GradeMax



Mark Scheme (Results)

January 2017

Pearson Edexcel International Advanced Level
In History (WHI02)

Paper 2: Breadth Study with Source Evaluation

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



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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 1A: 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 reasons for the use of repression by the British military at Amritsar in 1919. 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: • Implies that repression was necessary because of the size of the crowd ('I saw a dense crowd, estimated at about 5000') • Provides evidence that the number of British troops was small and they feared attack ('my force was small and to hesitate might encourage attack') • Suggests that Dyer expected further trouble ('make sure that my order to inhabitants not to be out of their homes after 20.00 hours had been obeyed.'). 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: • General Dyer was responsible for directing his troops to Jallianwala Bagh and for giving the order to fire and so is in a position to explain the actions he took • This is an official report made to his superior officer and it should therefore be accurate • The report was written the day after the event and benefits from events being fresh in Dyer's mind when it was written. 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: • The governor of the Punjab believed that the riots following the Rowlatt Act were designed to lure the Indian soldiers into a mutiny and that the protest at Amritsar was part of this • Dyer led a force of 400 troops, of which a third were British, to enforce the existing order against demonstrations • Estimates put the crowd at between 15,000 and 50,000. It was certainly very large and significantly outnumbered Dyer's troops

Question	Indicative content
1b	• Dyer is later quoted as saying that he feared if he had dispersed the crowd without force, they would have come back and laughed, which would make a fool of him. Other relevant material must be credited. 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 significance of Lord Curzon as Viceroy of India in the years 1899-1905. 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: • Syed Sirdar Ali Khan was a Muslim and likely to support Curzon's partition of Bengal in 1905 • Syed Sirdar Ali Khan's views are not likely to reflect the opinion of the Hindu majority in India • Syed Sirdar Ali Khan wrote this book in 1905 and so is able to reflect on the whole of Curzon's time as Viceroy • The purpose of this source is clearly to praise Lord Curzon's achievements in office. 2. The evidence could be assessed in terms of giving weight to the following points of information and inferences: • Indicates that Lord Curzon had been a successful administrator in India ('almost every department in India was tested, and, wherever a flaw was discovered, a remedy was applied) • Implies that Curzon had followed policies that were unpopular with many ('It would be absurd for me to say that Lord Curzon leaves India as a popular man.') • Indicates that Curzon was unusual in concerning himself with the welfare of the whole of India ('no instance on record of an Indian Viceroy' ' bring himself into personal contact with every province') • Claims that Curzon was admired by all ('the opinion of the whole of India, of his friends as well as of his enemies, when I say that he leaves amidst a general feeling of admiration of the brilliant talents').

Question	Indicative content
	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: • Lord Curzon regarded his purpose as preserving India for the British Empire and he was largely successful in his first term in office • Curzon was single-minded with an inexhaustible capacity for work; he streamlined the administration, created the North-West Frontier and brought the railways under the control of its own board • In 1905, against advice, Curzon partitioned Bengal. Hindus opposed this because Eastern Bengal would be dominated by Muslims. It led to rioting and unrest • Curzon resigned in 1905 as the result of an ongoing row with Lord Kitchener. Other relevant material must be credited.

Section B: Indicative content

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

Question	Indicative content
2	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. Candidates are expected to reach a judgement about whether, in the years 1857-76, the main consequence of the Indian Mutiny (1857) was the establishment of firm British control over the Government of India. The arguments and evidence that, in the years 1857-76, the main consequence of the Indian Mutiny (1857) was the establishment of firm British control over the Government of India should be analysed and evaluated. Relevant points may include: • The Royal Proclamation (1858) and the Government of India Act (1858) removed the authority of the East India Company and placed the government of India under a viceroy accountable to Parliament • The Mughal Empire was brought to an end and the Emperor sent into exile; a hierarchy of honours and privileges was established for the other princes who recognised the dominance of British power • The Royal Titles Act (1876) granted Queen Victoria the title of Empress of India • Control was strengthened by reducing the proportion of Indian sepoys in the army, with heavy recruitment from more loyal Sikh and Muslim communities. The proportion of British troops increased • Consultative councils were established that were intended to give the British 'ears on the ground'; they had an advisory role and were drawn from educated and wealthy Indian families. The arguments and evidence that, in the years 1857-76, there were other more important consequences of the Indian Mutiny (1857) should be analysed and evaluated. Relevant points may include: • Jobs in government were opened up to Indian applicants. Educated Indians could apply for entry to the Indian Civil Service • Economic consequences: the British ceased to focus on acquiring new territory in the sub-continent and concentrated on India's development, including the expansion of the railway and telegraph networks • Landlords in the wealthy Awadh region were one of the main beneficiaries of the settlement after the Indian Mutiny; they recovered control of their villages and secured a land revenue

