



Oxford Cambridge and RSA

AS Level History A

Unit Y248

International Relations 1890–1941

Sample Question Paper

Date – Morning/Afternoon

Time allowed: 1 hour 30 minutes



OCR supplied materials:

- 12 page Answer Booklet

Other materials required:

- None



First name											
Last name											
Centre number							Candidate number				

INSTRUCTIONS

- Use black ink.
- Complete the boxes above with your name, centre number and candidate number.
- Answer all the questions.
- Write your answer to each question on the Answer Booklet.
- Do **not** write in the bar codes.

INFORMATION

- The total mark for this paper is **50**.
- The marks for each question are shown in brackets [].
- Quality of extended responses will be assessed in questions marked with an asterisk (*).
- This document consists of **4** pages.

Section A

Answer the question that follows.

1* How successful was international diplomacy in resolving disputes in the 1920s?

[30]

Section B

Read the interpretation that follows and answer both parts of the question:

2 Some historians have claimed that 'Germany was most to blame for World War One.'

(a) Explain how this interpretation can be supported.

[10]

(b) Explain how this interpretation can be challenged.

[10]

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Oxford Cambridge and RSA

...day June 20XX – Morning/Afternoon

AS Level History A

Unit Y248 International Relations 1890–1941

MARK SCHEME

Duration: 1 hour 30 minutes

MAXIMUM MARK 50

DRAFT

This document consists of 12 pages

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:
 - a. where a candidate crosses out an answer and provides an alternative response, the crossed out response is not marked and gains no marks
 - b. 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:
 - 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

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 texts which candidates have studied
- 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 and will give original and at times unexpected interpretations of texts. 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.
- 4 Candidates' answers should demonstrate knowledge of their chosen texts. This knowledge will be shown in part through the range and relevance of their references to the text (bearing in mind that this is a closed text examination). Re-telling sections of the text without commentary is of little or no value.

	<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, Question 1: 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 with some analysis. This is used to reach 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 some analysis, and this is used in a limited way 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 some relevant description and demonstration of understanding, but knowledge is mostly imparted rather than used. There is limited analysis but this is not successfully linked to judgements. 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 demands of the question. Knowledge and understanding is limited and not well used, with analysis being very limited or unclear. Argument takes the form of assertions rather than judgement. 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	There is very little demonstration of understanding of the topic or question, and the answer contains only limited relevant knowledge. 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>AO3: 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, Questions 2(a) and 2(b): Interpretation [10]
Level 5 9–10 marks	The answer has a good focus on the question. It has a thorough analysis and evaluation of the interpretation in relation to the historical context.
Level 4 7–8 marks	The answer is mostly focused on the question. It has a good analysis and evaluation of the interpretation in relation to the historical context.
Level 3 5–6 marks	The answer is partially focused on the question. It has some analysis and evaluation of the interpretation in relation to the historical context, but in places the answer just explains the interpretation.
Level 2 3–4 marks	The answer has a limited focus on the question. There is some explanation in relation to historical context but most of the answer is description of the interpretation.
Level 1 1–2 marks	The answer is on the wider topic area, but not on the question. It describes the interpretation with only limited reference to the historical context.
0 marks	There is no relevant reference to the interpretation.

Question	Answer	Marks	Guidance
1*	<p>How successful was international diplomacy in resolving disputes in the 1920s?</p> <ul style="list-style-type: none"> • Candidates may discuss the role of the League of Nations and Conference of Ambassadors in some of the following disputes: Poland–Lithuania dispute, Aaland Islands, Corfu, Greece– Bulgaria dispute, Iraq– Turkey dispute. • Candidates may argue that the League was successful in many of these but qualify this by recognising their minor nature. • Candidates might also suggest that the limitations of the diplomatic success were demonstrated in particular by the Corfu Incident when a great power was involved. • Candidates may point to the role of international treaties (such as the Locarno and Kellogg–Briand treaties) as evidence of how diplomacy was effective in creating international peace. • However, candidates may qualify their assessment of the degree of success by arguing that success can be exaggerated because of post–war desire for peace and the economic problems resulting from the First World War, limiting the ambitions of potentially aggressive powers. • Candidates may, for example, argue that those states who may have wanted to reverse the peace treaties (such as Germany) were too weak to do so, or were (like Turkey) able to do so because their opponents lacked the will to resist. 	30	<ul style="list-style-type: none"> • No set answer is expected. • At Level 5 there will be judgement as to ‘how successful’. • At higher levels answers might establish criteria against which to judge. • To be valid, judgements must be supported by relevant and accurate material. If not, they are assertions.

Question		Answer	Marks	Guidance
2	(a)	<p>Some historians have claimed that ‘Germany was most to blame for World War One.’ Explain how this interpretation can be supported.</p> <ul style="list-style-type: none"> • In support of the Interpretation, answers might consider German development of the Schlieffen Plan and the need to defend Austria as its only reliable ally. • Answers might consider Wilhelm II and Weltpolitik. • Answers might consider the construction of a large fleet which alienated Britain. • Answers might consider Germany’s support for Austria – the Blank Cheque. • Answers might consider the irresponsible German diplomacy 1905 and 1911 which alienated France. 	10	<ul style="list-style-type: none"> • No set answer is expected. • Examiners are reminded that answers do NOT need to reach a judgement as to which interpretation is more valid. • Examiners are reminded that answers can be awarded different levels for how the interpretation can be supported and how it can be challenged. • At Levels 1 and 2 answers will describe how the interpretation can either be supported or challenged. • At Level 3 and above answers will explain how the interpretation can either be supported or challenged.
2	(b)	<p>Some historians have claimed that ‘Germany was most to blame for World War One.’ Explain how this interpretation can be challenged.</p> <ul style="list-style-type: none"> • In challenging the Interpretation, answers might consider Russian mobilisation. • Answers might consider Russian support for pan Slavism. • Answers might consider the real encirclement of the Franco–Russian alliance. • Answers might consider the build–up of arms by all the great powers and not merely Germany. • Answers might consider the determination of France to recover Alsace. 	10	<ul style="list-style-type: none"> • No set answer is expected. • Examiners are reminded that answers do NOT need to reach a judgement as to which interpretation is more valid. • Examiners are reminded that answers can be awarded different levels for how the interpretation can be supported and how it can be challenged. • At Levels 1 and 2 answers will describe how the interpretation can either be supported or challenged. • At Level 3 and above answers will explain how the interpretation can either be supported or challenged.

Assessment Objectives (AO) Grid

Question	AO1	AO2	AO3	Total
1	30			30
2a			10	10
2b			10	10
Totals	30		20	50