GradeMax



Mark Scheme (Results)

Summer 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

Summer 2021
Question Paper Log Number 67045
Publications Code WHI02_1A_rms_20210604
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 Gandhi's early methods of campaigning. 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 a key method was to get arrested ('expect to be arrested', 'allow himself to be arrested') • It suggests that a priority was to fill the jails to put pressure on the Raj ('If a fine or the alternative of imprisonment is imposed, imprisonment should be accepted') • It suggests that an imprisoned protestor must maintain the moral high ground to shame the Raj ('must not take part in the sort of practices against his captors that ordinary prisoners often do'). 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 instructions were given by Gandhi himself who would know exactly how he wanted the campaign conducted • The purpose of this announcement is to instruct protestors in the use of non-violent non-cooperation • The timing of the announcement reflects Gandhi's outraged response to the introduction of the Rowlatt Acts. 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: • Gandhi called for a series of strikes (*hartals*) in April 1919 to protest about the Rowlatt Acts • *Satyagraha* committed campaigners to methods that placed themselves in the path of physical violence • The purpose of the campaign was to put pressure on the British by filling the jails • Campaigners were expected to submit to hardships with dignity and rely on making their opponents feel guilty to produce a moral pressure for change. 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 impact of the growth of railways in India in the years 1857-1914. 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 the result of an official enquiry and should be factually correct • The language and tone of the report is very positive in regard to the impact of the railways in India • The report was commissioned by the British authorities and has a vested interest in emphasising the benefits of its investment in the railways. 2. The evidence could be assessed in terms of giving weight to the following points of information and inferences: • It suggests that the impact of the growth of railways has been beneficial to Indians ('reduced enormously the cost of inland transport, but also opened up communications between distant provinces') • It suggests that the growth of railways has facilitated the economic development of India ('greatly advantageous. It has given us much more control over the resources of the country') • It claims that the growth of railways has helped to deal with the impact of famine ('confidently rely upon … for the distribution of food in times when food is scarce'). 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: • By the 1870s, most of India's major urban centres were connected to one another by rail • By 1900, 25 thousand miles of railway track had been laid. The steel, engines and wagons were imported from Britain • The shipment of grain from Northern India to Calcutta benefitted from favourable haulage rates, which encouraged the movement of grain across long distances • The transport of passengers increased from 10 million in 1871 to 183 million in 1901, which significantly improved communications in India. 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 actions of Lord Curzon were mainly responsible for the growth of nationalism in India in the years 1885-1914. The arguments and evidence that actions of Lord Curzon were mainly responsible for the growth of nationalism in India in the years 1885-1914 should be analysed and evaluated. Relevant points may include: • Curzon presided over a massive expansion of the railways which improved communication and allowed for the circulation of newspapers that promoted national consciousness • Curzon's University Act, 1904, created resentment among Indians with its restrictions on private colleges. This was regarded by the growing Indian middle class as an attack on its interests and an insult to its capabilities • Curzon's partition of Bengal in 1905 outraged Hindus and stimulated Congress into launching a movement for national unity, *swaraj* and *swadeshi*. The arguments and evidence that there were reasons other than the actions of Lord Curzon that were more responsible for the growth of nationalism in India in the years 1885-1914 should be analysed and evaluated. Relevant points may include: • Investment in education in the English language and the growth of professional employment created an Indian middle class that was receptive to nationalist ideas • The formation of the Congress Party in 1885, 13 years before Curzon arrived, was significant in the growth of nationalism. It developed into the political force behind ideas of self-government • Congress members Gokhale and Tilak both played significant roles in the growth of nationalism. Gokhale rallied support against the partition of Bengal and Tilak promoted direct action such as boycott • The creation of the All-Muslim League in 1906 provided a vehicle for Muslims to discuss nationalist ideas • The Indian Councils Act 1909 had little impact on allowing Indians a real say in the governing of India with only a tiny proportion of their resolutions accepted. This fuelled greater desire for self-government. 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 the response of the soldiers in the Indian Army during the First World War was very different from the response of the soldiers of the Indian Army during the Second World War. The arguments and evidence that the response of the soldiers in the Indian Army during the First World War was very different from the response of the soldiers in the Indian Army during the Second World War should be analysed and evaluated. Relevant points may include: • The nature of loyalty towards the Raj was different in the Second World War. In the First World War, Indian troops claimed to be fighting for king and Empire, in the Second World War Indian troops were not anti-British, but more likely to be fighting to achieve their own concept of 'India' • Events led to differences in attitude to the Raj. In the First World War, Indian troops were shocked by the barbarism of the Great Powers (including the British) to their European neighbours; in the Second World War, Indian troops were angered by British treatment of Indians at home • The threat to the Raj from Indian troops was different. In the First World War there were two minor mutinies but, in the Second World War, there was a greater threat from Bose who recruited 6,000 Indian POWs to fight against the British in the INA. The arguments and evidence that the response of the soldiers in the Indian Army during the First World War was similar to the response of the soldiers in the Indian Army during the Second World War should be analysed and evaluated. Relevant points may include: • In both wars, Indian soldiers fought in the expectation that India would be rewarded for her loyalty by concessions that would enable progress towards independence • In both wars, ordinary soldiers responded with loyalty to the Raj, e.g. attitudes shown in letters sent home and, in the Second World War, by the number of INA spies who turned double agent for the British • In both wars, Indians responded by supporting the Raj as demonstrated by enlistment, e.g. 1.5 million Indians joined up in the First World War and 2.5 million enlisted in the Second World War • In both wars, Indians fought for the Empire across multiple fronts, e.g. in the First World War, they fought on the Western Front and Mesopotamia and, in the Second World War, they fought in Africa, Europe and Asia with the bulk fighting against Japan in Burma. 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 Jinnah's approach to independence changed in the years 1916-47. The arguments and evidence that Jinnah's approach to independence changed in the years 1916-47 should be analysed and evaluated. Relevant points may include: • In the Lucknow Pact, Jinnah opposed the idea of separate Muslim electorates, but he abandoned this position soon after • In the 1920s, Jinnah cooperated with the Congress in its campaigns, holding the belief that Muslims would be able to protect their rights within a united and independent India. From 1937, he opposed Congress • In 1940, Jinnah announced the Lahore Resolution which called for a separate Pakistan. This was a change from his previous support for a united India • In 1946, Jinnah changed from cooperating with the British to denouncing the Raj over its plans for independence. He called for a Direct Action Day by Muslims in August 1946. The arguments and evidence that Jinnah's approach to independence did not change in the years 1916-47 should be analysed and evaluated. Relevant points may include: • Jinnah had reservations about working with Gandhi throughout the period. He viewed Gandhi's support for the Khilafat Movement as cynical and opposed Gandhi as the sole representative at the Round Table Conference • Until the 1940s, Jinnah's approach to independence was to achieve a united India with Muslim provinces • Jinnah continued to cooperate with Congress in 1942 in rejecting the Cripps Mission • Jinnah was cautious about dealing with the British throughout the period. As late as 1943, he accused the British of incompetence and irresponsibility in its response to the Bengal famine. 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