

<p>Edexcel – AS GCE Unit 2: British History Depth Studies Option D</p>	<p><b>D2</b> <b>Britain and the Nationalist Challenge in India, 1900–47</b></p>	<p><b>SOURCES ACCOMPANYING EXEMPLAR QUESTIONS UNIT 2</b></p>
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<p><b>SOURCE 1</b></p>	<p>The response of the Indian National Congress to the British call for war efforts was favourable. On 28 December 1914, the following resolution was passed: 'This Congress desires to convey to the people of England its profound devotion to the King, its unswerving allegiance to the British and its firm resolve to stand by the Empire at all hazards and all costs.'</p> <p><i>From Budheswar Pati, India and the First World War, published 1996</i></p>
<p><b>SOURCE 2</b></p>	<p>I need hardly say that the question of reform is a much larger one now than it was before the war. As Mr Lloyd George [the British Prime Minister] said the other day, the war has changed us very much. It has changed perspectives in India as well as in England. Some persons are frightened at the use of the term 'Home Rule'; some cannot bear to hear even 'Self-Government within the Empire'. But all will have to recognise that the reforms after the war must let the Indian people take their legitimate part in the administration of their own country.</p> <p><i>Adapted from a speech made by Madan Mohan Malaviya, an influential member of Congress, in 1917</i></p>
<p><b>SOURCE 3</b></p>	<p>The policy of His Majesty's Government is that of the increasing association of Indians in every branch of the administration and the gradual development of self-governing institutions with a view to the progressive realisation of responsible government in India as part of the British Empire.</p> <p><i>From the Montagu Declaration of 1917</i></p>

<b>SOURCE 4</b>	<p>In the months that followed the Allied Victory in Europe, Britain increasingly lost both the power and the will to control events in India. In July 1945 a Labour government was elected in Britain, and Attlee's* victory gave the cause of Indian independence a sympathetic audience. More importantly, though victorious in the war, Britain did not possess the manpower or the economic resources to continue to control India.</p> <p><i>From Barbara D. Metcalf and Thomas R. Metcalf, A Concise History of Modern India, published 2001</i></p> <p>* Clement Attlee was the new Labour Prime Minister elected in 1945.</p>
<b>SOURCE 5</b>	<p>In the spring of 1945, Viceroy Wavell travelled to London for a series of talks with the British Government. The Cabinet was ready, for two main reasons, to make a fresh attempt at an Indian settlement. Britain was millions of pounds in debt to India for goods and services borrowed to help win the war and this combined with terrorist activity and unrest in India convinced the Viceroy and the Secretary of State that another attempt at a constitutional settlement had to be made.</p> <p><i>From Rosemary Rees, Britain and the Nationalist Challenge in India 1900–47, published 2010</i></p>
<b>SOURCE 6</b>	<p>In March 1947, to meet its new deadline, the Attlee government replaced Wavell with Lord Louis Mountbatten and, more importantly, empowered him to obtain a settlement without the usual interference from London. Mountbatten looked a good choice. As cousin of the King-Emperor he enjoyed a regard which transcended politics, and as commander-in-chief in south-east Asia at the end of the war he had shown some sympathy for local nationalism. Nehru got on well with Mountbatten, and his legendary charm would ensure that two hundred years of colonial exploitation ended with warm smiles.</p> <p><i>From John Keay, India: a History, published 2000</i></p>

<b>Edexcel – AS GCE Unit 2: British History Depth Studies Option D</b>	<b>D2 Britain and the Nationalist Challenge in India, 1900–47</b>	<b>Question (a)</b>
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### **Examiner’s Specific Advice**

The Unit 2 Part (a) essay asks candidates to compare source material in order to evaluate a claim. This requires the following skills:

First, candidates need to comprehend the sources and understand the ways in which they support or challenge the view advanced in the question.

Secondly, candidates must compare details from the sources, drawing out points of similarity or difference.

Thirdly, candidates need to consider the provenance of each source, using this to explain the similarities or differences between sources and give weight to the evidence provided.

Finally, candidates must use this information to reach a judgement about how far the sources as a set support or challenge the view advanced in the question.

### **Exemplar Question**

Study Sources 1, 2 and 3.

(a) How far do the sources agree that the First World War ‘changed perspectives in India as well as in England’ concerning home rule for the Indian people?

Explain your answer using Sources 1, 2 and 3.

**[20 marks]**

### **Planning Your Response**

As this is a comparison question, it is important to consider not only how far each source agrees with the statement in the question, but also how far the sources agree with each other. This requires careful planning.

