

**GCE**

**History A**

**Unit : Y218/01 International Relations 1890 - 1941**

Advanced GCE

**Mark Scheme for June 2018**

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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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These are the annotations, (including abbreviations), including those used in scoris, which are used when marking

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

Here are the subject specific instructions for this question paper

Use the following indicative content mark scheme in conjunction with the generic levels of response in the Appendix.

## Section A

Question		Answer/Indicative content	Mark	Guidance
1	(a)	<p><b>Which of the following caused more problems for the containment of Japan in the period from 1919 to 1941?</b></p> <p><b>(i) The impact of the Paris Peace Treaties of 1919</b>  <b>(ii) The impact of the Great Depression</b>  <b>Explain your answer with reference to both (i) and (ii).</b></p> <ul style="list-style-type: none"> <li>• <b>In arguing the impact of the Paris Peace Treaties caused more problems</b>, answers might consider that, in Paris, Japan had behaved as a 'western power' and had found the results disappointing, achieving much less than she had hoped. She had failed to obtain a declaration of racial equality because of the opposition of Australia and had been attacked for the 'Twenty-One Demands'.</li> <li>• Answers might consider the impact of Paris on domestic politics as radical nationalists felt Paris proved Japan should expect nothing from the great powers and should rely only on her own resources to secure her own future. In 1921, the Prime Minister, Hara Takashi, was assassinated and nationalists were determined to break the pro-Western group who exercised a stranglehold on policy.</li> <li>• Answers might consider the 1918 article by Prince Konoye Fujimaro, '<i>Down with the Anglo-American Peace Proposals</i>', and the growth in nationalist societies which followed the Paris treaties.</li> <li>• Answers might consider the effects of the Treaty of Versailles on the armed forces in Japan where junior and senior officers became united in a desire to destroy Western influence in Japan; the navy especially began to regard the USA and Britain as its enemy.</li> <li>• Answers might consider the argument that the Paris Peace Treaties created a group of 'disappointed' states</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 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/Indicative content	Mark	Guidance
	<p>such as Germany and Italy with whom Japan could cooperate to make gains at the expense of the British, the Americans and the Dutch.</p> <ul style="list-style-type: none"> <li>• <b>In arguing the Great Depression caused more problems</b>, answers might consider that it was the impact of this which directly led to conflict. After Paris, Japan had acted as a key member of the League of Nations and had become a full partner in the 'Washington System', but her invasion of Manchuria and defiance of the League came only after the Wall Street Crash and the onset of the Depression.</li> <li>• Answers might consider the impact of the Smoot Hawley Tariff Act of 1930 and its role in encouraging Japanese aggression.</li> <li>• Answers might consider that the Great Depression made it less likely that Great Britain, for example, would risk confronting Japanese expansionism directly given her own economic problems and the scale of her international commitments, whereas, following the Paris Peace Conference, the USA had been determined to protect its strategic interests in the Pacific at the Washington Disarmament Conference. Both the British and American fleets suffered budgetary cuts as a result of the Depression.</li> <li>• Answers might consider that the Depression made cooperation between Japan, Germany and Italy more likely as, before it, both Germany and Italy had sought good relations with Britain in particular as demonstrated by the Locarno Treaties.</li> <li>• Answers might consider the effectiveness of domestic Japanese propaganda which followed the Great Depression and presented Japan as a victim of hostile Western forces. Even the Japanese Foreign Office, previously the most pro-Western department of government, assumed this stance in the 1930s.</li> </ul>		

Question	Answer/Indicative content	Mark	Guidance
(b)	<p><b>Assess the reasons for the failure of the League of Nations during the period 1920 to 1935.</b></p> <ul style="list-style-type: none"> <li>• <b>Reasons might include</b> the absence of leading powers for much or all of the period such as the USA and the USSR.</li> <li>• Answers might consider the constitutional weaknesses of the League such as the need for unanimity and the absence of its own independent peace-keeping forces.</li> <li>• Answers might consider the conflicting opinions of Britain and France about the role of the League as well as the inherent weaknesses of both powers following the strains produced by World War I.</li> <li>• Answers might consider the perception of the League as an agency of the treaties agreed in Paris following World War I and the effects this had on those powers excluded from or disappointed by those treaties.</li> <li>• Answers might well consider the argument that, in fact, the League was far from a failure citing, for example, that the work of its agencies was especially successful and that, in the 1920s, there were several notable successes when mediating between states in dispute such as Sweden and Finland over the Åland Islands and Greece and Bulgaria in 1924; the willingness to work with the League of statesman such as MacDonald, Stresemann and Briand seemed to imply considerable success in the second half of the decade.</li> <li>• Answers might consider the effect on both Mussolini and Hitler of the League's failure to deal decisively with Japan's invasion of Manchuria in 1931 as well as the attitude of Britain and France towards Mussolini's invasion of Abyssinia in 1935.</li> <li>• Answers might consider the impact of the Great Depression; causing international diplomacy to be strained, domestic economic difficulties, and the</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>

