



Pearson

Mark Scheme (Results)

January 2018

Pearson International Advanced Level
In History

WHI02: 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 last candidate in exactly the same way as they mark the first.
- 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.
- All the marks on the mark scheme are designed to be awarded. Examiners should always award full marks if deserved. Examiners should also be prepared to award zero marks if the candidate's response is not worthy of credit according to the mark scheme.
- 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.

How to award marks

Finding the right level

The first stage is to decide which level the answer should be placed in. To do this, use a 'best-fit' approach, deciding which level most closely describes the quality of the answer. Answers can display characteristics from more than one level, and where this happens markers must use their professional judgement to decide which level is most appropriate.

Placing a mark within a level

After a level has been decided on, the next stage is to decide on the mark within the level. The instructions below tell you how to reward responses within a level. However, where a level has specific guidance about how to place an answer within a level, always follow that guidance.

Markers should be prepared to use the full range of marks available in a level and not restrict marks to the middle. Markers should start at the middle of the level (or the upper-middle mark if there is an even number of marks) and then move the mark up or down to find the best mark. To do this, they should take into account how far the answer meets the requirements of the level:

- If it meets the requirements *fully*, markers should be prepared to award full marks within the level. The top mark in the level is used for answers that are as good as can realistically be expected within that level
- If it only *barely* meets the requirements of the level, markers should consider awarding marks at the bottom of the level. The bottom mark in the level is used for answers that are the weakest that can be expected within that level
- The middle marks of the level are used for answers that have a *reasonable* match to the descriptor. This might represent a balance between some characteristics of the level that are fully met and others that are only barely met.

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	<ul style="list-style-type: none">• 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	<ul style="list-style-type: none">• 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	<ul style="list-style-type: none">• 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	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • 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.
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Section A: indicative content

Option 1A: India, 1857-1948: The Raj to Partition

Question	Indicative content
1 a	<p>Answers will be credited according to their deployment of material in relation to the qualities outlined in the generic mark scheme.</p> <p>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.</p> <p>Candidates are required to analyse the source and consider its value for an enquiry into the importance of the Royal Titles Act 1876 for the relationship between Britain and India.</p> <p>1. The value could be identified in terms of the following points of information from the source, and the inferences that could be drawn and supported from the source:</p> <ul style="list-style-type: none"> • It implies that there was widespread support in India for the new title ('It is desired in India.') • It claims that both India and Britain will benefit ('it will be an act... that will add splendour to Her throne, and security to Her empire') • It implies that there was a need for greater closeness between Britain and India, which is being addressed by the Act ('Let the people of India feel that there is a spirit of co-operation between us and them.'). <p>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:</p> <ul style="list-style-type: none"> • The speech by the prime minister to Parliament is setting out the reasons why the Royal Titles Bill should become law and to encourage MPs to vote in favour of the Bill • As prime minister, Benjamin Disraeli should be very well informed on the research that was conducted in the construction of the Bill and the likely impact it would have • The tone of the speech demonstrates Disraeli's support and enthusiasm for the new title. <p>3. Knowledge of historical context should be deployed to support and develop inferences and to confirm the accuracy /usefulness of information. Relevant points</p>

