GradeMax

Pearson Edexcel

Mark Scheme (Results)

January 2022

Pearson Edexcel International Advanced A 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 2022
Publication Code: WHI02_1A_2201_MS
All the material in this publication is copyright
© Pearson Education Ltd 2022

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 decision to grant independence to 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 claims that the British have always intended to grant independence ('self-government has long been the aim of British rule') • It implies that the Raj has prepared the Indians for independence over a long period ('Eighty-nine years ago… foreseen … one day manage her own affairs') • It claims that Mountbatten has played an essential role in bringing about independence ('owes much to the personality of the Viceroy, Lord Mountbatten'). 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 statement was made to the House of Lords on 16 July 1947, just two days before the Act was passed, and reflects the final decisions on Independence • The statement has a persuasive tone and reflects its purpose to gain the support of the Lords for Independence • The Earl of Listowel was Secretary of State for India and therefore in an excellent position to present the government's stance on the reasons for granting Independence. 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 1909 Indian Councils Act had provided for the indirect election of Indians to councils • The Government of India Act 1919 had promised eventual self-government and the Government of India Act 1935 had prepared the way to grant India dominion status • The Indian Army had played an important role in both world wars and Indians expected independence as a reward • Mountbatten, the last Viceroy, was responsible for determining the final plan on Independence and Partition and persuading the Indian princes to merge their states either with India or Pakistan. 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 Indian National Congress in the early 20th century. 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: • Lord Curzon was Viceroy of India and in an excellent position to assess the impact of the Congress in the governing of India • The purpose of the source was to inform the British government of the impact of the Congress and needed to be accurate in order that effective decisions could be taken by the British government • The content and tone of the source is heavily critical of the members of Congress and their actions • The focus of the statement is on the members from Calcutta rather than the Congress as a whole. 2. The evidence could be assessed in terms of giving weight to the following points of information and inferences: • It claims that the members of Congress based in Calcutta control the Congress ('Congress Party is manipulated… best plotters … excessive power it gives them') • It indicates that they are a potential threat to the British government in India ('they aim to create a Congress Party …force a weak government to give them what they desire') • It indicates that they oppose the partition of Bengal ('fiercely resent any measure that would divide Bengal') • It suggests that there are limitations to the power and influence of the Congress Party in Calcutta (''My countrymen always howl until a thing is settled; then they accept it'.'). 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: • Congress was popular among the commercial and middle classes • Calcutta was the capital of British India at that time and the Congress was strong in this city and its region of Bengal. Members opposed Curzon's decision to partition Bengal • Most of the demands of Congress focused on increasing education and access to positions in the administration of 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 the use of tariffs was the most significant influence on the development of Indian industry in the years 1857-1918. The arguments and evidence that the use of tariffs was the most significant influence on the development of Indian industry in the years 1857-1918 should be analysed and evaluated. Relevant points may include: • In the years after 1858, the British government maintained a policy of free trade and removed tariffs on manufactured goods imported into India. This had a negative impact on the fledgling Indian industry • The 1870 Tariff Act fixed import duties at 7.5 per cent on manufactured goods. This assisted in the development of the cotton industry in India. By 1871, 12 cotton mills had been established in Bombay • In 1896, Elgin imposed 3.5 per cent duty on woven goods coming into India but also imposed an excise duty on all cotton goods produced in India. This made Indian mills uncompetitive compared to British mills • During the First World War, the government reimposed a cotton tariff of 7.5 per cent which had been removed in 1875. This was beneficial to the development of the Indian industry. The arguments and evidence that the use of tariffs was not the most significant influence/ there were other more significant influences on the development of Indian industry in the years 1857-1918 should be analysed and evaluated. Relevant points may include: • The fluctuating use of tariffs meant that investors and industrialists could not base their decisions for industrial development on the benefits or problems caused by the tariff • State investment was a key influence in the development of Indian industry. By 1910, the government had invested £194 million in railways, £11 million in mining and £15 million in manufacturing • The price of raw cotton influenced industrial development. In the 1850s, the increase in the price allowed spinning mills to undercut craft workers and, in the 1870s, the rising prices attracted investors • The development of the Tata steel industry benefitted from demand for steel during the First World War. The Bombay cotton industry was stoked by large government orders and the absence of Lancashire competition. 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, in the period 1876-1945, the British approach to dealing with famine in India was ineffective. The arguments and evidence that, in the period 1876-1945, the British approach to dealing with famine in India was ineffective should be analysed and evaluated. Relevant points may include: • The British response was always influenced by fear of the possible cost of famine relief, and its concern about infringements of the free trade principle. Britain continued to export grain during periods of famine • In the 1876-77 famine, the government was reluctant to set up employment schemes to provide an income for landless labourers hardest hit by famine. Food was available for those who could afford it. • There were no public work schemes ready at the start of the 1899 famine in spite of the recommendations by the 1880 Famine Inquiry • The government response to the 1943 Bengal Famine was price fixing that encouraged speculation, hoarding and a black market. It was slow to introduce rationing. The arguments and evidence that, in the period 1876-1945, the British approach to dealing with famine in India was effective should be analysed and evaluated. Relevant points may include: • The government set up Famine Commissions to investigate the famines and to make recommendations for the future. The Famine Code drawn up after the 1876-77 famine led to the establishment of a famine fund • The relief works set up in 1877 provided work and an income which enabled those involved to purchase food • Major irrigation projects were established to reduce the impact of the failure of the rains. By 1900, British India had 13 million hectares under irrigation and this had increased to 22 million hectares by 1945 • The organisation set up in 1944 to store procured food was very useful in dealing with the immediate post-war food crisis. 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 Gandhi's methods of resisting British rule in India were more effective in the years 1920-29 than they were in the years 1930-45. The arguments and evidence that Gandhi's methods of resisting British rule in India were more effective in the years 1920-29 than they were in the years 1930-45 should be analysed and evaluated. Relevant points may include: • The 1920 *satyahgraha* was initially successful. Students boycotted exams, taxes were not paid, 200 lawyers stopped work and, in some provinces, up to 90 per cent of qualified voters boycotted the 1920 elections • Through the 1920 *satyahgraha*, Congress became involved with peasant communities, developed an understanding of their needs and were able to link local grievances to the wider issues • The campaigns of the 1920s meant that Britain was under pressure to make significant changes in its relationship with India. In 1929, the Irwin Declaration included the offer of Dominion Status to India • The Salt *satyagraha* ran out of steam, there was no agreement from the second Round Table Conference, and the 1932 *satyagraha* and the 1942 Quit India campaign led to mass arrests and failure. The arguments and evidence that Gandhi's methods of resisting British rule in India were not more effective in the years 1920-29 than they were in the years 1930-45 should be analysed and evaluated. Relevant points may include: • The campaigns in the period 1920-29 achieved very little. Gandhi called for a stop to the 1921 non-cooperation campaign after the murder of 22 policemen at Chauri Chaura • Gandhi's Salt *satyagraha* attracted mass support and huge press coverage, which put pressure on the British government to bring about change • The 1932 civil disobedience campaign attracted the support of a wide range of different groups and classes across India and developed into a formidable psychological weapon against the Raj • Pressure from the 1930 campaigns prompted the British government to reach an agreement with Congress in the Gandhi-Irwin Pact of 1931 that included the release of prisoners and the lifting of emergency restrictions. 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