

Examiners' Report
January 2012

GCE History 6HI02 D

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, please call our GCE line on 0844 576 0025, our GCSE team on 0844 576 0027, or visit our qualifications website at www.edexcel.com. For information about our BTEC qualifications, please call 0844 576 0026, or visit our website at www.btec.co.uk.

If you have any subject specific questions about this specification that require the help of a subject specialist, you may find our Ask The Expert email service helpful.

Ask The Expert can be accessed online at the following link:

<http://www.edexcel.com/Aboutus/contact-us/>

Alternatively, you can speak directly to the subject team at Pearson about Edexcel qualifications. Their contact details can be found on this link:

www.edexcel.com/teachingservices



Get more from your exam results

...and now your mock results too!

ResultsPlus is Edexcel's free online service giving instant and detailed analysis of your students' exam and mock performance, helping you to help them more effectively.

- See your students' scores for every exam question
- Spot topics, skills and types of question where they need to improve their learning
- Understand how your students' performance compares with Edexcel national averages
- Track progress against target grades and focus revision more effectively with NEW Mock Analysis

For more information on ResultsPlus, or to log in, visit www.edexcel.com/resultsplus. To set up your ResultsPlus account, call 0844 576 0024

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 raising achievement through innovation in education. Find out more about how we can help you and your students at: www.pearson.com/uk .

January 2012

Publications Code US030604

All the material in this publication is copyright
© Pearson Education Ltd 2012

Introduction

There were many good responses seen in this examination series. The best responses demonstrated well developed analysis which was focused on the task; the sources were used effectively and, in part (b), supporting own knowledge was specific and detailed. It was clear that such candidates were often aware of the demands of the assessment objectives and were framing their responses in order to meet these demands. It is therefore worth reiterating the key issues with each assessment objective:

Question (a) requires the application of AO2a. This requires candidates to analyse, cross-reference and evaluate source material. They should aim to develop this as fully as possible in relation to the focus of the question and not merely assert similarities and differences.

Question (b) requires the application of both AO1 (the selection and deployment of historical knowledge) and AO2b (the analysis and evaluation of how issues have been interpreted and represented, in relation to historical context).

An understanding of what each assessment objective tests would help candidates to focus their comments more securely. For example, there are still a significant number of candidates who spend considerable amounts of time exploring the provenance of sources in question (b) and may very well be addressing AO2a which is not rewarded in this question.

There were far fewer candidates working through the sources sequentially in question (a) than has been the case previously. This is to be commended. However, candidates now need to develop the quality of the cross referencing that they are engaged in. A significant minority pick out a quote and match it to another quote without explaining how this relates to the question. It should also be pointed out that although a discrete paragraph on provenance is preferable to no reference to this at all, the very best answers integrate provenance within the arguments that are presented in the cross referencing. This enables the candidates to develop more specific arguments than the general comments that characterise most of the separate paragraphs. Candidates should be encouraged to use provenance as the basis for reaching a judgement in response to the question. This particularly distinguishes level 4 candidates from those operating at level 3. The purpose of testing the weight and validity of the evidence is to come to a judgement. It is always disappointing when perceptive comments made in the body of the answer are ignored when reaching a conclusion.

In question (b), examiners were impressed by many responses which demonstrated a strong understanding of the sources, the issues that they related to and which were supported by extensive own knowledge. Fewer candidates than has been usual treated the sources and own knowledge discretely. There were however scripts which demonstrated very little knowledge beyond what was offered in the sources. Where this material was well used, it was possible to achieve top level 2 in AO1. It is however, disappointing that some candidates have not prepared well for the examination.

It was pleasing to note that previous advice in examiners' reports has clearly been acknowledged and this applied also to the use of inappropriate abbreviations. There was however, this January something of a resurgence of the use of bias, with its attendant misspellings and misuse.

