



Mark Scheme

Summer 2017

Pearson Edexcel GCE AS
In History (6HI02) Paper 2D

Unit 2: British History Depth Studies
Paper 2D: The British Empire Challenged

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General Marking Guidance

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

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

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

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

GCE History Marking Guidance

Marking of Questions: Levels of Response

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

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

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

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

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

Deciding on the Mark Point Within a Level

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

Assessing Quality of Written Communication

QWC will have a bearing if the QWC 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 QWC descriptors, it will require a move down within the level.

6HI02: Generic Level Descriptors

Part (a)

Target: AO2a (8%)

(20 marks)

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

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

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

Part (b)

Target: AO1a and AO1b (10% - 24 marks)

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

AO2b (7% - 16 marks)

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

(40 marks)

AO1a and AO1b (24 marks)

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

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

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

AO2b (16 marks)

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

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

Unit 2 Assessment Grid

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

Note on Descriptors Relating to Communication

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

D1 – Britain and Ireland, 1867–1922

Question Number	Indicative content	Mark
1 (a)	<p>The sources offer evidence to both support and challenge the claim in the question. Candidates are likely to begin by considering some of the positive qualities displayed by Redmond, which are referred to in Sources 1 and 2. Source 1, for example, offers what amounts to a panegyric on the attributes of Redmond, implying that his leadership must have been effective. This may lead some candidates to question the accuracy of what is contained in the source and they may link these comments to the provenance of the source. Any valid line of argument should be rewarded appropriately. There is, however, support for this perspective on Redmond to be found in Source 2. Candidates may argue that Source 2 has more right to claim these positive qualities for Redmond. Sources 1 and 2 are agreed on the fact that Redmond is worthy of praise and that he has achieved a considerable amount that will benefit the Irish, and hence infer that he was an effective leader. Source 3 offers an interesting contrast to the arguments of Sources 1 and 2. Despite the fact that it was written by a supporter of Redmond, it is far less complimentary in its arguments. Candidates could make a range of valid points in discussing this apparent discrepancy. It might be argued that Source 3 carries more weight because of his close association with Redmond; candidates might point to the fact that it was written after the First World War, although the content deals with personal qualities, which more perceptive candidates might suggest do not alter over time. Any legitimate line of argument here should be credited appropriately. Candidates are likely to contrast the reference in Source 3 to 'a dislike for controversy' with the reference in Source 2 to dealing with Home Rule and the opposition to it and link this to the focus of the question. Candidates may also contrast the reference to a rather quiet and introverted politician to the 'great big personality' of Source 1 who is capable of pushing Home Rule through Parliament in Source 2.</p> <p>Any valid conclusion that is drawn by candidates should be credited. Developed responses based on these arguments can reach Level 2. At Level 3 candidates will both support and challenge the stated claim, using evidence from different sources interpreted in context. At Level 4 they will use the sources, interpreted in context as a set, to reach a reasoned judgement about the extent to which Sources 1 and 2 challenge the view of John Redmond that is presented in Source 3.</p>	20

