



**General Certificate of Education
January 2013**

AS History 1041

HIS2J

Unit 2J

Britain and Appeasement, 1919–1940

Final

Mark Scheme

Mark schemes are prepared by the Principal Examiner and considered, together with the relevant questions, by a panel of subject teachers. This mark scheme includes any amendments made at the standardisation events which all examiners participate in and is the scheme which was used by them in this examination. The standardisation process ensures that the mark scheme covers the students' responses to questions and that every examiner understands and applies it in the same correct way. As preparation for standardisation each examiner analyses a number of students' scripts: alternative answers not already covered by the mark scheme are discussed and legislated for. If, after the standardisation process, examiners encounter unusual answers which have not been raised they are required to refer these to the Principal Examiner.

It must be stressed that a mark scheme is a working document, in many cases further developed and expanded on the basis of students' reactions to a particular paper. Assumptions about future mark schemes on the basis of one year's document should be avoided; whilst the guiding principles of assessment remain constant, details will change, depending on the content of a particular examination paper.

Further copies of this Mark Scheme are available to download from the AQA Website: www.aqa.org.uk

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Generic Introduction for AS

The AS History specification is based on the assessment objectives laid down in QCA's GCE History subject criteria and published in the AQA specification booklet. These cover the skills, knowledge and understanding which are expected of A Level students. Most questions address more than one objective since historical skills, which include knowledge and understanding, are usually deployed together. Consequently, the marking scheme which follows is a 'levels of response' scheme and assesses students' historical skills in the context of their knowledge and understanding of History.

The levels of response are a graduated recognition of how students have demonstrated their abilities in the Assessment Objectives. Students who predominantly address AO1(a) by writing narrative or description will perform at Level 1 or Level 2 depending on its relevance. Students who provide more explanation – (AO1(b), supported by the relevant selection of material, AO1(a)) – will perform at high Level 2 or low-mid Level 3 depending on how explicit they are in their response to the question. Students who provide explanation with evaluation, judgement and an awareness of historical interpretations will be addressing all 3 AOs (AO1(a); AO1(b); AO2(a) and (b) and will have access to the higher mark ranges. AO2(a) which requires the evaluation of source material is assessed in Unit 2.

Differentiation between Levels 3, 4 and 5 is judged according to the extent to which students meet this range of assessment objectives. At Level 3 the answers will show more characteristics of the AO1 objectives, although there should be elements of AO2. At Level 4, AO2 criteria, particularly an understanding of how the past has been interpreted, will be more in evidence and this will be even more dominant at Level 5. The demands on written communication, particularly the organisation of ideas and the use of specialist vocabulary also increase through the various levels so that a student performing at the highest AS level is already well prepared for the demands of A2.

CRITERIA FOR MARKING GCE HISTORY:**AS EXAMINATION PAPERS****General Guidance for Examiners (to accompany Level Descriptors)**

Deciding on a level and the award of marks within a level

It is of vital importance that examiners familiarise themselves with the generic mark scheme and apply it consistently, as directed by the Principal Examiner, in order to facilitate comparability across options.

The indicative mark scheme for each paper is designed to illustrate some of the material that students might refer to (knowledge) and some of the approaches and ideas they might develop (skills). It is not, however, prescriptive and should only be used to exemplify the generic mark scheme.

When applying the generic mark scheme, examiners will constantly need to exercise judgement to decide which level fits an answer best. Few essays will display all the characteristics of a level, so deciding the most appropriate will always be the first task.

Each level has a range of marks and for an essay which has a strong correlation with the level descriptors the middle mark should be given. However, when an answer has some of the characteristics of the level above or below, or seems stronger or weaker on comparison with many other students' responses to the same question, the mark will need to be adjusted up or down.

When deciding on the mark within a level, the following criteria should be considered *in relation to the level descriptors*. Students should never be doubly penalised. If a student with poor communication skills has been placed in Level 2, he or she should not be moved to the bottom of the level on the basis of the poor quality of written communication. On the other hand, a student with similarly poor skills, whose work otherwise matched the criteria for Level 4 should be adjusted downwards within the level.

