



# Mark Scheme (Results)

June 2024

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	<ul style="list-style-type: none"> <li>• 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.</li> <li>• Some relevant contextual knowledge is included but presented as information rather than applied to the source material.</li> <li>• Evaluation of the source material is assertive with little substantiation. The concept of value may be addressed, but by making stereotypical judgements.</li> </ul>
2	4-6	<ul style="list-style-type: none"> <li>• Demonstrates some understanding of the source material and attempts analysis by selecting and summarising information and making inferences relevant to the question.</li> <li>• Contextual knowledge is added to information from the source material, but mainly to expand or confirm matters of detail.</li> <li>• 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.</li> </ul>
3	7-10	<ul style="list-style-type: none"> <li>• 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.</li> <li>• Sufficient knowledge of the historical context is deployed to explain or support inferences, as well as to expand or confirm matters of detail.</li> <li>• 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.</li> </ul>

### 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"> <li>• 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.</li> <li>• Some relevant contextual knowledge is included, but presented as information rather than applied to the source material.</li> <li>• Evaluation of the source material is assertive with little supporting evidence. The concept of reliability may be addressed, but by making stereotypical judgements.</li> </ul>
2	4-7	<ul style="list-style-type: none"> <li>• Demonstrates some understanding of the source material and attempts analysis, by selecting and summarising information and making inferences relevant to the question.</li> <li>• Contextual knowledge is added to information from the source material but mainly to expand, confirm or challenge matters of detail.</li> <li>• 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.</li> </ul>
3	8-11	<ul style="list-style-type: none"> <li>• 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.</li> <li>• Detailed knowledge of the historical context is deployed to explain or support inferences as well as to expand, confirm or challenge matters of detail.</li> <li>• 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.</li> </ul>
4	12-15	<ul style="list-style-type: none"> <li>• 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.</li> <li>• 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.</li> <li>• 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.</li> </ul>

## 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
	<b>0</b>	No rewardable material
<b>1</b>	<b>1-6</b>	<ul style="list-style-type: none"> <li>• Simple or generalised statements are made about the topic.</li> <li>• Some accurate and relevant knowledge is included, but it lacks range and depth and does not directly address the question.</li> <li>• The overall judgement is missing or asserted.</li> <li>• There is little, if any, evidence of attempts to structure the answer, and the answer overall lacks coherence and precision.</li> </ul>
<b>2</b>	<b>7-12</b>	<ul style="list-style-type: none"> <li>• 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.</li> <li>• 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.</li> <li>• An overall judgement is given but with limited support and the criteria for judgement are left implicit.</li> <li>• The answer shows some attempts at organisation, but most of the answer is lacking in coherence, clarity and precision.</li> </ul>
<b>3</b>	<b>13-18</b>	<ul style="list-style-type: none"> <li>• 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.</li> <li>• 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.</li> <li>• Attempts are made to establish criteria for judgement and to relate the overall judgement to them, although with weak substantiation.</li> <li>• The answer shows some organisation. The general trend of the argument is clear, but parts of it lack logic, coherence or precision.</li> </ul>
<b>4</b>	<b>19-25</b>	<ul style="list-style-type: none"> <li>• Key issues relevant to the question are explored by an analysis of the relationships between key features of the period.</li> <li>• Sufficient knowledge is deployed to demonstrate understanding of the demands and conceptual focus of the question and to meet most of its demands.</li> <li>• 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.</li> <li>• 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.</li> </ul>