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	<p>subsequent rise in extremism and aggressive nationalism precipitating events like the Manchurian Crisis and invasion of Abyssinia. Essentially, paralysing the League's capacity to act.</p> <ul style="list-style-type: none"> <li>•</li> </ul>		
2	<p><b>(a)</b></p> <p><b>Which of the following caused more problems in international relations in the years before World War One?</b></p> <p><b>(i) The foreign policy of Austria-Hungary</b>  <b>(ii) The foreign policy of Great Britain</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 arguing it was Austrian foreign policy which caused more problems</b>, answers might consider that the catalyst for the outbreak of war in 1914 was the July Crisis occasioned by Austria's response to the assassination of Archduke Franz Ferdinand in Sarajevo.</li> <li>• Answers might consider the role of Austria in the Bosnian Crisis of 1908 where Aehrenthal's failure to honour his initial agreement with Izvolsky concerning Austrian annexation of Bosnia-Herzegovina left Tsarist Russia determined not to tolerate such humiliation again.</li> <li>• Answers might consider Austria's expectation of German support during the Bosnian Crisis and the effect the guarantee of such support had on the Triple Entente.</li> <li>• Answers might consider the reaction of Austria to the aggrandizement of Serbia following the Balkan Wars of 1912-13.</li> <li>• Answers might consider the willingness of the Austrian Empire to consider war as a solution to its domestic</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 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/Indicative content	Mark	Guidance
	<p>difficulties.</p> <ul style="list-style-type: none"> <li>• <b>In arguing Britain’s foreign policy created more problems</b>, answers might consider the effect of British policy upon Germany especially. The creation of the ententes with France and Russia combined with, for example, the failure of the Haldane Mission, left Germany increasingly nervous of its isolation and far more likely to stand by Austria, its only ally amongst the great powers.</li> <li>• Answers might consider the effects of Britain’s Dreadnought programme on the arms’ race.</li> <li>• Answers might consider the effects of Britain’s role in the Moroccan Crises of 1905 and 1911 in further isolating Germany and adding to her sense of ‘encirclement’.</li> <li>• Answers might consider the 1839 Treaty of London and its contribution to German ‘encirclement’.</li> <li>• Answers might consider the effects of Anglo-French military cooperation on the acceleration of the crisis of 1914.</li> <li>• Answers might consider the role of Britain in the July Crisis of 1914.</li> </ul>		
	<p><b>‘The Great Depression was the most important cause of the Second World War.’ How far do you agree?</b></p> <ul style="list-style-type: none"> <li>• <b>In arguing the Great Depression did provide the most important cause of the Second World War</b>, answers might consider its significance in bringing Hitler to power in Germany and his personal role in bringing about World War II.</li> <li>• Answers might consider the impact of the Great Depression on powers such as Great Britain and France and its weakening of their ability to take decisive action against an aggressor. Answers might</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</li> </ul>

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	<p>well argue that it was the Depression which created the context in which a policy of appeasement was adopted and that that policy played a significant role in the outbreak of war.</p> <ul style="list-style-type: none"> <li>• Answers might consider the effects of the Depression on states such as Japan and Italy and the encouragement which it gave them to consider foreign expansion as a solution to their economic problems. In turn, this hampered the ability of Britain to deal decisively with Germany at an early stage which, in turn, could be considered to have made the outbreak of the Second World War more likely.</li> <li>• Answers might consider the effects of the Depression on the League of Nations, which, prior to 1929, had been perceived as generally successful in its efforts to encourage a new approach to international relation and the maintenance of peace.</li> <li>• Answers might consider the effects of the Depression on the foreign policy of the USA and its encouragement of isolation which, again, hampered the efforts of Britain and France to maintain world peace.</li> <li>• <b>In arguing the Depression did not provide the most important cause of the Second World War</b>, answers might well consider that by the time of the outbreak of the war the world had been recovering from the Depression for some time.</li> <li>• Answers might consider the effects of the Paris Peace Settlement of 1919-20 on the outbreak of war, arguing, for example, that the settlement had, simultaneously, made it likely that Germany would determine to respond aggressively to its terms whilst leaving Germany in a relatively stronger position to do so than she had been in 1914 given that rather than being surrounded by influential 'empires', she was now bordered in the main by potentially 'unstable' new</li> </ul>		<p>analysis and evaluation, in line with descriptions in the levels mark scheme.</p>

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	<p>states.</p> <ul style="list-style-type: none"> <li>• Answers might consider that the dissatisfaction of states such as Italy, Japan and Germany with the international order had its roots in a period well before the advent of depression and that the leaders of those states were ideologically committed to war as a policy.</li> <li>• Answers might consider that the apparent 'success' of the League of Nations in the 1920s was, in fact, ephemeral and that the roots of its inability to cope with international conflict significantly predated the onset of depression.</li> <li>• Answers might consider the effects of World War I on public opinion in states such as Britain and France, arguing that that provided a much more convincing context to the policy of appeasement than the impact of the depression.</li> <li>• Answers might consider the role of the USSR in bringing about conflict in 1939 following the Nazi-Soviet Pact and may well point out that its actions owed little to the impact of the depression.</li> </ul>		

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> 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.
<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
<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
0 marks	No evidence of understanding and no demonstration of any relevant knowledge.

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