



PEARSON EDEXCEL INTERNATIONAL AS / A LEVEL

HISTORY

INDIA, 1857–1948: THE RAJ TO PARTITION

TEACHER RESOURCE PACK



Recap and Recall Questions

Key Topic 1: The British Raj: the government of India 1857–1948

1. Give three changes brought about to the government of India by the Indian Mutiny of 1857.
2. What was the significance of the Montagu Declaration (1917)?
3. Give one way in which each of the following helped strengthen the British control over India:
 - a. the Indian Civil Service
 - b. the Rowlatt Act (1919)
 - c. the Government of India Act (1935)
4. Give three reasons why the British were willing to grant independence to India after the Second World War.
5. *Stretch and challenge*
Complete the following table by identifying three ways in which the British Raj benefited the Indian people, and three ways in which it did not.

	Benefited	Did not benefit
Political		
Economic		
Social		

Pearson Edexcel

International
Advanced Level

History

International Advanced Subsidiary
Paper 2: Breadth Study with Source Evaluation
Option 1A: India, 1857–1948: The Raj to Partition

Time: 2 hours

You must have:

Source booklet (enclosed)

Instructions

- Use **black** ink or ball-point pen.
- **Fill in the boxes** at the top of this page with your name, centre number and candidate number.
- Answer **ALL** questions in Section A and **ONE** question in Section B.
- Answer the questions in the spaces provided – *there may be more space than you need.*

Information

- The total mark for this paper is 50.
- The marks for **each** question are shown in brackets – *use this as a guide as to how much time to spend on each question.*

Advice

- Read each question carefully before you start to answer it.
- Check your answers if you have time at the end.

SECTION A

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 India at the time of independence in 1947?

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

(10)

Study Source 2 in the sources booklet before you answer this question.

- 1 (b) How much weight do you give the evidence of Source 2 for an enquiry into the reasons why, at the beginning of the twentieth century, Britain maintained an empire in India?

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

(15)

(Total for Question 1 = 25 marks)

Source booklet

Sources for use with Section A.

Source 1: From a speech made by Jawaharlal Nehru to the Indian Constituent Assembly towards midnight on 14 August 1947, the eve of India's independence. Nehru was the first Prime Minister of independent India.

We rejoice in that freedom, even though clouds surround us, and many of our people are sorrow-stricken and difficult problems encompass us. But freedom brings responsibilities and burdens and we have to face them in the spirit of a free and disciplined people.

On this day our first thoughts go to the architect of this freedom, the father of our nation, who, embodying the old spirit of India, held aloft the torch of freedom and lighted up the darkness that surrounded us.

We think also of our brothers and sisters who have been cut off from us by political boundaries and who unhappily cannot share at present in the freedom that has come. They are of us and will remain of us whatever may happen, and we shall be sharers in their good and ill fortune alike.

The future beckons to us. Whither do we go and what shall be our endeavour? To bring freedom and opportunity to the common man, to the peasants and workers of India; to fight and end poverty and ignorance and disease; to build up a prosperous, democratic and progressive nation, and to create social, economic and political institutions which will ensure justice and fullness of life to every man and woman.

Source 2: Part of a speech made by Lord Curzon in a debate on the Budget Statement presented to the Governor-General's Legislative Council on 25 March 1903. Here he is referring to the extremely expensive Delhi Coronation Durbar that was held in January 1903 to celebrate the coronation of King Edward VII and Queen Alexandra. Curzon was viceroy and governor-general of India 1898-1905 and planned the Durbar.

I believe that the Durbar, more than any event in modern history, showed to the Indian people the path which, under the guidance of Providence [God], they are treading, taught the Indian Empire its unity, and impressed the world with its moral as well as material force. It will not be forgotten.

The sound of the trumpets has already died away; the captains and the kings have departed; but the effect produced by this overwhelmingly display of unity and patriotism is still alive and will not perish. Everywhere it is known that upon the throne of the East [India] is seated a power [Britain] that has made of the sentiments, the aspirations, and the interests of 300 million Indians a living thing.

