

Mark Scheme (Results)

Summer 2015

Pearson Edexcel GCE in History (6HI02/D)

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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>Low Level 1: 1-2 marks The qualities of Level 1 are displayed, but material is less convincing in its range/depth.</p> <p>High Level 1: 3-5 marks 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>Low Level 2: 6-7 marks The qualities of Level 2 are displayed, but material is less convincing in its range/depth.</p> <p>High Level 2: 8-10 marks 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>Low Level 3: 11-12 marks The qualities of Level 3 are displayed, but material is less convincing in its range/depth.</p> <p>High Level 3: 13-15 marks 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 will bear in relation to the specific enquiry. In addressing 'how far' the sources are used in combination.</p> <p>Low Level 4: 16-17 marks The qualities of Level 4 are displayed, but material is less convincing in its range/depth.</p> <p>High Level 4: 18-20 marks 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>Low Level 1: 1-2 marks The qualities of Level 1 are displayed; material is less convincing in its range and depth.</p> <p>Mid Level 1: 3-4 marks As per descriptor</p> <p>High Level 1: 5-6 marks 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>Low Level 2: 7-8 marks The qualities of Level 2 are displayed; material is less convincing in its range and depth.</p> <p>Mid Level 2: 9-10 marks As per descriptor</p> <p>High Level 2: 11-12 marks 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>

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>Low Level 3: 13-14 marks The qualities of Level 3 are displayed; material is less convincing in its range and depth.</p> <p>Mid Level 3: 15-16 marks As per descriptor</p> <p>High Level 3: 17-18 marks 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 own knowledge with material drawn from sources, although this may not be sustained throughout the response. The selection of material may lack balance in places.</p> <p>Low Level 4: 19-20 marks The qualities of Level 4 are displayed; material is less convincing in its range and depth.</p> <p>Mid Level 4: 21-22 marks As per descriptor</p> <p>High Level 4: 23-24 marks 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>

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

AO2b (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>Low Level 1: 1-2 marks The qualities of Level 1 are displayed, but material is less convincing in its range/depth.</p> <p>High Level 1: 3-4 marks 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>Low Level 2: 5-6 marks The qualities of Level 2 are displayed, but material is less convincing in its range/depth.</p> <p>High Level 2: 7-8 marks 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 the 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>Low Level 3: 9-10 marks The qualities of Level 3 are displayed, but material is less convincing in its range/depth.</p> <p>High Level 3: 11-12 marks 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>Low Level 4: 13-14 marks The qualities of Level 4 are displayed, but material is less convincing in its range/depth.</p> <p>High Level 4: 15-16 marks 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
Total Marks	24	20	16	60
% weighting	10%	8%	7%	25%

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 to both support and challenge the claim in the question. Candidates might begin by examining Source 2 which clearly supports the view provided in the question. Source 2 may be seen to be reassuring the British Prime Minister, but he seems very confident that his supporters in Ulster were not worried about the possibility of violence. This might be contrasted with the message of Source 1. Here, a supporter of the Ulster Unionists suggests that in the final analysis, there would be 'active' support for the Union from outside and this might well be inferred to mean that violence would be used. On the other hand, there is a strong emphasis on the use of peaceful methods being used first and this might be used to support the views expressed in Source 2. Source 2 does also offer the remote possibility of violence when he states that he does not 'think that anything like a widespread rebellious movement can ever take place.' Candidates might take this to mean that there was likely to be sporadic violence rather than 'widespread' violence. Candidates might well consider the provenance of Source 1 as part of their argument; as a speech made in Ulster by an English supporter, Source 1 was likely to say what the audience wished to hear and may therefore possibly be exaggerating. Whilst Source 1 sees 'active' support as a last resort and Source 2 appears to think any extensive violence was unlikely, Source 3 offers a completely different perspective. He states that 'the Orangemen have armed' and candidates might argue from this that this was likely to increase the threat of violence. This might be compared to Source 2's view about the nature of violence. Candidates might express some surprise that a Nationalist would be 'glad' to see the Orangemen armed or they might use this as the basis to further discuss how violence was likely to escalate. The whole tone of Source 3 makes it very clear that the author supports the use of violence, even if it impacts on 'the wrong people' and candidates might argue from this that if this sort of attitude was prevalent in Ireland, then the threat of violence was very real indeed.</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, in the years 1912-13, violence in Ireland was unlikely.</p>	20