Question 1

Question 1(a)

Candidates found this an accessible question and it was frequently well tackled. Most candidates were able to understand the message of each source, although some interpreted the sources at face value. For example, few candidates used inference skills to suggest that source 3 might be used to give evidence that the Easter Rising had been serious given the comments about restoring law and order. The sources encouraged cross referencing and many candidates made some sort of judgement based on this; fewer however developed their judgements fully. Most candidates were able to make some sensible comments about the provenance of the sources although a minority regarded Father Albert as a member of the family, even though he was identified as a Catholic priest and possibly more could have been said by candidates about Dillon's position.

Indicate which question you are answering by marking a cross in the box . If you change your mind, put a line through the box and then indicate your new question with a cross .

Chosen Question Number:

Question 1

Question 2

(a) Sources 1, 2 and 3 suggest that there was widespread support for the Easter Rising to a moderate extent. Sources 1 and 3 support the statement far more than source 2.

~~Sources 1 and 2 favour the statement that support for the Easter Rising was widespread.~~ indicate to a large extent

Source 1 supports the view that support for the Easter Rising was widespread, whereas source 3 suggests that the Irish Cause gained support due to the aftermath of the insurrection, and the way in which the British dealt with it.

'Men could fight so bravely... as did the heroes of Easter week: an implies that support was somewhat widespread, as even a Catholic Priest paid a tribute to a rebel's efforts. '... he died in such a noble and sacred cause.' demonstrates that some felt the motivations behind the rising were valid, thus suggesting that its support was widespread.

~~Thus~~ Source 3 ~~the~~ implies that the Easter Rising itself did not ~~of~~ initially gain widespread support, however ~~the~~ people were appalled by

((a) continued) The reaction of the British Government:

'Great bulk of the population were not favourable to the rebels...' indicates that there was only a small base of minority support for the Easter Rising. However, '... are now becoming incensed with the Government on account of the executions' suggests that the brutal and relentless way in which the British Government dealt with the uprising paved the way for a surge in sympathy. '... that feeling is spreading ... to ^{an} almost dangerous degree' emphasises the extent to which the aftermath of the Easter Rising gained ~~strong~~ support. Public opinion had been transformed and tipped in favour of the Easter Rebels.

On the other hand, Source 2 largely indicates that support for the Easter Rising lacked severely, and that there was much support for the Government. It suggests that martial law, a consequence of the rising, was welcomed by the Irish: "martial law has come as a blessing to us all." ~~as~~ highlights this. ~~It also suggests~~ Source 3 also contradicts the view that there was widespread support for the Easter Rising, as it implies that it was a highly dangerous uprising: 'The safety of the whole kingdom and the peace of

((a) continued) Ireland are at stake." The source also states: "The country rejoices in the prospect of a complete and permanent restoration of law and order." This interpretation shows that the Irish were more in favour of the British Government as they celebrated a return of stability and safety after the Government intervened.

The origins of the sources may add to their weight. Source 2 is ^{an article} from the Irish Times which was an establishment broadsheet. Therefore, the view outlined would be biased and in favour of the British Government, and thus more likely to condemn the Easter Rising. By contrast, source 3 is a speech delivered by John Dillon, an IPP member who did not condone the rising at the time. However, despite his neutral position in acknowledging a lack of support for the rising, he was still an Irish nationalist and would therefore ~~not~~ want to avoid glamorising the British Government.

Overall, source 2 clearly demonstrates that there was a lack of support for the rising, similar to source 3. However, source 3 implies that support increased due to the uprising's aftermath. In contrast, source 1 suggests that there

(a) continued *was widespread support.*



ResultsPlus
Examiner Comments

This opens well, demonstrating an understanding of the key issues that the sources are dealing with. The response is well structured in looking firstly to support the argument and then to rebut it. Within each of these sections there is evidence of cross referencing. It is better to have a discrete paragraph on provenance than not to include at all, but the route to improving this good level 3 answer lay in integrating provenance points within the main line of argument.