The quotation is taken from Source 2. Therefore, it is advisable to start with this source when planning your response. Source 2 argues that, by 1917, opinion in both India and Britain favoured some form of self-government for the Indian people. However, the source acknowledges that this still frightened many people. Source 3, from the same date, shows partial support for this claim. This source provides evidence that within Britain, there was support for self-government within the Empire. Nonetheless, there is no evidence of support for ‘Home Rule’. In contrast,

Source 1 suggests that many Indians felt great loyalty to the British and their Empire, with no mention of movement towards self-government. However, this source is describing events that took place in 1914 – at least two years before the other two sources – and therefore does not contradict the evidence they provide, but instead suggests change over time.

One possible way of structuring an answer to this question would be:

- Introduction: summarise how far the sources agree with the statement in the question
- Ways in which the sources agree that the First World War 'changed perspectives in India as well as in England' concerning home rule for the Indian people
- Ways in which the sources disagree that the First World War 'changed perspectives in India as well as in England' concerning home rule for the Indian people
- Conclusion

### **Examiner's Exemplar Answer 1**

(1)

All the sources agree that the First World War 'changed perspectives in India as well as in England.' Source 1 says that 'the response of the Indian National Congress to the British call for war efforts was favourable.' This was a change in perspective brought about by the war. After the war there was change too as shown in Source 2 which says 'question of reform is a much larger one now than it was before the war'. This was a perspective about reform. Source 3 looks at the Government of His Majesty, meaning the King of England and Emperor of India. It talks about the 'the gradual development of self-governing institutions' which was a change of perspective too, even though it was a gradual change (2).

However, there is also evidence that there was not a change in perspective. Source 2 says 'I need hardly say that the question of reform is a much larger one now than it was before the war.' This shows that the question was the same before and after the war. It also says 'all will have to recognise that the reforms after the war must let the Indian people take their legitimate part in the administration of their own country' which shows that all people recognise it which shows that they all had the same perspective, not a changed perspective as the question says. Source 3 says 'realisation of responsible government in India as

(1) This essay does not have an introduction. An introduction is not essential in Part (a), but does show the examiner that a candidate has planned their response and is able to reach an overall judgement.

(2) The first paragraph in this essay argues that the First World War did change perspectives. It makes use of all the sources, but does not compare them. Additionally, it shows very little understanding of the extracts selected.

part of the British Empire’ which shows that Britain still saw India as part of the Empire, which it had done before the War and is not a change of perspective. Finally, Source 1 says ‘unswerving allegiance’. The word unswerving means that it doesn’t change and this shows that there was no change of perspective (3).

All three sources are reliable to an extent. Source 3 is from the Montagu Declaration which is an official document which means it can be trusted. Madan Mohan Malaviya was a radical which means that his view might be biased. But he was talking in 1917 which means that he could still remember what had happened in the war which makes his view reliable. Source 1 is by Budheswar Pati who is a historian who has done lots of research and so can be trusted to get the facts right (4).

There was a change of perspective and this is shown in all three sources. But all three sources also show that the perspective stayed the same. There is equal evidence in all the sources (5).

### **Examiner’s Assessment**

This is a weak essay. The candidate understands that the sources must be used in combination, but does not attempt to compare the sources. In addition, while the candidate understands the focus of the question, they do not engage with the detail within the sources and therefore cannot prepare a full answer to that question. Consequently, this deserves a mark in Level 2.

### **Examiner’s Exemplar Answer 2**

The three sources suggest that there was a considerable change of perspective with Indian politics, but less of a change amongst British officials. Source 1 states that, at the beginning of the war, loyalty to the British Empire was high, whereas Source 2 shows that by 1917 demands for self-rule were growing. Source 3, by contrast shows caution on the part of British officials, who continued to see India’s future as part of the British Empire (6).

(3) The second paragraph also makes use of all of the sources. But again, there is no comparison of detail within the source, and little comprehension of the argument of the sources.

(4) This paragraph attempts to discuss the reliability of the sources. The arguments it presents are extremely basic, and it makes no attempt to use these arguments to explain differences between the sources or to give weight to the evidence in the sources.

(5) This conclusion contradicts itself and therefore does not reach an overall judgement.

(6) The introduction clearly answers the question and briefly summarises where the three sources stand in relation to the question.

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Source 1 and 2 are snap shots of Indian opinion at the beginning and the end of the war. Source 1 stresses the Indian National Congress responded 'to the British call for war efforts' with favour. It speaks of 'profound devotion to the King' and a determination to serve the Empire 'at all hazards and all costs'. Congress was a political group that claimed to represent the Hindu majority as well as Muslim and Sikh minorities. Although its views cannot be said to represent the whole Indian population, the source does tell us a great deal about how a significant group of people within India felt about the Empire in 1914. Source 2 clearly shows a shift in perspective. It states that 'the question of reform is a much larger one now than it was before the war'. In contrast to Source 1 there is no talk of 'devotion', but rather of 'Home Rule' and 'Self-Government'. Source 2, like Source 1 comes from Congress. However, it is important to note two things. First, that while Source 1 was a statement representing the whole of Congress, Source 2 is a speech by only one member and may not be representative of the organisation as a whole. Secondly, that this speech was given in 1917, at least two years after the statement in Source 1. This suggests a change over time, and adds strength to the argument that the war was influential in developing attitudes to home rule (7).

