of the 23 July ultimatum</li> <li>• Conversely, answers may consider that, as the weakest of the five great powers, Austria's role could not be the most significant.</li> </ul> <p><b>In arguing German aims and policies provided the more important cause,</b> answers may argue Germany's 'blank cheque' produced Austrian recklessness</p> <ul style="list-style-type: none"> <li>• Answers may consider the implications of the Schlieffen Plan</li> <li>• Answers may note the series of crises before 1914 which had led to fear of German intentions</li> <li>• Conversely, answers may consider German fears of encirclement, isolation and decline</li> </ul> | 10   | <p>The indicative content lists features of the period studied that relate to the question set.</p> <p><b><u>Neither significance nor relative importance are attributed to the features listed.</u></b></p> <p>The indicative content is intended to reflect the knowledge and understanding a candidate is likely to analyse and evaluate in order to arrive at a judgement in line with the question set.</p> <ul style="list-style-type: none"> <li>• No set answer is expected</li> <li>• Judgement must be supported by relevant and accurate material.</li> <li>• Only credit material relevant to question.</li> <li>• Answers may deal with each factor in turn, then compare them to reach a judgement, or take a continually comparative approach. Either approach is acceptable.</li> <li>• Knowledge must not be credited in isolation, it should only be credited where it is used as the basis for analysis and evaluation, in line with descriptions in the levels mark scheme.</li> </ul> |

| Question |      | Answer   | Mark | Guidance  |
|----------|------|--|------|---|
| 1        | (b)* | <ul style="list-style-type: none"> <li>Answers may note Russia, rather than Germany <i>and</i> Austria was first to mobilise in 1914 and therefore playdown the role of German aggression.</li> </ul> <p><b>‘The years 1918 to 1941 were a period of consistent Japanese aggression. How far do you agree?’</b></p> <p><b>In arguing this period was one of consistent aggression,</b> answers may consider Japan’s aggressive stance from the start both at Versailles and in the Russian Civil War.</p> <ul style="list-style-type: none"> <li>Answers may argue Japanese aggression continued – Manchuria; withdrawal from League.</li> <li>Answers may refer to Japan’s stance in the Amai Declaration of 1934.</li> <li>Answers may refer to rescinding of the Washington Naval Treaties &amp; signing of the Anti-Comintern Pact.</li> <li>Answers may refer to the invasion of China in 1937, promotion of ‘New Order in East Asia’ in 1938, &amp; ‘Asia Co-Prosperity Sphere’ in 1940.</li> <li>Answers may refer to the simultaneous attack on Pearl Harbour and the British Empire in 1941.</li> </ul> <p><b>In arguing this period cannot be categorised as one of consistent Japanese aggression,</b> answers may note Japan’s Versailles gains came to a British ally and her role as a founder member of the League, despite failure to include racial equality in the Covenant.</p> <ul style="list-style-type: none"> <li>Answers may refer to her participation in the Washington Naval Conference and ability to make concessions (e.g. regarding size of fleets).</li> <li>Answers may refer to persistent US antagonism</li> </ul> | 20   | <p>The indicative content lists features of the period studied that relate to the question set.<br/> <b><u>Neither significance nor relative importance are attributed to the features listed.</u></b></p> <p>The indicative content is intended to reflect the knowledge and understanding a candidate is likely to analyse and evaluate in order to arrive at a judgement in line with the question set.</p> <ul style="list-style-type: none"> <li>No set answer is expected.</li> <li>At higher levels candidates will focus on evaluation but at Level 4 may simply list events</li> <li>At Level 5 there will be judgement as to the aptness of the phrase ‘consistent aggression’.</li> <li>At higher levels candidates might establish criteria against which to judge ‘aggression’</li> <li>To be valid judgements, claims must be supported by accurate and relevant material, if not they are assertions.</li> <li>Knowledge must not be credited in isolation, it should only be credited where it is used as the basis for analysis and evaluation in line with the descriptions in the levels mark scheme.</li> </ul> |



