

Mark Scheme (Results)

Summer 2013

GCE History (6HI02)

Option D

The British Empire Challenged

## **Edexcel and BTEC Qualifications**

Edexcel and BTEC qualifications come from Pearson, the world's leading learning company. We provide a wide range of qualifications including academic, vocational, occupational and specific programmes for employers. For further information visit our qualifications websites at [www.edexcel.com](http://www.edexcel.com) or [www.btec.co.uk](http://www.btec.co.uk) for our BTEC qualifications.

Alternatively, you can get in touch with us using the details on our contact us page at [www.edexcel.com/contactus](http://www.edexcel.com/contactus).

If you have any subject specific questions about this specification that require the help of a subject specialist, you can speak directly to the subject team at Pearson.

Their contact details can be found on this link: [www.edexcel.com/teachingservices](http://www.edexcel.com/teachingservices).

You can also use our online Ask the Expert service at [www.edexcel.com/ask](http://www.edexcel.com/ask). You will need an Edexcel username and password to access this service.

## **Pearson: helping people progress, everywhere**

Our aim is to help everyone progress in their lives through education. We believe in every kind of learning, for all kinds of people, wherever they are in the world. We've been involved in education for over 150 years, and by working across 70 countries, in 100 languages, we have built an international reputation for our commitment to high standards and raising achievement through innovation in education. Find out more about how we can help you and your students at: [www.pearson.com/uk](http://www.pearson.com/uk)

Summer 2013

Publications Code US036150

All the material in this publication is copyright

© Pearson Education Ltd 2013

## 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>
---	-------	---

*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>

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

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>



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><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 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>
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 to both support and challenge the claim in the question. Source 3 suggests that most of the unrest in Ireland was the 'deliberately planned work of the Land League' and the desire to reduce this unrest by making concessions to the Irish tenant farmers was the object of the legislation. This is clearly supported by Source 1 which describes the tactics that were being used by the Land League to encourage the future passage of land legislation. This confirms Source 3's statement that the actions of the Land League were 'deliberately planned' in order to have the desired outcome. It can then be inferred from this argument that the purpose of the legislation was indeed to reduce the influence of the Land League. Candidates could be expected to note that both Sources 1 and 3 were from leading activists in the Land League and that this may lead them to exaggerate the impact of their organisation. Furthermore, Parnell is trying to encourage the tenant farmers to action and Davitt is reflecting on his actions some time after the event. Their view contrasts to that expressed in Source 2 which appears to be very much more altruistic, wanting to improve the conditions of poverty experienced in Ireland. This might be linked to a face value reading of Source 3's reference to the 'condition of things in Ireland' although Davitt is specifically referencing unrest here. Source 2's final comment about 'great evils' might be taken to be a reference to the unrest and from this perspective could be seen to be in support of the other two sources. Source 2 clearly contrasts to Sources 1 and 3 in terms of its provenance, coming as it does from a speech made in Parliament in support of the legislation. Candidates may use this point to argue in various directions; any valid comment should be credited.</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.</p>	20

Question Number	Indicative content	Mark
1 (b) (i)	<p>The focus of the question is an examination of the reasons why Gladstone was converted and came to support Home Rule. Candidates are likely to begin with a consideration of Source 4, which clearly offers support to the argument put forward in the question. It suggests three possible lines of argument that might be developed to demonstrate how the quest for political advantage was a key factor in Gladstone's conversion to Home Rule. Candidates may well develop some or all of these points further by reference to their contextual own knowledge of events. Firstly, Source 4 refers to the balance of power that was held by the Irish nationalist MPs; candidates may be expected to comment on how this affected Gladstone's thinking and actions. They may suggest that Gladstone decided to 'fly the Hawarden Kite' so that Parnell and the Irish MPs, who now held the balance of power, would support the Liberals because they were the only party offering Home Rule. Secondly, Source 4 suggests that Gladstone had personal political motives in wanting to 'sideline Chamberlain' and 'reinforce his own position as leader' which he believed to be under threat. Thirdly, Source 4 also suggests that Gladstone was concerned to take the Liberal Party back into a 'more traditional' approach to politics. This last point is more implicit in its link to the question focus so that candidates would need to explicitly show its relevance. Candidates may support this last point by reference to Source 6 which suggests a more moral dimension to Gladstone's motives, which some candidates may argue represents a return to the 'more traditional' Liberal values. Candidates could develop these arguments in a wider political context by commenting on Gladstone's belief that he could keep a disintegrating Liberal Party united behind the issue of Ireland. Some candidates may note that Source 4 refers to the view that it was the search for political advantage as being cynical and use this as the basis to challenge the validity of the argument. Such a line of argument should be credited appropriately. The counter argument is presented by Source 5, which in its opening statement argues that there was more than the desire for political advantage involved in Gladstone's actions. Source 5 goes on to argue that Gladstone was motivated by both a belief in self government for Ireland and his concern regarding unrest in Ireland. Candidates may very well develop these themes from Source 5 by making reference to the comments made by Gladstone himself when introducing the First Home Rule Bill in Source 6. His view in Source 6 that 'law is discredited in Ireland' supports Source 5's argument regarding unrest, while Gladstone's explanation of what constitutes 'the first conditions of civil life' develops Source 5's reference to self government. Candidates could be expected on the basis of these two sources to engage in a considerable development of these themes. Alternatively candidates may look at these various matters separately as part of their development of an explanation of Gladstone's moral crusade. Candidates could further develop this line of argument by using their own contextual knowledge, e.g. Gladstone's extensive reading over the summer of 1885 (partly implied in Source 5) or an examination of his actions as part of his wider 'mission'.</p> <p>It is not expected that candidates will necessarily include all elements identified. 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 motives that led Gladstone to his 'conversion' to Home Rule with a sharp focus</p>	40

