GradeMax



Mark Scheme (Results)

Summer 2025

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 aims of the Indian National Congress in the years 1885-1914. 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 Congress aimed to unite all the disparate parts of the Indian nation into a single unity ('The fusion of all the different and, until recently, conflicting elements … into a single national unity.) • It indicates that the Congress was founded to enable the development of an Indian nation ('The gradual development of the nation that has begun to evolve') • It suggests that Hume envisaged that the INC would facilitate a better cooperation between Britain and India ('consolidation of the union … modification of any aspects …unjust or harmful to India.') • It suggests that the founders had ambitions to develop Indian nationalism and self-rule ('what its founders called the National Movement'). 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 written and given by A O Hume, a founder member of the INC, who was thus in an excellent position to outline the aims of the movement • The speech, made to a great audience at Allahabad three years after the founding of the INC, had a clear purpose to inform the audience of the guiding principles by which the INC was founded and operated • The significance of the speech is made apparent by the fact that it was subsequently published so that it could reach a wider audience. 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 INC was established as a forum for formal discussion of national sentiment in India. Its delegates were mostly high-caste English-speaking Hindus as well as Englishmen such as A O Hume • In 1885, the delegates to the INC declared their loyalty to the British Crown and focused on improving opportunities for Indians in the Government of India, the Indian Civil Service and in serving on councils • Moderate members of the INC worked with the Viceroy to achieve its aims, e.g. Gokhale worked closely with Morley. He used the opportunities under the Morley-Minto reforms to scrutinise the state of Indian affairs • The focus on its aim to develop the Indian population into a single unity became the driving force for the development of Indian nationalism and calls for self-government. 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 attitudes to the construction 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: • As a member of the ICS and member of the Bengal Legislative Council, Dutt was likely to have had some experience of the decision-making processes relating to the construction of railways lines in India • Dutt's book, published in 1904, was able to look back on half a century of railway building in India and consider the range of attitudes that emerged • The content and tone of Dutt's book make it clear that he did not wholly support the building of railways. 2. The evidence could be assessed in terms of giving weight to the following points of information and inferences: • It suggests that some people saw railway construction as a drain on India's resources ('would not invest without a clear guarantee of profits from India's revenues.', 'build new lines … guarantee … from our taxes. ') • It claims that decisions about railway construction were made for British interests and ignored Indian interests ('influenced by public opinion in England and not by the opinion of the Indian people.') • It implies that the emphasis on the construction of the railways was hindering irrigation projects ('recommendation by the Famine Commission to give priority to irrigation works was ignored.'). 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: • The British government had promised railway investors that any return below five per cent would be made up to that figure by the Indian taxpayer. By 1900, this applied to seventy per cent of the network • The expansion of the Indian railways was popular among British politicians and businessmen as it supported export and import industries, especially textiles. It also offered significant military advantages for British rule • The expansion of the railways enhanced the opportunities for Indian agriculture • The Commission into the 1899 Famine acknowledged the importance of railways in transporting food into famine-hit areas. 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, in the years 1905-19, the Morley-Minto reforms (1905-10) were more significant than the Government of India Act (1919) in progress towards self-government in India. The arguments and evidence that, in the years 1905-19, the Morley-Minto reforms (1905-10) were more significant than the Government of India Act (1919) in progress towards self-government in India should be analysed and evaluated. Relevant points may include: • The Morley-Minto reforms paved the way for greater representation of Indians in government, e.g. the Indian Councils Act 1909 increased the number of Indians on the Viceroy's Council to 27 out of 60 members • Under the Morley-Minto reforms, the principle of election was established so that appointments were no longer at the discretion of the Viceroy • The Morley-Minto reforms provided for separate electorates for Muslims and thus furthered the Muslim quest for self-government • The Government of India Act 1919 disappointed many Indians because it did not provide for Home Rule. Congress boycotted the elections and Britain responded to the outbreak of unrest with the Rowlatt Acts. The arguments and evidence that, in the years 1905-1919, the Government of India Act (1919) was more significant than the Morley-Minto reforms (1905-10) in progress towards self-government in India should be analysed and evaluated. Relevant points may include: • The Government of India Act 1919 