However, there is evidence that British perspectives had changed very little. Source 2 notes that the war 'changed perspectives ... in England', but Source 3 suggests that their perspective remained similar at the beginning and the end of the War. Source 1 shows that at the beginning of the War the British saw India as an integral part of its Empire, issuing a 'call for war efforts' to the Indian parliament. And while Source 3 does state that the British are committed to the 'gradual development of self-governing institutions' in India, it is clear that they intend for India to remain part of the British Empire. In this sense, there is little consideration of the 'Home Rule' demanded in Source 2 (8).

The three sources do indicate that there was a change of perspective in India regarding home rule, particularly amongst the Indian National Congress. However, Source 3 clearly shows that the British still viewed India as the Jewel in the Crown of the British Empire (9).

(7) This paragraph cross-references all three sources. It also places Sources 1 and 2 in context, explaining the authorship and using this to weigh the evidence provided. Finally, it identifies the fact that Sources 1 and 2 together provide evidence of change over time.

(8) Again, this paragraph cross-references all three sources.

(9) The conclusion differentiates between the effect of the war on Indian opinion and the effect on British opinion, drawing a fully substantiated conclusion.

<p><b>Examiner’s Assessment</b></p> <p>This essay presents a detailed analysis of the three sources. It selects and cross-references excellently, weighing up the evidence as it goes and finally reaching a fully supported conclusion. It deserves a mark in High Level 4.</p>	
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<p><b>Edexcel – AS GCE Unit 2: British History Depth Studies Option D</b></p>	<p><b>D2 Britain and the Nationalist Challenge in India, 1900–47</b></p>	<p><b>Mark Scheme for Question (a)</b></p>
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(a) How far do the sources agree that the First World War ‘changed perspectives in India as well as in England’ concerning home rule for the Indian people? **[20 marks]**

**Target: AO2a**

As part of an historical enquiry, analyse and evaluate a range of appropriate source material with discrimination.

<b>Level 1</b>	<p>Comprehends the surface features of the sources and selects material relevant to the question. Responses are direct quotations or paraphrases from one or more of the sources.</p> <p><b>Low Level 1: 1–2 marks</b> The qualities of Level 1 are displayed, but material is less convincing in its range/depth.</p> <p><b>High Level 1: 3–5 marks</b> The qualities of Level 1 are securely displayed.</p>	<b>(1–5)</b>
<b>Level 2</b>	<p>Comprehends the sources and selects from them in order to identify their similarities and/or differences in relation to the question posed. There may be one developed comparison, but most comparisons will be undeveloped or unsupported with material from the sources. Sources will be used in the form of a summary of their information. The source provenance may be noted, without application of its implications to the source content.</p> <p><b>Low Level 2: 6–7 marks</b> The qualities of Level 2 are displayed, but material is less convincing in its range/depth.</p> <p><b>High Level 2: 8–10 marks</b> The qualities of Level 2 are securely displayed.</p>	<b>(6–10)</b>

**Access to History Online Edexcel Unit 2 – D2 Britain and the Nationalist Challenge in India, 1900–47**

<p><b>Level 3</b></p>	<p>Comprehends the sources and focuses the cross-referencing on the task set. Responses will offer detailed comparisons, similarities/differences, agreements/disagreements that are supported by evidence drawn from the sources.</p> <p>Sources are used as evidence with some consideration of their attributes, such as the nature, origins, purpose or audience, with some consideration of how this can affect the weight given to the evidence. In addressing 'how far' there is a clear attempt to use the sources in combination, but this may be imbalanced in terms of the issues addressed or in terms of the use of the sources.</p> <p><b>Low Level 3: 11–12 marks</b> The qualities of Level 3 are displayed, but material is less convincing in its range/depth.</p> <p><b>High Level 3: 13–15 marks</b> The qualities of Level 3 are securely displayed.</p>	<p><b>(11–15)</b></p>
<p><b>Level 4</b></p>	<p>Reaches a judgement in relation to the issue posed by the question supported by careful examination of the evidence of the sources. The sources are cross-referenced and the elements of challenge and corroboration are analysed. The issues raised by the process of comparison are used to address the specific enquiry. The attributes of the source are taken into account in order to establish what weight the content will bear in relation to the specific enquiry. In addressing 'how far' the sources are used in combination.</p> <p><b>Low Level 4: 16–17 marks</b> The qualities of Level 4 are displayed, but material is less convincing in its range/depth.</p> <p><b>High Level 4: 18–20 marks</b> The qualities of Level 4 are securely displayed.</p>	<p><b>(16–20)</b></p>



<p>Edexcel – AS GCE Unit 2: British History Depth Studies Option D</p>	<p><b>D2</b> <b>Britain and the Nationalist Challenge in India, 1900–47</b></p>	<p><b>Question (b)</b></p>
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### **Examiner’s Specific Advice**

The Unit 2 Part (b) essay asks candidates to cross-reference source material and own knowledge to test an interpretation.

