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Pearson Edexcel International Advanced Level

History Unit 2: WHI02

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

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Introduction

It was pleasing to see a number of responses of a decent standard from candidates attempting the AS Paper WHI02/1A India, 1857-1948: the Raj to Partition. The paper is divided into two sections. Section A contains a compulsory two-part question for the option studied, each part based on one source. It assesses source analysis and evaluation skills (AO2). Section B comprises a choice of essays that assess understanding of the period in depth (AO1) by targeting five second order concepts - cause, consequence, change/ continuity, similarity/difference and significance.

Candidates tend to find Section A more challenging than Section B mainly because some of them were not clear on what was meant by 'value' and 'weight' in the context of source analysis and evaluation. Some candidates' responses lacked the detailed knowledge base required in Section A to add contextual material to support/challenge points derived from the sources. The ability range was diverse, but the design of the paper allowed all abilities to be catered for. Furthermore, in Section B, few candidates produced wholly descriptive essays which were devoid of analysis and, for the most part, responses were soundly structured. The most common weakness in Section B essays was a lack of knowledge about the topic in the question selected. It is important to realise that Section A and Section B questions may be set from any part of any Key Topic, and, as a result, full coverage of the specification is enormously important.

The candidates' performance on individual questions is considered in the next section.

Question 1

- (a) On Question 1(a), stronger responses demonstrated a clear understanding of the source material on the reasons for the use of repression by the British military at Amritsar and showed analysis by selecting some key points relevant to the question, explaining their meaning and selecting material to support valid inferences (e.g. the use of repression was necessary because of the size of the crowd). Knowledge of the historical context concerning the reasons for the use of repression by the British military at Amritsar was also confidently deployed in higher scoring answers to explain or support inferences, as well as to expand or confirm some matters of detail (e.g. Estimates put the crowd at between 15,000 and 50,000 which significantly outnumbered Dyer's forces). In addition, evaluation of the source material was related to the specified enquiry and based on valid criteria to show the value of the source. Similarly, explanation of utility referred relevantly to the nature or purpose of the source material or the position of the author (e.g. This was an official report made to a superior officer and therefore should be accurate). However, there was a number of weaker responses demonstrated limited understanding of the source material on the reasons for the use of repression by the British military at Amritsar. The most common problem here was to write entirely from own knowledge making little reference to the source. This type of response cannot score highly. Some scripts lacked the development of inferences with reference to the source material and use of explanation. Weaker candidates continue to drift into arguments concerning 'lack of value' which is not rewarded in part a. Furthermore, although the concept of utility was often addressed by noting some aspects of source provenance, it was frequently based on questionable assumptions.

SECTION A

Answer ALL questions. Write your answers in the spaces provided.

Study Source 1 in the Sources Booklet before you answer this question.

- 1 (a) Why is Source 1 valuable to the historian for an enquiry into the reasons for the use of repression by the British military at Amritsar in 1919?

Explain your answer using the source, the information given about it and your own knowledge of the historical context.

(10)

Source 1 refers to the official report by General Dyer in relation to the events that took place on 13th April 1919. ~~The use of the language~~ Since it is ~~clearly~~ written to his superior officer ~~and~~ written the day after the attack it could be ~~very~~ ~~very~~ more valid since ~~he~~ he had to list out his actions to his superior who ~~was~~ would then prosecute him accordingly. With this in mind, ~~the use of the language~~ General Dyer's portrayal of his actions carry more weight as it seems unjust and yet he is stating these facts with the knowledge that he may or may not be punished for it. The use of the language, 'a very narrow lane' could be a factor that justifies his report since ~~Jallianwallah~~ Jallianwallah Bagh was a small garden area cornered by high walls and buildings on all four ends. Furthermore the fact that he left his armoured cars behind, could on his ~~part~~ justify his actions because he was at 'disadvantage' when compared to what he ~~would~~ expected he would be armed with.