I think, too, that the Durbar taught the lesson not only of power but of duty. There was not an officer of Government there present, there was not a Ruling Prince nor a thoughtful spectator, who must not at one moment or other have felt that participation in so great a conception carried with it responsibility as well as pride, and that he owed something in return for whatever of dignity or security or opportunity the Empire had given him.

Practice Exam Paper Mark Schemes

Generic level descriptors for Paper 2

Section A Question 1a target:

AO2 (10 marks): Analyse and evaluate appropriate source material, primary and/or contemporary to the period, within its historical context.

Mark	Level	Descriptor
0		No rewardable material.
1–3	1	<ul style="list-style-type: none">• Demonstrates surface level comprehension of the source material without analysis, selecting some material relevant to the question, but in the form of direct quotations or paraphrases.• Some relevant contextual knowledge is included, but presented as information rather than applied to the source material.• Evaluation of the source material is assertive with little or no supporting evidence. Concepts of reliability or utility may be addressed, but by making stereotypical judgements.
4–6	2	<ul style="list-style-type: none">• Demonstrates some understanding of the source material and attempts analysis by selecting and summarising information and making inferences relevant to the question.• Contextual knowledge is added to information from the source material, but mainly to expand, confirm or challenge matters of detail.• Evaluation of the source material is related to the specified enquiry but with limited support for judgement. Concepts of reliability or utility are addressed mainly by noting aspects of source provenance and some judgements may be based on questionable assumptions.
7–10	3	<ul style="list-style-type: none">• Demonstrates understanding of the source material and shows some analysis by selecting key points relevant to the question, explaining their meaning and selecting material to support valid developed inferences.• Sufficient knowledge of the historical context is deployed to explain or support inferences, as well as to expand or confirm matters of detail.• Evaluation of the source material is related to the specified enquiry and based on valid criteria although justification is not fully substantiated. Explanation of value takes into account relevant considerations such as the nature or purpose of the source material or the position of the author.

Section A Question 1b target:

AO2 (15 marks): Analyse and evaluate appropriate source material, primary and/or contemporary to the period, within its historical context.

Mark	Level	Descriptor
0		No rewardable material.
1–3	1	<ul style="list-style-type: none"> • Demonstrates surface level comprehension of the source material without analysis, selecting some material relevant to the question, but in the form of direct quotations or paraphrases. • Some relevant contextual knowledge is included, but presented as information rather than applied to the source material. • Evaluation of the source material is assertive with little or no supporting evidence. Concepts of reliability or utility may be addressed, but by making stereotypical judgements.
4–7	2	<ul style="list-style-type: none"> • Demonstrates some understanding of the source material and attempts analysis by selecting and summarising information and making inferences relevant to the question. • Contextual knowledge is added to information from the source material, but mainly to expand, confirm or challenge matters of detail. • Evaluation of the source material is related to the specified enquiry but with limited support for judgement. Concepts of reliability or utility are addressed mainly by noting aspects of source provenance and some judgements may be based on questionable assumptions.
8–11	3	<ul style="list-style-type: none"> • Demonstrates understanding of the source material and shows some analysis by selecting key points relevant to the question, explaining their meaning and selecting material to support valid developed inferences. • Detailed knowledge of the historical context is deployed to explain or support inferences as well as to expand, confirm or challenge matters of detail. • Evaluation of the source material is related to the specified enquiry and explanation of utility 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.
12–15	4	<ul style="list-style-type: none"> • Analyses the source material, interrogating the evidence to make reasoned inferences and to show a range of ways the material can be used, for example by distinguishing between information and claim or opinion. • Deploys well-selected knowledge of the historical context, but mainly to illuminate or discuss the limitations of what can be gained from the content of the source material. Displays some understanding of the need to interpret source material in the context of the values and concerns of the society from which it is drawn. • Evaluation of the source material uses valid criteria which are justified and applied, although some of the evaluation may not be fully substantiated. Evaluation takes into account the weight the evidence will bear as part of coming to a judgement.

Section A indicative content

- 1 (a) Why is Source 1 valuable to the historian for an enquiry into India at the time of independence in 1947?