First, candidates need to comprehend the sources and understand the ways in which they support or challenge the view advanced in the question.

Secondly, candidates must compare details from the sources, drawing out points of similarity or difference.

Thirdly, candidates need to consider the provenance of each source, using this to explain the similarities or differences between sources and give weight to the evidence provided.

Fourthly, candidates need to use their own knowledge to develop their argument. Own knowledge can be used to support or challenge information from the sources, or to give weight to the evidence in the sources.

Finally, candidates must reach a judgement about how far the interpretation in the question is accurate.

### **Exemplar Question**

Study Sources 4, 5 and 6.

(b) Do you agree with the view that India gained independence because following the Second World War ‘Britain did not possess the manpower or the economic resources to continue to control India’?

Explain your answer using Sources 4, 5 and 6 and your own knowledge.

**[40 marks]**

### **Planning Your Response**

Unit 2 Part (b) questions can be planned in much the same way as Unit 2 Part (a) questions, but with the additional inclusion of the candidate’s own knowledge.

It is important that the sources and own knowledge are used as a set. Candidates

need to consider not only how far the sources and their own knowledge agree with the interpretation in the question, but also how far they agree with each other. This requires careful planning.

The quotation is taken from Source 4. Therefore, it is advisable to start with this source when planning your response. Source 4 argues that the impact of the Second World War, coupled with the election of a Labour government in Britain, reduced Britain's commitment to maintaining India as a British colony. Source 5 agrees with Source 4 that the economic impact of the Second World War was significant in Indian Independence. In addition, this source elaborates on Source 4's claim that Britain could not 'control India', explaining that widespread unrest in India also played a part in the decision to grant independence. Source 6 alludes to the importance of the new Labour Government, stating that it had set itself a 'deadline' for independence, but focuses more on the role played by Lord Mountbatten.

One possible way of structuring an answer to this question would be:

- Introduction: summarise the argument of the essay, integrating information from the sources and own knowledge
- Economic factors
- The new Labour government
- The role of Lord Mountbatten
- World War Two
- Conclusion

### **Examiner's Exemplar Answer 1**

There are several reasons why India gained independence at the end of World War II. The strain on the 'manpower or the economic resources' of the Empire, mentioned in Source 4 is certainly a factor. But there are others. Source 4, 5 and 6 all mention the election of Attlee's Labour Government in 1945, and their new understanding of Imperialism. Finally, Mountbatten, the last British Viceroy, also played a part in ensuring that India gained its independence in 1947 (1).

First, there is certainly evidence that economics played a part. Source 4 says, 'though victorious in the war, Britain did not possess the manpower or the economic resources to continue to control India'. This is supported by Source 5 which says that 'Britain was millions of pounds in debt to India'. The debt, as both sources agree was due to the Second World War. What is more, as Source 4 suggests, the debt was crippling Britain's ability to control India in the last stage of the War following the defeat of Hitler, but before the defeat of Japan. It says, 'In the months that followed the Allied Victory in Europe, Britain increasingly lost both the

(1) This introduction accurately summarises the different perspectives set out in the sources.

power and the will to control events in India.'  
Clearly, economics was an issue. World War II  
meant that controlling India was financially  
impossible.

Next there was the fact that Britain had elected a  
new government, which is mentioned in all three of  
the Sources. Source 4 says 'Attlee's victory gave  
the cause of Indian independence a sympathetic  
audience.' This is backed up by Source 5 which says  
that the new 'Cabinet was ready' to grant India  
independence. Source 6 also gives another reason  
why the Labour Government was important in this  
context. Not only did they appoint Lord Louis  
Mountbatten as Viceroy, they 'empowered him to  
obtain a settlement without the usual interference  
from London'. This shows how committed the new  
government were to giving India independence.

Mountbatten himself was important. As Source 6  
says, he was 'a cousin of the King-Emperor' which  
meant that he had power which 'transcended  
politics'. That is to say that he was viewed as being  
important but apolitical, which helped in the  
negotiations. Mountbatten was also authoritative  
due to his military position. He was, as Source 6  
states, 'commander-in-chief in south-east Asia'.  
What is more, he 'had shown some sympathy for  
local nationalism', he got on well with Nehru and his  
charm made the whole process easy. Obviously,  
Mountbatten had a lot going for him (2).

Overall, there were three main factors: economics,  
the new Labour Government and Mountbatten.  
Personally, I feel that really it was the Labour  
Government that was mostly the reason for the end  
of the Empire in India because it is mentioned in all  
three sources, where as the other factors are only  
mentioned in one or two of the sources and  
therefore can't be as important (3).