Question Number	Indicative content	Mark
1 (b) (i)	<p>The focus of the question is whether or not Gladstone's policies for Ireland 1868-74 were 'doomed to fail'. There are a number of different routes by which candidates could tackle this question and answers should therefore be rewarded for any appropriate approach. Candidates are likely to begin by an examination of the arguments that support the statement made in the question and are thus likely to consider the arguments made in Source 5. The focus here is on Gladstone's lack of understanding of the nature of the Irish problem and his failure to address the real issues because he had 'no appreciation of the deeper problems'. Candidates might link these arguments to the policies that are being proposed in the speech made by Gladstone in Source 4. Using contextual own knowledge, they might be expected to weigh the proposals made in Source 4 against the arguments raised in Source 5. Candidates might go on to use further contextual own knowledge, possibly again linked to the policies outlined in Source 4, to demonstrate that the policies were 'doomed to fail' because the measures taken failed to deal effectively with the problems that they had set out to solve, or were faced with overwhelming opposition e.g. the issues with the Land Act and the continuing violence, the defeat of the University Bill. Candidates are likely to use the arguments in Source 6 as the basis of their counter argument. This disagrees with the view expressed in Source 5 that Gladstone did not understand Ireland. Source 6 suggests that Gladstone 'immersed himself' and that he was aware of the importance of redressing 'agrarian grievances'. There is a clear difference of emphasis in Sources 5 and 6 which might be identified by some candidates. Source 5 agrees that Gladstone had an 'obvious mastery of the details of the proposals', but believes that this was not sufficient, whereas Source 6 seems to believe that this could have been enough for success. Candidates are also likely to argue from Source 6 that Gladstone's policies were not completely 'doomed to fail' as the Disestablishment Act was an 'important milestone' and they might use their contextual own knowledge to explain the reasons for this. They might also develop the view that although the Land Act was flawed, it was not entirely a failure insofar as it paved the way for the subsequent land legislation. Candidates are unlikely to address all of these issues in depth in the time available.</p> <p>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 degree to which Gladstone's policies for Ireland 1868-74 were bound to fail 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
1 (b) (ii)	<p>The focus of the question is whether or not the Anglo-Irish Treaty had enabled Sinn Féin to achieve its aims by 1922. Candidates are likely to begin by referencing Source 7 which provides the explicit aims of Sinn Féin as outlined in their election manifesto for the 1918 election. This identifies the key aims as being the establishment of a Republic with 'sovereign independence' with all of its citizens having equal rights. Candidates might accept this source at face value, but they might also have some concerns about it. Any valid argument should be rewarded. Source 8 can be used to support the view in the question to some extent. It demonstrates that Ireland has gone well beyond the Home Rule that was proposed before the First World War, even if, arguably it has not achieved everything outlined in Source 7. It directly references Arthur Griffith, a founding member of Sinn Féin, as saying that the Anglo-Irish Treaty had brought about 'equality' between Ireland and England. This might be linked to the first sentence of Source 7 which refers to 'national salvation.' Candidates might use the statement by Lloyd George to demonstrate the progress made towards Sinn Féin's aims. It is possible that their consideration of Source 8 will lead candidates to question how far the radical wing of Sinn Féin would agree with the arguments it makes. This could then lead candidates towards a discussion of the nature of Sinn Féin and the divisions that were generated within it as a result of the Anglo-Irish Treaty on the basis of their contextual own knowledge. These divisions are, in any event, directly referred to in Source 9 when it points out that 'the radical nationalists disowned the work of the delegates in London' and candidates might examine the process by which these divisions led to civil war, concluding that this was not the aim of Sinn Féin. Candidates are also likely to use Source 9 to point out distinct differences between the manifesto in Source 7 and the reality of the Anglo-Irish Treaty. This could include the fact that the Irish Free State with dominion status rather than a Republic was created. This clearly did not have the support of the more radical elements of Sinn Féin and therefore did not meet their aims. Candidates might also identify the reference to Northern Ireland and develop this from their contextual own knowledge and link it to the focus of the question.</p> <p>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 degree to which the Anglo-Irish Treaty had enabled Sinn Féin to achieve its aims by 1922 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 to both support and challenge the claim in the question. Source 10 suggests that in broad outline the Morley-Minto reforms were acceptable to the INC, which refers to them as 'a fairly liberal measure of constitutional reforms'. In the context of this period, this is quite a positive view of the reforms. This positive impression is supported by Source 12 which states that 'most of our demands were conceded'. Candidates might also refer to the final sentence of Source 12 which states that 'the Morley-Minto reforms were a genuine step forward'. Some candidates will link this comment to the date these memoirs were published and suggest that this comment was made with hindsight. Such an approach should be credited. Candidates might note that Source 12's positive view of the reforms is the basis for Source 10 to suggest that the reforms were not acceptable to the INC. Source 10 is critical of the 'creation of separate electorates' whereas Source 12 is highly reassured by the fact that the 'political rights and interests of the Muslim community would be safeguarded'. It is to be expected that candidates would consider the attribution of these two sources fully when discussing these issues. Candidates might point to the similarity in the general tone of both Source 10 and Source 12 which is highly respectful, even when offering some degree of criticism. Even though Source 12 takes a more positive view of the reforms than Source 10, candidates should be able to identify some qualifications to the positive view e.g. 'it would, in my view have been better...' or drawing out the likely reaction of the author to Morley's view that Indians shouldn't 'get too much power'. The only source that is unequivocally opposed to the view in the question is Source 11. This disagrees with the other two sources in denying that the Morley-Minto reforms amount to reforms. It lacks the respectful tone of the other two sources. It sees the reforms as having an ulterior motive and in this way might support Source 12's view that Indians shouldn't 'get too much power'. Although, like Source 10, it is written by someone linked to the INC, the difference in perspective could be explained by the fact that Source 10 is a public pronouncement and Source 11 is a private letter expressing a personal view.</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 Morley-Minto reforms were acceptable to Indians.</p>	20