Question 1 (bi)

This was the less popular of the two questions. Many candidates relied heavily on the sources in writing their answers. Some of these answers did understand the focus of the sources and were able to develop a relevant argument from these, even though such responses were not well supported with own knowledge. Other candidates struggled with elements of the sources, and this, combined with a lack of own knowledge of the issues made it difficult for them to produce a convincing response. Some struggled to recognise that source 5 dealt with the impact of Fenianism on Ireland. The very best answers that were seen in response to this question were able to bring a wide ranging own knowledge to a secure appreciation of the issues that were raised in order to both challenge and support the view proposed in the question.

Answer EITHER part (b) (i) OR part (b) (ii) of your chosen question.

~~* (b) (ii) Both sources 9 and 10 agree that Gladstone did not have a practical plan when it came to him trying to pass ~~through~~ the First Home Rule Bill. Gladstone made a big mistake by not telling~~

(i) Source 4 states clearly that the ~~intention~~ ^{effect} of the Fenian outrages was to arouse "a wave of anti-Irish sentiment" after the surge had subsided people ~~who~~ would then realise that there were major issues with Ireland that needed to be dealt with and reforms that needed to be put in place. The Fenians did not turn Gladstone's mind to Ireland because they did not directly ~~effect~~ ^{him} with their actions, however the outrages did catch the eye of the ~~public~~ British Public who were the ones targeted by the outrages performed by the Fenians. Source 4 agrees that the Fenians were trying to get Ireland noticed so that reform

(b) continued) and change could take place.

Source 5 is a ~~primary source~~ secondary source which was published in 2008, this suggests that the author was not there to experience the Fenian outrages and could not comment entirely accurately on the events because he was not there to witness and experience them. Source 5 suggests that after the execution of the 'Manchester Martyrs' people started to warm to the Fenians and the causes of what they were fighting for became blurred. It does state however that the Fenians were able to increase the growing bond "between Church and nationalism". The Fenians became less about causing outrage and more about pushing for reform and getting behind the Land and Home Rule campaigns. Source 5 agrees with the question because the Fenians highlighted the problems that needed to be addressed and reformed and

((b) continued) then took the next step to get behind the campaigners to try and make sure that they happened.

Karl Marx, a founder of communism and marxism disagrees with sources 4, 5 and the question completely. Karl Marx is being completely honest with his opinion because he is writing a private letter to a friend, in the letter Marx is outraged at the actions taken by the Fenians in the late 1860s and sees them as simply causing trouble rather than fighting for a cause as sources 4 and 5 suggest. Marx sides with the British and feels sorry for them because they have given Ireland sympathy and the troubles in Clekenwell have showed them that ~~they~~ ^{the Fenians} cannot be trusted and that they are dangerous rebels without a cause.

The Fenian Brotherhood was born in America after the mass Irish migration after the dreadful potato blight which caused famine,

((b) continued)

The Fenians were angry that ~~the~~ that the British did nothing to help them and indeed there were suspicions that the British were to blame in the first place because all the rich soil was in Ulster with the Unionists and the rest of the land was fit only for potatoes, a cash crop. From this the Fenians were determined not to spit on the graves of the great Martyrs Wolfe Tone and were determined to fight until the end for the Irish cause. ~~My~~ ~~Even~~ Even though the Fenian Brotherhood could only do so much to change Ireland's ways, they did their best, even if it was through violence and the killing of innocent people, they did their best to ~~a~~ turn people's minds to Ireland and push for reform.



ResultsPlus
Examiner Comments

This is a low level 2 response in both assessment objectives. The candidate works through the sources sequentially, paraphrasing the content and making some slight links between the paraphrased sources and the question focus. There is a final stand alone section in which some basic own knowledge is presented. You should also note that this candidate comments on the provenance of source 5, suggesting that it is not 'entirely accurate'. Such sweeping assertions about secondary sources are not what is being tested in AO2b.

Question 1(bii)

This was the more popular of the two questions. Almost all responses were able to identify several reasons for the failure of Home Rule based on the issues identified in the sources. Many candidates had an impressive contextual knowledge which they could deploy in an assured way. There were many examples of close analytical focus and integration of contextual knowledge with the sources. However, it was disappointing to note that there were some responses which clearly understood the issues but did not integrate the sources fully. This question requires both sources and own knowledge and their integration to enable candidates to reach a judgement.