### **Examiner's Assessment**

In terms of A01 the essay is well structured and broadly focused on the question. However, the candidate offers practically no own knowledge and therefore cannot get a mark higher than Level 1 in A01.

Turning to A02, the essay uses all of the sources and uses them to create a detailed piece of cross

(2) The main body of the essay is intelligently written and contains a good deal of detailed cross referencing. However, there is practically no own knowledge.

(3) The conclusion is focused on the sources, and fails to bring in any additional own knowledge to inform the judgement. Because of this the judgement it makes is simplistic. It is true to say that all of the sources mention the Labour government, but this, on its own, does not prove that the Labour government was the most important factor.

referencing. The use of the sources is very good throughout the main body of the essay, but the conclusion's comment on the sources is very simplistic. Thus, it gains a mark in Level 4 for A02 but it cannot get maximum marks.

Overall, the big problem with this essay is that it includes practically no own knowledge. This is a significant mistake as 60% of the marks available in the essay are available for A01.

## **Examiner's Exemplar Answer 2**

There is some truth in the assertion, given in Source 4, that India gained independence because following the Second World War 'Britain did not possess the manpower or the economic resources to continue to control India.' However, this is not the whole picture. Had the Indian people been content to continue being part of the Empire, British debt and the lack of manpower would have been no obstacle and India could have continued to be the bedrock of the British Empire. However, Indian Nationalists had been waging a campaign against the Empire since before World War II, and policing their dissident subjects would be expensive. Also, the Labour Party, discussed in Sources 4, 5 and 6, was more sympathetic to Indian Nationalism than the previous Conservative-dominated government, and therefore moved more quickly towards Indian independence than Churchill would have done. Mountbatten was a mixed blessing. He was charming as Source 6 states, but he was not a gifted statesman, and he was keen to get the job done as quickly as possible so that he could get back to his military career. Therefore, while Mountbatten can be credited with speeding the process up, he did not initiate it. In short India gained independence because of long term factors such as the nationalist campaign. Short-term factors such as the change of government, the exhaustion of British finance after World War II and the appointment of Mountbatten merely hastened what was already inevitable (4).

Source 4 and 5 both highlight the economic need to end the Empire in India. Source 4 states bluntly that Britain 'did not possess the manpower or the economic resources to continue to control India.' Source 5 supports this when it says that the new

(4) The introduction focuses on the question and considers a range of possible causes for Indian independence. It sets up the argument that Indian independence was caused by the Nationalist movement.

**Access to History Online Edexcel Unit 2 – D2 Britain and the Nationalist Challenge in India, 1900–47**

Government were prompted to consider Indian Independence because of their financial position. War debt was massive. By the end of the war Britain was borrowing a staggering £70 million a day in order to keep fighting. By 1945 Britain was almost £3 billion in debt. What is more, India was no longer as important as it had been as a source of revenue for the Empire. Trade with India had been falling since the end of World War I. In 1928 India bought £83 million pound worth of British goods. This had fallen to £39 million by the mid 1930s. At the same time Britain spent £1.5 million subsidising the army. Additionally, running India had become expensive because Indian nationalism was expensive to police. Thus, in economic terms India was no longer as important as a source of income, and therefore there were good economic reasons for Britain to cut her imperial ties (5).

The new Labour government was also a factor. Labour stood for equality, unlike the Conservatives who had traditionally been the party of the Empire. In this sense Source 4 is correct that 'Attlee's victory gave the cause of Indian independence a sympathetic audience.' However, Labour's ideological commitment to independence should not be overstated. As Source 5 points out, Labour had two good reasons for leaving India. The first was financial. The second was the 'terrorist activity and unrest in India.' The unrest refers to the chaos that overtook northern and eastern India in early 1947. No responsible government could allow it to continue, but restoring order would be expensive. Labour also had an ambitious reconstruction plan for Britain. It wanted to create a National Health Service, rebuild the houses destroyed in the war and expand the welfare state. These plans all required money, so again the Labour government had good financial reasons for wanting to get out of India (6).

Mountbatten had many strengths, as Source 6 points out. He was charming, royal, a military hero and, importantly, he got on well with Nehru - one of the leading figures in the Indian independence movement who would become India's new Prime Minister after independence. However, although he 'looked a good choice' he was vain, and had little time for the detail of the negotiations. He got on well with Nehru, but Jinnah hated him. What is more, although he was an important figure in the negotiations he did not initiate independence. So although he can be credited with creating the

(5) This paragraph opens with some good cross-referencing of the sources and backs it up with some detailed own knowledge.

(6) Again, this paragraph starts with a comparison of Source 4 and 5 and moves on to own knowledge.

(7) Here the candidate challenges the view of Mountbatten given in Source 6

partition and speeding up the process he cannot be held responsible for granting India independence (7).

