GradeMax

edexcel

Mark scheme

International Advanced Level in History (WHI02/1A)

Paper 2: Breadth Study with Source Evaluation

Option 1A: India, 1857-1948: The Raj to Partition

Edexcel, BTEC and LCCI qualifications

Edexcel, BTEC and LCCI qualifications are awarded by Pearson, the UK's largest awarding body offering academic and vocational qualifications that are globally recognised and benchmarked. For further information, please visit our qualification websites at www.edexcel.com, www.btec.co.uk or www.lcci.org.uk. Alternatively, you can get in touch with us using the details on our contact us page at www.edexcel.com/contactus

About Pearson

Pearson is the world's leading learning company, with 40,000 employees in more than 70 countries working to help people of all ages to make measurable progress in their lives through learning. We put the learner at the centre of everything we do, because wherever learning flourishes, so do people. Find out more about how we can help you and your learners at: www.pearson.com/uk

Summer 2016
Publication Code WHI02_1A_1606_MS
All the material in this publication is copyright
© Pearson Education Ltd 2016

General marking guidance

- All candidates must receive the same treatment. Examiners must mark the last candidate in exactly the same way as they mark the first.
- 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.
- All the marks on the mark scheme are designed to be awarded. Examiners should always award full marks if deserved. Examiners should also be prepared to award zero marks if the candidate's response is not worthy of credit according to the mark scheme.
- 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.

How to award marks

Finding the right level

The first stage is to decide which level the answer should be placed in. To do this, use a 'best-fit' approach, deciding which level most closely describes the quality of the answer. Answers can display characteristics from more than one level, and where this happens markers must use their professional judgement to decide which level is most appropriate.

Placing a mark within a level

After a level has been decided on, the next stage is to decide on the mark within the level. The instructions below tell you how to reward responses within a level. However, where a level has specific guidance about how to place an answer within a level, always follow that guidance.

Markers should be prepared to use the full range of marks available in a level and not restrict marks to the middle. Markers should start at the middle of the level (or the upper-middle mark if there is an even number of marks) and then move the mark up or down to find the best mark. To do this, they should take into account how far the answer meets the requirements of the level:

- If it meets the requirements *fully*, markers should be prepared to award full marks within the level. The top mark in the level is used for answers that are as good as can realistically be expected within that level
- If it only *barely* meets the requirements of the level, markers should consider awarding marks at the bottom of the level. The bottom mark in the level is used for answers that are the weakest that can be expected within that level
- The middle marks of the level are used for answers that have a *reasonable* match to the descriptor. This might represent a balance between some characteristics of the level that are fully met and others that are only barely met.

Generic Level Descriptors for Paper 2

Section A: Question 1(a)

Target: AO2 (10 marks): Analyse and evaluate appropriate source material, primary and/or contemporary to the period, within its historical context.

Level	Mark	Descriptor
	0	No rewardable material
1	**1–3**	• Demonstrates surface level comprehension of the source material without analysis, selecting some material relevant to the question, but in the form of direct quotations or paraphrases. • Some relevant contextual knowledge is included but presented as information rather than applied to the source material. • Evaluation of the source material is assertive with little substantiation. The concept of value may be addressed, but by making stereotypical judgements.
2	**4–6**	• Demonstrates some understanding of the source material and attempts analysis by selecting and summarising information and making inferences relevant to the question. • Contextual knowledge is added to information from the source material, but mainly to expand or confirm matters of detail. • Evaluation of the source material is related to the specified enquiry and with some substantiation for assertions of value. The concept of value is addressed mainly by noting aspects of source provenance and some judgements may be based on questionable assumptions.
3	**7–10**	• Demonstrates understanding of the source material and shows some analysis by selecting key points relevant to the question, explaining their meaning and selecting material to support valid developed inferences. • Sufficient knowledge of the historical context is deployed to explain or support inferences, as well as to expand or confirm matters of detail. • Evaluation of the source material is related to the specified enquiry and based on valid criteria although justification is not fully substantiated. Explanation of value takes into account relevant considerations such as the nature or purpose of the source material or the position of the author.