Answer EITHER part (b) (i) OR part (b) (ii) of your chosen question.

* (b) It can be argued that overall the failure of the 1886 Home Rule Bill was not due to 'tactical mistakes' made by Gladstone. Although Gladstone arguably made a mistake in not publicising his conversion to Home Rule, or hopes for a non-partisan approach, as source 8 suggests, many other factors ultimately led to its failure. The inherent conservative majority ^{in the House of Lords} would have ~~made~~ made it difficult for the bill to pass; Ulster Unionism and opposition to the bill was rife as highlighted in source 7; and Gladstone did the right thing in trying to avoid an party conflict. ~~The main reason~~ there was no sole reason, but rather an amalgamation of different factors.

It can be argued that the Home Rule Bill 1886 failed due to Gladstone's 'tactical mistakes'. It can be said that ~~had~~ Gladstone was at fault for 'not informing ones of his intentions in' as source 8 suggests. ~~Had~~ ~~therefore~~ In the run up to the 9, 1885 General Election, Gladstone converted to Home Rule that summer. However, he did not publicise it and hoped for a non-partisan approach to push Home Rule through. This arguably hindered the ~~the~~ chances of the first Home Rule Bill being enacted.

Moreover, had Gladstone tried harder to convince

((b) continued) The Conservatives to support Home Rule and the Irish Nationalist Cause, the Home Rule Bill 1886 may have been more successful. As opposed to this Gladstone put the bill forth despite almost knowing it was destined for rejection in the House of Lords. Although it can be seen Gladstone was in a difficult position, despite 'the whole point of his secrecy was ~~to~~ to avoid party conflict', his pure motives ultimately cost him Home Rule for Ireland.

On the other hand, it can be argued that ~~the~~ 'the' ~~the~~ Gladstone's 'tactical mistakes' were not the major reasons ~~the~~ behind Chamberlain, the failure of the 1886 Home Rule Bill. ^{a prominent liberal, was in opposition to Home Rule also} Opposition to Home Rule and unionism within Gladstone's own party was widespread. The Liberals were renowned for their fragmenting unity and ~~as~~ polarised ideas. Source 9 ~~supports~~ supports this: 'Harrington I not disposed to give way to Parnell without a further struggle.' This indicates that many within the Liberal Party opposed Home Rule, and that Harrington was not going to give into Parnell's demands. Parnell was at the forefront of the Home Rule

((b) continued) movement in the mid ~~1850s~~ 1880s. He dominated the IPP and was its key elected leader. It is clear that many liberals regretted his desire for Home Rule, suggesting that it is not Gladstone's 'tactical mistakes', but rather an inevitable split in the liberal Party that led to the failure of the Home Rule Bill.

Furthermore, opposition to Home Rule was strong and firm, especially amongst the Protestants. 'Strong Catholic nationalism under Parnell was mirrored in a Protestant counter movement' indicates from source 7 that there was fierce opposition to Home Rule from the outset. Many Protestants, the majority of whom populated the north of Ireland, opposed Home Rule for various reasons. Ulster Unionists had political doubts and fears that a Dublin Parliament would be dominated by nationalists, radicals and fanatics and would not reflect their views. They also felt that their civil liberties would be threatened. Due to ~~not~~ making up a minority of Ireland's population, under 25%, Ulster Unionists and Protestants felt that 'Home Rule was Home Rule' and only favoured the Catholics.

((b) continued) Additionally, there was opposition to Home Rule due to economic reasons:

Ulster, the only ~~truly~~ truly industrialised area of Ireland, had prospered under the union. However, they felt this prosperity would be threatened if Home Rule was introduced as ~~it may threaten~~ they feared a shattering of economic links with ~~the~~ Britain.

