

Mark Scheme (Results)

January 2026

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	• 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	• 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	• 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	• 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	• 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	• 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	• 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	• 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	• 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	• 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	• 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

Question	Indicative content
1a	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. Other relevant material not suggested below must also be credited. Candidates are required to analyse the source and consider its value for an enquiry into the impact of famine in India in the years 1876–78. 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: • It indicates that recovery from the famine was taking much longer than expected ('When I reported at the end of December 1877... the end is not as near as everybody thought.') • It indicates that substantial government help was necessary ('Government resources will be required for at least another year to deal with the effects of the famine.') • It suggests that the impact of the famine on prices was a significant problem ('alarming increase in the prices of food across the whole of India.') • It provides evidence that the impact of the famine had been an increase in poverty and destitution in the affected regions ('crowded with starving beggars, and poorhouses were filled with victims of the famine.'). 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: • The report was written by a reporter in Madras who had been able to witness the effects of the famine firsthand and report his personal observations of its impact • The report was written in March 1878, nearly 2 years after the famine had started, meaning that the reporter was able to comment on the impact of the famine over the previous two years and while issues were ongoing • The tone and content of the report published in a British newspaper was relatively neutral. 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: • The famine occurred at a time when the British Government was trying to reduce spending in India. It applied rigorous standards for the qualification of relief but increased rations in Madras where mortality was high • The excess mortality as a result of the famine was calculated to be between 5.5 million and 8.2 million • The establishment of a Famine Commission was an important consequence of the famine. It established famine codes that became the basis for government action in subsequent famines. Other relevant material must be credited.

Question	Indicative content
1b	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. Other relevant material not suggested below must also be credited. Candidates are required to analyse and evaluate the source in relation to an enquiry into the reasons why Gandhi launched his campaign against British rule in India in the early 1920s. 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: • The statement was made by Gandhi who was clearly in a position to articulate his reasons for launching the non-cooperation campaign • The statement was made at his trial under oath and should therefore be a true representation of Gandhi's reasons • The trial gave Gandhi the opportunity to publicise his views to a wide audience and his choice of words would likely be affected by this circumstance • The tone and content of the statement were provocative and in line with Gandhi's intention to go to jail as part of the campaign. 2. The evidence could be assessed in terms of giving weight to the following points of information and inferences: • It provides evidence that Gandhi felt obliged to campaign because of the Rowlatt Acts ('a law designed to rob the people of all real freedom - I felt called upon to lead an intensive agitation against it') • It claims that Gandhi's campaign was launched because of the treatment of India under British rule ('system ... done permanent damage to my country', 'Government ... exploits the Indian people.') • It suggests that Gandhi was motivated to campaign because he believed the legal system to be unjust ('that in nine out of every ten cases, the condemned men were totally innocent.') • It suggests that Gandhi intended to use the campaign to force the Raj to imprison him to demonstrate their prejudices ('to submit cheerfully to the highest punishment that can be inflicted upon me.'). 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: • The Rowlatt Acts imposed imprisonment without trial, trial by judges without a jury, censorship and house arrest of suspects. They suggested that the British Government intended to crush any opposition mercilessly • Gandhi launched his civil disobedience campaign with the full support of the Congress, including the Muslim members, after the events at Amritsar that seemed to him to sum up British inhumanity to the Indian population • Gandhi believed that non-violent non-cooperation would bring about independence from British rule by making India ungovernable. Other relevant material must be credited.

Section B: Indicative content

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

Question	Indicative content
2	Answers will be credited according to their deployment of material in relation to the qualities outlined in the generic mark scheme. The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant. Candidates are expected to reach a judgement about whether the Montagu Declaration (1917) was the most significant development in the governing of India in the years 1880-1918. The arguments and evidence that the Montagu Declaration (1917) was the most significant development in the governing of India in the years 1880-1918 should be analysed and evaluated. Relevant points may include: • The Montagu Declaration was significant because it committed Britain to granting some form of self-government to India, which no other reform had promised up to that point • The Montagu Declaration stated that steps to self-rule should be taken as soon as possible, and that Montagu would visit India to listen to the opinion of the Viceroy and those of local government • The Declaration was significant because it was informed by Montagu's deep understanding of Indian affairs, the views of Viceroy Chelmsford and the views of leading members of the INC, e.g. Gandhi, Jinnah • The significance of the Montagu Declaration was made apparent when it formed the basis of the Montagu-Chelmsford Report and was accepted by the British Cabinet as the basis for changes to the Government of India. The arguments and evidence that the Montagu Declaration (1917) was not the most significant development/there were other more significant developments in the governing of India in the years 1880-1918 should be analysed and evaluated. Relevant points may include: • The significance of the Montagu Declaration was limited as it did not commit Britain to any timescale for Indian self-rule • The Ilbert Bill of 1883 was significant because it proposed that Indian judges could hear trials of British subjects in the lower courts. The outcry and compromise on juries led to the establishment of the INC • The Morley-Minto reforms were a significant development. They provided for 60 Indian representatives to be elected to the Viceroy's Council and reduced the number of wholly British members • The 1892 and 1909 Councils Acts were significant developments in extending the number of Indians elected to local councils. The 1909 Act was particularly important in involving Indians in making policy • The Defence of India Act 1915 was a significant development in the governing of India. It gave the Viceroy extensive powers to issue regulations to ensure public safety and India's defence. Other relevant material must be credited.