Section A: Question 1(b)

Target: **AO2 (15 marks):** Analyse and evaluate appropriate source material, primary and/or contemporary to the period, within its historical context.

Level	Mark	Descriptor
	0	No rewardable material
1	**1–3**	• Demonstrates surface level comprehension of the source material without analysis, selecting some material relevant to the question, but in the form of direct quotations or paraphrases. • Some relevant contextual knowledge is included, but presented as information rather than applied to the source material. • Evaluation of the source material is assertive with little supporting evidence. The concept of reliability may be addressed, but by making stereotypical judgements.
2	**4–7**	• Demonstrates some understanding of the source material and attempts analysis, by selecting and summarising information and making inferences relevant to the question. • Contextual knowledge is added to information from the source material but mainly to expand, confirm or challenge matters of detail. • Evaluation of the source material is related to the specified enquiry but with limited support for judgement. The concept of reliability is addressed mainly by noting aspects of source provenance and some judgements may be based on questionable assumptions.
3	**8–11**	• Demonstrates understanding of the source material and shows some analysis by selecting key points relevant to the question, explaining their meaning and selecting material to support valid developed inferences. • Detailed knowledge of the historical context is deployed to explain or support inferences as well as to expand, confirm or challenge matters of detail. • Evaluation of the source material is related to the specified enquiry and explanation of weight takes into account relevant considerations such as nature or purpose of the source material or the position of the author. Judgements are based on valid criteria, with some justification.
4	**12–15**	• Analyses the source material, interrogating the evidence to make reasoned inferences and to show a range of ways the material can be used, for example by distinguishing between information and claim or opinion. • Deploys well-selected knowledge of the historical context, but mainly to illuminate or discuss the limitations of what can be gained from the content of the source material. Displays some understanding of the need to interpret source material in the context of the values and concerns of the society from which it is drawn. • Evaluation of the source material uses valid criteria which are justified and applied, although some of the evaluation may not be fully substantiated. Evaluation takes into account the weight the evidence will bear as part of coming to a judgement.

Section B

Target: AO1 (25 marks): Demonstrate, organise and communicate knowledge and understanding to analyse and evaluate the key features related to the periods studied, making substantiated judgements and exploring concepts, as relevant, of cause, consequence, change, continuity, similarity, difference and significance.

Level	Mark	Descriptor
	0	No rewardable material
1	**1–6**	• Simple or generalised statements are made about the topic. • Some accurate and relevant knowledge is included, but it lacks range and depth and does not directly address the question. • The overall judgement is missing or asserted. • There is little, if any, evidence of attempts to structure the answer, and the answer overall lacks coherence and precision.
2	**7–12**	• There is some analysis of some key features of the period relevant to the question, but descriptive passages are included that are not clearly shown to relate to the focus of the question. • Mostly accurate and relevant knowledge is included, but lacks range or depth and has only implicit links to the demands and conceptual focus of the question. • An overall judgement is given but with limited support and the criteria for judgement are left implicit. • The answer shows some attempts at organisation, but most of the answer is lacking in coherence, clarity and precision.
3	**13–18**	• There is some analysis of, and attempt to explain links between, the relevant key features of the period and the question, although some mainly descriptive passages may be included. • Mostly accurate and relevant knowledge is included to demonstrate some understanding of the demands and conceptual focus of the question, but material lacks range or depth. • Attempts are made to establish criteria for judgement and to relate the overall judgement to them, although with weak substantiation. • The answer shows some organisation. The general trend of the argument is clear, but parts of it lack logic, coherence or precision.
4	**19–25**	• Key issues relevant to the question are explored by an analysis of the relationships between key features of the period. • Sufficient knowledge is deployed to demonstrate understanding of the demands and conceptual focus of the question and to meet most of its demands. • Valid criteria by which the question can be judged are established and applied in the process of coming to a judgement. Although some of the evaluations may be only partly substantiated, the overall judgement is supported. • The answer is generally well organised. The argument is logical and is communicated with clarity, although in a few places it may lack coherence or precision.