~~The number of people gathered together that day was indeed between 10,000~~ From the above extract General Dyer fired 1620 rounds and an estimated 1200 to 100 were killed which seems to validate his claims as ~~at~~ during that massacre around 1000 people were injured. However, his use of the ~~phrase~~ statement 'my force was small' could be deemed as questionable as even though he was ~~the~~ the minority in numbers the military force he possessed was much stronger when compared to the unarmed group. This statement could be drawn back to General Dyer's general attitude towards the Indians. He believed they were incompetent, incapable of self-government and



were ~~inferior when compared~~ savage natives when compared to the British. Hence this could be attributed to his general dislike towards the Indian ~~majority~~ ^{majority}, ~~specifically in~~ ^{specifically in} ~~the language~~ The language used also reveals the extent to which the British Raj really cared about the Indian people. General Dyer's reference to the unarmed group as a 'mob' could be seen as a manifestation of the British understanding of Indian temperament. The British Raj was also on edge ever since the Indian Mutiny of 1857, fearing that ~~because~~ the increased sense of animosity towards them may lead to more ~~more~~ bloodshed as seen in the mutiny. Hence the use of the term 'mob' reveals the way in which the British Raj regarded the Indian people.

In addition to General Dyer's military action displayed on the 13th of April, he also imposed a state of martial ~~law~~ law as one of the key steps taken during his administration. ~~As~~ In fear of complete retaliation against the Raj and in attempts to remind the ~~the~~ Indian people of their ~~de~~ ~~inferiority~~ lack of power he ordered a state of martial law. This can be seen in his report to his superior stating, 'my guard posts and marched through the city in order to make sure that my order to ~~keep~~ inhabitants not to be out of their homes after 20.00 hours was obeyed.' hence this source could be justified as a legitimate document as it ~~is~~ ~~describes~~ describes events that did take place in April 1919.



This script shows the qualities of a level 3 response. The candidate begins to develop inferences and uses contextual knowledge to support the inferences. There is some evaluation based on valid criteria.

(b) On Question 1(b) stronger responses demonstrated understanding of the source material on the significance of Lord Curzon as Viceroy of India in the years 1899-1905 and showed analysis by selecting key points relevant to the question, explaining their meaning and selecting material to support valid inferences (e.g. Lord Curzon had been a successful administrator in India). Knowledge of the historical context concerning the significance of Lord Curzon as Viceroy of India in the years 1899-1905 was also confidently deployed in higher scoring answers to explain or support inferences as well as to expand, confirm or challenge some matters of detail (e.g. Curzon's partition of Bengal led to rioting and unrest). In addition, evaluation of the source material was related to the specified enquiry and explanation of weight referred relevantly to the nature or purpose of the source material or the position of the author (e.g. Syed Sirdar Ali Khan was a Muslim and likely to support Curzon's partition of Bengal in 1905). Judgements were also based on valid criteria such as the purpose of the source to praise Lord Curzon. Weaker responses demonstrated limited understanding of the source material on significance of Lord Curzon as Viceroy of India in the years 1899-1905 and attempted some analysis by selecting and summarising information and making undeveloped inferences relevant to the question. A number of candidates focused entirely on evaluating the source in term of its nature, origins and purpose and did not consider the inferences that might be drawn from the content nor the way that historical context might be used to help address the question.. Some responses struggled to ascribe weight to the evidence and set statements about value and limitations in juxtaposition and judgements were based on questionable assumptions.

Study Source 2 in the Sources Booklet before you answer this question.

(b) How much weight do you give to the evidence of Source 2 for an enquiry into the significance of Lord Curzon as Viceroy of India in the years 1899–1905?

Explain your answer using the source, the information given about it and your own knowledge of the historical context.

(15)

To start with, it is significant to acknowledge Source 2 as a secondary source ~~from~~ written by Syed Sirdar Ali Khan on Lord Curzon. It was published in 1905 which shows that ~~that~~ the book was written shortly after Curzon's resignation as Viceroy. Through the author's language it becomes evident that Syed Sirdar Ali Khan was a great admirer of Lord Curzon's work and his role as a viceroy as he praises the 'brilliant talents he has displayed and of the devotion he has shown to work' and states that Curzon should be 'remembered with gratitude by the Indian community'. This ^{term} flattery can raise the doubts on the credibility of the evidence of the significance of Lord Curzon as Viceroy in the years 1899 to 1905.