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

Question	Indicative Content
1a	<p>Answers will be credited according to their deployment of material in relation to the qualities outlines 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.</p> <p>Candidates are required to analyse the source and consider its value for an enquiry into India at the time of independence in 1947.</p> <p>1. The value could be identified in terms of the following points of information from the source, and the inferences that could be drawn and supported from the source:</p> <ul style="list-style-type: none"> ● It implies that problems face the newly independent India ('clouds surround us, many of our people are sorrow-stricken and difficult problems encompass us'). ● Gives credit to Gandhi for pointing the way to independence ('our first thoughts go to the architect of this freedom... who held aloft the torch of freedom'). ● It implies that the Hindus of India are at one with the Muslims of Pakistan ('our brothers and sisters who have been cut off from us by political boundaries ... they are of us and will remain of us whatever may happen'). <p>2. The following points could be made about the authorship, nature or purpose of the source and applied to ascribe value to information and inferences:</p> <ul style="list-style-type: none"> ● The speech is made moments before India gained independence and Nehru is aiming to convince members of the Constituent Assembly of his vision of the future. ● The world was watching India's reaction to independence, and so the speech was aiming at a wider audience, intending to inspire and reassure. ● Nehru was the first prime minister of the newly independent India, and so listeners in India and the wider world would be confident that his view of problems and possibilities were accurate. <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>

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| | <ul style="list-style-type: none">• In a press conference held after the Cabinet Mission left India in 1946, Nehru made it clear that Congress control of India would result in the carefully constructed political provincial groupings of Hindu/Muslim balance breaking down, foreshadowing Partition as the only way of preserving Muslim political integrity.• Nehru worked closely with Mountbatten on Indian independence, and Mountbatten favoured Nehru over Jinnah in negotiations.• The partition of the Indian sub-continent into India and Pakistan resulted in carnage. |
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Other relevant material must be rewarded.

SAMPLE

- 1 (b) How much weight do you give the evidence of Source 2 for an enquiry into the reasons why, at the beginning of the twentieth century, Britain maintained an empire in India?

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

Question	Indicative Content
1b	<p>Answers will be credited according to their deployment of material in relation to the qualities outlines 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.</p> <p>Candidates are required to analyse and evaluate the source in relation to an enquiry into the nature of British rule in India in the early twentieth century.</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"> ● The purpose of the source is to justify the expense of the Delhi Coronation Durbar. ● Curzon planned the durbar and so the source accurately reflects what he saw as its purpose. ● As viceroy, Curzon attended the durbar celebrations and was not likely to criticise them. ● Curzon's views are not likely to reflect the opinion of all Indians. <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"> ● Implies that there is a religious and moral element to the British governance of India ('under the guidance of Providence... impressed the world with its moral as well as material force'). ● Indicates that the British know what is best for the Indian Empire ('taught the Indian Empire its unity'). ● Indicates that the British had the interests of the Indian people in the ways in which they controlled the Indian Empire. ('Everywhere it is known that upon the throne of the East is seated a power that has made the sentiments, the aspirations, and the interests of 300 million of Indians a living thing'.) ● Indicates the responsibility of governing India is a duty ('the Durbar taught the lesson not only of power but of duty... participation in so great a conception carried with it responsibility as well as pride ...'). <p>3. Knowledge of the 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 content:</p>

- | | |
|--|--|
| | <ul style="list-style-type: none">• Curzon was largely successful, as viceroy, in maintaining and developing India as part of the British Empire.• Curzon introduced many reforms (for example, streamlined the administration, created the north-west frontier and brought the railways under the control of a single board).• Against advice, Curzon partitioned Bengal in 1905. Hindus opposed this because East Bengal would be dominated by Muslims. Rioting resulted.• Curzon wanted to stay on after his term of office ended in 1905 to see the results of his reforms. However, he was forced to resign because of a row with Kitchener over control of the Indian army. |
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Other relevant material must be rewarded.

SAMPLE

Sources for Model Exam Question

(These are the source extracts for the worked example shown in the PowerPoint slides for Question 1(a) and 1(b). Students can use these in conjunction with the PowerPoint display and also as separate resources to improve essay-writing technique.)

