



**General Certificate of Education  
June 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.

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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)**

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**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

June 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 attitudes of the British public in the mid-1930s. (12 marks)

*Target: AO2(a)*

**Levels Mark Scheme**

	Nothing written worthy of credit.	<b>0</b>
<b>L1:</b>	Answers will <b>either</b> briefly paraphrase/describe the content of the two sources <b>or</b> identify simple comparison(s) between the sources. Skills of written communication will be weak.	<b>1-2</b>
<b>L2:</b>	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.	<b>3-6</b>
<b>L3:</b>	Responses will compare the views expressed in the two sources, identifying differences <b>and</b> similarities and using own knowledge to explain and evaluate these. Answers will, for the most part, be clearly expressed.	<b>7-9</b>
<b>L4:</b>	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.	<b>10-12</b>

**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 suggests that in 1935 the British pacifist movements were at their height whereas source B says that at this time support for the League of Nations was high but this should not be equated to pacifism
- Source A suggests that in the 1930s the British public were pacifist whereas in Source B it states that by 1935 the public felt that the dictators must be resisted

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- Source B says that 6.7 million votes were cast in favour of applying military sanctions through the League of Nations whereas Source A says that the public favoured disarmament and collective security through the League
  - Source A suggests that there is no plan for if peaceful methods of dealing with aggressors fails, whereas Source B suggests that military sanctions were supported.

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

- the pacifist movement and other areas that show the public's support for pacifism, e.g. the East Fulham By Election, the Oxford Union Debate
- the League of Nations and the way in which it can sanction countries which are deemed as aggressors
- collective security and how this can be achieved through the League.

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

- Source B talks about how the Peace Ballot is often misinterpreted as proof of pacifism but in fact it shows public support for the League of Nations. Source A also shows that the League of Nations was supported by the public
- both sources mention military power but Source A suggests that the public were misled that the League of Nations had reserves of power.

In making a judgement about the degree of difference, students may conclude that Source A has the view that the public were pacifist and were only looking at peaceful methods of dealing with crises and countries whereas Source B has the view that the public are not pacifist and that they support the League of Nations but would also support military action.

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

How important was working within the League of Nations for British foreign policy in the years 1931 to 1935?  
(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.**

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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:** gives the view that the public had been misled by the Peace Ballot into thinking that the League of Nations had reserves of power. It also suggest that the League of Nations and collective security were overwhelmingly supported.
- **Source B:** gives the view that the public support the League of Nations and the principles of collective security. However, this does not mean that they are pacifist and the public support military sanctions. It states that by 1935 the public felt that the dictators must be resisted.
- **Source C:** gives the view that the League of Nations will be the 'keystone' of foreign policy. The defence programme will be in line with this so that they can keep the country safe and fulfil their obligations to the League. They also favour disarmament through the League of Nations.

From students' own knowledge:

Factors suggesting the League of Nations was important might include:

- the major crises of the time the Japanese invasion of Manchuria and the Italian invasion of Abyssinia were dealt with through the League of Nations
- the British public were in favour of the League of Nations and this fitted with the pacifist feeling in the country at the time
- due to the depression British armaments were falling behind those of other countries. The League of Nations offered Britain a way to maintain collective security
- Britain felt that the League of Nations was a way to deal with Hitler and to keep him under control.

Factors suggesting that other factors were more important might include:

- the League of Nations had started to show its limitations. Its actions towards Japan were weak and the concept of collective security had been weakened
- Britain did not uphold the sanctions put in place towards Italy and refused to cease trade with them
- throughout this period Britain were making a series of agreements including the Anglo German Naval Treaty, the Stresa Front outside of the League of Nations
- Britain were in favour of disarmament and they tried to achieve this is the disarmament conference rather than through the League of Nations
- In the Manchurian Crisis though Britain sent the Lytton Commission it took over a year to make the recommendations and made the league appear weak.

Good answers are likely to/may conclude that at this time Britain wanted to play a limited role in European foreign policy and the League of Nations gave it an easy way to do this. However by 1935 the League had been shown to be a failure and Britain was starting to make more agreements independently.



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**Question 2**

**03** Explain why many Germans felt that the Treaty of Versailles was too harsh (12 marks)

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

**Levels Mark Scheme**

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|------------|--|--------------|
|            | Nothing written worthy of credit.  | <b>0</b>     |
| <b>L1:</b> | 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.                                     | <b>1-2</b>   |
| <b>L2:</b> | Answers will demonstrate some knowledge and understanding of the demands of the question. They will <b>either</b> be almost entirely descriptive with few explicit links to the question <b>or</b> 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. | <b>3-6</b>   |
| <b>L3:</b> | 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.   | <b>7-9</b>   |
| <b>L4:</b> | 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.  | <b>10-12</b> |

**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 many Germans felt that the Treaty of Versailles was too harsh.

Students might include some of the following factors:

- the Treaty was a 'diktat' that Germany had to accept or face the continuation of war
- the economic terms of the Treaty would cripple the German economy. They had to accept the reparations term without knowing the fixed amount and areas of their industrial land were taken from them
- militarily, Germany were not allowed an air force, their army was reduced and their navy was limited. They also had to accept the demilitarisation of the Rhineland
- territorially, Germany lost a great deal of land, was forbidden to unite with Austria
- self-determination was given to many smaller European nations but German-speaking people were not given the same treatment.

