



**General Certificate of Education  
June 2012**

**History 1041**

**Unit HIS2J**

***Report on the Examination***

Further copies of this Report on the Examination are available from: [aqa.org.uk](http://aqa.org.uk)

Copyright © 2012 AQA and its licensors. All rights reserved.

**Copyright**

AQA retains the copyright on all its publications. However, registered schools/colleges for AQA are permitted to copy material from this booklet for their own internal use, with the following important exception: AQA cannot give permission to schools/colleges to photocopy any material that is acknowledged to a third party even for internal use within the centre.

Set and published by the Assessment and Qualifications Alliance.

The Assessment and Qualifications Alliance (AQA) is a company limited by guarantee registered in England and Wales (company number 3644723) and a registered charity (registered charity number 1073334).  
Registered address: AQA, Devas Street, Manchester M15 6EX.

---

# 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 almost 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 wrote only about differences or similarities 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 own knowledge which was not related to the comparison of the sources. Own knowledge is rewarded when it is used to contextualise the source or when dealing with the provenance of the sources, if relevant.
- 02** Some students still failed to use sources to answer this question which limited them to the top of Level 2. An increasing problem this year seemed to be that many students only used the sources to answer the question and compared them, which is of no credit to this question. This proved to be an accessible question and most students could think of reasons to suggest why fear of war was the main reason for appeasement. However, many students used information that could be used to balance this idea to suggest that it led to a fear of war; this resulted in their answers lacking balance and therefore being limited to Level 3. A lot of students answered this question well and the source integration was much stronger than in previous years.

### Question 2

- 03** This question was answered well and most students could come up with three reasons as to why the Locarno Pact was signed by Britain. Students at Level 4 managed to link these reasons in terms of importance. Some students listed reasons without much supporting evidence and this limited them to the middle of Level 3. On the whole this proved to be an accessible question that was answered well.
- 04** Again this proved to be an accessible question and produced some excellent quality answers. Students seemed to find it easy to give evidence to suggest that lasting peace had been achieved with Germany between 1925 and 1932. Many students also produced a range of evidence to balance against this. Some students needed to add more supporting evidence to their arguments. Weaker students were confused by the date range and many also wrote about issues that were dealing with securing peace with countries other than Germany.

### **Question 3**

- 05** This question, like 03, was well answered. Students found it easy to give reasons as to why the British joined the Stresa Front. 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 and political reasons. Some students went on to describe the ways that the Stresa Front had been undermined and this was not needed for this question.
- 06** This question caused some students problems. Many students were able to use factors that both supported and disagreed with the interpretation that Britain followed a consistent policy towards Mussolini's invasion of Abyssinia. A significant number of students wrote more about how Britain's policy was weak and this did not always answer the question as the key word was consistency. In trying to achieve balance, many students contradicted themselves, saying it was both consistent and inconsistent at the same time. Judgement was not as well done in the question as it was on 04 and many students wrote an answer that had balance but very little in the way of judgement.

### **Mark Ranges and Award of Grades**

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

**UMS conversion calculator:** [www.aqa.org.uk/umsconversion](http://www.aqa.org.uk/umsconversion)