



Mark Scheme (Results)

January 2025

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.

How to award marks when level descriptions are used

1. 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 the guidance below and their professional judgement to decide which level is most appropriate.

For example, one stronger passage at L4 would not by itself merit a L4 mark, but it might be evidence to support a high L3 mark, unless there are substantial weaknesses in other areas.

Similarly, an answer that fits best in L3 but which has some characteristics of L2 might be placed at the bottom of L3. An answer displaying some characteristics of L3 and some of L1 might be placed in L2.

2. Finding 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.

Levels containing two marks only

Start with the presumption that the work will be at the top of the level. Move down to the lower mark if the work only just meets the requirements of the level.

Levels containing three or more marks

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.

Indicative content

Examiners are reminded that indicative content is provided as an illustration to markers of some of the material that may be offered by students. It does not show required content and alternatives should be credited where valid.

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: A02 (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.

Section A: indicative content

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

1a	<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 nature of communal violence in India in 1946.</p> <p>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:</p> <ul style="list-style-type: none"> • It implies that the violence was premeditated ('crowds to gather. Weapons appeared') • It provides evidence of significant violence taking place ('most desperate battles. Murder and attacks of the worst type') • It suggests that there was a complete breakdown of relations between Hindu and Muslim communities ('Hindus ..putting up barricades ... prevent Muslims' processions ... Muslims ... forcing Hindus to close their shops') • It suggests that the military was unable to control the violence ('Our patrols were sent out but, ... impossible for us to force our way into the main areas in which the killings were taking place.') <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 report was made by the headquarters of the Indian Army in Bengal to give an accurate record of the situation with which the military was dealing • The tone of the report was balanced and relatively objective ('both sides were equally responsible.') • The report was produced within a few days of the riot, giving an immediate response to the outbreak of communal violence. <p>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:</p> <ul style="list-style-type: none"> • Jinnah believed that the Congress and the Raj were planning to ignore Muslim demands. He called for a Muslim <i>hartal</i> and for Muslims to prepare for a Day of Direct Action to protest against a Hindu-dominated India • The Muslim League ordered the Calcutta police to have a day's holiday. The streets were given over to the mob. Over 3 days, 5,000 people were killed, 20,000 were injured and 100,000 made homeless • The British took the view that both communities were to blame. Gandhi was quoted as saying that India could have a bloodbath if it wanted, and Jinnah claimed that Pakistan was worth the sacrifice of 10 million Muslims. <p>Other relevant material must be credited.</p>

Question	Indicative content
1b	<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 the 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"> • <i>Labour Monthly</i> was a British left-wing magazine and was therefore highly likely to hold anti-imperialist views and to criticise the British Government's handling of the famine in India • Although <i>Labour Monthly's</i> editor had Indian origins, he lived and worked in Britain and had no personal experience of conditions in India during the famine • <i>Labour Monthly's</i> editor was a leading research journalist and therefore possessed the skills necessary for investigating, reporting and determining what should be printed about key events. <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 claims that the British system of governing India was responsible for the famine ('the inefficiency of the administration and the inability of the Government of India to function as an All-India Government.') • It claims that the famine was caused by inadequate distribution of food and the export of food ('inadequate transport policy prevents the movement of food stocks', 'Food is still exported from India.') • It implies that adverse weather conditions were a cause of famine ('vast distress caused by flood and cyclone') • It suggests that famine arose because food production failed to keep pace with the expansion of the population ('a slight increase in food production ... increase of population by fifty million'). <p>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:</p> <ul style="list-style-type: none"> • Agricultural production had been stagnant in Bengal and its land base was inadequate to support a growing population. A series of natural disasters in 1942, including brown spot disease and cyclones, lowered the crop yield • Food prices rose rapidly as provinces imposed internal trade restrictions. Rural labourers struggled to afford food, especially as supplies were redirected to feed essential workers in the towns • The Bengal government did not formally declare a state of famine, and its humanitarian aid was ineffective through the worst months of the famine. The situation improved in 1944 with Wavell's efficient organisation of relief • The British War Cabinet rejected or significantly reduced all pleas for food imports in 1942-43. There was a shortage of shipping and accounts of food hoarding in Bengal impacted the willingness to ship grain to India. <p>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 the key features of the Government of India changed in the years 1857-76.</p> <p>The arguments and evidence that the key features of the Government of India changed in the years 1857-76 should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> • The 1858 Royal Proclamation and Government of India Act led to a change. The Governor General who was appointed by the East India Company was replaced by a Viceroy appointed by the Crown • There was a change in the independence of the Princely States. After 1857, they were forced to acknowledge Britain as the paramount power in the subcontinent. Britain could remove princes working against its interest • The 1861 Councils Act changed the nature of the Council by allowing the inclusion of Indians in the Council. It changed the nature of the Viceroy's Council to function as a Cabinet run on a portfolio system • The 1876 Royal Titles Act changed the nature of the Government of India. When Queen Victoria assumed the title of Queen-Empress of India, its government was transformed into the Raj. <p>The arguments and evidence that the key features of the Government of India did not change in the years 1857-76 should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> • Throughout the period, the Viceroy ruled as the representative of the Crown in India, and the Secretary of State for India represented India in the Cabinet of the British Government in the British parliament • Indians could hold positions in the Indian Civil Service but the requirement to attend a British university and sit exams in London meant that numbers working for the Government of India were limited throughout the period • The role of the British Army in India in strengthening the British Government's control over India was a key feature of the Government of India throughout the period • Throughout the period, the Indian princes were drawn into a system of support for British rule in the Indian sub-continent. The British used Mughal symbols in their political functions to cement support. <p>Other relevant material must be credited.</p>