Question Number	Indicative content	Mark
1 (b) (i)	<p>The focus of the question is the main reason for the failure of Home Rule Bills to pass in the 19th century. Candidates may begin by referring to Gladstone's general approach to politics as a key mistake. Both Source 4 and Source 6 refer to this. Thus, he 'proceeded in an arrogant fashion' (Source 4) and was 'obsessive' (Source 6). Candidates are likely to consider the arguments of Source 4 which suggests that it was Gladstone's failure to get the Liberal Party rallying behind him that was responsible for the failure of Home Rule. Candidates could use Source 5 to exemplify the views of those who were in opposition to Home Rule within the Liberal party. Some candidates will comment on the date and point out that Gladstone was aware of the strength of opposition well before he introduced the First Home Rule Bill. Candidates may then develop this line of argument further on the basis of their contextual own knowledge, including the subsequent split in the Liberal party. Other candidates may use the reference to Chamberlain to go on to discuss Gladstone's mishandling of Chamberlain both in the Hawarden meeting of late 1885 and in his cabinet appointment in 1886. Some candidates will pick up the reference in Source 6 to Gladstone's attempt to get 'Lord Salisbury to initiate the policy' as evidence that Gladstone was actually trying to deal with the issues that he faced within his party and candidates may use contextual own knowledge to explain the failure of this and go on to consider the degree of Gladstone's responsibility. Source 6 offers an alternative explanation for the failure of Home Rule by laying the responsibility on the House of Lords and its constitutional position. Although Source 6 does ascribe some responsibility to Gladstone, it clearly sees him as less responsible than the Lords. This means that candidates should be developing an argument that deals with both the First and Second Home Rule Bills. They may focus on developing the arguments that are derived from the sources or they may develop further arguments based on their contextual own knowledge of events surrounding the two bills. Whichever approach is taken, candidates should be rewarded appropriately according to the development of their argument. Candidates are unlikely to address all of these issues in depth in the time available. 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 main reason for the failure of the Home Rule Bills to pass in the 19th century, 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>1 (b) (ii)</p>	<p>The focus of the question is the impact of the 1921 Anglo-Irish Treaty. Candidates are likely to begin by referencing Source 7 from which the theme of the question is derived. Lloyd George suggests that the Treaty brought great benefits to Ireland. Candidates are likely to comment on the fact that this was a political speech and Lloyd George was likely to put the most positive spin on it. Candidates might extend their discussion to incorporate an explanation of the issues surrounding the Treaty by the use of contextual own knowledge. Source 7 could be cross referenced with Source 8, which also discusses some of the same terms of the Treaty, but sees it in a much less positive light than is portrayed by Lloyd George. Candidates may comment on the reference to the partition of Ireland and with the aid of their contextual own knowledge develop a view as to whether the benefits were felt more strongly by the Unionists or the Nationalists, or by both or by neither. Candidates might also use their contextual own knowledge to discuss the circumstances out of which the Treaty had arisen and the violence that had been taking place in Ireland in 1919–21. Source 9 focuses on the reaction to the Treaty in Ireland and might be used to argue that there were benefits for the Irish. The fact that the response was ‘tumultuous’ suggests a high degree of support, and hence, benefit. This may be linked to Source 8’s discussion about violence as it is clear that Source 9 believes that the majority of the Irish nationalist population were more than happy to see the ending of the violence, and like the British in Source 8, believed that this might be the best that was possible. However, Source 9 does raise an issue that suggests that the Irish did not benefit from the Treaty to any great extent. They are very likely to pick up the reference to anti-Treaty opinion and link this to the reference in Source 8 to the civil war. This line of argument could be developed further by reference to contextual own knowledge of the divisions that developed. Candidates are unlikely to address all of these issues in depth in the time available. 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 1921 Anglo-Irish Treaty, 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 are likely to begin by considering the content of Source 10 which offers detailed support for the view in the question. Candidates are likely to point out that, in view of the provenance of Source 10, this line of argument is not unexpected. Whilst Source 12 might be expected to offer support to Source 10, and some candidates may infer that the holding of the Durbar and the respect demonstrated implied Britain played a positive role in India, more perceptive candidates will suggest that the obeisance is being carried out by those who have a clear stake in the British system and that this cannot necessarily be deemed to be advantageous. It is anticipated that most candidates will pick up on the reference to the crown and realise that this can be used to argue that the benefit is to Britain rather than to India. This can be used to support the argument made in Source 11 that India is being exploited and that her 'wealth is going out of the country'. Some candidates may use the actual cost of the crown to suggest support for Source 11's view that there is poverty in India. The provenance of Source 12 is interesting in light of the ways in which candidates can use the content of the source and it is anticipated that there will be some interesting comments made about this by candidates. Candidates are likely to contrast Source 11's view of poverty directly to some of the points that were raised in Source 10 which suggest that the policies being pursued by the British in India were designed to benefit Indians directly. Candidates will, however, be aware that the provenance of Source 11 is a leading nationalist who is addressing a meeting of the INC and will therefore be making his point as clearly as he can. There are some specific points of comparison that might be referenced, such as 'industries are ruined utterly' (Source 11) and 'encourage industries' (Source 10). Candidates might suggest that the intention of the policies outlined in Source 10 was not to 'exploit' India (Source 11) but to benefit her by opening up greater opportunities in a range of areas. Other candidates may point out that many of these policies also clearly benefited Britain, even if they had a beneficial effect for India.</p> <p>Any valid conclusion that is drawn by candidates should be credited. Developed responses based on these arguments can reach Level 2. At Level 3 candidates will both support and challenge the stated claim, using evidence from different sources interpreted in context. At Level 4 they will use the sources, interpreted in context as a set, to reach a reasoned judgement about whether Britain's involvement in India was designed to benefit India.</p>	20