| Question |     | Answer  | Mark | Guidance   |
|----------|-----|---|------|--|
| 2        | (a) | <ul style="list-style-type: none"> <li>Answers may consider withdrawal of her troops from Siberia (1923) and Northern Sakhalin (1925).</li> <li>Answers may refer to the generally conciliatory policy pursued by Japan towards China in 1920s.</li> <li>Answers may argue a period of 'consistent aggression' is more appropriate to post-1932.</li> <li>Answers may argue her policy post-1939 was reactive and defensive.</li> </ul> <p><b>Which of the following consequences of the Paris Peace Conference of 1919 caused more problems for international relations during the period from 1919 to 1935.</b></p> <p><b>(i) The treatment of Italy</b><br/> <b>(ii) The treatment of Germany</b><br/> <b>Explain your answer with reference to both (i) and (ii).</b></p> <p><b>In arguing the treatment of Italy caused more problems,</b> answers may suggest that disappointment in Paris led Italy to challenge the settlement and desert the League</p> <ul style="list-style-type: none"> <li>Answers may suggest it alienated Italy from her allies, producing ideas of 'mutilated victory'</li> <li>Answers may suggest that Italian disappointment in Paris promoted the rise of fascist aggression abroad</li> <li>Answers may consider D'Annunzio's occupation of Fiume in protest against 'mutilated victory'</li> <li>Answers may suggest Italy's treatment led to the 1923 bombardment of Corfu, one of the League's first challenges</li> <li>Conversely, answers may consider the fact Italy was a founder member of the League, a guarantor</li> </ul> | 10   | <p>The indicative content lists features of the period studied that relate to the question set.<br/> <b><u>Neither significance nor relative importance are attributed to the features listed.</u></b><br/> The indicative content is intended to reflect the knowledge and understanding a candidate is likely to analyse and evaluate in order to arrive at a judgement in line with the question set.</p> <ul style="list-style-type: none"> <li>No set answer is expected</li> <li>Judgement must be supported by relevant and accurate material.</li> <li>Only credit material relevant to question.</li> <li>Answers may deal with each factor in turn, then compare them to reach a judgement, or take a continually comparative approach. Either approach is acceptable.</li> <li>Knowledge must not be credited in isolation, it should only be credited where it is used as the basis for analysis and evaluation, in line with descriptions in the levels mark scheme.</li> </ul> |

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| Question |      | Answer   | Mark | Guidance   |
|----------|------|--|------|--|
| 2        | (b)* | <p>at Locarno and a signatory of the Kellogg-Briand Pact</p> <p><b>In arguing German treatment caused more problems,</b> answers may suggest the western allies recognised Versailles needed revising at Locarno</p> <ul style="list-style-type: none"> <li>• Answers may suggest Versailles undermined the new German democracy and, with it, hopes of peace.</li> <li>• Answers may suggest denial of self-determination, war guilt and reparations made a search for revenge inevitable</li> <li>• Answers may suggest Paris both aided the rise of Nazism and surrounded Germany with unstable powers</li> <li>• Conversely, answers may suggest Germany freely accepted Versailles' terms at Locarno and joined the League</li> </ul> <p><b>'Poor relations between Russia and Britain and France was the most important reason for the failure of appeasement in Europe during the years 1929 to 1939.'</b> How far do you agree?</p> <p><b>In arguing poor relations was the most important reason,</b> answers may argue restraint of Germany was only possible with the threat of a two-front war, but persistent Western/Soviet distrust prevented this materialising and, instead, led to the Nazi/Soviet Pact.</p> <ul style="list-style-type: none"> <li>• Answers may argue Western fear of Communism produced an underestimation of the Nazi threat,</li> </ul> | 20   | <p>The indicative content lists features of the period studied that relate to the question set. Both features that support the hypothesis and features that challenge the hypothesis are detailed.</p> <p><b><u>Neither significance nor relative importance are attributed to the features listed.</u></b></p> <p>The indicative content is intended to reflect the knowledge and understanding a candidate is likely to analyse and evaluate in order to arrive at a judgement in line with the question set.</p> <ul style="list-style-type: none"> <li>• No set answer is expected.</li> </ul> |

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| Question | Answer  | Mark | Guidance  |
|----------|---|------|---|
|          | <p>leading to errors such as the failure to resist the remilitarisation of the Rhineland</p> <ul style="list-style-type: none"> <li>• Answers may argue Western fear of the spread of communism led to a prioritisation of welfare spending which slowed the pace of rearmament</li> <li>• Answers may refer to the undermining of Western/Soviet relations at Munich and the subsequent effect on the Polish guarantee</li> <li>• Timid Western responses to Japanese and Italian aggression and to the Spanish Civil War undermined the possibility of Soviet trust.</li> </ul> <p><b>In arguing other factors were more important,</b> answers may argue the Wall Street Crash and depression were more important.</p> <ul style="list-style-type: none"> <li>• Answers may consider relations with and between other states (e.g. Germany, Italy, Spain, Japan).</li> <li>• Answers may suggest the isolationist policies of the USA were more important.</li> <li>• Answers may consider legacies of the Peace Settlement.</li> <li>• Answers may point out the inherent weaknesses of the League of Nations.</li> <li>• Answers may refer to the ultimate impossibility of reaching a negotiated settlement with Hitler.</li> </ul> |      | <ul style="list-style-type: none"> <li>• At higher levels candidates will focus on evaluation but at Level 4 may simply list events.</li> <li>• At Level 5 there will be judgement as to 'most important'.</li> <li>• At higher levels candidates might establish criteria against which to judge 'most important'.</li> <li>• To be valid judgements, claims must be supported by accurate and relevant material, if not they are assertions.</li> <li>• Knowledge must not be credited in isolation, it should only be credited where it is used as the basis for analysis and evaluation in line with the descriptions in the levels mark scheme.</li> </ul> |