Question	Indicative content
3	<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 the main consequence of the formation of the Indian National Congress was challenge to British rule in the years 1885-1914.</p> <p>The arguments and evidence that the main consequence of the formation of the Indian National Congress was challenge to British rule in the years 1885-1914 should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> • The creation of the INC provided the vehicle through which British rule in India could be challenged, initially by expressing dissatisfaction with aspects of British rule. Later it grew into the Nationalist Movement • The INC's first delegates called for widening the basis of the Indian government, e.g. opening the ICS to Indians, opportunities for Indians to serve on councils and the abolition of the Secretary of State's council • Bal Gangadhar Tilak joined the INC. He was a radical who agitated for freedom from colonial rule. He played a key role in the INC's <i>swadeshi</i> movement of 1905–1907 that challenged British economic control • The INC played a significant role in agitation against the partition of Bengal in 1905. The nation-wide protest movement undermined Curzon's position and ultimately led to the restoration of a united Bengal. <p>The arguments and evidence that the main consequence of the formation of the Indian National Congress was not challenge to British rule/there were other, more important consequences in the years 1885-1914 should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> • When the INC was formed in 1885, its purpose was not to challenge the Raj but to provide a discussion forum for elite and educated middle classes • Gokhale, an influential senior member of the INC, was a moderate who argued that Indians needed to focus on reforming their own religious and social ideas before they engaged in any thought of political independence • One consequence of the formation of the INC was the proliferation of newspapers across the country. Reporters travelled to the meetings and reported on delegate's views • The Indian Councils Acts 1892 and 1909 were drawn up in response to calls by delegates for more Indian representation in government. The outcome suggests co-operation between the Government and the INC • The INC was dominated by Hindus. One consequence of its formation, together with its attitude to Bengal, was the perception that Muslims were unequally represented. They formed the Muslim League in 1906. <p>Other relevant material must be credited.</p>

Question	Indicative content
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 whether Gandhi was more significant than Jinnah in campaigning for Indian independence in the years 1920-45.</p> <p>The arguments and evidence that Gandhi was more significant than Jinnah in campaigning for Indian independence in the years 1920-45 should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> • Gandhi played the leading role in the 1920 <i>swadeshi</i> movement, which stirred up the nation by giving the masses an active role to play, leading to increased nationalist sentiment and ultimately towards independence • Gandhi's Salt March in 1930 was significant in putting pressure on the Raj for independence. It drew a crowd of 10,000 and attracted huge international attention, which was critical of the British reaction • Gandhi played a key role in negotiating with Irwin. The pact shaped the 1935 Government of India Act. It provided for provincial governments with legislative powers and was thus a key stage towards independence • Gandhi's 1942 Quit India Campaign failed in its immediate aim but, in the eyes of the USA, Britain lost the moral authority to govern India. This helped pave the way to independence. <p>The arguments and evidence that Jinnah was more significant than Gandhi in campaigning for Indian independence in the years 1920-45 should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> • It was recognised that Gandhi's presence was necessary at the Round Table Conferences. However, his participation hindered any deal and negotiations ended without any settlement • In the 1920s, Jinnah played a significant role in working with the Congress to oppose British rule in India and to ensure that an Independent India would treat Muslims equally • Jinnah played a key role in March 1940 in calling for a separate Muslim state in the Lahore Resolution. This kept up pressure for independence and was important in shaping its final nature • Jinnah's willingness to negotiate with the British gave him considerable influence over progress towards independence. By contrast, Gandhi was regarded as difficult and his time in prison reduced his personal influence. <p>Other relevant material must be credited.</p>

