

GCE

History A

Unit **Y248/01**: International Relations 1890–1941

Advanced Subsidiary GCE **H105**

Mark Scheme for June 2017

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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.

OCR will not enter into any discussion or correspondence in connection with this mark scheme.

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

Annotation	Meaning of annotation
	Blank Page
	Highlight
Off-page comment	
	Assertion
	Analysis
	Evaluation
	Explanation
	Factor
	Illustrates/Describes
	Irrelevant, a significant amount of material that does not answer the question
	Judgement
	Knowledge and understanding
	Simple comment
	Unclear
	View

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

MARK SCHEME Section A

Question	Answer/Indicative content	Mark	Guidance
1*	<p>How far was the outbreak of World War One the fault of Austria-Hungary?</p> <p>In arguing the outbreak of World War I was the fault of Austria-Hungary,</p> <ul style="list-style-type: none"> • Answers might consider that the July Crisis was the direct result of the assassination of the heir to the Austrian throne and that it was her determination to crush Serbia which brought into operation the alliance system. • Answers might consider it was her refusal to consider Serbia's reasonable response to her ultimatum which left the Russians with no alternative but to stand by Serbia. • Answers might consider that it was Austria's treatment of Russia during the Bosnian Crisis of 1908 which left Russia determined to regain her prestige by standing by her Slav allies in 1914. • Answers might consider that it was Austrian weakness which contributed towards Germany's feeling of encirclement and isolation amongst the great powers. • Answers might consider that it was Austria's reliance on German support in both the Bosnian Crisis of 1908 and during the July Crisis which did a great deal to convince the Entente powers of the inherent danger of Germany. <p>In arguing the outbreak of World War I was not the fault of Austria-Hungary,</p> <ul style="list-style-type: none"> • Answers might consider the view, as put forward in the Treaty of Versailles, that responsibility for the war rested with Germany and that it was her 	30	<ul style="list-style-type: none"> • No set answer is expected. • At level 5 there will be judgement as to the relative degree of blame. • At higher levels answers might establish criteria against which to judge the relative degree of blame. • To be valid, judgements must be supported by 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.

