



Mark Scheme (Results)

Summer 2022

Pearson Edexcel International  
Advanced A 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
<b>1</b>	<b>1–3</b>	<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>
<b>2</b>	<b>4–6</b>	<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>
<b>3</b>	<b>7–10</b>	<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: 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
<b>1</b>	<b>1–3</b>	<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>
<b>2</b>	<b>4–7</b>	<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>
<b>3</b>	<b>8–11</b>	<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>
<b>4</b>	<b>12–15</b>	<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 significance of the Indian Councils Act 1861 in the governing of India.</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 governed by a Governor General [Viceroy] and a Council of India ('five members of the Council of the Viceroy')</li><li>• It implies that the army in India was of great significance in its governance ('Commander-in-Chief of Her Majesty's Forces in India ... shall rank as second on the Council')</li><li>• It suggests that the members of the Council would be men of experience in governing and administration ('Three ... who have been in the service of the Crown ...for at least ten years', 'barrister of five years' ... experience')</li><li>• It provides evidence that the Viceroy held the ultimate power in legislating in India ('Viceroy in Council shall have power to make laws and regulations for all persons').</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 Indian Councils Act was an act of the British Parliament and defined the changes in the way India was to be governed</li><li>• The purpose of the Act was to define the composition of the Council and the powers held by the Governor General</li><li>• The Act was passed just 4 years after the Crown had established full control over India.</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>• The Council was established in order to transform the government of India into a cabinet system. Each Council member held responsibility for a department. Significant authority was given to the military member</li><li>• The role of the Council was limited to giving advice and the Viceroy was able to overrule the decisions of the Council if he thought it necessary</li><li>• The Councils Act restored legislative powers to the governors in Bombay and Madras</li><li>• The Council was intended to give a voice to a small number of India representatives carefully selected by the British government. They were chosen from princes and high-ranking Indian officials.</li></ul> <p>Other relevant material must be credited.</p>

