

GCE

History A

Y218/01: International relations 1890-1941

A Level

Mark Scheme for June 2022

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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).

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

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
P	Provenance
SC	Simple comment
	Unclear
V	View

12. Subject Specific Marking Instructions

Question	Answer	Mark	Guidance
1 (a)	<p>Which of the following had the greatest impact on European relations up to 1941?</p> <p>(i) The Spanish Civil War (ii) The Nazi-Soviet Pact</p> <p>Explain your answer with reference to both (i) and (ii).</p> <ul style="list-style-type: none"> • In arguing the Spanish Civil War had the greater impact, answers may suggest that the war provided an intimidating 'dress rehearsal' for war. • Answers may suggest that the war increased the reach of fascism, especially in the Mediterranean. • Answers may suggest the war demonstrated and increased the distrust felt between the Soviet Union on the one hand and Britain/France on the other. • Answers may suggest that the war provided a propaganda triumph for Italy/Germany and further demonstrated the uselessness of the League. • Answers may suggest that the war encouraged Italy/Germany to believe they had little to fear from France/Britain. • Answers may suggest, conversely, that, the war achieved little of concrete value for Italy/Germany. 	10	<p>The indicative content lists features of the period studied that relate to the question set.</p> <p><u>Neither significance nor relative importance are attributed to the features listed.</u></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"> • 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.

		<ul style="list-style-type: none"> • In arguing the Nazi-Soviet Pact had the greater impact, answers may suggest, especially given its unexpected nature, the Pact proved the catalyst for World War II, providing Hitler with confidence to invade Poland without any perceived repercussions. • Answers may suggest that the Pact ‘rescued’ Stalin from almost certain defeat. • Answers may suggest that the Pact made a mockery of the Anglo-French guarantee to Poland and ruined any serious Anglo-French military strategy against Germany. • Answers may suggest, conversely, that the Pact provided Mussolini with a major problem, given the antipathy of Italian Fascists for the Soviet Union. • Answers may suggest that, again conversely, the Pact was short-lived and provided only a temporary deviation from a fixed Nazi strategy. 		
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Question	Answer	Mark	Guidance
1 (b)*	<p>‘The Treaty of Versailles was the cause of deteriorating relations between Japan and her former First World War allies during the period from 1918 to 1941.’ How far do you agree?</p> <ul style="list-style-type: none"> • In arguing the treaty did cause relations between Japan and her allies to deteriorate, answers may refer to Japan’s ambition to acquire all of Germany’s Pacific colonies at Versailles and her subsequent resentment when some of these colonies were given to the likes of Australia and New Zealand instead. 	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><u>Neither significance nor relative importance are attributed to the features listed.</u></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"> • No set answer is expected. • At higher levels candidates will focus on deteriorating relations but at Level 4 may simply list reasons. • At Level 5 there will be judgement as to how far the Treaty of Versailles was the most significant factor.