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APPENDIX 1 – this contains a generic mark scheme grid

|                              |  |
|------------------------------|--|
|                              | <i>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.</i>                                    |
|                              | <b>Generic mark scheme for Question 1(a) and Question 2(a): Which of the following? [10]</b>   |
| <b>Level 6</b><br>9–10 marks | Both factors are thoroughly analysed and evaluated using accurate and detailed knowledge and understanding of key features of the period, in order to reach a developed and substantiated judgement in relation to the question.   |
| <b>Level 5</b><br>7–8 marks  | Both factors are analysed and evaluated using generally accurate and detailed knowledge and understanding of key features of the period, in order to reach a substantiated judgement in relation to the question.  |
| <b>Level 4</b><br>5–6 marks  | Both factors are analysed and evaluated using relevant knowledge and understanding of key features of the period, however treatment of factors may be un-even with analysis and evaluation of one of the two being only partial. Analysis and evaluation is used to support a reasonable judgement in relation to the question.                    |
| <b>Level 3</b><br>3–4 marks  | Both factors are analysed and evaluated in a partial way, using some relevant knowledge of key features of the period, in order to make a basic judgement in relation to the question.   |
| <b>Level 2</b><br>2 marks    | Limited and generalised knowledge of the period is used to attempt a limited analysis or evaluation of both factors, and this is linked to a very simplistic judgement.  |
| <b>Level 1</b><br>1 mark     | Very limited and generalised knowledge of the period is used to attempt a very limited analysis or evaluation of one of the factors. The other factor is either not considered or there is very limited information or description of the factor with no attempt to use this knowledge. If there is a judgement, this takes the form of assertion. |
| 0 marks                      | Nothing of any relevance to the factors.   |

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|                                  |   |
|----------------------------------|---|
|                                  | <i>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.</i>   |
|                                  | <b>Generic mark scheme for Question 1(b) and Question 2(b): Essay [20]</b>  |
| <b>Level 6</b><br>17–20<br>marks | There is a consistent focus on the question throughout the answer. Accurate and detailed knowledge and understanding is demonstrated throughout the answer and is consistently evaluated and analysed in order to reach substantiated, developed and sustained judgements.<br>There is a well-developed and sustained line of reasoning which is coherent and logically structured. The information presented is entirely relevant and substantiated.   |
| <b>Level 5</b><br>13–16<br>marks | There is a mostly consistent focus on the question. Generally accurate and detailed knowledge and understanding is demonstrated through most of the answer and is evaluated and analysed in order to reach substantiated judgements, but these are not consistently well-developed.<br>There is a well-developed line of reasoning which is clear and logically structured. The information presented is relevant and in the most part substantiated.   |
| <b>Level 4</b><br>10–12<br>marks | The question is generally addressed. Generally accurate and sometimes detailed knowledge and understanding is demonstrated through most of the answer with evaluation and some analysis, and this is used appropriately to support the judgements that are made.<br>There is a line of reasoning presented with some structure. The information presented is in the most-part relevant and supported by some evidence.  |
| <b>Level 3</b><br>7–9<br>marks   | The question is partially addressed. There is demonstration of some relevant knowledge and understanding, which is evaluated and analysed in parts of the answer, but in places knowledge is imparted rather than being used. The analysis is appropriately linked to the judgements made, though the way in which it supports the judgements may not always be made explicit.<br>The information has some relevance and is presented with limited structure. The information is supported by limited evidence. |
| <b>Level 2</b><br>4–6<br>marks   | The focus is more on the topic than the specific demands of the question. Knowledge and understanding is limited and not well used, with only limited evaluation and analysis, which is only sometimes linked appropriately to the judgements made.<br>The information has some relevance, but is communicated in an unstructured way. The information is supported by limited evidence and the relationship to the evidence may not be clear.  |
| <b>Level 1</b><br>1–3<br>marks   | The answer relates to the topic but not the specific question. The answer contains only very limited relevant knowledge which is evaluated and analysed in a very limited way. Judgements are unsupported and are not linked to analysis.<br>Relevant knowledge is limited, generalised and poorly used; attempts at argument are no more than assertion. Information presented is basic and may be ambiguous or unstructured. The information is supported by limited evidence.                                |
| 0 marks                          | No evidence of understanding and no demonstration of any relevant knowledge.  |

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