Section A: Indicative content

Option 2: India, 1857-1948: The Raj to Partition

Question	Indicative content
1a	Answers will be credited according to their deployment of material in relation to the qualities outlined in the generic mark scheme. The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant. Other relevant material not suggested below must also be credited. Candidates are required to analyse the source and consider its value for an enquiry into the changes to the government of India introduced after the Indian Mutiny of 1857. 1. The value could be identified in terms of the following points of information from the source, and the inferences which could be drawn and supported from the source: • Provides evidence that the East India Company will no longer have a role in the government of India ('all persons now employed in.. the East India Company are subject to Our laws') • Provides evidence that India is being transformed into part of an empire governed directly by Britain ('We have resolved, to take upon Ourselves, the government of the territories of India') • Provides evidence that the government of India will be administered by a viceroy ('We appoint Viscount Canning to be Our first Viceroy .. and to administer the government there in Our name') • Indicates that there will be freedom of religion in India and opportunities in government ('none shall be favoured or troubled because of their religious faith; 'admitted to offices in Our service'). 2. The following points could be made about the authorship, nature or purpose of the source and applied to ascribe value to information and inferences: • This is an official proclamation, intended to outline the nature of the new government of India • The proclamation was written by Viscount Canning who was in a good position to know about India and the new system of government for India • The proclamation is intended for the people of India with the purpose of assuring them of the benefits that the new government will bring about.

Question	Indicative content
	3. Knowledge of historical context should be deployed to support and develop inferences and to confirm the accuracy /usefulness of information. Relevant points may include: • Changes in the government of India were enshrined in the Government of India Act 1858 which ended the Mughal empire and abolished the East India Company • The new viceroy was accountable to the British Parliament through a secretary of state for India and an Indian council • For the first time Indians would have a part in the government, Indian advisers appointed by the viceroy would be part of a Legislative Council • The involvement of Indians in the government did not mean that the British envisaged self-government by the Indians in the future. Other relevant material must be credited.
1b	Answers will be credited according to their deployment of material in relation to the qualities outlined in the generic mark scheme. The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant. Other relevant material not suggested below must also be credited. Candidates are required to analyse and evaluate the source in relation to an enquiry into the reasons for the partition of India in 1947. 1. The following points could be made about the origin and nature of the source and applied when giving weight to selected information and inferences: • Mountbatten was the viceroy of India, appointed specifically to transfer power into Indian hands and was responsible for the decision on partition • The purpose of Mountbatten's radio broadcast was to inform the Indian people about decisions made about partitioning India • Mountbatten was aware that his decision would not be popular with the majority Hindu population and there is potential for seeing him justifying his position by passing blame in his explanation. 2. The evidence could be assessed in terms of giving weight to the following points of information and inferences: • Provides evidence that Mountbatten's preferred solution to India's independence was a united India ('to urge the political leaders to accept completely the Cabinet Mission plan') • Provides evidence that the Indian political leaders refused a united India and wanted partition ('it has been impossible to obtain agreement') • Indicates that the desire for partition came from the Muslim

Question	Indicative content
	community ('boundaries between the Muslim majority areas and the remaining areas') • Implies that partition is necessary to prevent violence ('only alternative to force is partition', 'its success will depend on the spirit of good will') 3. Knowledge of historical context should be deployed to support and develop inferences and to confirm the accuracy/usefulness of information or to note limitations or to challenge aspects of content. Relevant points may include: • Religious and cultural differences between the Hindus and Muslims led to fears on the Muslim side that they would be disadvantaged in a united India • Role of Jinnah and the Muslim League in pushing for a separate Pakistan • Riots in the Punjab while Mountbatten was discussing independence with representatives of the INC and Muslim League • Mountbatten's desire to leave India before the sub-continent dissolved into violence. Other relevant material must be credited.