		<ul style="list-style-type: none"> • Answers may refer to Japanese fury at Wilson’s veto of a ‘racial equality clause’ at Versailles. • Answers may refer to Japan’s expectation of being treated (and rewarded) as a great power at Versailles. • Answers may refer to the subsequent shift to policies of militarism, expansion and autarky following the Paris Peace Conference. • Answers may refer to the economic effects of World War I in Japan where inflation produced an economic as well as diplomatic need for reward at Versailles. • In arguing the treaty was not responsible for the eventual rift between Japan and her former allies, answers may note that before World War One, Japan was already seeking to create an empire and was infused with a sense of racial superiority in Asia. • Answers may argue that Japan was handsomely rewarded at Versailles. • Answers may refer to Japan’s status as a member of the Council of the League of Nations, created by the Treaty of Versailles. • Answers may refer to British uneasiness at the strategic threat posed by Japan to her empire long before the Paris Peace Conference. • Answers may refer to the complaints made by the allies to Japan concerning her lack of military support in Europe before 1917. • Answers may suggest other more important turning points than the Treaty of Versailles in the relations between Japan and the West such as: [i] the Washington Conference 		<ul style="list-style-type: none"> • At higher levels candidates might establish criteria against which to judge achievement. • 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.
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		<p>[ii] the Wall Street Crash and the Great Depression</p> <p>[iii] Japanese aggression in the 1930's in Manchuria and the Sino-Japanese War.</p> <p>[iv] Japan's announcement of Greater East Asia Co-Prosperity Sphere in 1940.</p>		
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Question	Answer	Mark	Guidance
2 (a)	<p>Which was the greater failure of international diplomacy?</p> <p>(i) The Corfu Incident</p> <p>(ii) The Washington and London Naval Agreements</p> <p>Explain your answer with reference to both (i) and (ii).</p> <ul style="list-style-type: none"> • In arguing the Corfu Incident was the greater failure, answers may suggest that the Incident provided an early indication of the inability of the League of Nations to cope with a great power. • Answers may refer to the propaganda value of the Incident to an aggressive dictator. • Answers may refer to the already evident reluctance of Britain/France to assume the role of 'world policeman' and their acceptance of Mussolini's seizure of Fiume the following year. • Answers may refer to the British reaction to the crisis in terms of its realisation economic 	10	<p>The indicative content lists features of the period studied that relate to the question set.</p> <p><u>Neither significance nor relative importance are attributed to the features listed.</u></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"> • 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.

		<p>sanctions against Italy were useless without the presence of the USA in the League.</p> <ul style="list-style-type: none"> • Answers may refer, conversely, to the later successful absorption of Mussolini into the European state system by Britain/France with his support of the Locarno Treaties and the Kellogg-Briand Pact. • Answers may, again conversely, refer to the ultimate failure of Mussolini to acquire Corfu. • In arguing the Washington/London Naval Agreements provided the greater failure, answers may refer to the American refusal to agree at Washington unless Britain ended its alliance with Japan. • Answers may refer to the effect on Japanese domestic politics of the Washington Agreement. • Answers may refer to the abandonment of both agreements between 1934 and 1936. • Answers may refer to the propaganda opportunity provided by Washington for Mussolini. • Answers may refer to the failure to agree a restriction of submarines at Washington. • Answers may refer to the importance of naval warfare in World War II despite these agreements. • Answers may, conversely, refer to the agreements at Washington and London marking some of the few successful advances towards disarmament. 		
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Question	Answer	Mark	Guidance
2 (b)*	<p>'For much of the period from 1929 to 1939, the policy of appeasement was mostly successful.' How far do you agree?</p> <ul style="list-style-type: none"> • In arguing the period did witness the success of the policy of appeasement, answers may refer to the absence of war between the major powers despite the impact of the Great Depression. • Answers may refer to the absence of war between the great powers despite the manifold weaknesses of the League of Nations. • Answers may refer to the absence of war between the great powers despite the emergence of radical ideological differences. • Answers may refer to the absence of war between the great powers despite the aggressive stance of dictators. • Answers may refer to the avoidance of war between the great powers despite the isolation of the United States. • Answers may refer to the opportunity given by appeasement for powers such as Britain to rearm. • In arguing the policy of appeasement cannot be judged to have been mostly successful during the period, answers may 	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><u>Neither significance nor relative importance are attributed to the features listed.</u></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"> • No set answer is expected. • At higher levels candidates will focus on the policy of appeasement but at Level 4 may simply list successes and failures. • At Level 5 there will be judgement as to how successful the policy of appeasement was. • At higher levels candidates might establish criteria against which to judge achievement. • 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.

		<p>point out that these years did witness significant warfare between Japan and China, Italy and Abyssinia and in Spain.</p> <ul style="list-style-type: none">• Answers may refer to the abandonment of minor powers such as Czechoslovakia and Albania.• Answers may refer to the perceived failure of the Munich Conference.• Answers may refer to the consolidation of power afforded to aggressors domestically by the pursuit of appeasement.• Answers may also consider the arguments that the opportunity to rearm on the part of the Western powers – especially after the Munich Conference – was not taken.• Answers may suggest that, even at the end of the period, the guarantee to Poland brought about no material support.		
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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>
	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 are 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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