

Mark Scheme (Results)

Summer 2012

GCE History (6HI02/D)

Unit 2: British History Depth Studies

Option D: The British Empire Challenged

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## General Marking Guidance

- All candidates must receive the same treatment. Examiners must mark the first candidate in exactly the same way as they mark the last.
- Mark schemes should be applied positively. Candidates must be rewarded for what they have shown they can do rather than penalised for omissions.
- Examiners should mark according to the mark scheme not according to their perception of where the grade boundaries may lie.
- There is no ceiling on achievement. All marks on the mark scheme should be used appropriately.
- All the marks on the mark scheme are designed to be awarded. Examiners should always award full marks if deserved, i.e. if the answer matches the mark scheme. Examiners should also be prepared to award zero marks if the candidate's response is not worthy of credit according to the mark scheme.
- Where some judgement is required, mark schemes will provide the principles by which marks will be awarded and exemplification may be limited.
- When examiners are in doubt regarding the application of the mark scheme to a candidate's response, the team leader must be consulted.
- Crossed out work should be marked UNLESS the candidate has replaced it with an alternative response.
- Mark schemes will indicate within the table where, and which strands of QWC, are being assessed. The strands are as follows:

*i) ensure that text is legible and that spelling, punctuation and grammar are accurate so that meaning is clear*

*ii) select and use a form and style of writing appropriate to purpose and to complex subject matter*

*iii) organise information clearly and coherently, using specialist vocabulary when appropriate.*

## GCE History Marking Guidance

### Marking of Questions: Levels of Response

The mark scheme provides an indication of the sorts of answer that might be found at different levels. The exemplification of content within these levels is not complete. It is intended as a guide and it will be necessary, therefore, for examiners to use their professional judgement in deciding both at which level a question has been answered and how effectively points have been sustained. Candidates should always be rewarded according to the quality of thought expressed in their answer and not solely according to the amount of knowledge conveyed. However candidates with only a superficial knowledge will be unable to develop or sustain points sufficiently to move to higher levels.

In assessing the quality of thought, consider whether the answer:

- (i) is relevant to the question and is explicitly related to the question's terms
- (ii) argues a case, when requested to do so
- (iii) is able to make the various distinctions required by the question
- (iv) has responded to all the various elements in the question
- (v) where required, explains, analyses, discusses, assesses, and deploys knowledge of the syllabus content appropriately, rather than simply narrates.

Examiners should award marks both between and within levels according to the above criteria. This should be done in conjunction with the levels of response indicated in the mark schemes for particular questions.

At the end of each answer, examiners should look back on the answer as a whole in the light of these general criteria in order to ensure that the total mark reflects their overall impression of the answer's worth.

### Deciding on the Mark Point Within a Level

The first stage is to decide the overall level and then whether the work represents high, mid or low performance within the level. The overall level will be determined by the candidate's ability to focus on the question set, displaying the appropriate conceptual grasp. Within any one piece of work there may well be evidence of work at two, or even three levels. One stronger passage at Level 4, would not by itself merit a Level 4 award - but it would be evidence to support a high Level 3 award - unless there were also substantial weaknesses in other areas.

### Assessing Quality of Written Communication

QoWC will have a bearing if the QoWC is inconsistent with the communication descriptor for the level in which the candidate's answer falls. If, for example, a candidate's history response displays mid Level 3 criteria but fits the Level 2 QoWC descriptors, it will require a move down within the level.

## 6HI02: Generic Level Descriptors

### Part (a)

Target: AO2a (8%)

(20 marks)

As part of an historical enquiry, analyse and evaluate a range of appropriate source material with discrimination.