Question	Indicative content
1 b	<p>may include:</p> <ul style="list-style-type: none"> • The Royal Titles Act of 1876 officially recognised Queen Victoria as Empress of India and was adopted under the encouragement of Disraeli • Celebrations, costing thousands of rupees, to mark the adoption of the new title were held in Delhi, in what is known as the Delhi Durbar, on 1 January 1877, led by the Viceroy, Lord Lytton • The new Imperial role was confirmed by most of India's princes and Indians of importance and influence • The change of title meant that India's princes ceased to be allies of the Crown and instead became vassals of the British sovereign, following the ending of the Mogul empire after the Indian Mutiny. <p>Other relevant material must be credited.</p> <p>Answers will be credited according to their deployment of material in relation to the qualities outlined in the generic mark scheme.</p> <p>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.</p> <p>Candidates are required to analyse and evaluate the source in relation to an enquiry into the reasons for famine in India in 1943.</p> <p>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:</p> <ul style="list-style-type: none"> • This was an official report commissioned by the government of India and ought to be factually correct • The author, Sir John Woodhead, was a civil administrator in India and would therefore have an understanding of the way the economy operated and be able to make informed judgements • The criticisms made of the handling of the crisis suggest that the report is telling the truth ('It was a mistake') • The report was compiled during the war and published in its final year when the issue of self-government was at its height; there would be an incentive to ensure that criticisms of the British handling of the famine were limited. <p>2. The evidence could be assessed in terms of giving weight to the following points of information and inferences:</p> <ul style="list-style-type: none"> • It suggests that famine was an ever-present threat, even in good years ('two-thirds of its population normally existed at a level little above the starvation line') • It claims that the war with Japan was responsible for causing the famine ('Until Japan declared war, India had no serious food problem') • It provides evidence that decisions made by the government in India were responsible for food shortages in Bengal ('gave the provinces power to prohibit the movement of the food and the right to requisition it') • It provides evidence that rising prices were a contributory reason for the

Question	Indicative content
	<p data-bbox="469 235 1469 327">famine in some classes ('The price level was rising too rapidly and passed the limit at which large classes of the population could afford to buy their food.').</p> <p data-bbox="373 398 1430 490">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 content. Relevant points may include:</p> <ul data-bbox="424 524 1477 875" style="list-style-type: none"> <li data-bbox="424 524 1477 616">• The harvest in 1942 was poor and 1943 food production had been the lowest in the century. Shortages of food were magnified by a reduction in food imports <li data-bbox="424 622 1477 714">• The politicians and civil servants of provinces with surplus food, like the Punjab, introduced regulations to prevent grain leaving their provinces for the famine areas of Bengal <li data-bbox="424 721 1477 790">• Jinnah accused the British of incompetence and contempt for Indians; he claimed that they would not have allowed such a crisis in Britain <li data-bbox="424 797 1477 875">• The import of food from Burma ended after the Japanese occupation of Burma in March 1942. The situation was made worse by the influx of refugees from Burma to Bengal. <p data-bbox="373 913 935 943">Other relevant material must be credited.</p>

Section B: Indicative content

Option 1A: India, 1857-1948: The Raj to Partition

Question	Indicative content
2	<p>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.</p> <p>Candidates are expected to reach a judgement about whether, in the years 1898-1919, very limited progress was made towards the self-government of India.</p> <p>The arguments and evidence that, in the years 1898-1919, very limited progress was made towards the self-government of India should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none">• Throughout the period, the Viceroy continued to exercise considerable power, including in his role as Military Commander-in-Chief in India, and he had the right to exercise absolute power during states of emergency• Bengal was partitioned without consulting the Indians. It limited progress towards self-government by encouraging Muslims to believe that they would never be treated fairly by the majority Hindus• The Morley-Minto reforms were designed to produce a more effective government by the British, not Indian self-government, and they preserved most positions in the councils for appointed officials• The Rowlatt Acts of 1919 provided new powers for the British rulers of India, including imprisonment without trial, in spite of the opposition from every Indian member of the Imperial Legislative Council. <p>The arguments and evidence that, in the years 1898-1919, progress was made towards the self-government of India should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none">• The Partition of Bengal in 1905 led to unrest, which weakened the British position in India and encouraged Congress to work towards independence from Britain, e.g. Gokhale's promotion tour in 1906• The Morley-Minto reforms took a step towards self-government with the provision for 60 Indian representatives to be elected to serve on the Viceroy's Executive Council• India's involvement in the First World War boosted nationalism and the idea of self-government, which was demonstrated in the rapid growth of Tilak's Home Rule League• Progress towards self-government was made in December 1916 with the agreement of the Lucknow Pact in which both Muslims and Hindus declared self-government as their aim and established how it would work• The British Government issued the Montagu Declaration in August 1917, which appeared to promise eventual self-government• The Government of India Act 1919 provided for a dyarchy in which Indians would have control over areas such as education and local government and greater representation on the provincial and legislative councils. <p>Other relevant material must be credited.</p>

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 1919-39, Britain maintained its rule in India mainly through the use of repression.