## Section A: indicative content

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

Question	Indicative content
<b>1a</b>	<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 government in India after the Mutiny of 1857.</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"> <li>• It provides evidence that India was to be ruled directly by Great Britain ('India shall be governed by, and in the name of, Her Majesty')</li> <li>• It provides evidence that the role of the East India Company in governing India was being discontinued ('all the powers of government carried out by the Company ... shall cease to be carried out by the Company.')</li> <li>• It indicates that the leading government official in India would be a Governor General ('The Council currently governing in India will, from now on, be called the 'Executive Council of the Governor General of India.')</li> <li>• It implies that the new system would be beneficial for India ('Bill for the Better Government of India.').</li> </ul> <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"> <li>• The Bill was enacted into law and therefore defined the way in which India was to be governed after the Mutiny</li> <li>• The purpose of the Bill was to ensure the transfer of power from the Company to Her Majesty's government</li> <li>• The Bill became law just a year after the Mutiny and is evidence of the urgency with which the British government reacted to the crisis.</li> </ul> <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"> <li>• In India, the rule of the Company was superseded by the rule of the Crown. A Secretary of State for India was appointed to exercise the British Crown's powers in the British government as a member of the cabinet</li> <li>• A Council of India with 15 members was established. It had an advisory role only. The Secretary of State for India was its chairman. He had complete authority and control over the Indian Administration</li> <li>• A Governor General or Viceroy was appointed to exercise the authority of the Crown in India. The Viceroy was appointed by the Crown and was assisted by an executive council.</li> </ul>



	Other relevant material must be credited.
Question	Indicative content

<p><b>1b</b></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 why there were demands for the Partition of India.</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"> <li>• The speech was made by Jinnah, the president of the All-Muslim League, who could thus accurately represent the views of the movement</li> <li>• The purpose of the speech was to outline the Muslim response to the issue of self-government in India</li> <li>• The tone of the speech was provocative with Jinnah crafting it to achieve the maximum impact with his Muslim audience to emphasise their separateness and the need for partition ('The Muslims are a nation').</li> </ul> <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"> <li>• It implies that Muslims should have independent control in the areas where they formed a majority ('we Muslims occupy large parts of this country where we are in a majority, such as Bengal, Punjab and Sind.')</li> <li>• It implies that India should be partitioned because of the great differences between Muslims and Hindus ('fundamental difference ... compared to that of Hinduism. ... Muslims and Hindus are as different today as ever.')</li> <li>• It indicates that independence alone would not solve the deep-seated problems between Muslims and Hindus ('cannot be expected ... transform themselves into one nation ... forcing them together').</li> </ul> <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"> <li>• The religious and cultural differences between Muslims and Hindus were the root cause of demands for the partition of India and the establishment of Pakistan</li> <li>• The divisions between the Hindu majority and the Muslims widened after the 1937 elections because Congress refused to include any Muslim politicians in provincial governments</li> <li>• The Lahore resolution was deliberately ambiguous. Jinnah may have been using the demand for Partition as a lever to ensure that Muslims gained separate representation in a united India.</li> </ul> <p>Other relevant material must be credited.</p>
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## 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 1857– 1914, the development of the Indian economy was more beneficial to Britain than it was to the Indian people.</p> <p>The arguments and evidence that, in the years 1857–1914, the development of the Indian economy was more beneficial to Britain than it was to the Indian people should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> <li>• Britain benefitted from the development of the railways, which facilitated both greater exploitation of Indian raw materials, through the long-haul movement of raw materials for export to Britain, and aided military control</li> <li>• British domestic industry was boosted by the development of the Indian economy. By 1900, significant amounts of iron, steel and engineering products were supplied to India</li> <li>• The Indian taxpayer paid for the investment in the railways and the raw materials were imported from Britain</li> <li>• The British textile industry was boosted by the import of cheap raw materials from India. The sale of Lancashire cotton goods in India benefitted by lowering tariffs in 1872 and the removal of all tariffs in 1883</li> <li>• The development of the export and import markets in India accelerated the decline of Indian cottage industries and handicraft production and levelled up regional price differentials, which harmed Indian markets.</li> </ul> <p>The arguments and evidence that, in the years 1857–1914, the development of the Indian economy was more/as beneficial to the Indian people than it was to Britain should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> <li>• The Indian people benefitted from British investment in the railways, which provided communications and allowed the development of the tea, jute, cotton and rice export industries</li> <li>• The Indian people benefitted from the development of irrigation systems, which encouraged the growth of cash crops for export and increased agricultural incomes in the relevant areas</li> <li>• The Indian people benefitted from the development of river transport, which benefited some local producers by improving internal trade facilitating increased sales and so led to improved living standards</li> </ul>

- The demand for coal to fuel trains facilitated the development of the Indian coal industry; by 1914, Indian coal had replaced British coal as the main source of fuel.