Criteria for deciding marks within a level:

- The accuracy of factual information
- The level of detail
- The depth and precision displayed
- The quality of links and arguments
- The quality of written communication (grammar, spelling, punctuation and legibility; an appropriate form and style of writing; clear and coherent organisation of ideas, including the use of specialist vocabulary)
- Appropriate references to historical interpretation and debate
- The conclusion

January 2013

GCE AS History Unit 2: Historical Issues: Periods of Change

HIS2J: Britain and Appeasement, 1919–1940

Question 1

01 Use **Sources A** and **B** and your own knowledge.

Explain how far the views in **Source B** differ from those in **Source A** in relation to the Locarno Conference. (12 marks)

Target: AO2(a)

Levels Mark Scheme

	Nothing written worthy of credit.	0
L1:	Answers will either briefly paraphrase/describe the content of the two sources or identify simple comparison(s) between the sources. Skills of written communication will be weak.	1-2
L2:	Responses will compare the views expressed in the two sources and identify some differences and/or similarities. There may be some limited own knowledge. Answers will be coherent but weakly expressed.	3-6
L3:	Responses will compare the views expressed in the two sources, identifying differences and similarities and using own knowledge to explain and evaluate these. Answers will, for the most part, be clearly expressed.	7-9
L4:	Responses will make a developed comparison between the views expressed in the two sources and will apply own knowledge to evaluate and to demonstrate a good contextual understanding. Answers will, for the most part, show good skills of written communication.	10-12

Indicative content

Note: This content is not prescriptive and students are not obliged to refer to the material contained in this mark scheme. Any legitimate answer will be assessed on its merits according to the levels scheme.

Students will need to identify differences between the views of the two sources. For example:

- Source A gives the impression that Locarno was a great triumph for British foreign policy that was admired throughout Europe, whereas Source B discusses the fragile nature of Locarno
- Source B talks of Locarno being a bitter confrontation whereas Source A talks about an admirable atmosphere

- Source A emphasises the British effort at Locarno but Source B emphasises other countries which took part in the conference, the French, the Germans and the Eastern Europeans.

Students will need to apply their own knowledge of context to explain these differences. They might, for example, refer to:

- Source A makes reference to the Eastern borders. Students may mention that the Eastern borders were not secured at Locarno.
- the spirit of Locarno – students may explain the term and how Locarno created the illusion of peace.

To address 'how far', students should also indicate some similarity between the sources. For example:

- both sources agree that the impression given of Locarno was one of a successful meeting that created a peaceful spirit
- though Source A says there is an admirable spirit it does make mention of a 'general desire to reach an agreement'. This suggests like Source B there is some degree of conflict.

In making a judgement about the degree of difference, students may conclude that the two views of Locarno are representative of the view of Locarno at the time as a success and that Source B shows a more recent view of Locarno that it created an illusion of peace but no lasting effect.

Question 1**02** Use **Sources A, B and C** and your own knowledge.

How successful was British foreign policy in creating a peaceful Europe in the years 1925 to 1929?
(24 marks)

Target: AO1(b), AO2(a), AO2(b)

