



Oxford Cambridge and RSA

GCE

History A

Y218/01: International relations 1890-1941

Advanced GCE

Mark Scheme for Autumn 2021

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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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1. 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
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1	(a)	<p>Which caused more problems for the Paris Peace Conference of 1919?</p> <p>(i) The aims of France (ii) The aims of Great Britain</p> <p>Explain your answer with reference to both (i) and (ii).</p> <p>In arguing the aims of France caused more problems for the Paris Peace Conference of 1919, answers might consider that the very different experience of France during the war from that of her allies made her more determined to weaken Germany and therefore less willing to enter into a spirit of compromise. France wished, ideally, to dismantle the Germany created in 1871 which was not the aim of her partners.</p> <ul style="list-style-type: none"> • Answers might consider that the determination of France to weaken Germany left her less concerned than Britain, for example, in using Germany as a barrier against the spread of Bolshevism. • Answers might consider that French animosity to Germany left her determined to refuse to pursue the concept of self-determination in relation to Germany despite America seeing that concept as the foundation of her peace plans. • Answers might consider that Germany's invasion of France in both 1870 and 1914 left her equally opposed to America's wish for disarmament. • Answers might consider that French animosity towards Germany and her desire for revenge ruined any chance of treating the newly democratic Germany in a spirit which might bring lasting peace to Europe. <ul style="list-style-type: none"> • In arguing the aims of the Great Britain caused more problems, answers might consider that Britain's determination to gain reparations were, equally, a major factor in alienating Germany. 	10	<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 'problems for the Paris Peace Conference'. • 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. • 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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		<ul style="list-style-type: none">• Answers might consider that Britain's concern for the defence of her empire left her unwilling to cooperate genuinely in the establishment of self-determination and the pursuit of disarmament.• Answers might consider the concern Britain had to prevent French domination in Europe despite her wartime alliance with her.• Answers might consider that Britain's concern to prevent the spread of Bolshevism left her unable to understand French fear of German revenge.<ul style="list-style-type: none">• Answers might consider the British desire to ensure American help left her prepared to offend other wartime allies such as Japan and Italy.		
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1	(b)*	<p>‘Italian foreign policy during the years from 1935 to 1941 did nothing but encourage the outbreak and expansion of World War II in Europe.’ How far do you agree?</p> <p>In arguing Italian foreign policy during the years 1935-41 did nothing but encourage the outbreak and expansion of World War II in Europe, answers might consider that it was only after the rupture of the Stresa Front following Italy’s attack on Abyssinia that Hitler was prepared to risk openly overturning the Paris and Locarno settlements.</p> <ul style="list-style-type: none"> • Answers might consider that Italian involvement in the Spanish Civil War was much more significant than that of any other foreign power and that this conflict provided a ‘dress rehearsal’ for World War II . • Answers might consider that the Italian alliance with both Germany and Japan encouraged Britain, out of fear for her the future of her empire, to adhere to the policy of appeasement and that it was this which encouraged Hitler to gamble on the German invasion of Poland. • Answers might consider that Italian propaganda and Mussolini’s posturing convinced all sides that Italian strength was greater than it was in fact and that this encouraged German aggression and Anglo-French defensiveness. • Answers might consider that, following the Munich Conference, Mussolini squandered the opportunity to construct a working relationship with Britain and France which might have deterred German aggression and that the ‘Pact of Steel’ further encouraged German aggression. • In arguing that Italian foreign policy did not encourage the outbreak and expansion of war, answers might consider that it was Britain’s signing of the Anglo-German Naval Treaty which first undermined 	20	<ul style="list-style-type: none"> • No set answer is expected. • At higher levels candidates will focus on ‘how far do you agree’, but at level 4 may simply list reasons. • At level 5 and above there will be judgement as to the relative importance of different reasons. • At higher levels candidates might establish criteria against which to assess the different reasons. • To be valid judgements, claims 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>the Stresa Front rather than the Italian invasion of Abyssinia.</p> <ul style="list-style-type: none">• Answers might consider that the Hoare-Laval Pact proved Mussolini correct in assuming at least a tacit Anglo-French acceptance of his invasion of Abyssinia and that it was only public opinion which prevented that being the case.• Answers might consider that involvement in both Abyssinia and Spain hampered rather than encouraged Italian aggression as evidenced by her 'non-belligerent' status in September, 1939.• Answers might consider the role played by Mussolini at the Munich Conference in preserving European peace.• Answers might consider the attempts made by Mussolini and Ciano in 1939 to restrain German aggression.• Answers might consider that events in France in 1940 clearly demonstrated the worthlessness of Italian support to Germany, consequently emphasising the lack of Italian importance in driving forward the events of 1935-41.		