Question 1(a)

Why is Source 1 valuable to the historian for an enquiry into the Amritsar massacre?

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

Source 1: Part of the report from the Hunter Committee that was set up by the British government to investigate the Amritsar massacre that happened in April 1919. The committee was led by Lord Hunter (former solicitor-general of Scotland) and comprised six British men and three Indians. The committee began taking evidence in November 1919 and published its report in May 1920.

The action taken by General Dyer has been described by others as having saved the situation in the Punjab and having averted a rebellion on a scale similar to the Mutiny. It does not, however, appear to us possible to draw this conclusion, particularly in view of the fact that it is not proved that a conspiracy to overthrow the British power had been formed prior to the outbreak.

General Dyer's action in firing on the crowd at Jallianwala Bagh is open to criticism in two respects. First, in not giving the crowd who had assembled there a chance to disperse before firing started and second, that he continued firing for a substantial period of time after the crowd had commenced to disperse.

After carefully weighing all the factors, we can arrive at no other conclusion than that, at Jallianwala Bagh, General Dyer acted beyond the necessity of the case, beyond what any reasonable man would have thought to be necessary, and that he did not act with as much humanity as the case permitted.

Full Student Responses for Model Exam Question

(These are the full student responses to the worked example shown in the PowerPoint slides for Question 1(a) and 1(b). Students can use these in conjunction with the PowerPoint display and also as separate resources to improve essay-writing technique.)

Question 1(a)

Why is Source 1 valuable to the historian for an enquiry into the Amritsar massacre?

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

Student Response 1

The Amritsar massacre in April 1919 was a dreadful event, and it is not surprising that the British government set up an enquiry into it. The source is valuable because it was written at the time of the event after talking to people who were involved in the massacre. The Hunter Committee report was written by people who can be trusted to be unbiased. Lord Hunter, for example, was a former solicitor-general and so would know about the legal side of events and would not agree to a report that could be legally challenged.

The Hunter Committee found that there was no 'conspiracy to overthrow British power' and so General Dyer had not 'saved the situation in the Punjab'. The report also found that General Dyer should have given the crowd a 'chance to disperse' before firing, and that he should not have 'continued firing for a substantial period of time after the crowd had commenced to disperse'. Overall, the Committee found that General Dyer acted 'beyond what any reasonable man would have thought necessary', and so it was wrong.

It is understandable that General Dyer acted as he did. Opposition to the Rowlatt Acts flared up all over India, particularly in the Punjab where Amritsar was the administrative capital. The British had lost control of the situation and Dyer was trying to restore some of that control. However, he went beyond his remit as the Hunter Committee found, and this is why the source is valuable.

Paper 2: Option 1A

Section A: Question 1(a)

Answer **both** parts of Question 1.

Assessment Objective

AO2: Analyse and evaluate appropriate source material, primary and/or contemporary to the period, within its historical context. (10 marks)

History

Model Exam Answers

India 1857–1948: The Raj to Partition



1 (a) Why is Source 1 valuable to the historian for an enquiry into the Amritsar massacre?

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

The demands of the question: first thoughts

Study the question: what is it asking me to do?

- Study the source to see what it says about the Amritsar massacre.
- Show how the information in the source is valuable.
- Use my own knowledge of the historical context.

What should this make me think?

- I have to make sure I put the source at the centre of my answer.
- The question asks about the ways in which the source is valuable, so I must do more than just write about what the source tells me.
- I am asked to use my knowledge of the historical context – how will I relate this to the source?

What does the mark scheme require me to do?

There are three levels to the mark scheme. Within each level, I can gain marks for:

- Strand 1: **understanding and analysing the source**, selecting key points relevant to the question, explaining their meaning and selecting material to support valid developed inferences.
- Strand 2: **using knowledge of the historical context** to explain or support inferences, as well as to expand or confirm matters of detail.
- Strand 3: **evaluation of the source material** in relation to the specified enquiry and explaining value by considering the nature or purpose of the source material or the position of the author.