Levels Mark Scheme

- Nothing written worthy of credit. **0**
- L1:** Answers may be based on sources or on own knowledge alone, or they may comprise an undeveloped mixture of the two. They may contain some descriptive material which is only loosely linked to the focus of the question or they may address only a part of the question. Alternatively, there may be some explicit comment with little, if any, appropriate support. Answers are likely to be generalised and assertive. There will be little, if any, awareness of differing historical interpretations. The response will be limited in development and skills of written communication will be weak. **1-6**
- L2:** Answers may be based on sources or on own knowledge alone, or they may contain a mixture of the two. They may be almost entirely descriptive with few explicit links to the focus of the question. Alternatively, they may contain some explicit comment with relevant but limited support. They will display limited understanding of differing historical interpretations. Answers will be coherent but weakly expressed and/or poorly structured. **7-11**
- L3:** Answers will show a developed understanding of the demands of the question using evidence from **both** the sources **and** own knowledge. They will provide some assessment backed by relevant and appropriately selected evidence, but they will lack depth and/or balance. There will be some understanding of varying historical interpretations. Answers will, for the most part, be clearly expressed and show some organisation in the presentation of material. **12-16**
- L4:** Answers will show explicit understanding of the demands of the question. They will develop a balanced argument backed by a good range of appropriately selected evidence from the sources and own knowledge, and a good understanding of historical interpretations. Answers will, for the most part, show organisation and good skills of written communication. **17-21**
- L5:** Answers will be well-focused and closely argued. The arguments will be supported by precisely selected evidence from the sources and own knowledge, incorporating well-developed understanding of historical interpretations and debate. Answers will, for the most part, be carefully organised and fluently written, using appropriate vocabulary. **22-24**

Indicative content

Note: This content is not prescriptive and students are not obliged to refer to the material contained in this mark scheme. Any legitimate answer will be assessed on its merits according to the generic levels scheme.

Students should be able to make a judgement by addressing the focus of the question and offering some balance of other factors or views. In 'how important' and 'how successful questions', the answer could be (but does not need to be) exclusively based on the focus of the question.

Students should use the sources as evidence in their answer.

Relevant material from the sources would include:

- **Source A:** British policy was successful, especially in terms of Locarno, and Britain had gained a high position in Europe and admiration from other nations
- **Source B:** Gives the view that of all years the 1920s were the best, but still there were years of illusion and real peace had not arrived
- **Source C:** gives the view that throughout the 1920s the state in Europe was tranquil and there was a friendly feeling in Europe.

From students' own knowledge:

Factors suggesting British foreign policy was successful in creating a peaceful Europe might include:

- Locarno did successfully secure the Western borders and France and Belgium were offered a guarantee by Britain and Italy. This meant that the French felt more secure and were unlikely to take matters into their own hands
- throughout most of Britain, Europe and also America, Locarno was greeted with enthusiasm and the 'Spirit of Locarno' was seen as a key part of the 1920s. This was seen as a key part of British Policy
- Britain were seen to support the League of Nations and uphold principles of collective security
- Britain played a role in making other pacts such as the Kellogg Briand Pact and the Young Plan
- Germany had been accepted into the League of Nations, thus welcoming it back into the European community. This was a triumph for Britain as it was thought to discourage co-operation with Russia and therefore left it as a buffer zone to prevent the spread of Communism throughout Europe.

Factors suggesting that British foreign policy was not successful in creating a peaceful Europe might include:

- Stresemann and Germany played a big role at Locarno, as did the French and Briand, so it cannot be said to have been a success just for Britain
- at Locarno, Britain guaranteed the western borders, but they had little intention of upholding these should the need ever arise
- the Eastern borders at Locarno were not discussed, thus allowing Germany to have the impression that little action would be taken should they decide to reverse their borders. This was arguably the way in which Germany was likely to expand and could lead to future conflict
- Britain effectively started the revision of the Treaty of Versailles which could have been exploited by Germany in the future as they had been shown that the Treaty would not be strictly upheld
- many of Britain's policies created a spirit of peace and not a real workable and lasting peace. The 'spirit of Locarno' masked a series of underlying conflicts. The further

policies it led on to were similarly superficial, e.g. the Kellogg Briand Pact. Therefore an illusion of peace in Europe was created.

Good answers are likely to/may conclude that whilst at the time British foreign policy was greeted as a success, in reality it did little to ensure lasting peace in Europe. Many of the policies that Britain played a role in had major contributions from other countries, so to what extent Britain created a peaceful Europe is debatable.