Finally, World War II also played an important part in the independence of India. Britain fought against Nazi racism in order to keep European nations free. Indian leaders were able to show the hypocrisy of this position. Also, the war was the Empire's last show of strength. At the end of the war, empires were declining. Superpowers were the new force in the world, and America and Russia were both against empires. As early as 1941 Roosevelt, the American President, had persuaded Churchill to sign the Atlantic Charter which committed the British Empire to giving independence to its colonies (8).

Economics was an important factor in the decision to leave India. However, governing India was expensive because of Indian nationalism and the fierce desire for self government amongst the India people, forcing Britain to leave (9).

### **Examiner's Assessment**

Overall the essay is focused and contains a great deal of good source analysis and detailed own knowledge. However, the essay does not really back up its central argument. What is more Source 6 is not fully utilised.

In terms of A01 the essay is well structured and focused and the own knowledge is detailed, accurate, well deployed and integrated with the sources. Therefore, it gets a high mark in Level 4. However, the fact that the main argument offered by the essay is not well supported means that it will not reach the top of Level 4.

The essay is also strong in terms of A02. The cross-referencing, selection and analysis are all of a high standard, so the essay also achieves Level 4 in A02. However, the limited use of Source 6 means it will not achieve maximum marks.

with own knowledge, which indicates considerable confidence.

(8) This paragraph contains detailed own knowledge, but no reference to the sources. Given that the sources are used well in the rest of the essay, this does not decrease the mark. However, in a less confident essay, this could lead to a lack of balance and consequently impact upon the mark.

(9) The conclusion reasserts the argument that the essay began with. While the candidate's point is a good one they have not really demonstrated that Indian Nationalism was the main cause of Indian independence during the essay and therefore the conclusion is not as well supported as it could have been.

<b>Edexcel – AS GCE Unit 2: British History Depth Studies Option D</b>	<b>D2 Britain and the Nationalist Challenge in India, 1900–47</b>	<b>Mark Scheme for Question (b)</b>
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(b) Do you agree with the view that India gained independence because following the Second World War 'Britain did not possess the manpower or the economic resources to continue to control India'?

**[40 marks]**

**Target: AO1a & AO1b (24 marks)**

Recall, select and deploy historical knowledge appropriately, and communicate knowledge and understanding of history in a clear and effective manner.

**AO2b (16 marks)**

Analyse and evaluate, in relation to the historical context, how aspects of the past have been interpreted and represented in different ways.

**AO1a and AO1b (24 marks)**

<b>Level 1</b>	<p>Candidates will produce mostly simple statements. These will be supported by limited factual material, which has some accuracy and relevance, although not directed analytically (i.e. at the focus of the question). The material will be mostly generalised. There will be few, if any, links between the simple statements.</p> <p><b>Low Level 1: 1–2 marks</b> The qualities of Level 1 are displayed; material is less convincing in its range and depth.</p> <p><b>Mid Level 1: 3–4 marks</b> As per descriptor.</p> <p><b>High Level 1: 5–6 marks</b> The qualities of Level 1 are securely displayed; material is convincing in range and depth consistent with Level 1.</p> <p>The writing may have limited coherence and will be generally comprehensible, but passages will lack both clarity and organisation. The skills needed to produce effective writing will not normally be present. Frequent syntactical and/or spelling errors are likely to be present.</p>	<b>(1–6)</b>
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**Access to History Online Edexcel Unit 2 – D2 Britain and the Nationalist Challenge in India, 1900–47**

<p><b>Level 2</b></p>	<p>Candidates will produce a series of simple statements supported by some accurate and relevant factual material. The analytical focus will be mostly implicit and there are likely to be only limited links between simple statements. Material is unlikely to be developed very far or to be explicitly linked to material taken from sources.</p> <p><b>Low Level 2: 7–8 marks</b> The qualities of Level 2 are displayed; material is less convincing in its range and depth.</p> <p><b>Mid Level 2: 9–10 marks</b> As per descriptor.</p> <p><b>High Level 2: 11–12 marks</b> The qualities of Level 2 are securely displayed; material is convincing in range and depth consistent with Level 2.</p> <p>The writing will have some coherence and will be generally comprehensible, but passages will lack both clarity and organisation. Some of the skills needed to produce effective writing will be present. Frequent syntactical and/or spelling errors are likely to be present.</p>	<p><b>(7–12)</b></p>
<p><b>Level 3</b></p>	<p>Candidates' answers will attempt analysis and show some understanding of the focus of the question. They may, however, include material which is either descriptive, and thus only implicitly relevant to the question's focus, or which strays from that focus. Factual material will be mostly accurate, but it may lack depth and/or reference to the given factor. At this level candidates will begin to link contextual knowledge with points drawn from sources.</p> <p><b>Low Level 3: 13–14 marks</b> The qualities of Level 3 are displayed; material is less convincing in its range and depth.</p> <p><b>Mid Level 3: 15–16 marks</b> As per descriptor.</p> <p><b>High Level 3: 17–18 marks</b> The qualities of Level 3 are securely displayed; material is convincing in range and depth consistent with Level 3.</p> <p>The writing will be coherent in places but there are likely to be passages which lack clarity and/or proper organisation. Only some of the skills needed to produce convincing extended writing are likely to be present. Syntactical and/or spelling errors are likely to be present.</p>	<p><b>(13–18)</b></p>



