



GCE

History A

Y218/01: International relations 1890-1941

A Level

Mark Scheme for June 2024

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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 RM ASSESSOR

1. Make sure that you have accessed and completed the relevant training packages for on-screen marking: *RM Assessor 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 RM Assessor and mark the **required number** of practice responses (“scripts”) and the **number of required** standardisation responses.

YOU MUST MARK 10 PRACTICE AND 10 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 RM Assessor 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 RM Assessor 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).

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 RM Assessor **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 RM Assessor 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

Y218/01

Mark Scheme

June 2024

11. Annotations

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

Question			Answer	Mark	Guidance
1	(a)		Which of the following was of greater importance in European relations during the period from 1935 to 1941? (i) Italian foreign policy (ii) Russian foreign policy Explain your answer with reference to both (i) and (ii). In arguing Italian foreign policy was more important, answers may suggest that it was only after the Abyssinian Crisis that the failure of the League was clear. • Answers may suggest it was Italian foreign policy and friendship which encouraged German aggression from 1936. • Answers may consider the crucial role of Italy in the Spanish Civil War and the Munich Conference. • Answers may consider Italy's inability to go to war in 1939. • Answers may consider Italy's failures in war 1940-1941. In arguing Russian foreign policy was more important, answers may consider the fear of communism in the Western Democracies. • Answers may consider the lack of preparedness for war of Russia, its role in the Spanish Civil War and its exclusion from Munich. • Answers may consider the impact of the Nazi-Soviet Pact of 1939. • Answers may consider Russia's performance in the war from 1939 to 1941. • Answers may consider the impact of the German invasion of Russia in 1941.	10	The indicative content lists features of the period studied that relate to the question set. <u>Neither significance nor relative importance are attributed to the features listed.</u> 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. • No set answer is expected • Judgement must be supported by relevant and accurate material. • Only credit material relevant to question. • 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. • 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.

Question			Answer	Mark	Guidance
1	(b)*		‘The USA’s entry into the First World War was the most important factor in determining its outcome.’ How far do you agree? In arguing the entry of the USA was the most important factor, answers may argue French mutinies in 1917, revolution in Russia and Italian defeat at Caporetto demonstrated allied weakness. - Answers may refer to the continued allied tactical failure in 1917. - Answers may argue American resources were crucial to allied victory with men arriving on the Western Front at a rate of 10,000 per day in 1918. - Answers may refer to American victories at, for example, Cantigny and its role in repulsing the German Offensive of 1918. - Answers may refer to America’s role in the Hundred Days Offensive of 1918. - Answers may refer to the impact of American war aims on the nature of the war. In arguing the entry of the USA was not the most important factor, answers may refer to the delay between American entry and impact. - Answers may refer to the lack of effectiveness of several American offensives and Pershing’s commitment to already-failed tactics. - Answers may refer to the impact of allied coordinated control under Foch.	20	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. <u>Neither significance nor relative importance are attributed to the features listed.</u> 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. - No set answer is expected. - At higher levels candidates will focus on evaluation but at Level 4 may simply list events - At Level 5 there will be judgement as to the extent to which the entry of the USA was important. - At higher levels candidates might establish criteria against which to judge ‘the most important’ - To be valid judgements, claims must be supported by accurate and relevant material, if not they are assertions. - 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.

Question			Answer	Mark	Guidance
2	(a)		- Answers may refer to the decline of German/Austrian morale which coincided with the strengthening of France under Clemenceau. - Answers may refer to Britain's successful campaigns in the Middle East and their impact on Turkey. - Answers may refer to the importance of revolution in Germany and Austria-Hungary. Which of the following was of greater importance in causing the breakdown of relations between Japan and her former allies during the period from 1918 to 1941? (i) Japanese nationalism (ii) The impact of the Depression on Japan Explain your answer with reference to both (i) and (ii). In arguing Japanese nationalism was more important, answers may refer to Japanese disappointment at the refusal to include the principle of racial equality in the League's Covenant, to renew the Anglo-Japanese alliance, at Western tariffs on Japanese goods and American prohibition of Japanese immigration. - Answers may refer to the Japanese army's dislike of Chinese conciliation in the 1920s and its role in bringing about the invasion of Manchuria in 1931. - Answers may refer to the Amai Declaration of 1934, the renewed invasion of China in 1937 and the proclamation of the 'New Order in East Asia'. - Answers may refer to the 'Greater East Asia Co-prosperity Sphere' of 1940.	10	The indicative content lists features of the period studied that relate to the question set. <u>Neither significance nor relative importance are attributed to the features listed.</u> 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. - No set answer is expected - Judgement must be supported by relevant and accurate material. - Only credit material relevant to question. - 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. - 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.

Question			Answer	Mark	Guidance
2	(b)*		- Answers may refer to the simultaneous attack on Pearl Harbour and the British Empire in 1941. In arguing the Depression was more important, answers may refer to Japan's role as a founder member of the League, her participation in the Washington Conference, and policy towards China during the 1920s. Answers may suggest party government only became unpopular after the onset of the Depression. Answers may refer to the economic motives behind the invasion of Manchuria. Answers may refer to the economic importance of East and South-East Asia to Japan. 'During the period from 1920 to 1935, the League of Nations failed.' How far do you agree? In arguing the League of Nations failed, answers may refer to the constitutional weaknesses of the League, the absence of the USA, and the lack of an army. - Answers may suggest any successes during these years were with minor powers only and often ignored its founding principles. - Answers may note that as early as 1923 the League showed itself incapable of dealing with a great power when Italy bombarded Corfu.	20	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. <u>Neither significance nor relative importance are attributed to the features listed.</u> 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. - No set answer is expected. - At higher levels candidates will focus on evaluation but at Level 4 may simply list events. - At Level 5 there will be judgement as to 'failed'.

Question			Answer	Mark	Guidance
			- Answers may refer to the League's failure to secure disarmament. - Answers may argue that the onset of a world economic crisis saw the League incapable of dealing effectively with Japan's invasion of Manchuria. - Answers may suggest the League's response to the Abyssinian Crisis did nothing to help the victim but actively encouraged future Nazi aggression. In arguing the League did not fail, answers may refer to the active successes of the League in, for example, the Åland Islands. - Answers may refer to the work of the League's agencies. - Answers may refer to the entry into the League of Germany and the USSR. - Answers may refer to the League's good reputation and the expectation it could solve both the Manchurian and Abyssinian crises. - Answers may refer to the role of other factors in the breakdown of international order.		- At higher levels candidates might establish criteria against which to judge 'failed'. - To be valid judgements, claims must be supported by accurate and relevant material, if not they are assertions. - 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.

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>
	Generic mark scheme for Question 1(a) and Question 2(a): Which of the following? [10]
Level 6 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.
Level 5 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.
Level 4 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 are used to support a reasonable judgement in relation to the question.
Level 3 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.
Level 2 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.
Level 1 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.

	<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>
	Generic mark scheme for Question 1(b) and Question 2(b): Essay [20]
Level 6 17–20 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. There is a well-developed and sustained line of reasoning which is coherent and logically structured. The information presented is entirely relevant and substantiated.
Level 5 13–16 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. 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.
Level 4 10–12 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. There is a line of reasoning presented with some structure. The information presented is in the most-part relevant and supported by some evidence.
Level 3 7–9 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. The information has some relevance and is presented with limited structure. The information is supported by limited evidence.
Level 2 4–6 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. 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.
Level 1 1–3 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. 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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