Pearson Edexcel

Mark Scheme (Results)

January 2024

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 reasons why Gandhi began his 'Quit India' campaign (1942) against British rule. 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 suggests that the Indian people, and Congress in particular, had run out of patience in waiting for Britain to grant independence ('Yet again', 'no longer justified in holding … back') • It implies that the campaign was launched because British rule in India was anti-democratic ('an imperialist and authoritarian British Government', 'prevents India from functioning in India's own interest') • It provides evidence of the intention to use the campaign to force the British to grant independence ('non-violent methods, in support of India's indisputable right to freedom and independence'). 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 Resolution was passed by the All-India Congress Committee, indicating that it had the support of the main organisation that represented the Indian people • The Resolution was a clear statement of the intentions of the Committee in launching the campaign and the outcome it was intended to achieve • The language and tone of the Resolution make it clear that it was justification for launching the campaign and an appeal to the Indian people to participate in the campaign. 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 British Government's declaration of war on the Axis powers on behalf of India in 1939, without consulting the Indians, had led to much resentment in some circles and renewed calls for the British to leave • Measures taken during the war, such as increasing press censorship and the use of Special Branch surveillance on Congress, led to Congress claiming that Britain had lost any moral authority to rule India • The 'Quit India' campaign would put pressure on Britain to concede to Congress' demands, especially since the USA did not support British control of India and Britain was particularly weak in the summer of 1942 • Gandhi launched the campaign on 8 August in a speech in which he claimed that the new campaign was the moment to 'Do or die for nothing less than freedom'. 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 reaction in India to the Royal Titles Act, 1876. 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 written by the reporter in India who would have been well positioned to observe and report on reactions to the announcement of the Royal Titles Act • The date of the report indicates that there was a significant time lapse between the passing of the Act and its general announcement in India • The content and tone of the report suggests that the reporter regarded the Act to be of greater significance than the Government of India and most of the Indian people did. 2. The evidence could be assessed in terms of giving weight to the following points of information and inferences: • It indicates that most Indian people were unaware of the Act or its significance ('tiny number of them who have even heard of it … feelings of great indifference.') • It suggests that the Government of India did not attach any importance to the Act ('Government of India viewed the change in the Royal style with the same lack of interest') • It indicates that the writer had reservations about the changes introduced under the Act ('The policy of substituting the title of Empress for the ancient and respected title of Queen is one of doubtful wisdom.') • It suggests that the decision to celebrate the new Royal title with a great spectacle might win over the people to support the change ('right ... magnificence of oriental pageantry', 'met with general approval'). 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: • Queen Victoria's new title of Empress of India was confirmed by most of India's princes and Indians of importance and influence. Over 68,000 people attended the 1877 *Durbar*, including 63 *maharajas* and *nawabs* • After the introduction of the imperial title, India's princes, like the entire Indian population, became vassals of the Crown but the title was confirmed by most of India's princes and Indians of importance • The cost of the *Durbar* held to celebrate the new title was very contentious among the ordinary Indian people as it coincided with famine and economic hardship. 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 1857-1918, the army in India was used mainly to provide internal security rather than for Imperial defence. The arguments and evidence that, in the years 1857-1918, the army in India was used mainly to provide internal security rather than for Imperial defence should be analysed and evaluated. Relevant points may include: • Fear of internal threats in the wake of the 1857 Mutiny led to the restructuring of the army so that the ratio was 3:1 instead of 5:1 of Indian to British troops, thus enhancing internal security • The army's importance in internal security was demonstrated by the changes to recruitment. Recruits were drawn from the Punjab, which was regarded as loyal, instead of Bengal, which was viewed with suspicion • The army in India played a key role in providing armed support for the civil authorities, including the police. It acted to combat banditry and to respond with armed force in the case of riots and rebellions • Until the early 20th Century, the army garrisons were stationed in most major cities to provide internal security. Troops were sent out to villages to demonstrate the might of the Raj in the event of unrest. The arguments and evidence that, in the years 1857-1918, the army in India was used mainly for Imperial defence rather than to provide internal security should be analysed and evaluated. Relevant points may include: • From its origins, a key purpose of the army in India was to look after British interests in Asia and to defend the borders of the growing Empire • The army in India comprised more than 300,000 men, giving the British Empire the world's largest standing army. Its purpose was to support Britain's imperial goals, to defend and expand the Empire • The army in India was vital to protect the northwest frontier where Afghanistan bordered on India and where the Russians had territorial ambitions, e.g. the second Afghan War 1878-80 • The army in India was despatched to protect British imperial interests, e.g. during the 1900 Boxer Rebellion in China and to counter Russian interest in Tibet in 1903-04 • The Indian army provided over a million men to fight for the British Empire in the First World War. The Indian army fought on the Western Front as well as in the wider Empire, the Middle East and Africa. 