



**...day June 20XX – Morning/Afternoon**  
**A Level History A**  
**Unit Y218 International Relations 1890–1941**

**MARK SCHEME**

**Duration: 1 hour**

**MAXIMUM MARK 30**

**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 **required number** of standardisation responses.

YOU MUST MARK 10 PRACTICE AND 10 STANDARDISATION RESPONSES BEFORE YOU CAN BE APPROVED TO MARK LIVE SCRIPTS.

**TRADITIONAL**

Before the Standardisation meeting you must mark at least 10 scripts from several centres. For this preliminary marking you should use **pencil** and follow the **mark scheme**. Bring these **marked scripts** to the meeting.

**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 50% 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, email or via the scoris messaging system.

5. Work crossed out:
- where a candidate crosses out an answer and provides an alternative response, the crossed out response is not marked and gains no marks
  - if a candidate crosses out an answer to a whole question and makes no second attempt, and if the inclusion of the answer does not cause a rubric infringement, the assessor should attempt to mark the crossed out answer and award marks appropriately.
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. There is a NR (No Response) option. Award NR (No Response)
- if there is nothing written at all in the answer space
  - OR if there is a comment which does not in any way relate to the question (e.g. 'can't do', 'don't know')
  - OR if there is a mark (e.g. a dash, a question mark) which isn't an attempt at the question.
- Note: Award 0 marks – for an attempt that earns no credit (including copying out the question).
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:
- To determine the level** – start at the highest level and work down until you reach the level that matches the answer
  - 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

## 11. Annotations

Annotation	Meaning

## 12. Subject-specific Marking Instructions

### INTRODUCTION

Your first task as an Examiner is to become thoroughly familiar with the material on which the examination depends. This material includes:

- the specification, especially the assessment objectives
- the question paper and its rubrics
- the mark scheme.

You should ensure that you have copies of these materials.

You should ensure also that you are familiar with the administrative procedures related to the marking process. These are set out in the OCR booklet **Instructions for Examiners**. If you are examining for the first time, please read carefully **Appendix 5 Introduction to Script Marking: Notes for New Examiners**.

Please ask for help or guidance whenever you need it. Your first point of contact is your Team Leader.

**USING THE MARK SCHEME**

Please study this Mark Scheme carefully. The Mark Scheme is an integral part of the process that begins with the setting of the question paper and ends with the awarding of grades. Question papers and Mark Schemes are developed in association with each other so that issues of differentiation and positive achievement can be addressed from the very start.

This Mark Scheme is a working document; it is not exhaustive; it does not provide 'correct' answers. The Mark Scheme can only provide 'best guesses' about how the question will work out, and it is subject to revision after we have looked at a wide range of scripts.

The Examiners' Standardisation Meeting will ensure that the Mark Scheme covers the range of candidates' responses to the questions, and that all Examiners understand and apply the Mark Scheme in the same way. The Mark Scheme will be discussed and amended at the meeting, and administrative procedures will be confirmed. Co-ordination scripts will be issued at the meeting to exemplify aspects of candidates' responses and achievements; the co-ordination scripts then become part of this Mark Scheme.

Before the Standardisation Meeting, you should read and mark in pencil a number of scripts, in order to gain an impression of the range of responses and achievement that may be expected.

Please read carefully all the scripts in your allocation and make every effort to look positively for achievement throughout the ability range. Always be prepared to use the full range of marks.

**INFORMATION AND INSTRUCTIONS FOR EXAMINERS**

- 1 The co-ordination scripts provide you with *examples* of the standard of each band. The marks awarded for these scripts will have been agreed by the Team Leaders and will be discussed fully at the Examiners' Co-ordination Meeting.
- 2 The specific task-related indicative content for each question will help you to understand how the band descriptors may be applied. However, this indicative content does not constitute the mark scheme: it is material that candidates might use, grouped according to each assessment objective tested by the question. It is hoped that candidates will respond to questions in a variety of ways. Rigid demands for 'what must be a good answer' would lead to a distorted assessment.
- 3 Candidates' answers must be relevant to the question. Beware of prepared answers that do not show the candidate's thought and which have not been adapted to the thrust of the question. Beware also of answers where candidates attempt to reproduce interpretations and concepts that they have been taught but have only partially understood.

	<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> 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> 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> 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> 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> 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> 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>
	<b>Generic mark scheme for Question 1(b) and Question 2(b): Essay [20]</b>
<b>Level 6</b> 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.
<b>Level 5</b> 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.
<b>Level 4</b> 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.
<b>Level 3</b> 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.
<b>Level 2</b> 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.
<b>Level 1</b> 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.