This ~~is~~ is supported by the indication in source 7 that ~~also~~ an Irish Parliament "would place political power in the hands of the Catholic majority... would endanger their religious freedoms..." It is evident from this that Ulster opposition was one of the main reasons that led to the failure of the 1886 Home Rule Bill, not Gladstone's 'tactical mistakes' *

Also, the inbuilt Conservative majority in the House of Lords is another major factor that contributed to the failure of ~~the~~ the

the 1886 Home Rule Bill. The House of Lords had always traditionally ~~consisted~~ comprised of Conservatives. These ~~peers~~ hereditary peers had a natural association with Irish Land Lords, and were unionists. They felt

((b) continued) that Home Rule would ~~probably~~ be lead to the breaking up of the Union, and, in turn, undermine the British Empire. The unionist and imperialist inbuilt conservative majority would have meant that Home Rule Bills were always going to be rejected and vetoed in ~~the~~ Parliament's upper Chamber.

In this respect, Gladstone was in a powerless position and could have done nothing, ~~or~~ or little to change the views of these conservative unionists ~~who~~ who sympathised with Irish Protestant Land Lords; they often owned land in Ireland themselves.

In addition, Gladstone was clever and ~~did~~ displayed skilful thinking in his non-partisan approach, although the 1886 Home Rule Bill still failed. He knew that the Conservatives were in a better position to push Home Rule through with their House of Lords majority, ~~but~~ therefore he tried to "allow the Conservatives to act" as Source 8 indicates. Therefore, Gladstone thought he was using the ~~best~~ appropriate tactics as he knew that the Conservatives could ~~be~~ theoretically help to enact the Home Rule Bill.

* On the other hand, this prominent and ~~clear~~ transparent Ulster opposition suggests that Gladstone's

(b) continued) naivety in disregarding Ulster Unionism led to the failure of the 1886 Home Rule Bill. He underestimated the problems in getting Home Rule enacted and saw Ulster opposition as ~~insurmountable~~ somehow artificial. It can therefore be argued that Gladstone's shortcomings and mistakes led to the failure of the 1886 Home Rule Bill. Had he perhaps excluded Ulster from the provisions, success may have been more likely.

The nature and origin of the sources may add to their weight. Source 9 is a diary entry from the Earl of Derby, a Liberal. He was not a Unionist at the time of the entry, and would have therefore shown a true reflection of the state of the party and opposition to Gladstone's Home Rule. It may be biased. On the other hand, Source 8 is ~~an~~ ~~extract~~ ~~of~~ from the view of historian, Abbott. Abbott is himself a Unionist, but recognises why Gladstone adopted 'Secrecy', but gives a balanced view in ~~which~~ criticising him. Source 8 is a balanced, and therefore not one-sided, source. Source 7 is similarly balanced in the sense that ~~it~~ shows both opposition and support of Home Rule. Published in 2014

((b) continued) The source and water has no benefit of hindsight and is not one-sided.

Overall, it was not Gladstone's 'tactical mistakes' that led to the failure of the 1886 Home Rule Bill. Although Gladstone should have made his intentions clear as suggested in source 8, it is clear that he was powerless in terms of the House of Lords' inherent Conservative majority, and Ulster and Protestant unionism, as displayed in source 7. Moreover, Home Rule was always a divisive area in the ~~later~~ Liberal Party.



ResultsPlus

Examiner Comments

This is a level 4 response in both assessment objectives. Note the introduction which identifies some of the key issues and makes links to the sources right from the outset. Although there are other ways of beginning the answer, this establishes the right tone from the start. Throughout the answer the sources and a sound own knowledge are integrated into an argument. The penultimate paragraph is not required as it deals with AO2a and in the part (b) question, this is not being tested. This is perhaps a shame as the handwriting in the conclusion suggests that the candidate would have benefited from having a few more minutes to develop this more fully.

Question 2

Question 2(a)

Most candidates responded well to this range of sources. It is worth reinforcing the point that candidates should spend sufficient time reading both the provenance and the sources; a minority of candidates, for example, mis-read 'prices' for 'princes' on source 12 and this affected both their understanding and focus in their answers. It was relatively unusual to see scripts where there was no attempt at either cross referencing or provenance. There remain, however, examples of scripts where sources were treated singly with provenance developed but no cross referencing, or conversely, cross referencing done well but no provenance. There were many examples of excellent answers seen by examiners with sound judgements in a conclusion.