Level	Mark	Descriptor
1	1-5	<p>Comprehends the surface features of the sources and selects material relevant to the question. Responses are direct quotations or paraphrases from one or more of the sources.</p> <p><b>Low Level 1: 1-2 marks</b> The qualities of Level 1 are displayed, but material is less convincing in its range/depth.</p> <p><b>High Level 1: 3-5 marks</b> The qualities of Level 1 are securely displayed.</p>
2	6-10	<p>Comprehends the sources and selects from them in order to identify their similarities and/or differences in relation to the question posed. There may be one developed comparison, but most comparisons will be undeveloped or unsupported with material from the sources. Sources will be used in the form of a summary of their information. The source provenance may be noted, without application of its implications to the source content.</p> <p><b>Low Level 2: 6-7 marks</b> The qualities of Level 2 are displayed, but material is less convincing in its range/depth.</p> <p><b>High Level 2: 8-10 marks</b> The qualities of Level 2 are securely displayed.</p>
3	11-15	<p>Comprehends the sources and focuses the cross-referencing on the task set. Responses will offer detailed comparisons, similarities/differences, agreements/disagreements that are supported by evidence drawn from the sources.</p> <p>Sources are used as evidence with some consideration of their attributes, such as the nature, origins, purpose or audience, with some consideration of how this can affect the weight given to the evidence. In addressing 'how far' there is a clear attempt to use the sources in combination, but this may be imbalanced in terms of the issues addressed or in terms of the use of the sources.</p> <p><b>Low Level 3: 11-12 marks</b> The qualities of Level 3 are displayed, but material is less convincing in its range/depth.</p> <p><b>High Level 3: 13-15 marks</b> The qualities of Level 3 are securely displayed.</p>

4	16-20	<p>Reaches a judgement in relation to the issue posed by the question supported by careful examination of the evidence of the sources. The sources are cross-referenced and the elements of challenge and corroboration are analysed. The issues raised by the process of comparison are used to address the specific enquiry. The attributes of the source are taken into account in order to establish what weight the content they will bear in relation to the specific enquiry. In addressing 'how far' the sources are used in combination.</p> <p><b>Low Level 4: 16-17 marks</b> The qualities of Level 4 are displayed, but material is less convincing in its range/depth.</p> <p><b>High Level 4: 18-20 marks</b> The qualities of Level 4 are securely displayed.</p>
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*NB: generic level descriptors may be subject to amendment in the light of operational experience.*

## Part (b)

### Target: AO1a & AO1b (10% - 24 marks)

Recall, select and deploy historical knowledge appropriately, and communicate knowledge and understanding of history in a clear and effective manner.

### AO2b (7% - 16 marks)

Analyse and evaluate, in relation to the historical context, how aspects of the past have been interpreted and represented in different ways.

(40 marks)

### AO1a and AO1b (24 marks)

Level	Mark	Descriptor
1	1-6	<p>Candidates will produce mostly simple statements. These will be supported by limited factual material, which has some accuracy and relevance, although not directed analytically (i.e. at the focus of the question). The material will be mostly generalised. There will be few, if any, links between the simple statements.</p> <p><b>Low Level 1: 1-2 marks</b> The qualities of Level 1 are displayed; material is less convincing in its range and depth.</p> <p><b>Mid Level 1: 3-4 marks</b> As per descriptor</p> <p><b>High Level 1: 5-6 marks</b> The qualities of Level 1 are securely displayed; material is convincing in range and depth consistent with Level 1.</p> <p>The writing may have limited coherence and will be generally comprehensible, but passages will lack both clarity and organisation. The skills needed to produce effective writing will not normally be present. Frequent syntactical and/or spelling errors are likely to be present.</p>

2	7-12	<p>Candidates will produce a series of simple statements supported by some accurate and relevant, factual material. The analytical focus will be mostly implicit and there are likely to be only limited links between simple statements. Material is unlikely to be developed very far or to be explicitly linked to material taken from sources.</p> <p><b>Low Level 2: 7-8 marks</b> The qualities of Level 2 are displayed; material is less convincing in its range and depth.</p> <p><b>Mid Level 2: 9-10 marks</b> As per descriptor</p> <p><b>High Level 2: 11-12 marks</b> The qualities of Level 2 are securely displayed; material is convincing in range and depth consistent with Level 2.</p> <p>The writing will have some coherence and will be generally comprehensible, but passages will lack both clarity and organisation. Some of the skills needed to produce effective writing will be present. Frequent syntactical and/or spelling errors are likely to be present.</p>
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3	13-18	<p>Candidates answers will attempt analysis and show some understanding of the focus of the question. They may, however, include material which is either descriptive, and thus only implicitly relevant to the question's focus, or which strays from that focus. Factual material will be mostly accurate, but it may lack depth and/or reference to the given factor. At this level candidates will begin to link contextual knowledge with points drawn from sources.</p> <p><b>Low Level 3: 13-14 marks</b> The qualities of Level 3 are displayed; material is less convincing in its range and depth.</p> <p><b>Mid Level 3: 15-16 marks</b> As per descriptor</p> <p><b>High Level 3: 17-18 marks</b> The qualities of Level 3 are securely displayed; material is convincing in range and depth consistent with Level 3.</p> <p>The writing will be coherent in places but there are likely to be passages which lack clarity and/or proper organisation. Only some of the skills needed to produce convincing extended writing are likely to be present. Syntactical and/or spelling errors are likely to be present.</p>
4	19-24	<p>Candidates offer an analytical response which relates well to the focus of the question and which shows some understanding of the key issues contained in it. The analysis will be supported by accurate factual material, which will be mostly relevant to the question asked. There will be some integration of contextual knowledge with material drawn from sources, although this may not be sustained throughout the response. The</p>



