GradeMax



Mark scheme (Results)

June 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

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

June 2017
Publication Code WHI02_1A_1706_MS
All the material in this publication is copyright
© Pearson Education Ltd 2017

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 reaction of the British Government to the Indian famine of 1876-78. 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 the British Government wanted to overcome the effects of the famine ('no lack of human endeavour to combat the effects of famine, and to save the lives of people committed to their care') • Provides evidence that the Government wanted to solve the famine at the lowest cost ('a resolution … to accomplish this with the least possible expense') • Indicates that the Government believed that lives could not be saved at all costs ('to consider the possibility … on such a scale as would make it impossible for the Government of India save every life') • Provides evidence of the action the Government was taking to deal with the famine ('instructions were addressed to Famine Commissioners'). 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: • Lord Napier had personal experience of ruling in India in Madras and as Viceroy in 1872 • This is a statement made to the House of Lords by a well-informed ex-civil servant • The purpose of the source is to comment on the position that the Government of India held with regard to outbreaks of famine in India. 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 1876-8 famine was the most severe of the century affecting 36 million people and thus required government intervention • The response of both the provincial governments and the British Government was slow in providing employment on public works,

Question	Indicative content
	which would allow peasants to earn sufficient money to buy food • The British Government opposed any measures that infringed the free trade principle and was against the purchase of food to alleviate the famine because it pushed up prices • The British Government drew up a Famine Code that placed responsibility on local governments to plan for future famines. 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 attitudes within the Indian National Congress to the British rule of India in the years before 1914. 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: • Bal Gangadhar Tilak represented the militant nationalist wing of the INC • Tilak's views did not represent the majority view of the INC with regard to the methods that should be used to resist British rule • The purpose of this source is clearly to galvanise Indians into militant opposition. 2. The evidence could be assessed in terms of giving weight to the following points of information and inferences: • Provides evidence that Tilak believed the moderates in the INC were preventing India from achieving freedom from British rule ('we are willing instruments of our own oppression') • Suggests that Tilak believed his methods would drive the British out of India ('they are a tiny minority in this country';' your future rests entirely in your own hands.') • Indicates the type of actions Tilak expected militant opponents of British rule to take ('This is boycott ... We shall not give them assistance to collect revenue and keep peace') • Suggests that Tilak is exaggerating the likely impact of the methods he is promoting ('you are free from tomorrow'). 3. Knowledge of historical context should be deployed to support and

Question	Indicative content
	develop inferences and to confirm the accuracy/usefulness of information or to note limitations or to challenge aspects of content. Relevant points may include: • The INC split in 1906 into moderates and radicals; the moderates managed to tone down the radicals' resolutions including one calling for *swaraj* • Tilak was a strong critic of the Raj and used his newspaper to promote his views including self-rule for India • The moderates in the INC had focused on widening participation in the government in India within a spirit of cooperation with the Raj and in 1907 they confirmed the objective of self-government • The moderates in the INC opposed aspects of the Morley-Minto reforms in 1909 by passing resolutions disapproving of the separate electorates. 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 how far the government of India made progress towards self-government in the years 1880-1910. The arguments and evidence that the government of India made progress towards self-government in the years 1880-1910 should be analysed and evaluated. Relevant points may include: • The reforms introduced by Lord Ripon in 1883 provided for local self-government. Indian rural boards were given extra powers to raise money for local works • The 1892 Indian Councils Act provided the opportunity for Indians to sit on provincial legislative councils and participate in the formal consultative process • The Morley-Minto reforms provided for 60 Indian representatives to serve on the Viceroy's executive council, which would give Indians a much greater voice in the governing of the country • After the 1909 Act was passed Muslims participated wholeheartedly on the councils because seats were reserved for them. The arguments and evidence that the government of India did not make progress towards self-government in the years 1880-1910 should be analysed and evaluated. Relevant points may include: • The opposition to the Ilbert Bill 1883 demonstrated that most of the British opposed the increased involvement of Indians in governing the Empire • Lord Ripon's municipal corporations were designed to save money rather than move India towards self-government. Ripon did not believe the Indian people were fit for self-government • Even after the 1892 Indian Councils Act most Indians sitting on provincial councils were officials of the Raj rather than representatives of the Indian people • Morley did not intend his reforms to lead to self-government. He claimed their purpose was to produce better and more informed government by the British. Other relevant material must be credited.

3	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 the extent to which British trade with India changed in the years 1857-1914 The arguments and evidence that British trade with India changed in the years 1857-1914 should be analysed and evaluated. Relevant points may include: • The opening of the Suez Canal in 1867 was vitally important for trade with India. It reduced the travelling time between the two countries and reduced the cost of transporting freight • The import of British goods was facilitated by lowering tariffs on Lancashire cotton in 1872, and then removing all tariffs on British imports in 1883 • By 1900 significant amounts of iron, steel and engineering products were supplied to India • There was a huge increase in the export of tea from India to Britain in the years 1857-1914 (from £24,000 in 1854 to nearly £8 million in 1913) and raw jute (from £500,000 in 1854 to over £9 million in 1913) • The export of raw cotton, indigo and opium fell from 60% of all exports in 1871 to 20% by 1901 • The development of the railways throughout the period enabled greater exploitation of Indian raw materials through the long haul movement of raw materials for export to Britain. The arguments and evidence that British trade with India did not change in the years 1857-1914 should be analysed and evaluated. Relevant points may include: • India was the single largest overseas market for Britain throughout the period • India essentially remained a provider of raw materials and a market for British manufactured goods. This remained consistent throughout the period • Indian cotton was traded with Britain throughout the period. It was manufactured into cloth in the textile factories in Lancashire, which was in high demand in Indian markets. Other relevant material must be credited.

4	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 1920-47, Jinnah played the most significant role in the decision to partition India. The arguments and evidence that, in the years 1920-47, Jinnah played the most significant role in the decision to partition India should be analysed and evaluated. Relevant points may include: • In the 1920s, Jinnah, the head of the Muslim League, worked with the Congress to achieve better Muslim representation but came to believe that Muslims would not be served well in a united India • The outcome of the elections after the 1935 Act convinced Jinnah that a separate Pakistan was necessary and he won mass support from Muslims through a series of mass rallies and press interviews • In March 1940 Jinnah called for a separate Muslim state in the Lahore Resolution. This was supported by the Muslim League • In 1947 Jinnah insisted on Partition at all costs and claimed that the Muslim League would rather fight a civil war than accept transfer of power to a Hindu majority union. The arguments and evidence that other factors played a more significant role in the decision to partition India should be analysed and evaluated. Relevant points may include: • The Hindu and Muslim communities in India were divided by their beliefs and this was exacerbated by the size of the Hindu majority, which encouraged Muslims to desire separation • The withdrawal of Congress from Ministries in 1939 enabled the Muslim League to work with the Raj and strengthen their position on a separate Muslim state • Fazul Huq played a key role in drafting the Lahore Resolution in 1940. He was a strong proponent of a separate Pakistan • Riots and murder in the Punjab in 1947 played a role in convincing Mountbatten that Partition was the only solution to the problems in achieving independence • 'Plan Balkan' failed and Mountbatten became anxious to settle before the situation worsened and Britain became swamped by events it could not control. Hence he opted for complete Partition. Other relevant material must be credited.