Question 2

- 03** Explain why Britain supported the Geneva Disarmament Conference of 1932–1934.
(12 marks)

Target: AO1(a), AO1(b)

Levels Mark Scheme

- Nothing written worthy of credit. **0**
- L1:** Answers will contain either some descriptive material which is only loosely linked to the focus of the question or some explicit comment with little, if any, appropriate support. Answers are likely to be generalised and assertive. The response will be limited in development and skills of written communication will be weak. **1-2**
- L2:** Answers will demonstrate some knowledge and understanding of the demands of the question. They will **either** be almost entirely descriptive with few explicit links to the question **or** they will provide some explanations backed by evidence that is limited in range and/or depth. Answers will be coherent but weakly expressed and/or poorly structured. **3-6**
- L3:** Answers will demonstrate good understanding of the demands of the question providing relevant explanations backed by appropriately selected information, although this may not be full or comprehensive. Answers will, for the most part, be clearly expressed and show some organisation in the presentation of material. **7-9**
- L4:** Answers will be well-focused, identifying a range of specific explanations, backed by precise evidence and demonstrating good understanding of the connections and links between events/issues. Answers will, for the most part, be well-written and organised. **10-12**

Indicative content

Note: This content is not prescriptive and students are not obliged to refer to the material contained in this mark scheme. Any legitimate answer will be assessed on its merits according to the generic levels scheme.

Answers should include a range of reasons as to why Britain supported the Geneva Disarmament Conference.

Students might include some of the following factors:

- Britain was suffering the effects of the Depression. The National Government was anxious to reduce the amount of spending on defences and to restore the country's finances
- the Labour and Liberal politicians in the National Government rejected the use of force and saw no point spending money on armaments. They pressed for disarmament
- Britain supported the conference as part of its work through the League of Nations. The League was seen as an alternative to armaments and a way to disarm
- it seemed through the amount of anti-war organisations that the public supported the idea of disarmament.

The idea of a world disarmament conference helped settle fears about keeping Britain in a strong position.

To reach higher levels, students will need to show the inter-relationship of the reasons given. For example, they might group factors into economic, social and political factors. Students may also rank factors in terms of importance.

Question 2

- 04** 'British military unpreparedness was the main reason for adopting a policy of appeasement in the years 1935 to 1937.'
Explain why you agree or disagree with this view. (24 marks)

Target: AO1(a), AO1(b), AO2(b)

Levels Mark Scheme

- Nothing written worthy of credit. **0**
- L1:** Answers may **either** contain some descriptive material which is only loosely linked to the focus of the question **or** they may address only a limited part of the period of the question. Alternatively, there may be some explicit comment with little, if any, appropriate support. Answers are likely to be generalised and assertive. There will be little, if any, awareness of differing historical interpretations. The response will be limited in development and skills of written communication will be weak. **1-6**
- L2:** Answers will show some understanding of the demands of the question. They will **either** be almost entirely descriptive with few explicit links to the question **or** they may contain some explicit comment with relevant but limited support. They will display limited understanding of differing historical interpretations. Answers will be coherent but weakly expressed and/or poorly structured. **7-11**
- L3:** Answers will show a developed understanding of the demands of the question. They will provide some assessment, backed by relevant and appropriately selected evidence, but they will lack depth and/or balance. There will be some understanding of varying historical interpretations. Answers will, for the most part, be clearly expressed and show some organisation in the presentation of material. **12-16**
- L4:** Answers will show explicit understanding of the demands of the question. They will develop a balanced argument backed by a good range of appropriately selected evidence and a good understanding of historical interpretations. Answers will, for the most part, show organisation and good skills of written communication. **17-21**
- L5:** Answers will be well-focused and closely argued. The arguments will be supported by precisely selected evidence leading to a relevant conclusion/judgement, incorporating well-developed understanding of historical interpretations and debate. Answers will, for the most part, be carefully organised and fluently written, using appropriate vocabulary. **22-24**

Indicative content

Note: This content is not prescriptive and students are not obliged to refer to the material contained in this mark scheme. Any legitimate answer will be assessed on its merits according to the generic levels scheme.