Ali Syed Sirdar Ali Khan's description of Curzon is rather poetic and metaphorical, rather than factual. 'potent enemies such



as 'Plague and Famine' show that the author's style of writing is directed to elevate Curzon's importance as a Viceroy. The source provides no ~~an~~ informative insight on how Lord Curzon had assisted the Indian community and the 'Muslims in particular', therefore it becomes difficult to interpret whether the information given is credible.

Source 2 can be interpreted as an opinion, although Syed Sirdar Ali Khan states that he is 'merely voicing the opinion of the whole of India' as an understatement of Curzon's work in office. It is vital to consider though, that the author ~~is~~ ^{was} an Indian aristocrat and founding member of the Aligarh Movement, which sought to increase Muslim prominence in social affairs.

This background information is useful in understanding ~~the~~ Syed Sirdar Ali Khan's reason and admiration in writing about Lord Curzon.

However, this source is ~~an~~ one-sided



view which provides no actual factors that support Curzon's admiration. Moreover, it is known that Lord Curzon was seen rather as a controversial Viceroy due to the partition of Bengal which had left many disappointed and discontent. Therefore, it is difficult to acknowledge that for every 'flaw' 'remedy' was applied, as Bengal had not been reunited ever since.

To conclude, the source does not provide detailed facts on Lord Curzon's successes in office and during his Viceroy's years 1899 to 1905, therefore it cannot be credited as valuable evidence for a historian studying Curzon's significance. The author's language seems to describe the Viceroy in a pleasant light, making it difficult to evaluate the importance of Curzon's work. Perhaps an Indian living in Bengal or a British officer would have provided a contrasting opinion on this Viceroy, mainly due to the consequences of the partition of Bengal. As a result, the source is without a doubt useful as an article.



to Lord Curzon's successes, but not as valuable as an enquiry of his significance as Viceroy due to the lack of factual information.



This is a level 3 response demonstrating level 3 qualities. To move into level 4, this response needs to interrogate the evidence, to distinguish between information, claim and opinion and to reach a judgement about the weight that can be placed on the source based on valid criteria.

Question 2

A small number of candidates answered this question. On Question 2, stronger responses were targeted on how accurate it is to say that the main consequence of the Indian Mutiny (1857) was the establishment of firm British control over the Government of India. To achieve this, it is necessary to analyse the relationships between key issues and a focus on the concept (consequence/impact) in the question. Sufficient knowledge is required to develop the argument (e.g. Consultative councils were established that were intended to give the British 'ears on the ground'). Judgements made about whether the main consequence of the Indian Mutiny (1857) was the establishment of firm British control over the Government of India need to be reasoned and based on clear criteria. Weaker responses to this question tended to be generalised and, frequently focused more on the causes of the Mutiny rather than its consequences, or were essentially a description of policies and events during the period under discussion. Where some analysis using relevant knowledge was evident, it tended to lack range/depth. This approach cannot score highly.

Question 3

There were no responses to this question.

Question 4

This was the most popular question and answered by the majority of candidates. The strongest responses targeted whether, in the years 1930-45, Gandhi's campaigns and actions were of less significance in the progression towards Indian independence than the Second World War and included an analysis of the links between key factors and a clear focus on the concept (significance). Sufficient knowledge to develop the argument (the cost of the war, the change of government in Britain, the success of the Salt March and the failure of the Round Table Conferences) was demonstrated. Judgements made about the significance of Gandhi's campaigns and actions compared to that of the Second World War were reasoned and based on clear criteria. Higher scoring answers were also clearly organised and effectively communicated. Weaker responses tended to be generalised and, at best, offered a fairly simple, limited analysis of whether, Gandhi's campaigns and actions were of less significance in the progression towards Indian independence than the Second World War. Low scoring answers also often lacked focus on significance or were essentially a narrative of events in the relevant period. Where some analysis using relevant knowledge was often evident, it tended to lack range/depth. Furthermore, such responses were often fairly brief, lacked coherence and structure, and made unsubstantiated or weakly supported judgements.

