GradeMax



Mark Scheme (Results)

January 2021

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

Edexcel and BTEC Qualifications

Edexcel and BTEC qualifications are awarded by Pearson, the UK's largest awarding body. We provide a wide range of qualifications including academic, vocational, occupational and specific programmes for employers. For further information visit our qualifications websites at www.edexcel.com or www.btec.co.uk. Alternatively, you can get in touch with us using the details on our contact us page at www.edexcel.com/contactus.

Pearson: helping people progress, everywhere

Pearson aspires to be the world's leading learning company. Our aim is to help everyone progress in their lives through education. We believe in every kind of learning, for all kinds of people, wherever they are in the world. We've been involved in education for over 150 years, and by working across 70 countries, in 100 languages, we have built an international reputation for our commitment to high standards and raising achievement through innovation in education. Find out more about how we can help you and your students at: www.pearson.com/uk

January 2021
Publications Code WHI02_1A_msc_20210304
All the material in this publication is copyright
© Pearson Education Ltd 2021

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 changes in the governing of India after the Mutiny of 1857 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 claims that the current system of governing India was incompatible with the British political system ('case of the East India Company… not responsible to Parliament and Crown') • It indicates that the change proposed is the result of the Mutiny ('forced upon the attention of the Government by the Mutiny') • It suggests that the Company's economic interest was an insufficient reason for possessing political control in India ('only connection … with India is the simple possession of many shares in the Company'). 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, coming from Palmerston, carries the weight and authority of the British prime minister • The tone of the speech, which avoids criticising the East India Company, is relatively impartial • As the leader of the government, Palmerston would be in an excellent position to outline the reasons for its policy to the House of Commons. 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 East India Company's practice of annexing princely states and its attitude to religious differences in India sparked the Mutiny, which led to the Royal Proclamation 1857 and the 1858 Government of India Act • The East India Company's control was ended and its administrative functions transferred to the British government • A viceroy, who was accountable to parliament through the Secretary of State for India, was appointed to govern in India. 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 reactions to the famine in India in 1943. 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: • As the leader of Congress, Nehru will have been well-informed about the famine • Nehru wrote this account while the famine was raging in 1943 but published it in 1946, meaning he will have included both the immediate reaction and reflection on events before the finished book was published • Nehru was in prison at the time of the famine and will not have witnessed its results first hand • Nehru was opposed to British rule in India and was likely to present a negative account of their handling of the famine. 2. The evidence could be assessed in terms of giving weight to the following points of information and inferences: • It claims that the famine was man-made and hence avoidable ('result of man's incompetence and cruelty') • It claims that the famine was deliberately covered up by the authorities ('False reports were issued by those in authority in India and in England') • It implies that the British did not care about the impact of the famine on India ('Rich England paid little heed to the hunger that was killing millions in India'). 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: • Jinnah accused the British government of contempt for the Indian people over the famine. He claimed that they would not have neglected the people of Britain if they had faced famine • Churchill was reluctant to divert any merchant ships to transport grain to India • Viceroy Wavell diverted soldiers from the war effort to provide military assistance in the distribution of food. 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 the extent to which the Indian National Congress changed its approach to the development of nationalism in the years 1885-1914. The arguments and evidence that the Indian National Congress changed its approach to the development of nationalism in the years 1885-1914 should be analysed and evaluated. Relevant points may include: • Early Congresses tended to focus on seeking minor concessions from the Raj. Later Congresses became the driving force for nationalism and self-government within the Empire • The Congress became divided into moderates and radicals, a process that was enhanced by the reactions to the partition of Bengal in 1905 • The tactics changed as a result of the partition of Bengal. Moderate Congress members promoted the strategy of *swadesh*, alongside their tactic of lobbying British MPs; radicals supported violent action. The arguments and evidence that the Indian National Congress did not change its approach to the development of nationalism in the years 1885-1914 should be analysed and evaluated. Relevant points may include: • The Congress supported the British Raj throughout the period, an attitude which was confirmed in 1914 by its support for the Britain at the outbreak of the First World War • The Congress established in 1885 represented all Indian people, regardless of class, caste or religion. In spite of the establishment of the All Muslim League in 1906, Congress continued to represent all Indians • Moderates changed the constitution of the Congress in 1907 to oblige all members to accept the objective of self-government in the British Empire. This made it impossible to remain radical in the Congress • Throughout the period, Congress used the strategy of lobbying MPs in Britain by means of its London office and its newspaper • Throughout the period, Congress was dominated by educated Indians and the commercial classes who took a conservative approach to the development of nationalism. 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 the extent to which the use of the army in India changed in the years 1919-48. The arguments and evidence that the use of the army in India changed in the years 1919-48 should be analysed and evaluated. Relevant points may include: • In dealing with the 1919 civil disobedience campaign, the army was used to impose martial law; in subsequent campaigns, martial law was avoided • The use of the army to deal with campaigns was limited after the Amritsar massacre of 1919; the police were used instead to deal with the campaigns arising from the Salt March • Soldiers in the Indian Army were loyal to the Raj in 1919. By 1948, they were more likely to be loyal to the concept of 'India'. This changed how they could be deployed for the Raj • At the start of the period soldiers were deployed to put down unrest. In 1947-48, as part of the British withdrawal, soldiers were confined to barracks during the communal violence. The arguments and evidence the use of the army in India did not change in the years 1919-48 should be analysed and evaluated. Relevant points may include: • Military force was used to put down demonstrations judged to be a threat to the Raj throughout the period, e.g. Amritsar in 1919; Quit India in 1942 • The army showed a readiness to shoot demonstrators in order to restore order throughout the period • The army continued to be used to deal with threats to the British empire, e.g. the Third Afghan War 1919; Japanese expansion during the Second World War • The extent to which the British could rely upon the use of the army did not change during the period. Troops remained loyal to the Raj as demonstrated during the Second World War. 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 1930-47, Gandhi was the most significant individual in achieving progress towards the independence of India. The arguments and evidence that, in the years 1930-47, Gandhi was the most significant individual in achieving progress towards the independence of India should be analysed and evaluated. Relevant points may include: • Gandhi was responsible for igniting the nationalist movement with the salt *satyagraha* in 1930, which drew attention to British exploitation and put pressure on Britain for change • Gandhi represented India at the Round Table Conference in 1931. His appearance in London in simple Indian clothing was reported by the British press and highlighted British economic exploitation of India • In 1936 Gandhi ensured that Nehru was elected as president of Congress for the second time. This strengthened Congress and prevented it from disintegrating into squabbling factions • Gandhi led the Quit India campaign in 1942, which provoked a harsh response from British officials and led to international criticism of British rule and questioned the justification for empire. The arguments and evidence that, in the years 1930-47, Gandhi was not the most significant/there were other more significant individuals in achieving progress towards the independence of India should be analysed and evaluated. Relevant points may include: • Gandhi's role in the Round Table Conference was a failure and no progress was made towards independence. His call to suspend civil disobedience was ignored by Congress and any progress was made in spite of Gandhi • Jinnah played an important role in shaping the progress towards independence by uniting all Muslims in the Muslim League and using his strength to put pressure on the British for a Muslim state • Nehru played a key role in leading Congress, winning support for independence from the princely states and in leading the negotiations for an independent India with Mountbatten • Viceroy Wavell played a key role in recognising that Britain could not afford India after the war. He called a conference in 1944 in an attempt to get a political settlement for India • The role of Mountbatten was essential in the negotiations that led to the achievement of Independence and Partition in August 1947. Other relevant material must be credited.

Pearson Education Limited. Registered company number 872828
with its registered office at 80 Strand, London, WC2R 0RL, United Kingdom