The arguments and evidence that, in the years 1919-39, Britain maintained its rule in India mainly through the use of repression should be analysed and evaluated.

Relevant points may include:

- The Rowlatt Acts of 1919 enabled the British to repress campaigners calling for Indian independence by allowing imprisonment without trial, house arrest, censorship and trial by judges sitting without a jury
- The Amritsar Massacre in 1919 was a violent repression of a demonstration against the Rowlatt Acts. Repressive control was subsequently established by the imposition of martial law
- In 1932 the British used repression to outlaw the Congress and prevent organised political opposition to its rule
- There was a major British military presence in India, e.g. 80,000 British troops in India in 1939.

The arguments and evidence that, in the years 1919-39, Britain maintained its rule in India mainly by means other than the use of repression should be analysed and evaluated. Relevant points may include:

- The Hunter Commission's findings suggested that the events at Amritsar were an exception rather than the typical way in which Britain maintained its rule in India
- Inquiries and consultations were used to maintain control, e.g. the Simon Commission was set up in 1927 to inquire into the impact of the Government of India Act 1919 and to make recommendations for amendments
- Britain used the method of conciliation, e.g. the Round Table Conferences of 1930 and 1931 were held to find a peaceful solution to issues in India through discussion with all interested parties
- The British used the tactic of divide and rule to split the Hindu and Muslim populations and to weaken their opposition to British rule, which in turn strengthened British control in India
- The Government of India Act 1935 was enacted to provide for greater self-government of India in the provinces whilst ensuring British control over defence and foreign affairs.

Other relevant material must be credited.

4	<p>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.</p> <p>Candidates are expected to reach a judgement about the extent to which Gandhi and Jinnah shared similar approaches in their campaigns to achieve Indian independence in the years 1920-45.</p> <p>The arguments and evidence that Gandhi and Jinnah shared similar approaches in their campaigns to achieve Indian independence in the years 1920-45 should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none">• In the early 1920s both men were committed to achieving the aim of Indian unity and <i>Swaraj</i> and worked in the Indian National Congress to achieve it• Initially both men had a shared aim of removing the British from India and achieving self-government and Jinnah joined Gandhi in his 1920 and 1921 campaigns in response to the Amritsar Massacre and the Rowlatt Acts• Both Gandhi and Jinnah used the method of negotiation in their campaigns to achieve self-government, e.g. at the Round Table Conferences• Both Gandhi and Jinnah agreed to halt all their plans for federation when the Second World War broke out. <p>The arguments and evidence that Gandhi and Jinnah did not share similar approaches in their campaigns to achieve Indian independence in the years 1920-45 should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none">• The two men were separated by their different religious beliefs; Gandhi was Hindu whilst Jinnah was devoutly Muslim. This impacted on their ideas and the way in which they conducted their campaigns• Gandhi's objective, right from the start, was to free India from British rule; Jinnah initially supported this but later prioritised the creation of an independent Pakistan• Gandhi used the methods of direct action and non-violent non-cooperation in his campaigns whereas Jinnah disapproved of these methods and tried direct negotiation with the British, e.g. after the Round Table Conference• Gandhi was socially radical and included Indians of all castes as well as the untouchables in his vision for an independent India; Jinnah was a social conservative who avoided the poor and working class of the Congress• During the Second World War Gandhi pursued independence through the Quit India campaign in 1942; Jinnah used the method of negotiation to further the creation of an independent Muslim State in the Lahore Resolution. <p>Other relevant material must be credited.</p>
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