Students should be able to make a judgement by balancing evidence which supports the view that Britain's military unpreparedness was the main reason for adopting a policy of appeasement between 1935 and 1947 against that which does not.

Evidence which agree(s) might include:

- due to the Depression, spending on re-armament had dropped dramatically. Most estimates put British armaments well behind those of other leading powers
- Britain had to be prepared to fight a colonial war as well as a European war. They decided to re-arm in 1936 but the amount to which they could and should re-arm was debated throughout these years
- Britain had made agreements to protect itself from the re-armament of other countries, e.g. the Anglo-German Naval agreement which made sure that Britain kept its advantage in terms of naval power
- the Spanish Civil War showed the development of the air forces of European powers, in particular Germany. Britain were worried that they would not be able to compete against this or to defend the country from the threat.

Evidence which disagree(s) might include:

- public opinion was opposed to war at this time. The Peace Ballot in 1935 showed massive support for the League of Nations. The public were not in support for the idea of war at this time
- Britain also lacked an ally. France had governmental problems and the British government had little confidence in the USSR as an ally. The USA was still isolationist and had no desire to make any form of alliance. This became even more of an issue with the Rome-Berlin Axis in 1936 and the Anti-Comintern Pact in 1937
- the major crisis that occurred in these years was Hitler's reoccupation of the Rhineland. Many in Britain felt that it was a legitimate grievance. Many in Britain felt that there was no reason to go to war between 1935 and 1937
- the British were increasingly adopting a policy of appeasement. This was coupled with a rearmament programme but once Neville Chamberlain started his premiership it became a bigger policy alongside his belief in personal diplomacy.

Good answers are likely to/may conclude that despite Britain's military unpreparedness at the time there were many more important reasons for the lack of war between 1935 and 1937. Mainly during this period there were very few threats to convince the British that war was necessary.

Question 3

05 Explain why Britain gave a guarantee to Poland in March 1939. (12 marks)

Target: AO1(a), AO1(b)

Levels Mark Scheme

- Nothing written worthy of credit. **0**
- L1:** Answers will contain either some descriptive material which is only loosely linked to the focus of the question or some explicit comment with little, if any, appropriate support. Answers are likely to be generalised and assertive. The response will be limited in development and skills of written communication will be weak. **1-2**
- L2:** Answers will demonstrate some knowledge and understanding of the demands of the question. They will **either** be almost entirely descriptive with few explicit links to the question **or** they will provide some explanations backed by evidence that is limited in range and/or depth. Answers will be coherent but weakly expressed and/or poorly structured. **3-6**
- L3:** Answers will demonstrate good understanding of the demands of the question providing relevant explanations backed by appropriately selected information, although this may not be full or comprehensive. Answers will, for the most part, be clearly expressed and show some organisation in the presentation of material. **7-9**
- L4:** Answers will be well-focused, identifying a range of specific explanations, backed by precise evidence and demonstrating good understanding of the connections and links between events/issues. Answers will, for the most part, be well-written and organised. **10-12**

Indicative content

Note: This content is not prescriptive and students are not obliged to refer to the material contained in this mark scheme. Any legitimate answer will be assessed on its merits according to the generic levels scheme.

Answers should include a range of reasons as to why Britain offered Poland a guarantee in 1939.

Students might include some of the following factors:

- after the invasion of the rest of Czechoslovakia, the British government felt that Hitler's aims were unlimited and were no longer about uniting Germans, so they felt they had to take action
- they offered a guarantee not to protect Poland but to try to stop Germany taking over other countries in the future.

Students may refer to some of the following long-term factors:

- prior to Czechoslovakia Britain felt that Germany was only acting upon legitimate grievances (righting the wrongs of Versailles). This was now proved incorrect and something needed to be done to stop Hitler

- Hitler had proved he could not be trusted and he had to be resisted in the future as nothing further could be done to help Czechoslovakia.

And some of the following short-term/immediate factors

- the guarantee was supposed to act as a deterrent to Germany and little thought was given to how they could substantiate the guarantee. The guarantee did not protect Poland's borders and only offered to protect Polish independence.