Question Number	Indicative content	Mark
<p>2 (b) (i)</p>	<p>The focus of the question is the impact of the First World War on the progress towards Indian independence. Candidates are likely to begin by reference to Source 13 which supports the view in the question. Weaker candidates may describe some aspects of the contributions made by Indians during the First World War, but the focus of answers should be on consequences. The key consequence represented in Source 13 is that it strengthened Indian nationalism through uniting the INC and the Muslim League. Candidates may use their contextual own knowledge to explain the Lucknow Pact in more detail and to develop other aspects of the developing nationalism such as the Home Rule Leagues. Candidates may then link this developing nationalism to the progress that is being made towards independence as it is leading to concessions being made by the British in this period. Source 13 mentions these concessions in a generalised way, whilst Source 15 refers to the Montagu Declaration directly. Candidates are likely to use their contextual own knowledge to develop this more directly. They may also consider the Government of India Act 1919 and its link to the progress made towards Indian independence. However, Source 14 does not support the view given in the question and contradicts this line of argument, suggesting that very little has changed despite the war and that 'the consideration has been so prolonged' that it implies no real progress towards independence had been made. Candidates may comment, from the provenance, that the war was still going on at this time and this may have affected the ability of the British to act. Candidates will turn to Source 15 as the basis of a counter argument. This suggests that the consequence of the war was not progress towards independence, but repression because of British fears both during and after the war. Candidates are likely to develop this using their contextual own knowledge and weaker candidates may use this as a prompt to write all they know about the Amritsar massacre. This should be credited if it is linked to the focus of the question. Candidates are unlikely to address all of these issues in depth in the time available. 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 First World War on the progress towards Indian independence, with a sharp focus on agreement or disagreement with the given view. The best responses may very well consider the interaction of different factors to explain the apparent conflict and offer an overall judgement.</p>	40

Question Number	Indicative content	Mark
<p>2 (b) (ii)</p>	<p>The focus of the question is the reasons why Indian independence was granted in 1947. The sources focus on two key issues: British motives, especially economic and Indian pressure. Candidates are likely to begin by reference to Source 16 which offers support to the view presented in the question. Candidates are likely to develop the arguments here by reference to their contextual own knowledge. It is possible that they may examine the changing economic relationship from the time of the First World War and it is likely that they will consider how the 'Second World War had provided further blows'. This may include the costs of maintaining India and the need for financing to pay for, for example, the post-war welfare reforms. It would be possible for candidates to argue that there is some support for this in Source 17 from which it could be inferred that one of the 'weaknesses' referred to may be economic. The use of the word 'weakness' could, however, be developed in other ways and any legitimate line of argument should be credited. The counter argument is to be found in Source 18. This suggests that rather than independence being the consequence of British interests and thinking, it was something achieved by Indians themselves. Candidates will be able to access a wide range of contextual own knowledge to develop this line of argument and should be credited for any relevant material and line of argument. Source 17 can also be used to offer support to the argument in Source 18. The content and tone of Source 17 do appear to support the view that the British 'no longer possessed the means' to resist the drive to independence. The focus of Source 18 is on the INC and some candidates may wish to comment on the role of the Muslim League – this is entirely valid. It is equally valid for candidates to go beyond what is in the sources and to consider other explanations, although candidates who concentrate on developing the explanations in the sources will not be penalised. Candidates are unlikely to address all of these issues in depth in the time available. 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 Indian independence was granted in 1947, with a sharp focus on agreement or disagreement with the given view. The best responses may very well consider the interaction of different factors to explain the apparent conflict and offer an overall judgement.</p>	<p>40</p>