	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.	
--	---	--

Question Number	Indicative content	Mark
1 (b) (ii)	<p>The focus of the question is the reasons for the outbreak of the Irish Civil War in 1922. Candidates may start their argument at different points and any appropriate approach should be credited accordingly. Candidates may begin by reference to Source 7 where de Valera makes his view of the impact of the Anglo-Irish Treaty clear. Candidates could contextualise the longer term role of de Valera by referencing his earlier role in the development of Sinn Fein which is referred to in Source 9. Source 9 also shows that there were divisions within Sinn Fein well before the Anglo-Irish Treaty, even in 1917 at the annual conference (the ard-fheis) which appeared to mark a new start. Candidates may use their own contextual knowledge to develop the nature of these divisions and demonstrate how they laid the foundation for future conflict although they did appear to be less significant in the light of the election victory in 1918. Source 8 discusses how these long-term divisions came to the fore once again in the discussions that took place over the Anglo-Irish treaty and thus links to the arguments of Source 9. The combination of all of the references made by the sources that can be linked to de Valera could be developed to discuss more fully the role he played in the onset of the Civil War. Source 8 also offers an alternative explanation of the reason for the Civil War. He suggests that the final factor that triggered the onset of the Civil War was the murder of Henry Wilson and the reaction to this by the British government. Some candidates may develop this line of argument to suggest that rather than being an alternative factor, this is one further piece of evidence of the divisions that existed in how to approach the situation because of the 'IRA split'. It is not expected that candidates will necessarily include all elements identified. 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 why the Irish Civil war broke out in 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. Candidates may possibly begin by looking at Source 12 which suggests that the weakness displayed by the government was responsible for encouraging disorder; the inference here is that Dyer was not weak, and can therefore be seen as taking appropriate action at Amritsar. This view can be supported at face value by both Sources 10 and 11. Both of these sources refer to the fact that there are people in Britain and India who see Dyer's actions as having saved them and/or India. What Sources 10 and 11 have in common though, is that the authors, although they are reporting this view, clearly do not personally subscribe to it. Candidates might suggest that this common ground presented by Sources 10 and 11 can be explained by reference to the provenance which shows that they are both representing 'official' opinion as opposed to the more 'popular' opinion represented by Source 12. It may be argued that Source 12, because of its provenance, is more representative of the views of the British in India than either of the other two sources even though Source 10 comes from the Viceroy - he may be seen as more distanced in his opinions from the daily reality. However, a closer reading of the content of Source 11 shows that it is responding to being told that Dyer's actions 'saved India', quite possibly in the debate by other politicians - this may then suggest that not all politicians shared the views of Sources 10 and 11. Candidates may also comment on the surprising nature of Churchill's views in light of his later stance on India. Sources 10 and 11 agree that Dyer's response was clearly disproportionate. Although the message of Source 12 makes it clear that she does not agree with this interpretation, a different slant can be inferred from what she actually states; the fact that the events lead to greater unrest supports Source 11's view that other tactics are better suited to keeping control of India.</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.</p>	20

