GradeMax



Mark scheme

Summer 2019 (Results)

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 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 reasons for the decision to partition India in 1947. 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 implies that Indian Independence could not be achieved without Partition ('No agreement will be possible till the Pakistan issue is solved') • It claims that Partition was necessary because Muslims would not be treated fairly under an All-India Union ('a tiny minority'; 'at the mercy of Hindu majority domination') • It suggests that the Hindus and Muslims were already divided and that Partition would recognise this fact ('Hindus and the Muslims are two major nations living in this sub-continent'). 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 speech was by Jinnah who represented Muslim interests and was well qualified to speak for Muslims • The purpose of the speech was to outline Muslim demands to the Delegation that was to begin the discussion on independence • The tone of the speech makes it clear that Jinnah did not intend to compromise on the substantive issue of Partition. 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: • About 70 per cent of Indians were Hindu and 20 per cent Muslim. Muslim Indians were highly concentrated in the north-west and north-east of India where they were in the majority • Jinnah had already announced in the Lahore Resolution in 1940 that Muslims were a nation not a minority and that this needed to be considered in any discussions on independence • Jinnah was aware that the decision on Pakistan had to come from the British who needed their cooperation and that it would not be agreed by a Congress Party, dominated by Hindus. 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 General Dyer's handling of the protests at Amritsar 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 authors of the source were a committee of both British and Indian representatives and are likely to have provided a range of opinions in the creation of the report • The report was based on an enquiry in which the authors have had the opportunity to examine the evidence on which their conclusions are based • The language and tone of the source show that they have focused on Dyer's personal responsibility and avoided any direct criticism of the Raj. 2. The evidence could be assessed in terms of giving weight to the following points of information and inferences: • It claims that General Dyer's actions were wrong ('committed a grave error') • It suggests that the demonstration did not threaten British rule ('does not accept the view that General Dyer's action saved the situation and prevented a rebellion on a scale similar to the Mutiny') • It claims that General Dyer sincerely believed that his action was necessary ('honestly believed that he was called upon to take this step'; 'mistaken conception of his duty'). 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: • General Dyer's men had fired 1650 rounds of ammunition on a crowd of unarmed people, killed 400 and injured 1500. He told the inquiry that his action was intended to have moral effect • Dyer told the inquiry that he had intended to punish the Indians for their behaviour and that he would have used machine guns if he had been able to take armoured cars into the *Jallianwala Bagh* • Dyer told the wives of white colleagues in the district that he had saved more lives by his action • In Britain, the House of Lords was critical of the censuring of Dyer as a dangerous precedent that would undermine 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 the living standards of the Indian population improved in the years 1857–99. The arguments and evidence that the living standards of the Indian population improved in the years 1857–99 should be analysed and evaluated. Relevant points may include: • Investment in the railways increased employment in the construction industries and the wages of labourers increased the buying power in local regions that improved living standards • Under British rule, after tax the income of village economies rose; three-quarters of the Indian population lived in these villages • The development of irrigation systems encouraged the growth of cash crops for export and increased agricultural incomes in the relevant areas, e.g. in the districts irrigated by the Ganges Canal • The tax burden under the Raj was steadily reduced. Under the Mughal Empire it was 15 per cent; the British reduced it to 6 per cent • Policies pursued by the Raj after 1857 improved internal trade, e.g. river transport, which benefited some local producers by increased sales and so enhanced their living standards. The arguments and evidence that the living standards of the Indian population did not improve in the years 1857–99 should be analysed and evaluated. Relevant points may include: • The Indian taxpayer paid for the investment in the railways and the rails, engines, steel and coal were imported from Britain, thus development of the railways was of limited benefit to Indian standards of living • Increased wages paid to those working on the railways pushed up food prices and the consequent inflation had a negative impact on the standard of living • Population growth in India resulted in the decline of GDP per capita and lower living standards • Living standards were precarious; there were frequent famines in India after 1860 including a severe famine in 1876–78. Most victims suffered because they were too poor to buy food • The living standards of peasants were undermined on occasions by low prices paid by creditors for crops, high rents demanded by landlords and high taxes when landlords did not pass on the tax reductions. Other relevant material must be credited.

Question	Indicative content
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 Britain continuously strengthened its control over the government of India in the years 1857–1917. • The arguments and evidence that Britain continuously strengthened its control over the government of India in the years 1857–1917 should be analysed and evaluated. Relevant points may include: The 1858 Royal Proclamation and Government of India Act upgraded the Governor General to Viceroy and strengthened powers compared to control by the East India Company • After 1857 the Princely States were forced to acknowledge Britain as the paramount power in the subcontinent. Most treaties enabled Britain to remove princes working against its interest • British control was strengthened by the reorganisation of the army after the Mutiny; the proportion of Indian sepoys was reduced by 40 per cent and British troops increased by 50 per cent • The Royal Titles Act 1876 created the Raj by Queen Victoria's assumption of the title of Queen-Empress • Later reforms including the Ilbert Bill 1883 and the Indian Council Act 1909 granted concessions to Indians but maintained British supremacy. The arguments and evidence that Britain did not continuously strengthen its control over the government of India in the years 1857-1917 should be analysed and evaluated. Relevant points may include: • The formation of the Indian National Congress in 1885 was a challenge to British rule and it rapidly grew into a political force that undermined the Raj by demanding full independence • The Indian Councils Act 1892 included the INC demand for election rather than nomination and increased the number of Indians on local councils • Agitation over the partition of Bengal in 1905 prompted fear of mutiny and led to concessions in the Morley-Minto reforms, including appointing Indians to high positions on executive councils • In 1917, the British response to the Ghadr Movement and the Home Rule League was the Montagu Declaration, which appeared to promise eventual self-government. Other relevant material must be credited.

Question	Indicative content

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 1930–45, Gandhi's contribution to Indian independence was very limited. The arguments and evidence that, in the years 1930–45, Gandhi's contribution to Indian independence was very limited should be analysed and evaluated. Relevant points may include: • Gandhi did not participate in the first Round Table Conference in London. The agreement about dominion status was achieved without his involvement • Gandhi's behaviour at the second Round Table Conference alienated fellow Indians and no agreements were concluded • The 1935 Government of India Act ignored Gandhi's demands for *Purna Swaraj* and the decision to reserve seats for Muslims was completely against his wishes • Gandhi was arrested at the start of the Quit India campaign in 1942 and the campaign was crushed • The decisions about Indian Independence that were being discussed in 1945 had more to do with the impact of the Second World War on Britain and little to do with Gandhi's demands. The arguments and evidence that, in the years 1930–45, Gandhi's contribution to Indian independence was not very limited should be analysed and evaluated. Relevant points may include: • Gandhi's Salt March in 1930 drew a crowd of 10,000 and attracted huge attention in the international press, which was critical of the British reaction and increased pressure for change • The enormous strain placed on the Raj as a result of the 1930 civil disobedience campaign encouraged the Raj to reach a truce with the campaigners, which resulted in the Gandhi-Irwin Pact • It was agreed in the 1930 that Gandhi needed to be present at the Round Table Conferences and he was released from prison for that purpose • Gandhi led the 1942 Quit India Campaign, which provoked such a strong British reaction that, in the eyes of the world, Britain lost the moral authority to govern India. Other relevant material must be credited.

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