Mark Scheme (Results)

Summer 2023

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

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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 seriousness of communal violence in India in August 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 provides evidence of widespread communal violence ('communal friction was continuing in trouble spots in Bengal and the Punjab', 'worrying news from Amritsar and numerous smaller settlements.') • It suggests that violence could erupt in the Sikh community ('Sikh leaders have threatened to take action unless the Pakistan border is moved westward') • It indicates that there are reasons to hope the situation would calm down and the violence end ('both Hindu and Muslim, believe that communal disturbances will stop with the creation of the Muslim state') • It implies that there could be even more communal violence as a result of Partition ('But there are 20 million Hindus in Pakistan and 30 million Muslims in India.'). 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 article was published in an American newspaper just two days after

Question	Indicative content
	Independence and Partition and can give an immediate reaction to developing communal violence • The content and tone of the article are relatively impartial, reflecting the objectivity of an American reporting on events in the former British Empire • *The New York Times* was an influential newspaper with a worldwide readership and its views on communal violence would be valued. 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: • Communal violence erupted in Calcutta on the Muslim Day of Action, 16 August 1946. Six thousand people were killed. Tensions between Muslims and Hindus were exacerbated by the dispute over partitioning India • Communal violence escalated in the Punjab throughout 1947. On 14 August, a Muslim mob set fire to a Sikh temple in Lahore and burned to death hundreds of Sikhs who had gathered inside for protection • Millions of people tried to change lands during the summer of 1947, and it is estimated that one million were killed in the process. 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 Lord Curzon on the government of India in the years 1898-1905. 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 author was present in India in the early years of Curzon's rule and was able to observe for himself the impact that Curzon had on the government of India • The content and tone of the source are very congratulatory with regards to Curzon's actions in India and make it clear that the author admired

Question	Indicative content
	Curzon • The author shows some balance in his claims in his acknowledgement that Curzon's rule was not popular in many circles in India • The source was published in 1903, before the uproar caused by Curzon's partition of Bengal. 2. The evidence could be assessed in terms of giving weight to the following points of information and inferences: • It claims that Curzon was an effective ruler in India ('energetic performance', 'proved himself the best Viceroy') • It claims that Curzon's rule has been beneficial for India ('completely focused on the welfare of India') • It claims that Curzon's reforms have made him unpopular ('not a popular Viceroy' 'A strong man, like Lord Curzon, does not seek popularity'). 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: • Curzon set up a commission to investigate administrative procedures, and implemented reforms to the administration based on the results from the commission • Curzon was responsible for establishing a board to manage the control of the Indian railway and encouraged the expansion of the track by 10,000 km. He extended the area of irrigated land in India by 3 million hectares • Curzon was responsible for the creation of a buffer zone on the Afghan border, policed not by British troops but by local warriors under British command • Curzon implemented the plan to partition Bengal without consulting the Indians. The move created outrage among the majority Hindu population. 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 taxation was the most significant factor affecting the living standards of the Indian people in the years 1857-1914 The arguments and evidence that taxation was the most significant factor affecting the living standards of the Indian people in the years 1857-1914 should be analysed and evaluated. Relevant points may include: • The salt tax had a significant effect on the poorest Indians. Salt was a staple in the Indian diet. In 1882, a uniform salt tax of Rs 1.4 for 82 pounds was set. Indians were forbidden from collecting or selling salt • The land tax had a significant impact on rural communities. The tax was calculated on what a farmer produced in a good year. When there was a bad crop, farmers made a loss because the tax remained fixed • Income taxes were relatively high with rates at 2 per cent and 4 percent compared to 0.8 per cent in Britain. The burden fell heavily on the middle classes who were the main recipients of salaries and fees • Increases in customs and excise duties increased the burden of taxes on the Indian middle classes who were big consumers of imported goods. The arguments and evidence that there were other, more significant factors affecting the living standards of the Indian people in the years 1857-1914 should be analysed and evaluated. Relevant points may include: • The poorest classes were exempt from income taxes and rising rates did not affect their standard of living • A lack of access to the free market had a significant negative impact on the standard of living of peasants. Peasants could not afford to store produce until prices rose and were forced to take low prices • Population growth had a significant impact on living standards. The Indian population doubled in the nineteenth century. This provided cheap labour for a subsistence economy • Frequent incidences of famine caused by droughts and problems in food distribution impacted on living standards • Rising wages improved the living standards of those involved in the