Section B: Indicative content

Option 2. India 1857-1948

Question	Indicative content
2	Answers will be credited according their deployment of material in relation to the qualities outlined in the generic mark scheme. The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant. Candidates are expected to reach a judgement about whether, in the years 1857-1914, British economic policies did not benefit the Indian population. The arguments and evidence that the Indian population did not benefit from British economic policies should be analysed and evaluated. Relevant points may include: • Removal of tariffs allowed British exports to undercut the prices of Indian goods and had a negative impact on Indian industry, e.g. Lancashire textiles undercut the home spun textiles • Commercialisation of agriculture led to borrowing by sharecroppers and landless labourers who got into debt and became vulnerable to increases in the price of food and subject to famine • British economic policy opposed initiatives like the grain purchase by the Madras governor to deal with famine because it was expensive and infringed free trade • Railways were built to serve the British export industry and the railway operatives were British and Eurasian – jobs were not provided for Indians. The arguments and evidence that, in the years 1857-1914, British economic policies brought some benefits to the Indian population should be analysed and evaluated. Relevant points may include: • British investment in the railways provided communications and allowed the development of the tea, jute, cotton and rice export industries, and investment in textiles helped to develop a modern industry • Railways enabled the export of more Indian goods which helped increase per capita incomes • India received a tenth of all British overseas investment • There is some evidence of a small growth in living standards in most rural communities. Other relevant material must be credited.

3	Answers will be credited according their deployment of material in relation to the qualities outlined in the generic mark scheme. The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant. Candidates are expected to reach a judgement about whether the First World War was the most significant factor in the growth of nationalism in India in the years 1900-1920. The arguments and evidence that the First World War was the most significant factor in the growth of nationalism in India in the years 1900-1920 should be analysed and evaluated. Relevant points may include: • Loyalty to the crown before 1914, demonstrated by the outburst of support for the Raj when the war broke out, suggests that nationalism was not growing significantly before the war • The events of the First World War encouraged the INC and the Muslim League to adopt the principle of self-government as a goal for India after the war • Indian soldiers fighting alongside the British developed strengthened self-esteem and a belief in concepts of democracy and freedom • Sacrifices made by the Indians in the war were recognised by the Montagu Declaration which raised hopes for self-government. The arguments and evidence that other factors played a more significant role in the growth in nationalism in India in the years 1900-1920 should be analysed and evaluated. Relevant points may include: • The role of the Indian National Congress encouraged nationalist sympathies - by the early 1900s it was well established with the organisation to promote its views • The Partition of Bengal in 1905 and Morley-Minto reforms of 1909 had already stirred nationalist feelings • The 1919 Government of India Act disappointed Indians wanting Home Rule and led to an upsurge in nationalism and increased violence against the British • The 1919 Amritsar Massacre turned loyal Indians against the Raj and confirmed for many that self-government was the only way forward. Other relevant material must be credited.

4	Answers will be credited according their deployment of material in relation to the qualities outlined in the generic mark scheme. The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant. Candidates are expected to reach a judgement about whether Gandhi's methods and campaigns resulted in progress towards Indian independence in the years 1920-39. The arguments and evidence that Gandhi's methods and campaigns did result in progress towards Indian independence in the years 1920-39 should be analysed and evaluated. Relevant points may include: • The use of non-violence as a campaigning method placed the Indians on the moral high ground and exposed the cruelty of the British and undermined their right to rule • The 1920 *swadesh* stirred up the nation by giving the masses an active role to play, leading to increased nationalist sentiment • The 1930 Salt March attracted the attention of the world press and placed pressure on the British to discuss India's constitutional future • The British response to the campaigns was the 1935 Government of India Act which expanded the Indian electorate. The arguments and evidence that Gandhi's methods and campaigns did not result in progress towards Indian independence in the years 1920-39 should be analysed and evaluated. Relevant points may include: • The 1920 *swadesh* campaign failed to have any concrete result after Gandhi's demands for the release of prisoners caused the plan for a conference with the viceroy to fall through • Gandhi's decision to cancel the 1921 campaign because of the violence was seen as a betrayal and split the Congress • The Gandhi-Irwin Pact of 1931 halted civil disobedience and was seen as a betrayal by the Indian people • Gandhi's methods at the Round Table Conference angered the Muslims and widened the divisions amongst the Indian people • The 1935 Government of India Act did not grant dominion status. Other relevant material must be credited.