**Access to History Online Edexcel Unit 2 – D2 Britain and the Nationalist Challenge in India, 1900–47**

<b>Level 4</b>	<p>Candidates offer an analytical response which relates well to the focus of the question and which shows some understanding of the key issues contained in it. The analysis will be supported by accurate factual material, which will be mostly relevant to the question asked. There will be some integration of contextual knowledge with material drawn from sources, although this may not be sustained throughout the response. The selection of material may lack balance in places.</p> <p><b>Low Level 4: 19–20 marks</b> The qualities of Level 4 are displayed; material is less convincing in its range and depth.</p> <p><b>Mid Level 4: 21–22 marks</b> As per descriptor.</p> <p><b>High Level 4: 23–24 marks</b> The qualities of Level 4 are securely displayed; material is convincing in range and depth consistent with Level 4.</p> <p>The answer will show some degree of direction and control but these attributes may not be sustained throughout the answer. The candidate will demonstrate the skills needed to produce convincing extended writing but there may be passages which lack clarity or coherence. The answer is likely to include some syntactical and/or spelling errors.</p>	<b>(19–24)</b>
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**AO2b (16 marks)**

<b>Level 1</b>	<p>Comprehends the sources and selects material relevant to the representation contained in the question. Responses are direct quotations or paraphrases from one or more of the sources.</p> <p><b>Low Level 1: 1–2 marks</b> The qualities of Level 1 are displayed, but material is less convincing in its range/depth.</p> <p><b>High Level 1: 3–4 marks</b> The qualities of Level 1 are securely displayed.</p>	<b>(1–4)</b>
<b>Level 2</b>	<p>Comprehends the sources and selects from them in order to identify points which support or differ from the representation contained in the question. When supporting the decision made in relation to the question the sources will be used in the form of a summary of their information.</p> <p><b>Low Level 2: 5–6 marks</b> The qualities of Level 2 are displayed, but material is less convincing in its range/depth.</p> <p><b>High Level 2: 7–8 marks</b> The qualities of Level 2 are securely displayed.</p>	<b>(5–8)</b>

**Access to History Online Edexcel Unit 2 – D2 Britain and the Nationalist Challenge in India, 1900–47**

<p><b>Level 3</b></p>	<p>The sources are analysed and points of challenge and/or support for the representation contained in the question are developed from the provided material. In addressing the specific enquiry, there is clear awareness that a representation is under discussion and there is evidence of reasoning from the evidence of the sources, although there may be some lack of balance. The response reaches a judgement in relation to the claim which is supported by the evidence of the sources.</p> <p><b>Low Level 3: 9–10 marks</b> The qualities of Level 3 are displayed, but material is less convincing in its range/depth.</p> <p><b>High Level 3: 11–12 marks</b> The qualities of Level 3 are securely displayed.</p>	<p><b>(9–12)</b></p>
<p><b>Level 4</b></p>	<p>Reaches and sustains a conclusion based on the discriminating use of the evidence. Discussion of the claim in the question proceeds from the issues raised by the process of analysing the representation in the sources. There is developed reasoning and weighing of the evidence in order to create a judgement in relation to the stated claim.</p> <p><b>Low Level 4: 13–14 marks</b> The qualities of Level 4 are displayed, but material is less convincing in its range/depth.</p> <p><b>High Level 4: 15–16 marks</b> The qualities of Level 4 are securely displayed.</p>	<p><b>(13–16)</b></p>

<p><b>Edexcel – AS GCE Unit 2: British History Depth Studies Option D</b></p>	<p><b>D2 Britain and the Nationalist Challenge in India, 1900–47</b></p>	<p><b>Chronology</b></p>
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**Chronology: Key Events in *Britain and India, 1600–47***

Year	Month	Event
1600		Charter granted to East India Company by Elizabeth I
1857		Indian Mutiny begins
1858		Crown control of India
		Royal Proclamation
1875		Foundation of Aligarh College
1877		Queen Victoria declared Empress, British territorial control in India at its greatest
1883		Ilbert Bill
1885		Formation of Congress Party
1892		Indian Councils Act
1919		Amritsar Massacre
1901		North West Frontier Province created