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 years 1857-1914, the Indian people benefitted more from the development of irrigation schemes than they benefitted from the development of the railways The arguments and evidence that, in the years 1857-1914, the Indian people benefitted more from the development of irrigation schemes than they benefitted from the development of the railways should be analysed and evaluated. Relevant points may include: • Although railways helped the distribution of food supply, they did not add to that supply. Irrigation works did increase the production of food and secured crops in years of drought and famine • Waterways built for irrigation had the added benefit of carrying freight at a much lower cost and in considerably higher quantities than the railways did • Investment in irrigation schemes led to a sixfold increase in food production by the end of the 1870s. The irrigation of the Punjab and Sind transformed former desert land into major producers of wheat and cotton • Former members of the Indian army benefitted from the irrigation of the Punjab and Sind, as it provided land for them and supported them in their retirement • Railway building was criticised as being a drain on the Indian economy. The five per cent return guaranteed to investors was paid by the Indians. The raw materials used in construction were imported from Britain. The arguments and evidence that, in the years 1857-1914, the Indian people benefitted more from the development of the railways than they benefitted from the development of irrigation schemes should be analysed and evaluated. Relevant points may include: • By 1900, approximately 25,000 miles of railway track had been laid. The building of the railways provided local employment in the construction economy and the labourers' wages stimulated local economies • Railways helped facilitate the rapid expansion of India's export industries, including cotton in the 1860s, and tea and jute. The railways opened regions for export production that had been isolated previously • The development of Indian politics benefitted from the development of the railways. Railways enabled delegates to travel to Congress as well as enabling the expansion of the press and the circulation of newspapers • Investment in irrigation schemes was considerably lower than investment in railways. Whilst, by 1900, there were still large areas with no irrigation, 25,000 miles of railway track had been laid across India. 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 political negotiations were more successful than civil disobedience campaigns in achieving progress towards independence for India in the years 1919-35. The arguments and evidence that negotiations were more successful than civil disobedience campaigns in achieving progress towards independence for India in the years 1919-35 should be analysed and evaluated. Relevant points may include: • The Gandhi-Irwin Pact of 1931 ended the stalemate arising from the 1930 civil disobedience campaign, facilitated the release of prisoners and agreed that Gandhi would attend the second Round Table Conference • The Government of India Act, 1935, arose from negotiations based on the Irwin Declaration. It provided for provincial governments with legislative powers. Congress swept the board in the subsequent elections • The outbreak of communal violence in 1921, and the murder of 22 policemen at Chauri Chaura in 1922, ended the 1919-22 civil disobedience campaign and split Congress without achieving tangible gains • The 1930 civil disobedience campaign could not be sustained and ended in stalemate. The individual campaigns in 1932 were brutally repressed. No progress was made on the issue of self-government. The arguments and evidence that civil disobedience campaigns were more successful than political negotiations in achieving progress towards independence for India in the years 1919-35 should be analysed and evaluated. Relevant points may include: • Gandhi's campaign methods recognised the fact that the Empire could not survive without Indian support. By 1932, the brutal repression employed meant that Indians lost all respect for British justice and values • The 1919 non-cooperation campaign won the support of Congress and the mass of Indian people. The boycott of British cloth had a negative economic impact on British manufacturers. • Thousands of Indians joined the salt *satyagraha* in 1930. The event won great publicity. The government of India was worried by the number of moderates supporting the campaign and opened negotiations with Gandhi • The 1928 Simon Commission was a failure. It was boycotted by the INC and Muslim League. Its published findings did nothing more than reassert the *status quo* • The Round Table Conferences did not lead to any progress. Gandhi only attended the second conference, which collapsed over disagreements between Hindus and Muslims. Other relevant material must be credited.

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