



**General Certificate of Education
January 2012**

History 1041

Unit HIS2J

Report on the Examination

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Unit HIS2J

Unit 2J: Britain and Appeasement, 1919–1940

General Comments

The question paper proved to be accessible for the majority of students. All scripts were marked according to the mark scheme. All students attempted the compulsory source questions (questions 01 and 02). Students found both Question 2 (03 and 04) and Question 3 (05 and 06) accessible and an equal number attempted each question.

Question 1

- 01** This was the 12 mark compulsory source question. On the whole students answered this question well and managed to state differences and similarities between the two sources. Those students that obtained the lowest marks paraphrased the two sources and gave little comment on the differences between the sources. A common problem was that some students only wrote about differences and therefore were limited to Level 2. Students that were awarded Level 3 either identified similarities and differences or identified one of the two and used their own knowledge. Those students who were awarded Level 4 identified similarities and differences and used contextual own knowledge. Students quite often added lots of additional own knowledge which is only rewarded when it is used to contextualise the source or when dealing with the provenance of the sources, if relevant.
- 02** The most common error with this question was that students did not use the sources to answer the question. This meant that they could gain no higher than a Level 2. Of those that did use the sources there were many that only used one source and this brought their marks lower in the level. Conversely many weaker students based their answer purely on the sources and in many cases did not focus their answer on the question. Many students had difficulties answering this question and struggled with the concept of the occupation of Prague turning British policy away from appeasement. In attempting to balance their answer many students contradicted themselves. The best answers looked at how British policy changed after the occupation of Prague and also considered other policies that may have turned British policy away from appeasement, or evidence that suggested that British policy had not been turned away from appeasement.

Question 2

- 03** This question was not answered as well as 05. Many students lapsed into description of different attitudes towards the Versailles Treaty rather than considering why J M Keynes criticised the Treaty. Most students could come up with two factors and they were awarded Level 2. Those students that explained 3 factors got into Level 3. At Level 4 students made links between the reasons mainly in terms of importance but often students grouped the factors into categories including economic and political reasons.
- 04** This question proved to be accessible to students and many were capable of writing an answer which had some degree of balance. Most students found it easy to pick evidence to suggest that British policy was based on the acceptance that the Treaty of Versailles was too harsh. Students found it harder to argue against this statement meaning that

many were limited to Level 3. Those students that did argue against the statement came up with an array of insightful reasons and were awarded at Level 4. On the whole there was a lack of judgement present in students' answers which meant that few students got into level 5.

Question 3

- 05** This question on the whole well answered. Students found it easy to give reasons as to why the British government did not take firm action against the Japanese invasion of Manchuria. Most students found it easy to identify three reasons and to explain them in detail (Level 3). Those students who were awarded Level 4 used a variety of methods to link the factors. Some students ranked the courses and some grouped factors into economic, military and political reasons. There were a significant number of students who spent time describing the reasons why Japan invaded Manchuria which is not needed in this question.
- 06** This question was answered better than 04. Students were able to use factors that both supported and disagreed with the interpretation that public opinion was the main reason why Britain failed to deal effectively with international crises between 1935 and 1937. Some students struggled with the date range of the question and often wrote about events outside of the date range, particularly the Munich Agreement. Students seemed to find it easier to create a balanced answer to this question than they did with 04. Those students at Level 3 tended to write a one sided argument with varying degrees of depth and range. Those at Level 4 and 5 wrote balanced arguments and used evidence well to support their answers. As in 04 there was a lack of judgement in students answer with most students writing a methodical answer which agreed and then disagreed but showed little judgement.

Mark Ranges and Award of Grades

Grade boundaries and cumulative percentage grades are available on the [Results statistics](#) page of the AQA Website.

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