	<p>selection of material may lack balance in places.</p> <p><b>Low Level 4: 19-20 marks</b> The qualities of Level 4 are displayed; material is less convincing in its range and depth.</p> <p><b>Mid Level 4: 21-22 marks</b> As per descriptor</p> <p><b>High Level 4: 23-24 marks</b> The qualities of Level 4 are securely displayed; material is convincing in range and depth consistent with Level 4.</p> <p>The answer will show some degree of direction and control but these attributes may not be sustained throughout the answer. The candidate will demonstrate the skills needed to produce convincing extended writing but there may be passages which lack clarity or coherence. The answer is likely to include some syntactical and/or spelling errors.</p>
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*NB: generic level descriptors may be subject to amendment in the light of operational experience.*

A02b (16 marks)

Level	Mark	Descriptor
1	1-4	<p>Comprehends the sources and selects material relevant to the representation contained in the question. Responses are direct quotations or paraphrases from one or more of the sources.</p> <p><b>Low Level 1: 1-2 marks</b> The qualities of Level 1 are displayed, but material is less convincing in its range/depth.</p> <p><b>High Level 1: 3-4 marks</b> The qualities of Level 1 are securely displayed.</p>
2	5-8	<p>Comprehends the sources and selects from them in order to identify points which support or differ from the representation contained in the question. When supporting the decision made in relation to the question the sources will be used in the form of a summary of their information.</p> <p><b>Low Level 2: 5-6 marks</b> The qualities of Level 2 are displayed, but material is less convincing in its range/depth.</p> <p><b>High Level 2: 7-8 marks</b> The qualities of Level 2 are securely displayed.</p>
3	9-12	<p>The sources are analysed and points of challenge and/or support for the representation contained in the question are developed from the provided material. In addressing the specific enquiry, there is clear awareness that a representation is under discussion and there is evidence of reasoning from the evidence of both sources, although there may be some lack of balance. The response reaches a judgement in relation to the claim which is supported by the evidence of the sources.</p> <p><b>Low Level 3: 9-10 marks</b> The qualities of Level 3 are displayed, but material is less convincing in its range/depth.</p> <p><b>High Level 3: 11-12 marks</b> The qualities of Level 3 are securely displayed.</p>
4	13-16	<p>Reaches and sustains a conclusion based on the discriminating use of the evidence. Discussion of the claim in the question proceeds from the issues raised by the process of analysing the representation in the sources. There is developed reasoning and weighing of the evidence in order to create a judgement in relation to the stated claim.</p> <p><b>Low Level 4: 13-14 marks</b> The qualities of Level 4 are displayed, but material is less convincing in its range/depth.</p> <p><b>High Level 4: 15-16 marks</b> The qualities of Level 4 are securely displayed.</p>

*NB: generic level descriptors may be subject to amendment in the light of operational experience.*

## Unit 2 Assessment Grid

Question Number	AO1a and b Marks	AO2a Marks	AO2b Marks	Total marks for question
Q (a)	-	20	-	20
Q (b)(i) or (ii)	24	-	16	40
<b>Total Marks</b>	<b>24</b>	<b>20</b>	<b>16</b>	<b>60</b>
<b>% weighting</b>	<b>10%</b>	<b>8%</b>	<b>7%</b>	<b>25%</b>