Indicate which question you are answering by marking a cross . If you change your mind, put a line through the box and then indicate your new question with a cross .

Chosen Question Number:

Question 1

Question 2

- (a) There is debate amongst historians as to whether the Indian people resented the influence of the Raj in the years ~~up to~~ before the First World War. Primary evidence may be used to determine to what extent this is true. Source 10 is from an address by Tilak to Congress in 1907, despite him being 'a leading national Indian nationalist', one must consider that there were multiple factions within Congress, significantly the moderates and the extremists. Similarly the anonymity of Source 11 must be approached with caution, and it was only circulating in one province Bengal. ~~The~~ anonymity contrasts with the officiality of Source 12, which is from an Indian, thus one can see that the provenance of the three sources must be considered to decide how far they ~~are~~ support the statement.

Source 10 explicitly shows resentment as Tilak states "we are all in inferior service", which clearly supports the view that there was resentment, this theme is similarly continued in Source 11 in which it states that the British were "stealing our wealth and taking life from our people", ~~it~~ ^{The} ~~fact~~ ^{fact} that Source 11 was 'circulating' also suggests the view was widespread, however it was limited to only Bengal. Sources 10 and 11 ~~also~~ ^{both} come from 1907, whilst Source 12 comes from 1914, thus the view expressed perhaps can be argued to be directly linked to the time it occurred.

((a) continued)

On the other hand, Source 12 relates to the period 1892-1912, thus it takes into account the periods of Sources 10 and 11, and Source 12 states "the standard of living among all classes of the population... has increased," thus it isn't limiting it to the educated elite. However, the view in Source 10 that "this alien government has ruined the country" isn't explicitly challenged in Source 12, as Source 12 doesn't mention the opinion of the Indians at the time, thus the views expressed in Sources 10 and 11 could support 12, and argue that resentment was common, albeit the view that the British are "thieves" (Source 11) is an ignorant one.

However Source 10 actually challenges "that the whole of this administration is carried on without assistance". Thus, Tilak is merely expressing his radical view against the Indians who still think that "everything that the rulers did was for our good", which according to Source 12 it was, and thus Source 10 not just shows an opinion ~~that~~ that is against the British, and he is trying to turn other Indians away from them, thus not supporting the view that the Indian people resented the influence of the British in the years before the First World War.

On balance, as it can be argued that the Sources don't support the view that the Indians resented the ~~British~~ British in the years

((a) continued)

before WWI. This can be seen in that sources 10 and 11 are merely attempts to turn people away from supporting the British. Source 10 being an address to the Indian National Congress and source 11 a propaganda leaflet circulating in Bengal, despite we do not see the effects that these had, although the circulation shows some resentment, ~~it cannot be a view taken~~ there is not enough evidence to suggest that there was widespread resentment and that it ~~supplies~~ a general contentment in India is clarified in source 12 where "entourage on occasions... has seriously increased." Thus ~~the sources~~ it can be argued that the sources don't support the view that the Indians resented the influence of the British in the years before World War I.



ResultsPlus

Examiner Comments

This answer contains sustained cross referencing of the sources which is dealt with in relation to the focus of the question. Although initially, it appears that provenance is being dealt with discretely in the opening paragraph, there are elements of it integrated into the answer, although perhaps not as fully developed as they might be e.g. commenting on the date of the sources. Nonetheless, the combination of sustained cross referencing with the comments on provenance with judgements made within the response are sufficient for this to be rewarded at level 4.

Question 2(bi)

Question choice in this section was fairly evenly split with this question being completed by about half of the candidates.

It was clear that many candidates were very well-informed about the civil disobedience campaigns and British actions in the inter-war period and were able to integrate relevant own knowledge and excellent use of the sources to reach securely argued conclusions.