2*		<p>search for power which convinced the Triple Entente they could not tolerate her actions further. The role of Germany in the declarations of war and in the 'blank cheque' given to Austria might well be considered here.</p> <ul style="list-style-type: none"> • Answers might consider the effects of the alliance system and the division of Europe into two armed camps. • Answers might consider the effects of the arms' race. • Answers might consider the effects on Germany of British foreign policy, especially looking at the failure of the Haldane Mission and the effect of her growing closeness to France. • Answers might consider the effects of Russian mobilisation in July, 1914, and of the effects on her of defeat in the Russo-Japanese War which encouraged her to turn away from Asia and towards Russia. <p>'The League of Nations was doomed to failure.' How far do you agree?</p> <p>In arguing the League was doomed to failure,</p> <ul style="list-style-type: none"> • Answers might consider its constitutional weaknesses such as the need for unanimous voting, the large amount of time needed for it to take action, and the absence of great powers for some or all of the time of its existence such as Germany, Russia and the USA. • Answers might consider the lack of enthusiasm often felt for it by Britain and France and the 	30	<ul style="list-style-type: none"> • No set answer is expected. • At level 5 there will be judgement as to how far the League was doomed to failure. • At higher levels answers might establish criteria against which to judge this. • To be valid, judgements must be supported by 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.
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		<p>difficulties of its reliance upon them given their weak economic state following World War I and their own strategic concerns for the survival of their empires.</p> <ul style="list-style-type: none"> • Answers might consider the impact of the League's lack of an army, leaving it helpless to proceed in matters such as the Manchurian Crisis of 1931. • Answers might consider the problem for it of its association with the Paris Peace Conference and the dislike often felt for it by the defeated powers. • Answers might consider the failure of its initiatives such as the World Disarmament Conference. <p>In arguing the League was not doomed to failure ,</p> <ul style="list-style-type: none"> • Answers might consider the high regard in which it was generally held during the 1920s as well as its successes in disputes such as the Åland Islands and that between Greece and Bulgaria. Such answers might well stress that it was the Wall Street Crash which made its failure inevitable. • Answers might consider the commitment to peace shown by many leading statesmen during the 1920s and, for example, cite the role of Austen Chamberlain and Gustav Stresemann in preparing the Locarno talks and the commitment of 63 states to the Kellogg-Briand Pact • Answers might consider the successes of the League's agencies such as the International Labour Organisation. • Answers might consider the successful containment of Mussolini in the Corfu Crisis and his apparent commitment to the containment of aggression in the Austrian Crisis of 1934. • Answers might consider that, despite her absence from the League, the USA nevertheless continued to show a commitment to world peace in the 		
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3		<p>Washington Conference which augured well for the success of the League.</p> <ul style="list-style-type: none"> • Answers might argue that the failure of the League dated from the advent of aggression from the dictators in response to the Great Depression rather than from its inception. <p>Mark Scheme Section B</p> <p>Read the interpretation and then answer the question that follows:</p> <p>‘Appeasement was a policy of peace and conciliation – whatever the price.’ <i>Victor Mallia-Milanes : The Origins of the Second World War, 1987.</i> Evaluate the strengths and limitations of this interpretation of the appeasement policies pursued by Britain and France during the 1930s, making reference to other interpretations you have studied.</p> <p>The historical debate centres around the extent to which the policy of appeasement pursued in foreign affairs by Britain and France during the 1930s can be seen as a desperate attempt to preserve world peace, whatever the cost.</p> <p>In analysing and evaluating the strengths and limitations of the interpretation, answers might consider the many criticisms of appeasement which have been put forward as well as the claim it encouraged aggression on the part of the dictators; answers might also consider the defence of appeasement which has been put forward as</p>	20	<ul style="list-style-type: none"> • No set answer is expected. • Candidates must use their knowledge and understanding of the historical context and the wider historical debate surrounding the issue to analyse and evaluate the given interpretation. • Candidates must refer to at least one other interpretation. • The quality of analysis and evaluation of the interpretation should be considered when assigning answers to a level, not the quantity of other interpretations included in the answer. • Other interpretations considered as part of evaluation and analysis of the given interpretation do not need to be attributed to specific named historians, but they must be recognisable historical interpretations, rather than the candidate’s own viewpoint. • Answers may include more on strengths or more on limitations and there is no requirement for a 50/50 split in the evaluation. However, for level 5, there should be well-supported evaluation of both, in line with levels descriptors. • Candidates are not required to construct their own interpretation.
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		<p>well as the argument that the policy should not be confused with one of 'cowardice'.</p> <p>In analysing and evaluating the strengths of the given interpretation, answers might use knowledge and understanding of:</p> <ul style="list-style-type: none"> • The reluctance of Britain to see armed resistance against Japanese aggression in Manchuria and the effect of this on Mussolini and the League of Nations. • The undermining of the Stresa Front by the conclusion of the Anglo-German Naval Agreement. • The attempt made by Britain and France to conciliate Italian ambitions in Abyssinia in the Hoare-Laval Pact and the effects of Anglo-French policy on Germany. • The refusal of Britain and France to mount any resistance to Hitler's remilitarisation of the Rhineland and the effects this had on Nazi ambitions. • Anglo-French acceptance of <i>anschluss</i>. • The Munich Conference and its effect on the Soviet Union, especially the difficulties created for any intention to control Germany by the threat of a two front war. <p>In analysing and evaluating the limitations of the given interpretation, answers might use knowledge and understanding of:</p> <ul style="list-style-type: none"> • The limited options available to Britain and France given the effects on them of the Great Depression as well as imperial problems. • The difficulties created by the strategic threat to empire represented by the combined ambitions of Japan, Italy and Germany. • The concentration of Britain and France on the threat of the Soviet Union and the concept of Germany as 		
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		<p>a bulwark against communism.</p> <ul style="list-style-type: none">• The shift in the policy of appeasement following the assumption of the premiership by Neville Chamberlain.• The combination of negotiation and rearmament represented by the policy of appeasement.• The abandonment of negotiation after the German invasion of Czechoslovakia in March, 1939 and the guarantees given to Poland, Greece and Romania as well as the attempt to forge an agreement with the Soviet Union. <p>Other interpretations that might be used in evaluation of the given interpretation are:</p> <ul style="list-style-type: none">• Interpretations which examine the impossibility of dealing successfully with Nazi aims.• Arguments which examine the weaknesses of the League of Nations.• Arguments which examine the impact on Europe of the foreign policy of the USA.		
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APPENDIX 1 – this contains the generic mark scheme grids

	<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 Section A, Questions 1 and 2: Essay [30]
Level 5 25–30 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 19–24 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 13–18 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 7–12 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 1–6 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.

	<i>A03: Analyse and evaluate, in relation to the historical context, different ways in which aspects of the past have been interpreted.</i>
	Generic mark scheme for Section B, Question 3: Interpretation [20]
Level 5 17–20 marks	The answer has a very good analysis of the interpretation. It uses detailed and relevant knowledge of the historical context and shows thorough understanding of the wider historical debate, in the form of detailed examination of other interpretations, in order to produce a well-supported evaluation of both the strengths and weaknesses of the given interpretation.
Level 4 13–16 marks	The answer has a good analysis of the interpretation. It uses relevant knowledge of the historical context and good understanding of the wider historical debate, in the form of examination of other interpretations, in order to produce a supported evaluation of both the strengths and weaknesses of the given interpretation.
Level 3 9–12 marks	The answer has a partial analysis of the interpretation. It uses some relevant knowledge of the historical context and shows partial understanding of the wider historical debate, in the form of reference to other interpretations, in order to evaluate the strengths and weaknesses of the given interpretation. The evaluation may be un-even with only limited treatment of either limitations or strengths, but both will be addressed.
Level 2 5–8 marks	The answer has a limited analysis of the interpretation. It uses generalised knowledge of the historical context and shows limited understanding of the wider historical debate, in the form of generalised reference to other interpretations, in order to produce a limited evaluation of the given interpretation. The evaluation may deal with either strengths or limitations in a very superficial way, or may only address limitations or strengths.
Level 1 1–4 marks	The answer has a very limited analysis of the interpretation which may be descriptive and relate more to the topic area than the detail of the interpretation. It uses very limited and generalised knowledge of the historical context and shows very limited or no understanding of the wider historical debate, with reference to other interpretations being implicit or lacking, in order to produce a very simplistic, asserted evaluation of the given interpretation.
0 marks	No evidence of understanding or reference to the interpretation.

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