

Mark Scheme (Results)

January 2012

GCE History (6HI02) Paper D

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January 2012

Publications Code US030606

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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>

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 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>

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

**AO2b (16 marks)**

<b>Level</b>	<b>Mark</b>	<b>Descriptor</b>
<b>1</b>	<b>1-4</b>	<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>
<b>2</b>	<b>5-8</b>	<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>
<b>3</b>	<b>9-12</b>	<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><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>
<b>4</b>	<b>13-16</b>	<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.*

### 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.

### Unit 2 Assessment Grid

<b>Question Number</b>	<b>AO1a and b Marks</b>	<b>AO2a Marks</b>	<b>AO2b Marks</b>	<b>Total marks for question</b>
<b>Q (a)</b>	-	20	-	20
<b>Q (b) (i) or (ii)</b>	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>

**D1 Britain and Ireland, 1867-1922**

Question Number	Indicative content	Mark
<b>1 (a)</b>	<p>The sources offer evidence both to support and challenge the claim in the question. Source 3 suggests that there was very little support for the Easter uprising before the executions of the rebels began. It refers to the rising as a 'rebellion', suggesting that it was against the rule of law. This contrasts sharply with the view expressed in Source 2 which seems to be grateful for the reaction of the British government in ending the disturbances and bringing about a period of 'real security'. This in turn contrasts with Source 3 which suggests that discontent is spreading as a result of these actions, not being reduced. The date of Source 2 could be noted here; it conflicts with Source 3's comment that a substantial change has taken place within the last ten days. Source 3 talks of the impact of the Easter uprising in changing Irish perceptions and this is supported by the specific example outlined in Source 1. The author, who was with Sean Heuston when he was executed, has been clearly moved by this experience and it has influenced his views, even though his comments may be felt to be over-dramatised and romanticised. As he is a priest, he is a man of some influence in his community and his apparent change of view may be regarded as typical of attitudes. When cross referencing these sources, candidates should consider the provenance carefully in order to enable them to weigh the arguments that are being presented. Source 2 comes from an Irish newspaper which is presenting a strongly pro-British line; candidates who attempt to consider the reasons for this should be appropriately rewarded. Source 3 is from a speech made by John Dillon to the House of Commons. Candidates may be aware that at this time he was trying to exert pressure on the British government to bring the executions to an end and might therefore have wanted to emphasise their impact. Candidates can therefore consider the sources as a set that both supports and challenges the claim in the question (L3), while they can also weigh the evidence to assess its significance to make a judgement as to whether there was widespread support for the Easter rising in 1916(L4).</p>	20

Question Number	Indicative content	Mark
1 (b) (i)	<p>The focus of the question is the impact of the Fenian outrages of the 1860s in advancing the cause of reform in Ireland. The sources broadly point at the impact of these outrages on two main groups - British public opinion and divergent Irish groups. Candidates might well begin by an examination of Source 4 which suggests that the longer term impact of the outrages was to make the British public aware of the problems that existed in Ireland and therefore enabled them to support the legislation proposed by Gladstone to deal with such problems. Candidates can develop these arguments by considering the details of Gladstone's legislation and the level of support for it. They might identify that Source 6 contradicts Source 4 about the impact of the outrages on the British and suggests that the Fenian outrages actually may have hindered the cause of reform. However, a closer reading makes it clear Source 4 is in agreement with Source 6 regarding the short term impact and this would suggest that the Fenian outrages alienated public opinion in Britain. Indeed Source 6, despite the fact that one might expect Karl Marx to support such actions, is clearly in sympathy with the position of the London working classes. Candidates might point out that in view of the fact that this source does not have the longer term perspective of Source 4 and this can be used to explain the apparent contradiction of their arguments. It should also be noted that Source 4 makes it clear that the outrages were not responsible for Gladstone's policy of pacification and candidates might use this argument to further challenge the importance of the Fenian outrages in bringing about reform. Source 5, like Source 4, takes a longer term view of the impact of the Fenian outrages, but considers it from the perspective of its impact on Ireland rather than on England. It examines how the experience of the outrages broke down some of the divisions between the Fenians and the nationalists and therefore extended the support available to both groups in the Land and Home Rule campaigns that were to begin in the following decade. Candidates should develop these links from their own contextual knowledge of the period and consider the ways in which these developments contributed to future campaigns for change. The sources can be combined with own knowledge to reach high levels by a variety of routes.</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 importance of the impact of Fenian actions on the progress of reform with a sharp focus on agreement or disagreement with the given view. The best responses may well consider the interaction of different factors to explain the apparent conflict and offer an overall judgement.</p>	40