Some candidates were encouraged to a heavily descriptive approach in which they relied on their own knowledge rather than the interpretations that were offered in the sources. Such responses often failed to fully appreciate the arguments outlined in source 15 as offering a counter balance to the view expressed in the question. There were a minority of candidates whose contextual knowledge was generalised or at least highly limited. Some candidates struggled with the provenance of source 13, assuming that this was written by Gandhi rather than realising that it was a biography.

Answer EITHER part (b) (i) OR part (b) (ii) of your chosen question.

*(b) i.)

Some historians argue that the civil disobedience campaigns between the two world wars was a period which made India impossible to govern. Others argue, that other factors surrounding the war and the war themselves were the cause of India being ~~ungovernable~~ and the reason of un-governable.

Some historians argue that the civil disobedience campaigns in the period between the two world wars meant that India was ungovernable. Source 13 states that 'the task of governing India became an impossible one', the idea of wearing the British down was a key factor. Civil disobedience meant no violence - If the British reacted violently they would look terrible and as though their grip on Britain was becoming considerably weak. The methods of key figures such as Gandhi certainly did make Britain seem less powerful. For example, Gandhi's salt march of 1931. He managed to capture the attention of the world's mass media in a brilliantly inventive way and the British looked considerably worse as they acted violently to another group elsewhere following Gandhi's example beating them with steel tipped canes. Source 14, similarly states that 'Non-cooperation is the only method which will either bring freedom or purge the regime of its evils'. This increased the point that by not being violent Indians would have hope to get further than Bri-

((b) continued) This possibly could. In addition to this, even the Gandhi Irwin pact of 1930 showed that Britain were beginning to take India more seriously through such methods. The fact that the British kept arresting key disobedience figures proved weakness and as the Round Table conferences proved - The British were just making India more ungovernable. Figures such as Jinnah also added fuel with encouraging separate civil disobedience - which the British couldn't prosecute for.

On the other hand, others argue that civil disobedience campaigns did not make India ungovernable. ~~As a~~ Source 15 states, 'Congress had never come close to toppling the Raj'. The source suggests that it was so much civil disobedience which made India ungovernable but perhaps it was other fundamental issues. For example, ~~being~~ religious tension is key when considering the issues. Congress and the Muslim League, as well as key figures such as Nehru, Jinnah and Gandhi couldn't agree. The threat Muslims felt meant that no matter what happened with civil disobedience - they would always wish for Pakistan. In addition to this, the British faced huge debts to India and a drop in trade, badly weakening the overall economy and strength of India. It was clear the British couldn't control such a complex country and this was not just because the Indians refused to cooperate.

((b) continued) ... to conclude, it wasn't only the civil disobedience campaigns which made India ungovernable. Although it contributed to the weakening state of Britain. It was a variety of factors which ultimately made India ungovernable - C.g. Religious issues.



ResultsPlus Examiner Comments

This answer does try to argue a case in response to the question that was set. It is not developed very far, but it does contain some relevant own knowledge and does make reference to the sources. For AO1, this is lower level 3 based on this. For AO2b, there is a short quote from each source sequentially presented within the answer, but there is not much more than this, so this is a level 2 response for this assessment objective.

Question 2(bii)

Question choice in this section was fairly evenly split with this question being completed by about half of the candidates.

Many candidates were able to use the sources as the basis for developing their arguments. This period seems to be very well understood and there were many assured, confident and cogently argued essays in response to this question. In particular, the factors beyond the sources were well understood and there was much excellent and relevant supporting own knowledge. However, it is also true to say that there was a significant minority of candidates whose knowledge of the period was quite slender and who were therefore heavily reliant on the sources. In these circumstances, candidates are unlikely to access the higher levels.

Answer EITHER part (b) (i) OR part (b) (ii) of your chosen question.

*(b) (ii)

There is debate amongst historians as to whether it was primarily the events in India during the Second World War (SWW) that brought about the British decision to leave India in 1947. Multiple events occurred during SWW in India and some historians, such as Rosemary Ross, view this as a consolidating period for nationalism and is Source 16 the "Raj no longer had the consent of its Congress-supporting Indian subjects and should go." The strengthening of nationalism is also shown in Gandhi's interview in Source 17 where he states British must "surrender power in India", however these views are challenged by Ferguson in Source 18 in which he the "Second World War revealed the weakness of the nationalist movement and the resilience of the Raj."