Question Number	Indicative content	Mark
2 (b) (i)	<p>The focus of the question is the extent to which British control of India was threatened in the period 1900-14. There are a number of different potential routes through the question. For example, some candidates might work chronologically through the period whilst other candidates might begin by examining the evidence that there was a serious threat; both approaches would begin with Source 13, but approach the argument differently. Candidates should receive credit for any appropriate approach. Source 13 suggests that there was no serious threat before 1905. It refers to the weakness of Congress in this period, which could be contrasted with Source 14's point that the nationalist movement had been moderate. Although both Sources 13 and 14 agree that the impact of the partition of Bengal was to stir up problems, candidates might argue this point in different ways which are not necessarily exclusive. They could focus on the increased activity of Congress and the nationalists, also bringing in Source 15 in support of this line of argument. They might identify Gokhale as a moderate and conclude that if he is talking of 'discontent', the situation was quite serious. They could also point to the fact that Congress has not become a mass movement yet, as pointed out in the last sentence of Source 13 - only 'the people' in Bengal have been 'stirred'. Whatever line of argument is developed from the sources, it could be amplified by candidates using their contextual own knowledge. This might include a wider consideration of the impact of Curzon's other policies (which could be supported by reference to his qualities as Viceroy which are raised in Source 14) as well as a discussion of the nature of Indian nationalism. The main thrust of Source 14 suggests that British policies after 1906 were very effective in conciliating Indians and re-establishing Britain's control implying that there was little threat. Candidates could use their contextual own knowledge of the nature of the Morley-Minto reforms and the attitudes that underpinned these to develop this line of argument. They might however also challenge whether this argument put forward in Source 14 is entirely accurate. It is, for example, challenged by the view expressed by Gokhale in Source 15, even though he is a moderate member of the INC. He suggests that the proposed legislation was not successful in conciliating even moderate opinion; this could be cross referenced further with the arguments in Source 13 to suggest that the reaction to the Curzon reforms was longer lasting than Source 14 suggests. Candidates should ensure that they are aware of the two periods that they are prompted to consider in the sources and ensure that they comment on both, although the ways in which they do this can be quite different. 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 extent to which British control of India was threatened in the period 1900-14. There should be 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 whether Gandhi was a major obstacle to the achievement of Indian independence in the period 1915-42. The parameters of the sources run from 1922 to 1942, so candidates will need to draw upon contextual own knowledge for the first part of the question. Candidates might choose to tackle this question chronologically, in which case the first source they are likely to use is Source 16. Alternatively, they may decide to begin by examining the case that supports the view in the question, in which case they are likely to begin with an examination of Source 17. Candidates should receive credit for any appropriate approach. Source 16 suggests some of the successful aspects of Gandhi's campaign - turning Congress into a mass party and thus leading the British to make concessions. This line of argument could be supported to a slight extent by the view identified in Source 17 that Gandhi's 'style of leadership' was an 'inspiration'. The argument could also be developed through the use of contextual own knowledge, both of Gandhi's actions and British concessions. The argument that Gandhi was an obstacle is directly raised in Source 17. It argues that a different leadership in the 1920s might have lead to dominion status much earlier and that Gandhi's approach encouraged divisions in Congress. The sources do not deal explicitly with the 1930s and candidates should be credited if they incorporate appropriate evidence from this period into their arguments, although candidates will need to have exercised caution that they have not defaulted into long narratives of what Gandhi did. The evidence of Source 18 can be used in either direction. Candidates might well realise from the date of this source that it follows the 'Quit India' campaign. They could argue that this attitude made British politicians more reluctant to look favourably on independence (and thus supports the argument of Source 17) or that it proves the continued existence of a mass movement and its ongoing influence. The prompt to look at the war might be followed up by use of contextual own knowledge to extend the line of argument. 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 whether Gandhi was a major obstacle or not 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

Further copies of this publication are available from  
Edexcel Publications, Adamsway, Mansfield, Notts, NG18 4FN

Telephone 01623 467467

Fax 01623 450481

Email [publication.orders@edexcel.com](mailto:publication.orders@edexcel.com)

Order Code US036150 Summer 2013

For more information on Edexcel qualifications, please visit our website  
[www.edexcel.com](http://www.edexcel.com)

Pearson Education Limited. Registered company number 872828  
with its registered office at Edinburgh Gate, Harlow, Essex CM20 2JE

Ofqual  




Llywodraeth Cynulliad Cymru  
Welsh Assembly Government