Summary

Putting together my own thoughts and the requirements of the mark scheme, to do well on this question I should do the following:

- **Extract** information and make inferences from the source.
- **Use** my knowledge of the historical context to support the inferences, and to confirm the detail in the source.
- **Explain** how an evaluation of the source enables me to explain how its nature, origin and purpose affects its value to the historian.

Student Response 1

You have been given two full student responses to Question 1(a). Read Student Response 1 and take some time to reflect on it.

What do you think are the answer's **strengths**?

What do you think are the answer's **weaknesses**?

How well does the answer address the three bullet points on the previous slide?

What do you think of Student Response 1?

Paragraph 1: the nature, origin and purpose of the source are described, but taken at face value. The authors are assumed to be unbiased and the source judged to be of value because it was contemporary. No mention is made of the minority report, nor of the report made by the Indian National Congress, both of which drew more extreme conclusions.

Paragraph 2: information is extracted from the source but is used to paraphrase the source rather than draw inferences from it.

Paragraph 3: some knowledge of the historical context is shown but it is undeveloped. There is a return to consider 'value' in the final sentence, but this is asserted rather than explained.

Glossary

ashram religious retreat: a religious community around a guru

bagh garden

babu a clerk; a title of respect, particularly in Bengal; often used by the British to describe an educated Indian

caste a rigid public social division

communal usually relating to a religious community

congress a meeting

dhoti loin cloth

district a sub-division of a province

Dominion status self-governing, but remaining within the British Empire

darbar a public celebration held by Indian rulers, British governors and viceroys

diarchy government by two independent authorities in India 1919–39

East India Company (the EIC) a British trading company that acquired land in India in the eighteenth century and eventually controlled large areas of India with its large private army and administrative officers

Guru teacher or religious mentor

Hartal stoppage of work

Hindu followers of Hinduism, a major religious and cultural tradition of South Asia

Hindu Mahasabha a Hindu nationalist organisation founded in 1915, to counter the Muslim League and the secular Indian Congress

Indian National Congress founded in 1885, with the approval of the viceroy, as a forum for discussing Indian interests with representatives of the Raj; it later pressed for an independent India

Indian Civil Service an elite organisation, whose well-paid members were responsible for the administration of India; initially entry exams were only held in London, which meant that very few Indians applied; after 1919, exams were also held in Delhi, enabling well-educated Indians to join the ICS

Indian Mutiny also called the Great Rebellion or the First War of Independence; an unsuccessful rising in 1857 against the rule of the EIC that resulted in the British government taking over the administration of India through the Government of India Act, 1858

Khaddar cotton cloth produced in India

Khilafat a movement among Indian Muslims in support of the Sultan of Turkey

Maharajha ruler, king

Mahatma honorific title meaning 'great soul'

martial law rule by the army

minute an official document

muslim a follower of the religion of Islam

Muslim League political party founded in 1906 to support the Muslim minority in the Indian sub-continent, and, eventually, advocating a separate Muslim-majority nation state

Ottoman Empire Islamic Empire of the middle East and modern Turkey

Further Reading

General titles

A Concise History of India

By B.D. Metcalf and T.R. Metcalf

Publisher: Third edition, Cambridge Concise Histories, CUP (2012)

Britain and India 1845–1947

By T. Leadbeater

Publisher: Access to History, Hodder Education (2008)

Britain and the Nationalist Challenge in India 1900–47

By R. Rees

Publisher: Edexcel GCE History – AS, Pearson (2010)

India

By S. Wolpert

Publisher: Fourth edition, University of California Press (2009)

India: A Million Mutinies Now

By V.S. Naipaul

Publisher: Reprints edition, Picador (2010)

India: From the Earliest Civilisations to the Boom of the Twenty-First Century

By J. Keay

Publisher: Revised Edition, HarperPress, Harper Collins (2010)

India 1885–1947: The Unmaking of an Empire

By I. Copland

Publisher: Seminar Studies in History, Routledge (2001)

Liberty or Death: India's Journey to Independence and Division

By P. French

Publisher: Penguin Books (2011)

Modern India: The Origins of an Asian Democracy

By J.M. Brown

Publisher: OUP (1991)