To reach higher levels, students will need to show the inter-relationship of the reasons given. For example, they might group into short term and long term reasons or rank the factors in terms of importance.

Question 3

- 06** 'Britain went to war in 1939 to protect Poland.'
Explain why you agree or disagree with this view. (24 marks)

Target: AO1(a), AO1(b), AO2(b)

Levels Mark Scheme

- Nothing written worthy of credit. **0**
- L1:** Answers may **either** contain some descriptive material which is only loosely linked to the focus of the question **or** they may address only a limited part of the period of the question. Alternatively, there may be some explicit comment with little, if any, appropriate support. Answers are likely to be generalised and assertive. There will be little, if any, awareness of differing historical interpretations. The response will be limited in development and skills of written communication will be weak. **1-6**
- L2:** Answers will show some understanding of the demands of the question. They will **either** be almost entirely descriptive with few explicit links to the question **or** they may contain some explicit comment with relevant but limited support. They will display limited understanding of differing historical interpretations. Answers will be coherent but weakly expressed and/or poorly structured. **7-11**
- L3:** Answers will show a developed understanding of the demands of the question. They will provide some assessment, backed by relevant and appropriately selected evidence, but they will lack depth and/or balance. There will be some understanding of varying historical interpretations. Answers will, for the most part, be clearly expressed and show some organisation in the presentation of material. **12-16**
- L4:** Answers will show explicit understanding of the demands of the question. They will develop a balanced argument backed by a good range of appropriately selected evidence and a good understanding of historical interpretations. Answers will, for the most part, show organisation and good skills of written communication. **17-21**
- L5:** Answers will be well-focused and closely argued. The arguments will be supported by precisely selected evidence leading to a relevant conclusion/judgement, incorporating well-developed understanding of historical interpretations and debate. Answers will, for the most part, be carefully organised and fluently written, using appropriate vocabulary. **22-24**

Indicative content

Note: This content is not prescriptive and students are not obliged to refer to the material contained in this mark scheme. Any legitimate answer will be assessed on its merits according to the generic levels scheme.

Students should be able to make a judgement by balancing points which agree with the view that Britain went to war in 1939 to protect Poland with those that do not agree with this view.

Points/factors/evidence which agree(s) might include:

- Britain had guaranteed Polish independence and Hitler had directly gone against this. Therefore many in Britain felt they needed to act to show the strength of the British
- Hitler misunderstood British policy and stated that Britain would not act. Britain need to take action to avoid being seen as weak
- the public in Britain were now horrified at the actions of Germany and most now supported a war. Armaments had reached an acceptable level so people felt that the guarantee should be upheld and British interests be protected.

Points/factors/evidence which disagree(s) might include:

- many in the government felt that after the invasion of the remainder of Czechoslovakia in 1939 Hitler had to be stopped. Therefore Britain went to war to stop Hitler dominating Europe and not just because of the Polish guarantee
- many historians and contemporaries felt that by 1939 the policy of appeasement was now a failure so the government needed to prepare for war and stand up to Hitler
- even though the guarantee to Poland had been given, Chamberlain still did not think that war was inevitable. The guarantee was carefully worded to only protect the independence of Polish government and not any land borders. This meant that if Hitler only invaded part of Poland Chamberlain felt that he did not have to go to war
- Hitler had shown that he was no longer overturning the Versailles Treaty and was going beyond this. Britain therefore felt that going to war with Germany was the only way Hitler could be stopped.

Good answers are likely to/may conclude that although Britain had guaranteed Polish independence it did not have to go to war to protect Poland. By 1939 most people in Britain felt that the only way to stop Hitler was to go to war. Although Poland was the occasion for war it was not the main reason for going to war.

Converting marks into UMS marks

Convert raw marks into marks on the Uniform Mark Scale (UMS) by using the link below.

UMS conversion calculator: www.aqa.org.uk/umsconversion