Question Number	Indicative content	Mark
2 (b) (i)	<p>The focus of the question is the effectiveness of Gandhi's methods in challenging British rule in India 1919-30. Candidates are likely to begin by discussing the arguments in Source 13 which support the view in the question. The source deals with the broad issues that drove Gandhi's strategies and methods. Although Source 14 is, on balance, more critical of the effectiveness of Gandhi's methods, it could be used to support aspects of the arguments presented by Source 13 e.g. devising new methods 'to disrupt British rule'. Neither source provides any specific examples of Gandhi's strategies in action. It is therefore expected that candidates will use their contextual own knowledge to provide specific examples of Gandhi's methods in this period such as the first Satyagraha with its tax strikes and boycott of British goods and the Salt March of 1930. It is anticipated that candidates will develop their arguments to show the impact of the methods in bringing about change and changed attitudes. Candidates are likely to note the one critical comment in Source 13 that the campaigns were 'often unsuccessful in their precise objectives' and link this to the arguments of Source 14 and Source 15 to present the counter arguments. Source 14 can be used in conjunction with Source 15 to discuss the impact of inter-communal violence on the effectiveness of the campaigns. Candidates may well express some surprise at the critical nature of Source 15, written only very shortly after the events and might use this to suggest that there was some opposition to his influence, even among those who were counted as his allies. This view finds some support in Source 14 which states that Gandhi's 'influence, even in Congress, was far from paramount'. Part of the explanation for this is implied by Source 14 which suggests that Gandhi's methods were not admired by the British. This finds support in Source 15 which suggests that Gandhi's methods actually enable the British to find ways of ending their agitation. This view does contrast strongly however to the arguments presented in Source 13, so that candidates can legitimately conclude on either side of the debate as long as they have supported their argument appropriately. If candidates argue that Gandhi's methods can be related to the time and stage of the campaign, then they should be rewarded accordingly.</p> <p>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 degree to which Gandhi's methods in challenging British rule in India 1919-30 were effective 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 the reason why India gained independence. Candidates are likely to begin their answer by reference to Source 16 which implies that the Second World War was the key event in triggering the decision to grant independence. It suggests that Britain had not been prepared to grant independence before the War and all of its actions were designed to keep control of India. The source refers to the fact that Britain was 'weakened by war' and it is anticipated that candidates will expand on this point with the help of Source 18 and on the basis of their contextual own knowledge to demonstrate why the war was significant. Source 16 states that Britain had 'crushed nationalist unrest' before the war. From Source 18, candidates might argue that it was recognised, even before the end of the war that it was no longer possible to use such force to hold on to India. Source 18 therefore concludes that 'India after the war will become a running sore which will sap the strength of the British Empire'. Candidates might use contextual own knowledge to develop some of these points e.g. the contribution of India to the war effort, the Atlantic Charter. They may comment on the inside knowledge available to Wavell which tends to give weight to his opinion. Contextual own knowledge might also be used to introduce further points such as the economic costs of maintaining an empire, that support the view that the war contributed to the decision to grant independence. Source 17 disagrees with Source 16 on the issue of the importance of the 1935 Government of India Act. Where Source 16 sees this as a mechanism for preventing Indian independence, Source 17 sees it as a step on the road to granting greater autonomy which would finally result in independence. Candidates should elaborate on this line of argument using their contextual own knowledge. As Source 16 referred to the 1919 Government of India Act, candidates might go back to that as their starting point. Source 17 further argues that the war actually disrupted independence rather than led directly to it. Candidates are unlikely to address all of these issues in depth in the time available.</p> <p>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 degree to which the Second World War was responsible for India gaining her independence 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