Other relevant material must be credited.

Question	Indicative content
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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 use of repression by the British in India declined in the years 1919–45.</p> <p>The arguments and evidence that the use of repression by the British in India declined in the years 1919–45 should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> <li>• The height of repression was seen in the Amritsar Massacre and the declaration of martial law in 1919, in response to the campaign against the Rowlatt Acts. Repression declined in the 1920s</li> <li>• The British government in India preferred to use negotiation rather than repression in dealing with discontent, e.g. the Round Table negotiations in the 1930s</li> <li>• After the Salt <i>satyagraha</i>, repression declined. The 1930s were marked by a brief period of popularity for the Raj in which the INC worked with it on developing administrative structures. The need for repression declined</li> <li>• The use of repression in 1942 was in response to Indian violence and was reduced once the violence subsided. Wavell's period in office was marked by a humanitarian approach and the level of repression declined.</li> </ul> <p>The arguments and evidence that the use of repression by the British in India increased/remained unchanged in the period 1919–45 should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> <li>• The British used violent measures to crush opponents of the Raj throughout the period, e.g. the Amritsar Massacre 1919; the police attack on protestors at the Dharasana depot during the salt <i>satyagraha</i></li> <li>• The British maintained a major military presence in India throughout the period, e.g. 80,000 British troops in India in 1939. This was a visible sign of British control and could be used against opponents. e.g. at Amritsar</li> <li>• The use of imprisonment of opponents to the Raj continued throughout the period, e.g. 30,000 people arrested in the 1920–22 civil disobedience campaign, Linlithgow's order for the arrest of 20,000 Indians in 1940</li> <li>• The level of repression increased during the Second World War, e.g. 35,000 troops were sent to support local police dealing with the Quit India campaign in 1942 and Congress leaders were arrested.</li> </ul> <p>Other relevant material must be credited.</p>
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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, in the years 1920–47, the impact of the Second World War was more significant than Gandhi's campaigns in the decision to grant independence to India.</p> <p>The arguments and evidence that, in the years 1920–47, the impact of the Second World War was more significant than Gandhi's campaigns in the decision to grant independence to India should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> <li>• The 1942 Atlantic Charter committed Britain to support 'sovereign rights and self-government'. The intention to offer dominion status was replaced by the decision to grant full independence in the years 1945–47</li> <li>• The cost of the war had a significant impact on the decision to grant independence. War-time debts were £70 million a day by 1945. The enormous costs of reconstruction had to be prioritised over India</li> <li>• The cost of maintaining the Empire after the war would be prohibitive. In 1944, the economist Keynes estimated that the Empire had cost £1000 million in 1942–44 and would rise to £1400 million in the post war period</li> <li>• The impact of the war in Britain contributed to the election of a Labour Government, which was determined to press ahead with social and economic reforms at home and political reform in India</li> <li>• Gandhi's campaigns failed to bring independence; the 1920–22 campaign, the Salt March and Quit India campaigns ended in his imprisonment, and the Round Table Conferences ended without agreement.</li> </ul> <p>The arguments and evidence that, in the years 1920–47, Gandhi's campaigns were more significant than the impact of the Second World War in the decision to grant independence to India should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> <li>• Gandhi's use of non-violence exposed the methods used by the British (e.g. sanctioning beatings of protestors during the salt march) and undermined their right to rule, paving the way for independence</li> <li>• Gandhi's campaigns led to an upsurge in nationalist sentiment in India that attracted the attention of the international press and put pressure on Britain to grant concessions, e.g. the Gandhi-Irwin pact 1931</li> <li>• Gandhi led the 1942 Quit India Campaign, which provoked such a strong British reaction (arresting and imprisoning thousands of leaders) that strengthened anti-imperialist sentiments in the USA</li> <li>• Despite the Second World War, some members of the British government wanted to keep hold of India. The impact of Gandhi's campaigns undermined their ability to do so.</li> </ul> <p>Other relevant material must be credited.</p>