### Note on Descriptors Relating to Communication

Each level descriptor above concludes with a statement about written communication. These descriptors should be considered as indicative, rather than definitional, of a given level. Thus, most candidates whose historical understanding related to a given question suggests that they should sit in a particular level will express that understanding in ways which broadly conform to the communication descriptor appropriate to that level. However, there will be cases in which high-order thinking is expressed relatively poorly. It follows that the historical thinking should determine the level. Indicators of written communication are best considered normatively and may be used to help decide a specific mark to be awarded within a level. Quality of written communication which fails to conform to the descriptor for the level will depress the award of marks by a sub-band within the level. Similarly, though not commonly, generalised and unfocused answers may be expressed with cogency and even elegance. In that case, quality of written communication will raise the mark by a sub-band.

D1 Britain and Ireland, 1867-1922

Question Number	Indicative content	Mark
1 (a)	<p>The sources offer evidence both to support and challenge the claim in the question. At face value Source 1 and Source 3 appear to agree with each other in suggesting that the reaction to the 1921 Anglo-Irish Treaty was negative. Source 3 suggests that the Irish would oppose the Treaty because of a loss of ‘national honour’, whilst Source 1 believes, correctly as later events showed, that by signing the Treaty he has signed his ‘death warrant’. From this it can be inferred that there is substantial opposition to the Treaty and that the reaction is not a positive one. However, Source 1 can also be used to counter Source 3’s argument that the Treaty is not welcome by his suggestion that this is something that the Irish have wanted for a long time. As Source 1 is written by one of the Irish architects of the agreement in what appears to be a private letter, it may be viewed as having a clear insight into what is going on. Source 2 contrasts very strongly with Source 1 and Source 3 in its suggestion that the Irish are extremely positive in their view of the Treaty. It disagrees with Source 3 on how the Irish perceive membership of the Empire. It suggests that the Irish feel a clear sense of loyalty to Britain and the Empire, an opinion clearly at odds with the view of Source 3. Although Source 1 and Source 2 might be said to agree insofar as they both suggest that this is something that the Irish have wanted for some time, the degree of enthusiasm expressed is very different. In examining Source 2 and Source 3 candidates should be expected to note that both are political speeches and to consider the impact this will have on the content of what is said; this should be weighed in the judgments they reach about the sources.</p> <p>Developed responses based on these arguments can reach L2. At L3 candidates will both support and challenge the stated claim, using evidence from different sources interpreted in context. At L4 they will use the sources, interpreted in context as a set, to reach a reasoned judgement about whether the Irish reaction to the 1921 Anglo-Irish Treaty was positive or not.</p>	20

Question Number	Indicative content	Mark
1 (b) (i)	<p>The focus of the question is an analysis of the extent to which the position of tenant farmers improved in the last quarter of the 19<sup>th</sup> century. Candidates are likely to begin with Source 4 which supports the view that the position of tenant farmers improved in this period. Its focus is on the legislative aspect of the position of the tenant farmer and candidates should develop this from their own contextual knowledge by an examination of the land legislation introduced by various governments from 1870; this could include the acts of 1870, 1881, 1887 and 1896. It would also be acceptable to credit references to Wyndham's Act of 1903. Candidates might support this line of argument by referencing the comment in Source 5 that Irish land issues were discussed 'too frequently', implying that more needed to be done to address the problems. In examining the land legislation, candidates might indicate how each piece of legislation improved the position of tenant farmers. They might well identify how the problems facing tenant farmers developed and changed over the period in question and how the legislation responded to these changing concerns. In this respect, Source 5 could be used in conjunction with Source 4 to demonstrate that by 1881, improvements had taken place outside of 'the west' and 'mountain areas'. Candidates might comment on the tone of Source 5 to support their line of argument. Source 6 is not concerned with directly examining the legislation, but considers a number of other factors that impinged on the economic position of tenant farmers in this period. These factors suggest that in this broader view of their position, tenant farmers did not experience any improvements. Candidates can be expected to make reference to and develop at least some of the following points which are referred to in Source 6 from their own contextual knowledge: the levels of rent, under-investment by the owners of land as rents went down, the numbers of evictions and the violence associated with the Land War. Source 5 could be used to show that, in some parts of Ireland, at least in 1881, few improvements had been experienced by small tenant farmers. This regional difference might be commented on and used in different ways; any appropriate reference should be credited.</p> <p>Candidates are unlikely to address all of these issues in depth in the time available, and the sources can be combined with own knowledge to reach high levels by a variety of routes. Whatever line of argument is taken, achievement at the higher levels will be characterised by appropriately balanced use of sources and own knowledge to demonstrate a clear understanding of the extent to which the position of tenant farmers improved. The best responses may very well consider the interaction of different factors to explain the apparent conflict and offer an overall judgement.</p>	40