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

## Question 2

- 04** 'Britain failed to uphold the terms of the Treaty of Versailles in the 1920s.'  
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 failed to uphold the Treaty of Versailles.

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Evidence which agree(s) might include:

- by the early 1920's many British politicians felt uneasy about the harshness of the Treaty of Versailles towards Germany and sought to make concessions towards them. Many influential people, including Keynes felt that a revision of the Treaty was needed for a lasting peace to be achieved
- Britain wanted the German economy to recover so that it could trade with Germany again. In 1922 it suggested a cancellation of all reparations and war debts to the USA. This policy, however, did not succeed
- the Locarno treaties at which Britain played a role ensure that Germany accepted its Western borders and that it was allowed to join the League of Nations
- Britain worked hard to ensure that the German and French politicians accepted the Dawes Plan. It also helped to secure the Young Plan of 1929 which eased the burden of reparations by extending the period of payment by 60 years and also agreeing to end the occupation of the Rhineland 5 years early.

Evidence which disagree(s) might include:

- Germany also helped to ease the burden of the Treaty. Under Gustav Stresemann Germany's policy of fulfilment meant that they were seen as a country that could be trusted and were becoming more stable. It is unlikely that any measures would have been taken to help Germany if this had not been the case
- Britain was very concerned with its domestic and imperial concerns at the time and any action it took towards helping ease the Treaty of Versailles on Germany was so that it could concentrate its efforts on other areas
- what British governments were trying to achieve during the 1920s was a permanent European peace to which a democratic and peaceful Germany was essential. Therefore, the concessions made to Germany and agreements were aimed at this objective and had to take into account changed circumstances and a different regime in Germany whilst at the same time upholding the main principles and terms of Versailles
- evidence that the aims of British policy during the 1920s was a permanent peace, based on and developed from the victors' enforced settlement at Versailles, working through and outside the League, is seen in, for example, the Dawes and Young Plans on reparations, the Geneva Protocol, the Locarno Treaties, admission of Germany to the League, the Kellogg-Briand Pact, early withdrawal of occupation forces
- one of the main aims of the Covenant of the League of Nations (which was attached to the Versailles and other peace treaties of 1919–1920) was to achieve world disarmament (to follow the enforced disarmament of the defeated powers). The Kellogg–Briand Pact and Disarmament Conference were therefore fully in line with the Versailles Treaty the decade was marked by eventual stabilisation of Germany which did not threaten European peace, an aim of the peace settlement in 1919.

Good answers are likely to/may conclude that despite the policies that Britain were involved in, the modifications of the Treaty of Versailles this was with the aim to achieve a lasting peace and create a stable Germany.

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**Question 3**

- 05** Explain why the British government did not intervene in the Spanish Civil War. (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 the British government did not intervene in the Spanish Civil War. .

Students might include some of the following factors:

- due to the sides taken in the Spanish Civil War, there was great debate amongst the British Government about which side should be taken. There was a fear of both fascism and communism in Britain and there was a division in the government over which side should be supported
- Baldwin's main aim was to stop this becoming a European war. He set up the Non-Intervention Committee to discourage intervention on either side and enforce a ban on the export of war materials to Spain
- Britain had still not begun to rearm so would have been ill prepared to fight in the conflict.

To reach higher levels, students will need to show the inter-relationship of the reasons given. For example, they might rank the factors in terms of importance.

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**Question 3**

- 06** 'In the years 1935 to 1937, Stanley Baldwin followed a policy of appeasement.'  
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 the policy of appeasement was first adopted under Stanley Baldwin.

Points/factors/evidence which agree might include:

- Baldwin won the election of 1935 with a policy of collective security and disarmament. Even though he recognised the need for rearmament
- when Germany remilitarised the Rhineland in 1936 Baldwin made it clear that the government were unwilling to act and risk war against Germany
- the Spanish Civil War convinced Baldwin that the 'bomber would always get through' and therefore meant that avoiding war became an active policy
- during the Spanish Civil War Baldwin actively tried to prevent war by setting up a Non Intervention Committee to discourage intervention on either side and enforce a ban on the export of war materials to Spain
- when Baldwin became Prime Minister during the Abyssinian Crisis he allowed the continuation of the policy of sanctions and trying to prevent war breaking out by making agreements with Italy.

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

- Baldwin and his government did recognise the need for rearmament and in 1936 introduced a policy of rearmament. It was the Labour Party who opposed this move
- many would argue that Baldwin did not adopt a policy of appeasement but adopted a realistic policy to deal with crises and a country that were unready for war. Baldwin did not use the same kind of active appeasement that was seen under Chamberlain
- the public supported the appeasement of countries at this stage and would not have supported a war. Therefore Baldwin had little choice but to avoid war
- the lack of an ally became a bigger issue under Baldwin so again it was seen as important to avoid conflict at this time
- Britain was not directly threatened under Baldwin. Germany had remilitarised the Rhineland which many people saw as a legitimate move. Baldwin was not faced with a big enough threat to think about going to war.

Good answers are likely to/may conclude that although many of Baldwin's policy decisions appear to follow appeasement, in reality there would have been little reason to go to war and this would have not been supported. Baldwin was merely responding to the circumstances of the time and did not have an active policy of appeasement, which was seen under Chamberlain.

### **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](http://www.aqa.org.uk/umsconversion)