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2	(a)	<p>Which was more important in bringing about war between Japan and the USA in 1941?</p> <p>(i) The Manchurian Crisis (ii) The war between China and Japan 1937-41</p> <p>Explain your answer with reference to both (i) and (ii).</p> <p>In arguing it was the Manchurian Crisis which was more important in bringing about war between Japan and the USA in 1941, answers might consider that this crisis marked the wholesale redirection of Japanese society by army radicals and that its popular reception in Japan marked the start of a process which led inexorably to war between Japan and America, given the latter's attitude towards the Pacific.</p> <ul style="list-style-type: none"> • Answers might consider that the crisis marked the beginning of Japan's reputation as a 'pariah state' who must be punished and that this view was most firmly held by the USA's State Department. • Answers might consider that the Manchurian Crisis began a process termed the 'Fifteen Year War' by Japanese scholars, leading to the inevitable conclusion it was the most important reason for the eventual outbreak of war between Japan and the USA. • Answers might consider that the Manchurian Crisis was followed by the founding of the <i>Great Asia Association</i> which aimed at Japanese dominance in Asia. • Answers might consider the encouragement provided by Manchuria to the ambitions of first Italy and then Germany which led to an international crisis which the USA could not ignore. <ul style="list-style-type: none"> • In arguing the impact of the war between China and Japan from 1937 was more important, answers might consider that it was only after the fall of 	10	<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 the 'bringing about war between Japan and the USA'. • 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. • 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>French Indo-China in 1940 that the USA commenced an economic embargo on Japan.</p> <ul style="list-style-type: none">• Answers might consider that it was this embargo which meant Japan could not continue its operations against China without oil imports and therefore decided it had to go to war against the USA, leading directly to the attack on Pearl Harbour.• Answers might consider that, following the Manchurian Crisis, the US ambassador to Tokyo argued for a gentle response to Japan, but that no such approach was taken in the period of the Sino-Japanese War.• Answers might consider that, despite America's non-membership of it, it was still hoped that the Manchurian Crisis might be settled by the League which still enjoyed some prestige at the beginning of the 1930s. No such hope was possible at the end of the 1930s, making the period 1937-41 more likely to lead to war.• Answers might consider the view of the <i>Great Asia Society</i>, following the Manchurian Crisis, that Japanese leadership of Asia should be carried out in a spirit of harmony and unity.• Answers might consider that before 1937 neither the USA nor the other great powers were keen to support China, but that the outbreak of war in 1937 destroyed any chance of Japan's reintegration into the international community.		
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2	(b)*	<p>‘The Balkan Crises were the main reason for the outbreak of the First World War.’ How far do you agree?</p> <ul style="list-style-type: none"> • In arguing the most important reason for the outbreak of the First World was events in the Balkans, answers might consider that the immediate short-term cause of the war was the July Crisis which followed the assassination of Archduke Franz Ferdinand in Sarajevo. • Answers might also consider that Russia’s response to the July Crisis was influenced significantly by her humiliation in the Bosnian Crisis of 1908. • Answers might consider that the alliance system created by Bismarck to ensure European peace – especially the Dreikaiserbund – fractured because of the animosity between Russia and Austria-Hungary over the Balkans. • Answers might consider that the increasing weakness of the Ottoman Empire in the Balkans had created instability there and had encouraged the ambitions of the independent Balkan kingdoms. The Balkan Wars which followed exacerbated the tension between Russia and Austria. • Answers might consider that the Dual Alliance between France and Russia which led to Germany feeling encircled sprang from Russia’s disappointment at German support for Austria in the Balkans. • Answers might consider that German involvement with Turkey and the construction of the Berlin-Baghdad Railway encouraged the Triple Entente to fear German Weltpolitik. • In arguing events in the Balkans were not the most important cause of World War One, answers might well consider that the July Crisis was 	20	<ul style="list-style-type: none"> • No set answer is expected. • At higher levels candidates will focus on ‘how far do you agree’, but at level 4 may simply list reasons. • At level 5 and above there will be judgement as to the relative importance of different reasons. • At higher levels candidates might establish criteria against which to assess the different reasons. • To be valid judgements, claims 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>driven by the ambitions of Germany, a North/Central European power.</p> <ul style="list-style-type: none">• Answers might consider that the alliance system which helped to bring about World War One originated in Franco-German hostility.• Answers might consider that Austria, whose interests in the Balkans were possibly the most significant of any of the great powers, was, equally, the weakest of those powers and that the July Crisis only led to war because of the attitude of Germany..• Answers might consider that a <i>world war</i> only occurred in 1914 because of the involvement of Britain and her empire and that, arguably, Britain's interests in the Balkans were not significant.• Answers might consider that the July Crisis of 1914 was only one of a series of crises originating in the Balkans and that none of these had led to a world war.• Answers might consider the significance of the arms' race in causing World War One and of crises elsewhere than in the Balkans such as those in Morocco.		
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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 is 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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