Question Number	Indicative content	Mark
1 (b) (ii)	<p>The focus of the question is the reasons for the difficulties that were faced in resolving the question of Home Rule in the period 1912 to 1914. Candidates are likely to begin their answer by considering Source 7, which supports the view presented in the question. It refers to a number of aspects of Asquith's contribution to the difficulties in resolving the crisis. These include his failure to understand that he should treat Ulster separately, his lack of response to the actions of both Nationalists and Unionists in arming themselves and encompassing all of this, his policy of 'wait and see'. Candidates can develop these arguments by reference to their contextual own knowledge. At face value, and in contrast to Source 7, Source 8 lays the blame with the actions of the Nationalists and the Unionists. He appears to suggest that Asquith represents the voice of reason and it is the unreasonable behaviour of the two groups of protagonists that makes it so difficult to reach a resolution of the problems despite Asquith's attempts at offering a compromise solution. Candidates might however infer from the source that it was still Asquith's fault; the reference to him as 'hopeful' and to his beliefs and to his changing approach to policy does not give an impression of a politician who is in control of events. A further explanation for the difficulties in resolving the crisis is offered in Source 9. This demonstrates the opposition that Asquith faced in Parliament as the speech is made by the Conservative leader of the House of Commons. This can be treated as an entirely separate issue, and indeed some candidates may trace the opposition of Conservative politicians back to Randolph Churchill. Alternatively, some may choose to link the opposition of the Conservatives to the failure by Asquith to act decisively. Either approach would be valid.</p> <p>Candidates are unlikely to address all of these issues in depth in the time available, and the sources can be combined with own knowledge to reach high levels by a variety of routes. Whatever line of argument is taken, achievement at the higher levels will be characterised by appropriately balanced use of sources and own knowledge to demonstrate a clear understanding of the difficulties involved in resolving the Home Rule crisis of 1912-14 with a sharp focus on agreement or disagreement with the given view. The best responses may very well consider the interaction of different factors to explain the apparent conflict and offer an overall judgement.</p>	40

D2 Britain and the Nationalist Challenge in India, 1900-47

Question Number	Indicative content	Mark
2 (a)	<p>The sources offer evidence both to support and challenge the claim in the question. The assessment of Gandhi by the Viceroy of India outlined in Source 10 indicates that he is a saintly man who is ‘unpractical’, from which it might be inferred that he is not a very effective leader. This view might be confirmed by cross referencing with Source 12. In his own words, Gandhi aims to continue the non-violence to the end. As this article was written at the end of this period of agitation, it might be taken as evidence of Gandhi’s desire to try to ensure that the violence that has taken place, as described in Source 11, will not be repeated in the next stage of the campaign. Such tactics can be argued to be both saintly and ‘unpractical’; whether this amounts to effective leadership can be argued either way. It can be seen as effective in setting a moral stance which will have to be heeded or ineffective in being unrealistic about what can be achieved. Certainly Source 10 views these characteristics as making Gandhi very difficult to deal with, thus implying that he is effective in undermining the Raj. In view of the provenance of this source, such an opinion could be regarded as unsurprising; it would be expected to fairly reflect the position of the Raj about Gandhi. Source 11 contrasts with the desire for non-violence expressed in Source 12, suggesting that rather than preventing violence, Gandhi was responsible for divisions and for leading the ‘ignorant’ into ‘disorganisation and chaos’. From this it can be inferred that Gandhi was not an effective leader. An approach such as that described in Source 11 would suggest that Source 10 was correct in its view of Gandhi being ‘unpractical’ and that therefore his role was not effective as it did not contain the violence.</p> <p>Developed responses based on these arguments can reach L2. At L3 candidates will both support and challenge the stated claim, using evidence from different sources interpreted in context. At L4 they will use the sources, interpreted in context as a set, to reach a reasoned judgement about the extent to which Gandhi was an effective leader.</p>	20

