GradeMax



Mark scheme

January 2020

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 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 attitude of the Indian National Congress to British rule in the early years of the Congress. 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 indicates a very positive attitude to British rule (‘good fortune that we are under a rule which makes it possible for us to meet in this manner’) • It claims that British rule has been beneficial to India (‘completely aware of the numberless blessings conferred upon us’) • It suggests that there are some criticisms of British rule (‘a breeding ground for sedition‘). 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: • Dadabhai Naoroji was a founding member and President of the INC and is therefore able to speak about the Congress from a position of authority • The purpose of the source is to reassure the British of the loyalty of Congress to the Raj • The language and tone of the source are very positive. 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 first Congress meetings were used more to educate than to develop a political agenda in relation to the Raj • In the early years of the Congress, members sought only slight concessions from the British • The Viceroy had given permission for the formation of the Congress, which was to act as a platform to voice Indian public opinion. 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 failure to prevent communal violence after Partition. 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 High Commissioner was a senior diplomat and was responsible for informing the British Government of developments in India • The letter was written in October 1947 and therefore the High Commissioner was able to comment on the extent of the communal violence that had broken out in the summer of 1947 • The language and tone of the letter suggest that the High Commissioner found it difficult to give an impartial view. 2. The evidence could be assessed in terms of giving weight to the following points of information and inferences: • It suggests that the failure of government was a reason for the failure to prevent communal violence ('the new administration has scarcely been able to function', 'virtually helpless') • It claims that the authorities could not trust the police to prevent the violence ('police were no longer reliable') • It implies that the movement of refugees made it impossible to prevent the violence ('The large numbers of Hindu and Sikh refugees from West Punjab flowed through the East Punjab and brought with them communal strife'). 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: • The majority of British troops were confined to barracks when the violence was at its height; they were only to be used to protect European lives • An inadequate force of 50,000 troops was despatched to keep order on the new frontiers • No Indian leader would have supported the use of British troops. 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 growth of railways was the main reason for the development of the Indian economy in the years 1857–1914. The arguments and evidence that the growth of railways was the main reason for the development of the Indian economy in the years 1857–1914 should be analysed and evaluated. Relevant points may include: • The development of the cotton industry was facilitated by the expansion of the railways, e.g. the extension to Solapur allowed the Indian cotton to replace American cotton during the US Civil War • The railways played a major role in integrating markets and increasing trade within India • The demand for coal to fuel trains facilitated the development of the Indian coal industry; by 1914 Indian coal had replaced British coal as the primary source of fuel • The expansion of the railway network opened up regions that had been isolated before; the export of tea, jute and grain increased as a consequence. The arguments and evidence that the growth of railways was not the main reason/there were other more important reasons for the development of the Indian economy in the years 1857–1914 should be analysed and evaluated. Relevant points may include: • The expansion of the railways created enormous demand for steel, engines and wagons but these were all imported from Britain and so had little impact on the developing Indian economy • The opening of the Suez Canal in 1869 played a significant role in developing export opportunities for Indian agriculture • The development of canals and irrigation schemes facilitated the development of industry and agriculture. The Ganges canal ran for 350 miles and supplied thousands of distribution canals • Investment in irrigation in the Punjab and Sind led to former desert areas becoming major producers of wheat and cotton for export and sale in other parts of the Indian subcontinent. 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 significant the role of Nehru was in the opposition to British rule in the years 1920–47. The arguments and evidence that Nehru was significant in the opposition to British rule in the years 1920–47 should be analysed and evaluated. Relevant points may include: • In 1920 Nehru led the non-cooperation movement in the United Provinces • Nehru played a key role in drawing the princely states into the nationalist movement for independence and in 1947 insisted they merge with the Indian republic into an independent India • Nehru played a key role in gaining foreign allies for the cause of Indian impendence; in 1927 he represented India at the Congress of Oppressed Nationalities and was elected to its Council • Nehru dominated politics in India in the 1930s. As President of the Congress he called for complete independence from the British and led Congress to victory in the 1937 provincial elections • Nehru's vision of a modern democratic and secular independent nation shaped the independent India that emerged in the years 1945–47. The arguments and evidence that Nehru was not significant/others were more significant in the opposition to British rule in the years 1920–47 should be analysed and evaluated. Relevant points may include: • Gandhi was a more significant figure in the 1920s and 1930s; it was Gandhi and not Nehru who led the campaigns and represented India at the Round Table Conferences • Nehru wanted to support the Allies in the Second World War and supported the 1942 Cripps Mission but was overruled by Gandhi who took the initiative in the Quit India campaign • In the years 1942–45 Nehru was imprisoned and Jinnah and the Muslim League were able to strengthen the position of the Muslims and force the British to negotiate with them on equal terms. 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 the use of repression was significant in maintaining British rule in India in the years 1919–45. The arguments and evidence that the use of repression was significant in maintaining British rule in India in the years 1919–45 should be analysed and evaluated. Relevant points may include: • Repression played a significant role in maintaining British rule in the face of Indian opposition to the Rowlatt Act and in the use of martial law to impose control after the Amritsar Massacre • Repression was significant in limiting the influence of Gandhi and leading members of the Congress by imprisoning them in the civil disobedience campaigns of 1930 and Quit India in 1942 • Imprisonment of agitators played a key role in maintaining British control. By the end of 1930, there were 29,000 people in jail, including 300 women and 2,000 young people • Repression played a significant role in maintaining control during the Quit India campaign in 1942. Local police were supported by 35,000 troops who were deployed to crush local resistance. The arguments and evidence that the use of repression was not significant and/or there were other, more significant factors in maintaining British rule in India in the years 1919–45 should be analysed and evaluated. Relevant points may include: • The Viceroy took the decision not to inflame the Indian people by using martial law to repress the 1930 *satyagraha*. British rule was maintained as the campaign simply ran out of steam • British rule was maintained by the use of negotiation. The Simon Commission recommended a conference to discuss possible reforms; the Round Table Conferences took place in 1930–32 • British rule was maintained by the 1935 Government of India Act. In spite of objections, both Congress and the Muslim League participated in the 1937 elections for provincial governments • Divisions between Congress and the Muslim League and internal divisions in Congress meant that Britain was able to maintain its rule. No obvious alternative was accepted by all Indians. Other relevant material must be credited.