Indicate which question you are answering by marking a cross in the box . If you change your mind, put a line through the box and then indicate your new question with a cross .

Chosen question number: Question 2 Question 3 Question 4

It is highly reasonable to say that in the years 1930-45 Gandhi's campaigns and actions were less significant in the progression towards Indian independence than were the effects of the Second World War, mainly due to Indian exhaustion in claiming their rights in a non-violent, peaceful way. Gandhi's satyagraha campaigns were no longer motivational, as after the Second World War the Indians were not willing to settle for anything less than Purna Swaraj. Such examples are evident in the failure of the "Quit India" campaign and Congress's unwillingness to cooperate with the Muslim League, as well as ^{the} frequent abuse of power. Moreover, the effects of the Second World War also included the rise of nationalism in India which further increased their determination towards Indian Independence. Therefore, it is credible to say that Gandhi's actions became less significant in



The progression of Indian Independence in the years 1930 to 1945.

To begin with, it is important to ~~an~~ ^{consider} Gandhi as a highly influential individual that played a major role in advancing ~~the~~ the cause towards Indian Independence. However, this movement was only significant in the years before the 1930s, during the 1920-1922 when the ideas of Satyagraha were firstly introduced and Gandhi was able to organize Congress, as well as his major success with the Salt Satyagraha / march. Despite his great oratorical skills, many did not consider him as a politician which became further evident in the failure of the Round table conference ~~where~~ which he refused to attend (1st and 3rd), and failed to be a representative of all Indians in the second round table conference. These factors clearly show Gandhi's inability to contribute to the progression of the cause of Indian Inde-



pendence in years 1930 to 1945 due to his outdated approaches.

~~The~~ In addition to this, an evident example of the failure of the satyagraha campaigns in the years 1930 to 1945 is the "Quit India" campaign in 1942. It was proven to be inefficient as well as seen as an act of ~~the~~ betrayal by Congress as the British were fighting the war. It can be said that this act was not diplomatic or rational since it allowed the Muslim League to maneuver its way into negotiating with the British in the August Offer. This campaign had resulted to the RAI dissolving and outlawing Congress, as well as imprisoning many of its members. Therefore, this situation exposes Gandhi's lack of diplomatic skills and portrays him as an obstacle to Indian Independence since such campaigns of non-cooperation resulted into slowing the process of the cause towards Independence.



It is vital to consider the effects the Second World War as significant since it played a major role in ~~thereasing~~ contributing to the rise of nationalism in India. The Indians felt that they ~~were~~ ^{had} becoming more independent after the First World War, in their efforts to support Britain. Thus, in the aftermath of the Second World War had increased the sentiment for an autonomous state. Their unwillingness to cooperate and aid the British through their peaceful resistance clearly shows this factor, and their rejection of the proposal of an autonomy after the war indicated the Indian determination for Purna Swaraj. Therefore it is reasonable to say that the Second World War served as a turning point for Indian cause for Independence through the Indian willingness to gain autonomy.

Furthermore, it is key to say that the Second World War had left



had largely contributed to Britain leaving India as it had left them drained, out of resources, and in debt to India. Their economic dominance was no longer as strong as in the early years, due to the ~~infrastructure~~ ^{in India} infrastructure that allowed the Indians to become independent world traders and to set up its own reserve bank that had rid them of their dependence on the sterling. Moreover, British goods were replaced by Japanese cheaper ones which further contributed to the decline of British influence in India. Threats from the East, Japan and Russia, ~~the~~ attacking India showed the British that they were no longer able to protect or sustain their prized colony in the years 1930 to 1945. Therefore, this breakdown in the relations between India and Britain allowed the Indians to progress towards Indian Independence as after the Second World War, the British could no longer maintain their colony rule in India.