Question Number	Indicative content	Mark
2 (b) (i)	<p>The focus of the question is the reasons that lay behind British concessions in India in the period 1900-19. Candidates are likely to begin their answer by an examination of the arguments contained in Source 13, which contains the view that concessions in this period were a ‘way of strengthening the Raj’. Candidates are prompted by the source to examine the 1909 Morley-Minto reforms and the 1919 Government of India Act; they could use their contextual own knowledge to demonstrate the nature of these concessions and the impact that they had in strengthening the British position. They might point out that despite the repressive nature of the Rowlatt Acts, also referred to in Source 13, many Indians were ‘satisfied with the concessions’, inferring that the concessions were having the desired effect. Source 14, an extract from the Montagu-Chelmsford report, suggests a more altruistic motive for reform: the desire to bestow ‘nationhood’ on India. This source contrasts with Source 13 in that it, rather surprisingly, seems to be critical of the ‘placid, pathetic contentment of the masses’ and claims that its aim is to move India towards ‘nationhood’. Candidates may question the motives offered in this source, especially in light of the actual reforms that were implemented in 1919. Source 15 offers two further explanations of the reasons for the concessions in 1909: that they were driven by the demands of Indian nationalists and that they were a means of mitigating opposition that had been generated by the partition of Bengal. The first of these explanations could be cross referenced with the final point made in Source 13 that indicates growing support for nationalist demands and therefore hints at this pressure on the British as driving the concessions. Candidates could further develop these arguments based on their contextual own knowledge. Source 13 (Rowlatt Acts) and Source 15 (partition of Bengal) also refer to policies other than concession used by the British to exercise their control.</p> <p>Candidates are unlikely to address all of these issues in depth in the time available, and the sources can be combined with own knowledge to reach high levels by a variety of routes. Whatever line of argument is taken, achievement at the higher levels will be characterised by appropriately balanced use of sources and own knowledge to demonstrate a clear understanding of the reasons for British concessions to India with a sharp focus on agreement or disagreement with the given view. The best responses may very well consider the interaction of different factors to explain the apparent conflict and offer an overall judgement.</p>	40



Question Number	Indicative content	Mark
2 (b) (ii)	<p>The focus of the question is to explain why independence came so rapidly after 1945. Candidates are likely to begin by using Source 16 which is the basis of the question. In the second half of the source, it identifies the ‘onset of a civil war’ as a key factor that was driving the speed with which independence was pursued. This can be developed by contextual own knowledge to demonstrate the range of violence across a number of communities. The notion of violence being important is also supported by Source 17 which suggests that the British had no other choice except to pull out and grant independence because they lacked both the force and possibly the will to put an end to the violence. Candidates may view this as a useful perspective to consider as Dalton was a member of the Cabinet at the time of the decision to pull out of India. He is writing a diary entry and candidates could comment on how honest they would expect such a source to be. Candidates might argue from the point raised in Source 17 about the lack of force that the reason for this was Britain’s post-war economic weakness. This interpretation of the reason to grant independence so rapidly is further supported by Source 18 which notes the ‘devastation of the British economy’ in the aftermath of the war. Candidates could use contextual own knowledge to develop an explanation of the reasons for this economic position. This offers an alternative explanation for the speed of the decision. Source 18 also identifies an argument that can be used partly to challenge the premise of the question; that the decision to grant independence, or at least greater autonomy, was not rapidly arrived at, but was the result of ‘decades of nationalist agitation’ and the decision had been taken even before the outbreak of war. The first section of Source 16 also points to the role of politicians in reaching the decision to grant independence, although in this case, as the source points out, these discussions took place against the backdrop of violence. Candidates could use their contextual own knowledge to develop their arguments regarding this political manoeuvring.</p> <p>Candidates are unlikely to address all of these issues in depth in the time available, and the sources can be combined with own knowledge to reach high levels by a variety of routes. Whatever line of argument is taken, achievement at the higher levels will be characterised by appropriately balanced use of sources and own knowledge to demonstrate a clear understanding of the reasons for the rapid move towards independence in 1947 with a sharp focus on agreement or disagreement with the given view. The best responses may very well consider the interaction of different factors to explain the apparent conflict and offer an overall judgement.</p>	40

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