Question Number	Indicative content	Mark
<p><b>1 (b)</b> <b>(ii)</b></p>	<p>The focus of the question is the reason why the 1886 Home Rule Bill failed to pass. Candidates are likely to begin their answer by reference to Source 8 which contains the stated factor identified in the question, suggesting that the failure of the Home Rule Bill was caused by Gladstone's 'tactical mistakes'. They are likely to identify his secrecy as it is contained in the source. Candidates may develop these mistakes further by reference to their own contextual knowledge. They may also reference Source 9 which might be interpreted as further specific evidence of these mistakes. Source 8 or Source 9 might lead candidates to a consideration of the importance of the resignation of Joseph Chamberlain from their own contextual knowledge. Source 7 and Source 9 both point to opposition to Home Rule as another factor that explains the failure of the Bill, although this opposition comes from different groups from which candidates might infer the extent of the problems facing Gladstone. Source 7 examines the development of the opposition of the Ulster Protestants. It does not explicitly link this opposition to the failure of Home Rule, so candidates will need to infer this. It does however make it clear that this group includes people from those classes which would be likely to have access to political influence. Candidates can then develop these arguments from their own contextual knowledge by an examination of some of these links and how they operated to disrupt the passage of Home Rule. Source 9 also suggests that it was opposition that was responsible for the failure of Home Rule to pass. In this source though, a diary entry by the Earl of Derby before he had left the Liberals over the issue of Home Rule, the opposition of leading Liberals to the idea of Home Rule is demonstrated. This could again be developed by candidates using their own contextual knowledge of the political debate within the Liberal party. The sources can be combined with own knowledge to reach high levels by a variety of routes.</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 reasons for the failure of the 1886 Home Rule Bill with a sharp focus on agreement or disagreement with the given view. The best responses may 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
<b>2 (a)</b>	<p>The sources offer evidence to both support and challenge the claim in the question. Source 10 and Source 11 agree that the Raj has 'ruined the country' with Source 11 elaborating more explicitly on the ways in which this has happened and demonstrating through the tone of its arguments a great degree of resentment. In some respects, Source 10 appears less resentful about this situation in that it acknowledges that the reason that the Raj has been able to do this is through the assistance of Indians themselves. Source 12 contrasts with this view of the ruin of the country by suggesting that the standard of living of all Indians has improved and therefore to suggest that the Indians had nothing to be resentful about. From this it could be inferred that not all Indians would share the views of Sources 10 and 11. The attribution of the sources could be used to develop some of these arguments in a variety of directions. All the sources are written by Indians, but their interests are clearly very different. Candidates might also point to the fact that the more critical Source 10 and Source 11 only refer to the first part of the period in question and challenge the extent to which they can draw conclusions across the entire period. In contrast to this, Source 12 is based on an enquiry that spans the entire period.</p> <p>Candidates can therefore consider the sources as a set that both supports and challenges the claim in the question (L3), while they can also weigh the evidence to assess its significance to make a judgement as to whether there was widespread resentment before the First World War towards the Raj amongst Indians (L4).</p>	20

Question Number	Indicative content	Mark
2 (b) (i)	<p>The focus of the question is the impact of the civil disobedience campaigns of the 1920s and 1930s. Candidates are likely to begin with an examination of either Source 13 or Source 15. Source 13 clearly agrees with the statement in the question, even referring to the fact that governing India had become 'impossible'. It identifies two, linked, consequences of these campaigns – widespread support from Indians and the gradual erosion of British control. Candidates can develop these arguments through the use of their own contextual knowledge to provide examples of the actions involved in these campaigns, such as the non-payment of taxes, boycotting of elections and the salt satyagraha and the extent to which such actions made India 'ungovernable'. This discussion is likely to draw on the arguments presented in Source 14, which reject the use of violence in favour of the tactics of non-cooperation. They could be expected to be aware that although the tactics used in the campaigns were intended to be non-violent, they often escalated into violence. This may lead candidates to consider whether India was being made 'ungovernable' unintentionally rather than as a consequence of the tactics advocated by Gandhi in Source 14. Candidates might pick up on the date and audience of Source 14 and point out that this is the aim being identified at the very start of the period in the question. They might also suggest that the INC had lost control of the civil disobedience campaigns and was therefore as little in control of events as the question suggests the British were. In contrast, Source 15 explicitly makes use of the phrase 'ungovernable' but argues against the proposition that this was the situation in India in this period. It provides a range of explanations as to why India was not ungovernable that candidates could draw upon and develop from their own contextual knowledge. In addition, candidates could further argue from such knowledge that British concessions, especially in the 1930s, further reduced the tensions and made it difficult for the INC to achieve the outcomes they desired from the civil disobedience campaigns successfully. 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.</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 impact of the civil disobedience campaigns of the inter-war years 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
<p><b>2 (b)</b> <b>(ii)</b></p>	<p>The focus of the question is the importance of the Second World War in the British decision to grant India its independence. Candidates might focus merely on the broader decision or could engage with the specifics of the particular date; either approach is acceptable and should be appropriately credited. However, whichever approach is selected, candidates must engage directly with the role of the Second World War. Source 16 and Source 18 disagree about the importance of the Second World War. Source 16 sees it as a 'watershed'. It identifies a range of reasons for this judgement linked to both the INC and the Muslim League. Candidates could be expected to use these as a starting point and to develop them further using their own contextual knowledge. They could additionally go beyond these points to consider other ways in which the Second World War was significant e.g. the influence of the Atlantic Charter, the role played by India during the war. Support can be found for Source 16's contention that the Raj had lost the consent of the INC and its supporters by cross referencing it to Source 17 which explains the basis of the 'Quit India' campaign. It might be inferred from this source that the Second World War was crucial in Britain's decision to grant independence, but its author, date and purpose should be considered in reaching a judgement linked to it. Certainly, the importance of the Quit India campaign is strongly denied by Source 18. Source 18 also contrasts with Source 16 in its perception of the influence of the nationalists during the Second World War. Candidates could develop the argument using their own contextual knowledge. The sources all focus on events during the period of the Second World War; if candidates go on to consider reasons for the timing of the British departure in 1947, these should be credited if linked to the argument. Candidates who focus only on the Second World War should, however, not be penalised. 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.</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 reasons for the British decision to leave 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



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