Another reason why Gandhi's actions were inefficient in moving towards the cause of Indian Independence is the tensions that existed between the Hindus and the Muslims. This was mainly the result of ~~the~~ Congress unwillingness to cooperate with the Muslim League, which turned them more aggressive and influential when negotiating with the British. Gandhi believed that a separate Muslim state was impossible and so resisted to work with the Muslim League. Moreover, Jawaharlal Nehru's speech on Hindu dominance after the Cabinet Mission had further worsened the relationship between the two ethnic groups. It had allowed Jinnah to take control of the situation and the British to lose trust in Congress which had served as a disadvantage for the Hindus in cooperating towards Independence. Consequently, Gandhi and the Congress can be seen as an obstacle towards Indian Independence in the years 1930 to 1945.



Another factor that had affected the progression towards Indian independence was the influence of the Labour Party. Their success in the elections in England had contributed to proposing more liberal views and towards Indian independence. This is seen ~~is seen~~ through the beliefs of Viceroy Mountbatten that had supported ^{the idea of} partition of India. In contrast to the Conservatives, the Labour Party was willing to negotiate on the topic of independence. Gandhi and Nehru's close relationships with Mountbatten further show their understanding and cooperation between England and India. As a result, this change had allowed England to consider the cause for Indian independence and move towards it.

^{without a doubt}
To conclude, it can be seen in the years 1930 to 1945 Gandhi's campaigns and actions became rather inefficient, in comparison to his earlier successes in the years before the 1930s. Campaigns such as "Quit India" and the failure of



The round table conferences that feebled the relations between the Indians and the British, thus slowing down the progression towards ~~that~~ independence. However, the effects of the Second World War were more vital as it felt the British fatigue and unable to hold on to India after the outbreak of the war, as well as increasing Indian sentiment for Purna Swaraj. Other factors like ~~the~~ the influence of the Labour Party had further contributed in making independence for the Indians more possible. Consequently, it can be stated that after the 1930s it was the ^{impact} Second World War and ~~the~~ ^{not the actions} failures of Gandhi ^{and} that had progressed the cause for Indian independence.



This is a high scoring level 4 response. The answer is fully focused on the analytical demands of the question and is supported by well-selected knowledge which is deployed effectively to address the concept of significance.

Based on their performance on this paper, candidates are offered the following advice:

Section A

Value of Source Question 1(a)

- Candidates must be more prepared to make valid inferences rather than to paraphrase the source
- Candidates should be prepared to back up inferences by adding additional contextual knowledge from beyond the source
- Candidates need to move beyond stereotypical approaches to the nature/purpose and authorship of the source e.g. look at the specific stance and/or purpose of the writer
- Candidates should avoid writing about the deficiencies of the source when assessing its value to the enquiry

Weight of Source Question 1(b)

- Candidates should be prepared to assess the weight of the source for an enquiry by being aware that the author is writing for a specific audience. Be aware of the values and concerns of that audience.
- Candidates should try to distinguish between fact and opinion by using their contextual knowledge of the period
- In coming to a judgement about the nature/purpose of the source, candidates should take account of the weight that may be given to the author's evidence in the light of his or her stance and/or purpose
- In assessing weight, it is perfectly permissible to assess reliability by considering what has been perhaps deliberately omitted from the source

Section B

Essay questions

- Candidates must use more factual details as evidence to develop their answers. Weaker responses lacked depth and sometimes range
- Candidates should take a few minutes to plan their answer before beginning to write
- Candidates should pick out three or four key themes and then provide an analysis of (for e.g.) the target significance mentioned in the question, setting its importance against other themes rather than providing a description of each
- Candidates need to ensure that the knowledge they select is relevant to the theme of the question and the time period set in the question
- Candidates would benefit from paying careful attention to key phrases in the question when analysing and use them throughout the essay to prevent deviation from the central issues and concepts

- Candidates should try to explore links between issues to make the structure flow more logically and the arguments more integrated.