Question	Indicative content
3	Answers will be credited according to their deployment of material in relation to the qualities outlined in the generic mark scheme. The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant. Candidates are expected to reach a judgement about whether, in the years 1929-45, Britain responded to unrest in India mainly by granting concessions. The arguments and evidence that, in the years 1929-45, Britain responded to unrest in India mainly by granting concessions should be analysed and evaluated. Relevant points may include: • Britain responded to the increasingly vocal demands for self-government prompted by the publication of the Nehru report with the Irwin Declaration, 1929. It promised dominion status at some time in the future • The Gandhi-Irwin Pact dealt with threatened unrest by agreeing to release Gandhi from prison in return for the suspension of Congress's civil disobedience campaign • The Gandhi-Irwin Pact facilitated Gandhi's attendance at the Second Round Table Conference, one of a series of conferences held to discuss possible constitutional reforms in India and to progress towards self-rule • The 1935 Government of India Act offered concessions by granting dyarchy to India. The provinces gained far-reaching powers with only defence and foreign affairs out of their remit • Britain responded to unrest in the Second World War by despatching the Cripps Mission to India to offer an interim government of national unity and, in 1945, with the Simla Conference to discuss constitutional changes. The arguments and evidence that, in the years 1929-45, Britain responded to unrest in India mainly by other methods should be analysed and evaluated. Relevant points may include: • The British used violent measures to crush opponents of the Raj, e.g. the police attack on protestors at the Dharasana depot during the 1930 Salt <i>Satyagraha</i> • The British used imprisonment as a method to deal with unrest, e.g. the arrest of 20,000 Indians in 1940 in response to protests about the war; the imprisonment of protestors in the 'Quit India' Campaign • During the Second World War, the Raj responded to the 'Quit India' campaign by deploying 35,000 troops to help the local police who were dealing with the 'Quit India' campaign. Other relevant material must be credited.

Question	Indicative content
4	Answers will be credited according to their deployment of material in relation to the qualities outlined in the generic mark scheme. The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant. Candidates are expected to reach a judgement about whether Viceroy Wavell played the most significant role in progressing India towards independence in the years 1935-47. The arguments and evidence that Viceroy Wavell played the most significant role in progressing India towards independence in the years 1935-47 should be analysed and evaluated. Relevant points may include: • Wavell had served as a junior officer in India and as C-in-C from 1941-43. He had developed an understanding of the key issues. As Viceroy, he met regularly with the 11 provincial governors to explore their concerns • Wavell placed pressure on the British Government to prepare for independence. It was under his pressure that Churchill agreed to the summoning of a national conference of Indian leaders • Wavell released Congress members from prison and summoned all parties to the Simla Conference in 1945. Although the conference broke up, Wavell's actions were significant in beginning negotiations for self-rule • Wavell oversaw the negotiations that led to the establishment of an interim government in September 1946 with Nehru as prime minister. He persuaded Jinnah to join as a route to independence and partition. The arguments and evidence that other factors played a more significant role in progressing India towards independence in the years 1935-47 should be analysed and evaluated. Relevant points may include: • The role of Gandhi was significant. His campaigns failed but, in US eyes, the British response to his campaigns lost it the moral authority to govern India and the US pressurised Britain to agree to independence • Jinnah played an important role in progress towards independence by uniting all Muslims in the Muslim League and using his strength to put pressure on the British for a Muslim state • Nehru played a key role in leading Congress to victory in the 1935 elections, in winning support for independence from the princely states in 1945, and in leading the negotiations for independence with Mountbatten • The Labour Government played a significant role. Labour had close links with Nehru and the INC. It could not afford to maintain the Raj and, being sympathetic to independence, began negotiations in 1945 • Viceroy Mountbatten played a significant role. He was essential in the negotiations that led to the achievement of Independence in August 1947. Other relevant material must be credited.