provided for a dyarchy and was widely regarded as a significant step towards Indian self-government. Opponents in Britain believed that the British government was losing control of India • Under the 1919 Act, the Viceroy was to be advised by six councillors, three of whom were Indian. Provincial and legislative councils were enlarged, and the franchise extended – all significant steps to self-rule • The Government of India Act 1919 was more significant than the Morley-Minto reforms because it shifted more decision-making from the centre to the provinces and involved more Indians in the governing of their country • The Morley-Minto reforms limited progress towards self-government by insisting that the Viceroy would determine the electoral qualifications of voters and that he could disallow candidates that he considered unsuitable • Under Morley-Minto, Muslims were granted separate electorates with lower property and educational qualifications, which fostered suspicions in Congress and acted as a barrier to a united struggle 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 main consequence of the Rowlatt Acts (1919) was an increase in the use of repression in India in the years 1919-29. The arguments and evidence that the main consequence of the Rowlatt Acts (1919) was an increase in the use of repression in India in the years 1919-29 should be analysed and evaluated. Relevant points may include: • The Amritsar Massacre, a direct consequence of the response to protests over the exigencies of the Rowlatt Acts, was one of the most repressive actions of the period • Dyer introduced martial law in response to the unrest over the Rowlatt Acts and enforced the Crawling Order. Both measures were designed to humiliate the Hindus living in a structured caste system • Gandhi was imprisoned in 1920-22 for his part in the campaign against the Rowlatt Acts. In total, 30,000 people were arrested in the 1920-22 civil disobedience campaign • Protests against the Rowlatt Acts had increased fears of a mutiny in India and encouraged the British to maintain a British army of 80,000 men to help control India throughout the period. The arguments and evidence that there were other, more important consequences of the Rowlatt Acts (1919) than an increase in the use of repression in India in the years 1919-29 should be analysed and evaluated. Relevant points may include: • A short-term consequence was that the Rowlatt Acts nearly wrecked the Government of India Act 1919. Critics vociferously complained that it took only weeks to pass Rowlatt but four years for the Government of India Act • The Rowlatt Acts sparked a massive Indian opposition. Gandhi led the 1920-22 non-cooperation movement in protest against the restrictions. Violence broke out in the Punjab and Gujarat. Nationalism increased • Protests against the Rowlatt Acts led to the emergence of the 'Young Hooligans' who would play a significant role in the independence campaign. By 1929, they had built up considerable support in Congress • The protest against the Rowlatt Acts led to a massive increase in the size of Congress, which grew from 100,000 to about 2 million by the end of 1921, and the AICC which grew from 161 to 350 members • The Rowlatt Acts brought Hindus and Muslims together to protest about their terms. Although against mass protest movements, Jinnah was a committed Congress nationalist until the end of the 1920s. 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 attitudes towards achieving independence did not change during the years 1906-47. The arguments and evidence that Jinnah's attitudes towards achieving independence did not change during the years 1906-47 should be analysed and evaluated. Relevant points may include: • Jinnah's desire to achieve an India independent of British rule remained unchanged throughout the period • Jinnah opposed mass protest movements as a way of campaigning for independence. Throughout the period, he favoured negotiation with the British as the way to achieve concessions and ultimately independence • Jinnah remained suspicious throughout the period that the Hindu majority would impose an unfavourable settlement upon them in the event of the creation of a united independent India • Jinnah's suspicions about Gandhi persisted. He regarded Gandhi's support for the Khilafat Movement as a cynical ploy to garner Muslim favour and did not trust him to represent Muslims at the round table conference. The arguments and evidence that Jinnah's attitudes towards achieving independence changed during the years 1906-47 should be analysed and evaluated. Relevant points may include: • Jinnah joined Congress in the early 1900s. Although the Muslim League was formed in 1906, Jinnah did not join until 1913. He later withdrew from Congress to represent Muslims, often against Congress' demands • Jinnah's attitude to cooperating with Congress fluctuated. He signed the Lucknow Pact in 1916 and supported the 1920-22 *satyagraha*, opposed it in the late 1930s, but supported its opposition to the 1942 Cripps Mission • Jinnah changed his views on separate electorates. He had agreed to them under the Lucknow Pact but, in 1927, proposed abandoning them in favour of a guaranteed third of the seats • Jinnah changed his views on a united India. Although originally supportive, in the 1940 Lahore Resolution, he called for an independent Pakistan for Muslims and insisted on Partition in the negotiations of 1945-47 • Until 1946, Jinnah believed that the best way to achieve independence for the Muslim community was to cooperate with the British. He abandoned this stance, denounced British plans, and called for a day of Direct Action. Other relevant material must be credited.

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