Question	Indicative content
<b>1b</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 and evaluate the source in relation to an enquiry into the reasons for General Dyer's actions at Amritsar in April 1919.</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>• Dyer was responsible for the decisions taken at Amritsar in April 1919 and was therefore in an excellent position to explain his behaviour</li> <li>• Dyer was writing this account for his superior officers and naturally wanted to present his behaviour in the best light</li> <li>• Dyer wrote this account several months after the event, when he was aware of the reactions to it by authorities and the public in India and Great Britain.</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 claims that Dyer faced a crowd who were engaged in illegal action ('dense mass of men, evidently holding a seditious meeting', 'they were there to defy the law')</li> <li>• It implies that the crowd intended to bring down the 'Raj' ('encouraged ... believing ... the British 'Raj' was at an end... Clearly those who came ... were not innocent')</li> <li>• It claims that Dyer had no choice but to fire on the crowd ('I had the choice of carrying out a very horrible duty or of neglecting to do my duty')</li> <li>• It claims that the action was necessary to prevent a wider rebellion ('facing what could turn into a rebel army by the following day, 'produce a suitable effect... throughout the Punjab.')</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>• Michael O'Dwyer, governor of the Punjab, believed that the rioting in Amritsar was the first stage of a carefully planned insurrection to overthrow the Raj and, therefore, he sent in the troops</li> <li>• Dyer issued warnings against holding meetings anywhere in Amritsar. Between ten and twenty thousand Indians ignored this and gathered at the Jallianwala Bagh.</li> <li>• Dyer led his troops into the Jallianwala Bagh and fired 1,650 rounds into the crowd without giving any warning</li> <li>• Dyer later claimed that he did not want a repetition of the 1857 Mutiny. He was aware that the British position was relatively weak, with only 50 troops under his command.</li> </ul> <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 investment in irrigation schemes was significant in the development of the economy in India in the years 1857-1914.</p> <p>The arguments and evidence that investment in irrigation schemes was significant in the development of the economy in India in the years 1857-1914 should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"><li>• After 1864, in order to aid economic development, the British government began to supplement private investment in irrigation in India. Government schemes favoured large projects</li><li>• Irrigation was essential to maintaining the food supply in India. British administrators took up the task of building canals in northern India, extensive water tanks in Bengal and large reservoirs in southern India</li><li>• The productivity of land increased six-fold as a result of investment in irrigation schemes in the 1870s</li><li>• Investment in irrigation schemes in Sind and the Punjab enabled those areas to become major producers of wheat and cotton for export. The construction of the Ganges canal supplied thousands of distribution canals.</li></ul> <p>The arguments and evidence that that investment in irrigation schemes was not significant /there were other more significant factors schemes in the development of the economy in India in the years 1857-1914 should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"><li>• Britain was criticised for not spending much money on irrigation. By 1900, there were still large tracts of land in India where no canals or other irrigation works have ever commenced</li><li>• By 1913, £380 million was invested in India, with the largest proportion invested in railways, which had the most significant impact on the development of the economy in India</li><li>• The opening of the Suez Canal in 1869 played a significant role in developing the Indian economy by enhancing export opportunities, e.g. the ability to exploit the cotton boom during the American Civil War</li><li>• The development of an Indian coal mining industry was significant in the development of the economy in India. By 1914, it had grown from nothing to producing 16 million tons of coal a year.</li></ul> <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 that the Morley-Minto reforms (1905-10) were the most significant development in the governing of India in the period 1880-1918.</p> <p>The arguments and evidence that that the Morley-Minto reforms (1905-10) were the most significant development in the governing of India in the period 1880-1918 should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> <li>• The purpose of the Morley-Minto reforms was significant. Greater loyalty to the Raj was to be achieved by greater involvement of politically-active Indians, who could influence the masses, in government</li> <li>• The Morley-Minto reforms were enacted into law as the Indian Councils Act 1909, which provided for an increase in the election of Indian members to various councils for the first time</li> <li>• The Morley-Minto reforms set a precedent for a separate Muslim electorate. All constitutional reforms in the future included reserved seats for Muslims</li> <li>• The reforms increased Indian participation in government. Jinnah became a vociferous representative for the Muslims, and Gokhale used his position to deliver speeches on the state of India in the annual budget debate.</li> </ul> <p>The arguments and evidence that the Morley-Minto reforms (1905-10) were not the most significant/ there were other more significant developments in the governing of India in the period 1880-1918 should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> <li>• There were significant limitations to the Morley-Minto reforms, including the tiny electorates and the advisory nature of the councils that meant their recommendations could be ignored by the executive</li> <li>• In 1883, Lord Ripon's introduction of a local self-government plan with powers for local boards to raise money to fund local works was significant in laying the foundations for representative institutions in India</li> <li>• The Indian Councils Act 1892 increased the number of Indians on local councils and gave them the opportunity to participate in a formal consultative process by discussing legislation and finance</li> <li>• In 1917, the Montagu declaration marked a significant development in the governing of India with its promise to create an Indian parliament to control the Indian administration.</li> </ul> <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's approach to independence was the same as Nehru's approach to independence.</p> <p>The arguments and evidence that Gandhi's approach to independence was the same as Nehru's approach to independence should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> <li>• Both Gandhi and Nehru favoured non-cooperation as the method to achieve independence, e.g. in 1920-22, Gandhi led the civil disobedience campaign and Nehru led the movement in the United Provinces</li> <li>• Both Gandhi and Nehru used the method of filling the jails to put pressure on the British government to concede to their demands. Both spent time in prison as part of their campaigns against the British</li> <li>• Both Gandhi and Nehru negotiated with British politicians in order to make progress towards independence, e.g. Gandhi in negotiating the pact with Irwin in 1931 and Nehru in negotiating with Mountbatten in 1947</li> <li>• Both Gandhi and Nehru rejected a separate state for Muslims and favoured the creation of an 'All-India' Union, which included all different religious groups in a single state.</li> </ul> <p>The arguments and evidence that Gandhi's approach to independence was different from Nehru's approach to independence should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> <li>• Nehru spearheaded the political approach to independence as President of the Congress in the 1930s, while Gandhi stepped back and concerned himself more with his spiritual role</li> <li>• Nehru favoured the creation of an independent secular India, while Gandhi took a more religious and traditionalist attitude towards independence</li> <li>• Gandhi and Nehru differed over their approach to independence during the Second World War. While Nehru was prepared to offer unconditional support to the allies as an independent state, or to remain neutral, Gandhi pursued the 'Quit India Campaign' to remove the British from India</li> <li>• Gandhi played a limited role in the discussions that led to Independence in 1947 and was effectively side-lined by the British. By contrast, Nehru played a key role in discussing plans and negotiating the final settlement.</li> </ul> <p>Other relevant material must be credited.</p>