3	settlement • Consequences for the Muslim community: they felt blamed for the Mutiny and reacted by establishing the Aligarh movement with the intention of increasing Muslim prominence in social affairs through cooperation with the British and Hindus. Other relevant material must be credited. 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. Candidates are expected to reach a judgement about whether the growth of railways in India, in the years 1857-1914, was of greater benefit to British interests than to the Indian population. The arguments and evidence that the growth of railways in India, in the years 1857-1914, was of greater benefit to British interests than to the Indian population should be analysed and evaluated. Relevant points may include: • The rapid expansion of the railways enabled the British to consolidate India as a political unit; the army and the civil administration became more efficient in responding to problems • The railways were always intended primarily to assist the British in protecting the Empire and not to aid the Indian people • The railways enabled the British to expand their markets by importing cheap raw materials and selling manufactured goods in India; the export of wheat left India vulnerable to famine • The development of the export and import markets accelerated the decline of Indian cottage industries and handicraft production and levelled up regional price differentials, which harmed Indian markets • Railway rates were set to benefit long-haul movement of raw materials for export to Britain but were often too high to stimulate internal movement of materials for manufacture in Indian industry. The arguments and evidence that the growth of railways in India, in the years 1857-1914, was of greater benefit to the Indian population should be analysed and evaluated. Relevant points may include: • The development of the railways allowed a more effective response to famine in India • The construction of the railways facilitated the move to a more modern society in India and encouraged the breaking down of the caste system • Indian industries that developed in the port towns were able to take advantage of the favourable railway rates for transporting materials to and from the interior • The railways provided a boost to employment and a stimulus to the Indian economy.

4	Other relevant material must be credited. 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. Candidates are expected to reach a judgement about whether, in the years 1930-45, Gandhi's campaigns and actions were of less significance in the progression towards Indian independence than the Second World War. The arguments and evidence for the significance of the effects of the Second World War/limited significance of Ghandi's campaigns should be analysed and evaluated. Relevant points may include: • The 1942 Atlantic Charter committed Britain to support 'sovereign rights and self-government'. The 1942 Cripps Mission was launched in response. The intention was to offer dominion status • The cost of the war meant that Britain would have to revise its relationship with India after the war. It had borrowed £800 million from India by 1943 and had no means of repaying it • The cost of maintaining the Empire after the war would be prohibitive. In 1944, J M Keynes estimated that it had cost £1000 million for the past two years and would rise to £1400 million • The impact of the war in Britain contributed to the election of a Labour Government, which was determined to press ahead with political reform in India • Gandhi's campaigns failed to bring about real change in India; the Salt March and Quit India campaigns ended with his imprisonment, and the Round Table Conferences ended without agreement. The arguments and evidence for the significance of Gandhi's campaigns and actions/limited effects of the Second World War should be analysed and evaluated. Relevant points may include: • The 1930 Salt March attracted huge crowds and drew the world's attention to British greed and exploitation in India. Gandhi's imprisonment drew further criticism of the British action The 1931 Gandhi-Irwin Pact elevated Gandhi's status and made key promises that made progress towards independence, including that all future political changes would be in India's interests • The harsh suppression of Gandhi's 1942 Quit India campaign by the British lost some moral authority in ruling India and turned American public opinion against it. Linlithgow was replaced by Wavell who was more amenable to change • Despite the Second World War, some in Britain wanted to keep hold of India. The impact of Gandhi's campaigns undermined their ability to do so.

	Other relevant material must be credited.

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