	development of the railways. Increased demand pushed up prices and had a negative impact in other sectors of society. 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 role of the Indian National Congress was the most significant factor in the growth of nationalism in India in the years 1880-1918. The arguments and evidence that the role of the Indian National Congress was the most significant factor in the growth of nationalism in India in the years 1880-1918 should be analysed and evaluated. Relevant points may include: • Between 1885 and 1918, the INC became an effective vehicle to promote nationalism. It developed into a broadly-based political party, with delegates from across the country and representing the different religions • The INC's strategy for achieving a share in government promoted the growth of nationalism. It published newspapers, held meetings around the country, which attracted large audiences, and lobbied MPs for change • The INC's campaign of *swadesh,* in response to the partition of Bengal, captured the imagination of the public and encouraged the growth of nationalism • In 1916, the INC worked with the Muslim League to forge the Lucknow Pact, which promoted nationalism with its declared aim of self-government for India. The arguments and evidence that role of the Indian National Congress was not the most significant factor/there were other, more significant factors in the growth of nationalism in India in the years 1880-1918 should be analysed and evaluated. Relevant points may include: • Divisions between moderates and radicals in the INC after the partition of Bengal undermined the strength of the INC and damaged its ability to spread its nationalistic ideas and aims • Nationalism was promoted by the British reaction to the Ilbert Bill in 1883. The British refusal to accept rulings by Indian judges encouraged the view that the Indians needed to govern themselves to achieve respect • The establishment of the Muslim League in 1906 played a key role in the

	growth of nationalism among the Muslim population in India • The development of an educated middle-class elite provided a vehicle for the growth of nationalism. This group used letters and newspapers to spread its nationalistic views and air its complaints about the Raj • Nationalistic sentiments grew rapidly during the First World War. Tilak's and Besant's Home Rule movements developed the first truly national campaigns and agitated the public to call for self-rule for 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, in the years 1919-42, the use of repression was the main reason why there was only limited progress towards self-government in India. The arguments and evidence that, in the years 1919-42, the use of repression was the main reason why there was only limited progress towards self-government in India should be analysed and evaluated. Relevant points may include: • The Rowlatt Act stifled progress towards self-government with its provision for unlimited detention without trial, trial without jury and imprisonment for the possession of seditious newspapers • The imprisonment of Gandhi after the 1920-22 campaign limited any further progress towards self-government at that time as control of Congress passed to moderates who were co-operative towards the Raj • The arrest of local and national leaders, including Gandhi and Nehru, in response to the 1930 salt *satyagraha* and civil disobedience campaign, prevented Congress from running the campaign effectively • The use of repression during the Quit India campaign, including the arrest of Gandhi and leading Congress members, with 35,000 British troops supporting the police, prevented the campaign from paralysing the Raj. The arguments and evidence that, in the years 1919-42, there were other, more important reasons why there was only limited progress towards self-government in India should be analysed and evaluated. Relevant points may include: • Gandhi's stance was often unrealistic and hindered progress, e.g. in 1920, he believed that boycotts would lead to self-government within a single year; in 1931, his attitude scuppered the second Round Table Conference

	• The failure to maintain non-violence, e.g. the murder of 22 policemen at Chauri Chaura, led to Gandhi's decision to abandon the 1920-22 Civil Disobedience Campaign without achieving its objectives • The attempts to achieve progress on self-government through negotiation and consultation, e.g. the Simon Commission 1928 and the Cripps Commission 1942, failed when Congress opposed the proposals • Divisions between Congress and the Muslim League on the nature of self-government and the question of separate electorates enabled the British to play off the two sides and delay progress towards self-government • The outbreak of war in 1939 diverted British attention away from India to focus on the war effort. Other relevant material must be credited.

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