Winston Churchill was Britain's wartime prime minister and he was a conservative. He held the view of not wanting to be the Prime Minister who 'lost India' thus Indian Nationalism, as could argue, made little progress during the War. This is ~~shown~~ ~~seen~~ seen in his entering of Linlithgow's viceroyship due to Churchill being impressed by his hard-line approach to India and the way he "struggled out [the Quit India campaign] within six weeks" in his Ferguson (Source 18), ~~thus the view~~ ~~Additionally so~~. This contrasts with the immediate impression ~~received~~ received from Sources 16 and 17 that "Congress... still had control and influence over millions of Indians"

((b) continued)

(source 16) and that "The cry of 'Quit India' has arisen" (source 17). The significance of the "Quit India Campaign" in source 17, and its perhaps significance there could be attributed to Fidler's Americanism. The Americans were clearly against the British control of India as seen by Churchill and Roosevelt's Atlantic Charter meeting, in which Churchill promised that all colonies controlled by external bodies would be allowed independence, however he ^{later} stated that it didn't apply to India. ~~Fidler~~

Therefore we can see that sources 16 and 18 directly clash over Indian Nationalism during WWII, despite ~~both~~ both being contemporary texts. However despite historians' need to be objective, ~~there are~~ there are always different interpretations. Ferguson's revisionist interpretation ~~of the book Empire~~ places emphasis on other sources for the British decision to grant independence such as the economy. Britain had spent over £1 billion in India during the war and had to leave as if it was, the British couldn't actually afford to remain in India. Additionally the view that "the Muslim League had greatly strengthened its position" is only seen through ~~source~~ through the Indian elections of 1946, but the 1946 1937 elections they had done poorly, ~~this~~ this could be argued to be nearly for Jinnah's own influence as in the 1937 elections he had only recently returned from England.

On the other hand, this could be argued to strengthen the

((b) continued)

argument that it was events "in" India that led to British deciding on independence. The Lahore Resolution of 1940, in which Jinnah first called for a separate Muslim state of Pakistan, can be seen as one of the significant factors in Gandhi's support for the Muslim League & which then led to an "unspoken agreement from Britain that some sort of separatism for the Muslim community was possible," supportively (Source 16),

However again ~~it was not~~ Churchill stated that any promises needn't be followed which had been made during the process of the war, thus there is an argument over whether or not Churchill was and the ~~other~~ conservatives who won the election after WWII would independence have been granted. ~~From~~ Additionally, pressure on Britain to give power to India began to relieve ~~of~~ towards the end of the war as it appeared that Britain were making attempts such as the Cripps Mission which was rejected by Congress.

~~However~~ It can be argued that the events of World War II stifled Indian Nationalism, contrary to Ferguson's view in Empire. The fact that the war was announced 'without a word of consultation with the leaders of Congress' created huge discontent especially after the 1935 Government of India Act. Additionally the hypocrisy of the war, emphasised by Gandhi in Source 17 in that "Britain wish... to make the world better... they must purify themselves by

Paper Summary

- In order to improve performance candidates should address the following issues:
- Read the question carefully in order to be able to address the precise issues that are required
- Read the sources carefully before beginning to write in order to ensure that all the sources are securely understood
- Ensure that in part (a) the sources are cross referenced as fully as possible in relation to the question
- Ensure in part (b) that the sources are integrated with secure own knowledge
- Leave time for a well-judged conclusion to part (b)

Grade Boundaries

Grade boundaries for this, and all other papers, can be found on the website on this link:

<http://www.edexcel.com/iwantto/Pages/grade-boundaries.aspx>

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

Order Code US030604 January 2012

For more information on Edexcel qualifications, please visit

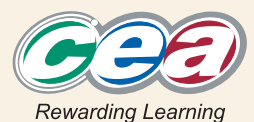
www.edexcel.com/quals

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



Rewarding Learning