Question	Answer	Marks	Guidance
1 (a)	<p><b>Which of the following aspects of the Treaty of Versailles caused more problems for international relations in the period from 1919 to 1939?</b></p> <p><b>(i) Reparations</b></p> <p><b>(ii) The limitations on German armed forces</b></p> <p><b>Explain your answer with reference to both (i) and (ii).</b></p> <ul style="list-style-type: none"> <li>· <b>In dealing with Reparations</b>, answers could point to the supposed economic consequences and the repercussions for not paying in the French invasion of the Ruhr in 1923.</li> <li>· Answers might consider that Reparations played a considerable part in the rise of extremist opposition to the democratic government in Germany adding to subsequent rise of Hitler and problems for international relations.</li> <li>· Answers might consider that the reduction in Reparations proposed by the Dawes Plan and the Young Plan kept resentment high, had effects on world trade and encouraged extremism in Germany, causing international problems.</li> <li>· <b>In dealing with the limitations on the German Armed forces</b>, it could be argued that the resentment and the feeling that Germany was vulnerable to her enemies added to the rise of political extremism in the long term that caused international relations problems in wanting to revise the Treaty.</li> <li>· Answers might consider that the evasion of the terms, e.g. secret training in Russia and secretly rearming, which were known about but not challenged by the Versailles signatories, showed weaknesses in enforcing the Treaty.</li> </ul>	10	<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 the 'problems for international relations'.</li> <li>· Answers may deal with each factor in turn, then compare them to reach a judgement, or make 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	Marks	Guidance
	<ul style="list-style-type: none"> <li>Answers might consider Hitler was able to challenge the terms by Conscription, by rearming and by remilitarising the Rhineland which caused strains on international relations without effectively defending Versailles.</li> </ul>		
1 (b)*	<p><b>Assess the reasons for the policy of appeasement followed by British and French governments towards Germany in the 1930s.</b></p> <ul style="list-style-type: none"> <li><b>Reasons might include</b>, the state of public opinion in both countries with the heavy losses in 1914–1918, the ‘lost generation’, the rise of pacifism and the belief in collective security.</li> <li>Answers might consider the effects of economic recession, social divisions in France, the costs of rearmament.</li> <li>Answers might consider military advice, the French reliance on the Maginot Line and defensive strategies, the 10 Year Rule and the run-down of British forces, the fear of over commitment and heavy losses in an air war.</li> <li>Answers might consider the belief in negotiations held by Chamberlain and the unwillingness of French politicians like Daladier to take independent action.</li> <li>Answers might consider the isolation of the USA and the reservations about negotiating with the USSR.</li> <li>Answers might consider the limitations of the defence capabilities of France’s eastern allies.</li> </ul>	20	<ul style="list-style-type: none"> <li>No set answer is expected.</li> <li>At higher levels candidates will focus on ‘assessing the reasons’, but at Level 4 may simply list reasons.</li> <li>At Level 5 and above there will be judgement as to the relative importance of different reasons.</li> <li>At higher levels candidates might establish criteria against which to assess the different reasons.</li> <li>To be valid judgements, claims must be supported by relevant and accurate 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 descriptions in the levels mark scheme.</li> </ul>

Question	Answer	Marks	Guidance
2 (a)	<p><b>Which of the following was the greater challenge to the authority of the League of Nations?</b></p> <p><b>(i) The Manchurian Crisis of 1931</b>  <b>(ii) The Abyssinian Crisis of 1935</b></p> <p><b>Explain your answer with reference to both (i) and (ii).</b></p> <ul style="list-style-type: none"> <li>• <b>In dealing with the Manchurian Crisis</b>, answers might consider that little effective response was made to China's appeal.</li> <li>• Answers might consider that the Japanese actions were blamed for the war but no action was taken to stop them setting up Manchukuo.</li> <li>• Answers might consider that without British and US willingness the League was powerless.</li> <li>• <b>In dealing with Abyssinia</b>, answers might consider that Italy had been a major element in the League yet invaded another member.</li> <li>• Answers might consider that it showed that France and Britain were prepared to do a deal with Italy that condoned aggression and undermined the League.</li> <li>• Answers might argue that sanctions were shown to be ineffective.</li> </ul>	10	<ul style="list-style-type: none"> <li>• No set answer is expected.</li> <li>• Judgement must be supported by relevant and accurate material. If not, mark as assertion.</li> <li>• Only credit material relevant to the authority of the League</li> <li>• Answers may deal with each factor in turn, then compare them to reach a judgement, or make 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>
2 (b)*	<p><b>'Problems in the Balkans were the most important cause of the First World War.' How far do you agree?</b></p> <ul style="list-style-type: none"> <li>• <b>In arguing that the Balkans was the most important</b>, answers might consider the long-term rivalry between Austria and Russia and the problem of Serbia.</li> <li>• Answers might consider the Bosnian Crisis of 1908 and its impact on worsening relations between Russia and Austria.</li> </ul>	20	<ul style="list-style-type: none"> <li>• No set answer is expected.</li> <li>• At higher levels candidates will focus on 'the most important cause', but at Level 4 may simply list the causes.</li> <li>• At Level 5 and above there will be judgement as to the relative importance of the Balkans.</li> <li>• At higher levels candidates might establish criteria against which to judge the relative importance.</li> <li>• To be valid judgements, claims must be supported by</li> </ul>

Question	Answer	Marks	Guidance
	<ul style="list-style-type: none"> <li>· Answers might consider the Balkan Wars, the 1914 crisis and the trigger for war.</li> <li>· Answers might consider the links between the Austrian threat to Serbia and the alliance system.</li> <li>· <b>In arguing that other factors were important,</b> answers could consider the French resentment at the loss of Alsace Lorraine.</li> <li>· Answers might consider the impact of German diplomacy, for example over Morocco and military expansion and the naval race.</li> <li>· Answers might suggest that German expansionist aims and desire to break free of encirclement were more important.</li> </ul>		<ul style="list-style-type: none"> <li>· relevant and accurate 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 descriptions in the levels mark scheme.</li> </ul>

## Assessment Objectives (AO) Grid

Question	AO1	AO2	AO3	Total
1a/2a	10			10
1b/2b	20			20
Totals	30			30

BLANK PAGE

SPECIMEN

**BLANK PAGE**

SPECIMEN