GradeMax



Mark Scheme (Results)

January 2019

Pearson Edexcel International Advanced Level In History (WHI02) Paper 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 benefits of the growth of railways in India in the years 1857–1914. 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 provides evidence that railways have improved communications in India ('shorter communication with Lucknow') • It implies that the growth of railways brought economic benefits ('well suited to the exploitation of your abundant resources') • It claims that most Indians have benefited from the growth of railways ('transforming the lives of the great mass of people') • It suggests that the railways were a key element in the modernisation of India ('The spread of railways …all of these speak of the eager desire for modernisation.'). 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: • As Viceroy, Lord Curzon took a keen interest in the modernisation of India • The purpose of the source is to outline the benefits that have been delivered by the Raj for the Indian people • The tone of the source is celebratory and reflects the circumstances in which it was delivered. 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: • The expansion of the railways did provide local employment opportunities on the construction of the lines • The Allahabad-Fyzabad Railway was opened in 1905 and included the Curzon Bridge, Allahabad over the river Ganges. It provided a direct link from Allahabad to Lucknow and the hill stations beyond • Curzon added 6,000 miles to the Indian railways and established a Railway Board, which focused on developing the commercial and industrial potential of the railway • The construction of railways linked India with the world market and provided strategic advantages to the British. 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 methods used by Gandhi in the campaign against British rule. 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 speech was made by Gandhi, who was clearly able to comment on his methods for opposing British rule • The speech was propagandistic in nature and intended to rouse the people into action • The large audience suggests that Gandhi had much support for his non-violent methods. 2. The evidence could be assessed in terms of giving weight to the following points of information and inferences: • It provides evidence that the method used by Gandhi was non-violence ('pursuit of an exclusively non-violent struggle') • It indicates that Gandhi encouraged his supporters to challenge the Raj and break the law ('laws can be violated') • It suggests that Gandhi intended to provoke the Raj to arrest him in order to widen the protest ('when I am arrested… civil disobedience of the salt laws should be started'). 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 decision to target the salt tax was a deliberate choice to challenge British power over a commodity that was a necessity to life in India • The salt march attracted huge publicity with the press following Gandhi's every footstep • The salt march was an example of Gandhi's non-violent methods that led to mass arrests, stimulated strikes and protests across the country and created much sympathy for the protestors against the Raj. 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 1857–1914, the most significant political development in the government of India was the 1861 Indian Councils Act. The arguments and evidence that, in the years 1857–1914, the most significant political development in the government of India was the Indian Councils Act 1861 should be analysed and evaluated. Relevant points may include: • The Indian Councils Act 1861 transformed the Viceroy's Executive Council into a cabinet run as a portfolio system with a cabinet of six members who each took charge of a different department in Calcutta's government • The Act gave extensive authority to the legislative Council at Calcutta to pass laws for British India as a whole, as well as restoring powers to Bombay and Madras to legislate on behalf of their provinces • It was accepted that the majority of nominees to the Council would be Indian although this was not mentioned in the legislation and laid the foundations for extensions to 16 nominees in 1892 and to 60 in 1909. The arguments and evidence that, in the years 1857–1914, the most significant political development in the government of India was not the Indian Councils Act 1861 and/or there were other more significant developments in the government of India should be analysed and evaluated. Relevant points may include: • The authority of the Viceroy was a key feature in the government of India. He could overrule the Council and issue ordinances lasting six months if the Council was not in session during an emergency • From the Indians' point of view, the Act did little to improve the influence of Indians in the legislature because the role of the Council was limited to giving advice that could be ignored • The 1858 Proclamation and Government of India Act were essential elements in the government of India. The East India Company was abolished, the Mughal Empire ended and Crown rule exercised by a Viceroy • The establishment of the Indian Civil Service was a significant development in the government of India. It opened up government jobs to Indian applicants who passed the examination they sat in Britain • The Indian Councils Act 1909 (Morley-Minto reforms) was a significant development. It provided for the election of Indian members to the Council and reserved Muslim seats with a separate electorate. 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 whether, in the years 1906–22, the members of the Indian National Congress and the Muslim League shared similar attitudes to British control of India. The arguments and evidence that, in the years 1906–22, the members of the Indian National Congress and the Muslim League shared similar attitudes to British control of India should be analysed and evaluated. Relevant points may include: • The Congress and the Muslim League shared similar ideas about the need to separate from the Raj; the inclusion of separation in the Muslim League's objectives in 1913 brought it close to the Congress • Both the Congress and the League agreed on the need to support the Empire in the First World War and volunteers to fight flooded in from both Hindu and Muslim populations • Members of the Congress and League joined Besant's Home Rule League, indicating that they shared similar attitudes over replacing the current format of the Raj • The Congress and the League agreed the principle of separate electorates in the Lucknow Pact, 1916, which signalled their readiness to cooperate over a difficult issue in order to focus on opposing British control • Congress gave its support to the Muslim Kalifat Movement in 1920, which created a powerful sense of anti-British Hindu-Muslim unity by the Congress and the League. The arguments and evidence that, in the years 1906–22, the members of the Indian National Congress and the Muslim League held different attitudes to British control of India should be analysed and evaluated. Relevant points may include: • Congress favoured a change in the government of India based on electing Indians to office by one man, one vote, which was opposed by the Muslim League because of the domination of Hindus in almost every constituency • The Muslim League sought to advance Muslim rights and protect the position of the Muslim upper and gentry classes in the Raj whereas the Congress, although dominated by upper middle-class Hindus, claimed to represent the interests of all Indians regardless of class or religion • In opposing the Rowlatt Acts, the Congress followed the policy of non-violence in its campaign of 1920–22, whereas the Muslim League tolerated the 1921 jihad declared by the Muslim Moplah of Malabar and the violence that ensued, including attacks on Hindus. 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 Britain increasingly used repression to rule India in the years 1935–47. The arguments and evidence that Britain increasingly used repression to rule India in the years 1935–47 should be analysed and evaluated. Relevant points may include: • Viceroy Linlithgow favoured repressive measures against civil disobedience and increased the use of repression in 1940 by authorising the arrest of over 20,000 Indians for participation in individual campaigns of civil disobedience • From 1939, the Raj began to direct repression against political opposition, e.g. Bose's Forward Bloc Party was banned and its party offices raided • The level of repression against independence campaigns increased during the Second World War, e.g. 35,000 troops were sent to support local police dealing with the Quit India campaign in 1942 and Congress leaders were arrested • In 1946 the Raj insisted on court martialling a sample of members of the Indian National Army who had returned to India, in spite of pleas by Congress for their release. The arguments and evidence that Britain did not increasingly use repression to rule India in the years 1935–47 should be analysed and evaluated. Relevant points may include: • In the years 1935–39, the Raj enjoyed a brief period of popularity in which Congress members looked to it for advice on developing administrative structures. The need to use repression declined with the lack of opposition • The use of repression in 1942 was in response to Indian violence and was reduced once the violence subsided • Linlithgow was replaced as Viceroy by Wavell in 1943; his period in office was marked by a humanitarian approach and the level of repression declined • British troops remaining in India after Independence and Partition were only there to ensure the safe withdrawal of Europeans and did not intervene in communal violence. Other relevant material must be credited.