GradeMax

Pearson Edexcel

Mark Scheme

Summer 2018

Pearson Edexcel International Advanced Level in History (WHI02/1A)

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 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.

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 achievements of Lord Curzon as Viceroy in the years 1898-1905. 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: • It suggests that Curzon was an enthusiastic reformer ('plunged his Administration into a whirlwind of reforms involving almost every branch of the Government') • It implies that Curzon made the government of India more efficient ('measures directed to removing excessive bureaucracy') • It provides evidence that Curzon's reforms encompassed a wide range of issues ('reducing the monopoly of the telegraph companies', 'destroy police corruption', 'stimulate irrigation projects'). 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: • *The Brisbane Courier* was an Australian newspaper which could offer an outside view on Curzon's role in India • The language and tone of the report suggests that the reporter lived in India and experienced government under Curzon • A report published in a former colony was under no compulsion to praise Curzon; the fact that it does suggests a ring of truth to the article. 3. Knowledge of the historical context should be deployed to support and develop inferences and to confirm the accuracy/usefulness of information. Relevant points may include: • Curzon set up a special commission to study administrative procedures and as a consequence of its findings, he introduced procedural reforms to improve the administration • Curzon established a board to control the Indian railway which was responsible for laying 6,000 more miles of track by 1905 • Curzon increased the land irrigated to 3 million hectares • Curzon conducted an inquiry into Indian higher education which resulted in a restriction in the number of private colleges. Other relevant material must be credited.

Question	Indicative content
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 army's repression of demonstrations against British rule in April 1919. 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: • The report was confidential and therefore likely to be candid in the views that it expressed and the information provided • The report was based on information from the Viceroy who needed to be well-informed on events in India • The author of the report viewed the Indian protestors as extremists and gave a clearly one-sided view of the disturbances • The content of the source suggests that the Viceroy was not fully aware of the events as they unfolded. 2. The evidence could be assessed in terms of giving weight to the following points of information and inferences: • It provides evidence that the demonstrations turned into acts of violence against people and property ('The mobs burned banks, Government buildings and railway premises … at Amritsar they burned to death three bank managers') • It implies that the army's repression was necessary to respond to the seriousness of the threat ('grave disorders', 'serious rioting, accompanied by loss of life') • It claims that army's repression was effective in restoring control ('Troops were called in to restore order', 'order has been restored in the areas of disturbance.'). 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 the content. Relevant points may include: • The Rowlatt Acts were passed in March 1919 in response to fears that Bengal, Bombay and Punjab were centres of revolutionary activity. They sparked significant opposition in India • Rioting began on 10 April when the British authorities arrested two leading nationalists who had organised a series of workplace lockouts in protest against the Rowlatt Acts • General Dyer used 1,000 troops to end the protest in Amritsar; 400 people were killed and 1500 wounded. Dyer claimed the force was necessary to prevent a rebellion on the scale of the 1857 Mutiny. 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 accurate it is to say that, in the years 1857-1900, the main consequence of the Indian Mutiny (1857) was the reorganisation of the Indian Army. The arguments and evidence that, in the years 1857-1900, the main consequence of the Indian Mutiny (1857) was the reorganisation of the Indian Army should be analysed and evaluated. Relevant points may include: • Before the Mutiny, units were controlled by the East India Company; it was a significant change in 1858 when the Crown took over the control of the units and they were organised into one army • The Mutiny had major consequences for the recruitment of sepoys which switched from the Hindu, Brahmin and Rajput castes to recruiting from more loyal areas of the Sikh Punjab and the Muslim north-west • The Indian component in the Bengal, Bombay and Madras armies was reduced to give a ratio of 3:1 instead of 9:1 as it had been before the Mutiny • The Munity had a significant impact of the stationing of troops; afterwards troops did not serve in their communities but in areas with different religious and ethnic backgrounds. The arguments and evidence that, in the years 1857-1900, there were other more important consequences of the Indian Mutiny (1857) should be analysed and evaluated. Relevant points may include: • The East India Company that had held significant power across India before the Mutiny lost its authority to the British Crown and its role declined • There were important political consequences resulting from the Mutiny, e.g. the Royal Proclamation and the Government of Indian Act 1858 and the Royal Tiles Act 1876 established the British Raj • There were important economic consequences resulting from the British victory in the Mutiny, e.g. an increase in British capital investment in Indian agriculture and industry including in railways • There were important developments in the Indian Civil Service resulting from the Mutiny. The Civil Service took over administrative responsibility for India and jobs were opened to Indians. 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 how accurate it is to say that the impact of the division of Bengal in 1905 was the main reason for the growth of nationalism in India in the years 1900-1918. The arguments and evidence that the impact of the division of Bengal in 1905 was the main reason for the growth of nationalism in India in the years 1900-1918 should be analysed and evaluated. Relevant points may include: • Lord Curzon took the decision himself without consulting any other authority; this suggested an arbitrary nature to British rule • Congress headed up the national campaign to oppose the partition which captured the national mood of unity against the British • The partition of Bengal led to a *swadesh* campaign which included a boycott of British goods; Lancashire cotton was publicly burned • Indian politicians regarded the division as a classic case of British divide and rule and a deliberate attempt to create divisions between Hindus, Congress and Muslims. The arguments and evidence that there were other more important reasons for the growth of nationalism in India in the years 1900-1918 should be analysed and evaluated. Relevant points may include: • Bengal was reunified in 1911 but this did not lead to a decrease in nationalism • Disappointment over the limited roles to be given to Indians under the Morley-Minto reforms inspired nationalist feelings, especially among the radicals • The importance of India's contribution to the British role in the First World War promoted nationalist sentiments; two Home Rule Leagues were established and they gained much support in India • The nationalist movement developed as a consequence of the Lucknow Pact of 1916 which brought together the Congress and Muslim League and outlined how self-government in India would work. 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 the extent to which Gandhi's methods of campaigning against British rule changed in the years 1920-47. The arguments and evidence Gandhi's methods of campaigning against British rule changed in the years 1920-47 should be analysed and evaluated. Relevant points may include: • Gandhi's methods of campaigning changed from the political agitation that he used in the 1920-22 civil disobedience campaign to focus on social welfare in 1922 • In the 1920s and 1930s Gandhi's campaigns were not designed directly to challenge the political authority of the Raj, e.g. non-cooperation, whereas the Quit India campaign of 1942 was a direct challenge • Gandhi's methods changed from campaigning to negotiation, e.g. agreeing to attend the second Round Table Conference in 1932. The arguments and evidence that Gandhi's methods of campaigning against British rule did not change in the years 1920-47 should be analysed and evaluated. Relevant points may include: • All of Gandhi's campaigns were based on the principle of *satyagraha*, non-violent, non-cooperation • Throughout the period Gandhi campaigned to have the Untouchables recognised by the British and the Indians as part of Hindu society • Gandhi's campaign methods were designed to fill the jails and made India ungovernable, e.g. the 1920s Civil Disobedience campaign; the Salt *Satyagraha* 1930; Quit India 1942 • Gandhi used fasting as a method to put pressure on the Raj, e.g. the 1920s Civil Disobedience campaign; in 1932 in protest to the announcement of the Communal Award. Other relevant material must be credited.