**Access to History Online Edexcel Unit 2 – D2 Britain and the Nationalist Challenge in India, 1900–47**

1905		Russia defeated by Japan
	16 October	Partition of Bengal
	December	Liberal Government
1906	October	Simla delegation
	December	All-India Muslim League formed
1907		Congress split at Surat
1909		Indian Councils Act
1911		Bengal reunited and Delhi becomes British capital
1914		Outbreak of the First World War
1916		Formation of home rule leagues
		Lucknow Pact
1917	20 August	Montagu Declaration
1918		End of the First World War
		US President Wilson’s Fourteen Points
1919		Rowlatt Act
	13 April	Amritsar Massacre
	December	Government of India Act
1919–1921		Non-cooperation campaigns
1922	6 February	End of non-cooperation
1928		Simon Commission in India
	August	Nehru Report presented to all-parties conference
1929		Dominion Declaration by British government
1930	12 March	Start of the Salt March
	12 November	First round table conference
1931	5 March	Gandhi–Irwin Pact
	7 September	Second round table conference
1932	4 August	British government’s communal award
1933–34		Individual civil disobedience
1935	2 August	Government of India Act
		Indian general election
1939	3 September	Start of the Second World War
1940	March	Lahore Resolution
	August	Offer of postwar settlement
1941	August	Atlantic Charter supporting self-government
1942	April	Cripps mission
	8 August	Quit India resolution
		Formation of the Indian National Army
	October	Wavell appointed as viceroy
		Suppression of political campaigns
1943–44		Bengal famine
1945	May	British general election
	25 June	Simla Conference
	9 August	End of the Second World War
1946		Indian general election
	April	Cabinet mission
	May	Simla Conference
	May	Cabinet mission’s May statement
	16 August	Direct action day
	2 September	Interim government takes power
	7 December	Constituent assembly convened
1947	22 March	Mountbatten becomes last viceroy

	March	Congress accepts Pakistan demand
	3 May	Plan Balkan

## Teaching Activities

### **1. This House believes that the campaigning of Gandhi was primarily responsible for Indian independence in 1947**

*Preparation for the debate.* Divide the class into two teams. Team One will argue that Gandhi's campaigns were the main reason for Indian independence in 1947. Team Two will argue that other factors were more important. Each team should prepare a five-minute opening statement explaining their point of view. They should ensure that this statement makes general points and supports them with specific examples. The teams should also choose speakers for the debate.

*The debate.* Team One begins the debate. The speaker for the team should give their opening statement. Following this, the speaker for Team Two responds with their opening statement. After the statements, the floor is 'opened' and students may ask questions of the opposing team.

The chairperson (the teacher) should score all contributions to the debate as follows:

General point	1 point
Specific examples	3 points
Relevant question	1 point

At the end of the debate, the speaker for each team should make a closing statement, responding to the issues raised in the debate and summarising their argument. Finally, a vote should be taken.

The winning team is the team with the most points, regardless of who wins the vote.

Hints:

- To encourage all students to participate in the debate, the teacher should have a collection of tokens of some sort. Every time a student participates in the debate, they should be given a token. At the end of the debate, each student is awarded one vote per token in their possession. This incentivises contribution. Additionally, a bonus score of 20 points could be given to the first team in which every student contributes.

### **2. Peer-revision**

Divide students into groups of four. Students should number themselves 1–4, with the numbers corresponding to the four bullet-points of the Edexcel specification. Each student should then plan a ten-minute mini revision lesson for the other students in the group. The mini-lesson should be a recap of the content for the relevant bullet-point. Each mini-lesson should contain the following:

- a handout comprising one A4 side containing key information about the topics
- an activity designed to help students to learn the information

## Access to History Online Edexcel Unit 2 – D2 Britain and the Nationalist Challenge in India, 1900–47

- a test to assess how well students have learnt the information.

In turn, each student should deliver their lesson to the other students in their group.

Hints:

- Students could also peer-assess each other's mini-lessons using the following template:

	Mark out of 10
How well did the handout and mini-lesson cover the content in the bullet-point?	
How well did the activity help you to learn the content in the bullet-point?	
How effectively did the test highlight the strengths and weaknesses in your knowledge?	
<b>Total:</b>	

- It could be insisted that the test comprises three types of question:
  1. recall questions (e.g. When was the Amritsar Massacre?)
  2. explain questions (e.g. Why did General Dyer order the troops to fire on protestors at Amritsar?)
  3. evaluative questions (e.g. How significant was the Amritsar Massacre in changing the relationship between Britain and India?)

## Additional Sample Questions

*Edexcel Unit 2 is a source-based paper. Therefore teachers (or students) will need to find two or three sources to be used in conjunction with each question.*

Part (a)

1. How far do the sources suggest that, between 1900 and 1914, the British Raj held the respect of the Indian people?
2. How far do the sources challenge the view that Muslims were the main beneficiaries of the Morley–Minto Reforms of 1909?
3. How far do the sources suggest that the Amritsar Massacre of 1919 led to greater sympathy for Indian nationalism on the part of the British?
4. How far does the evidence of the sources support the view that 'independence was the fulfilment of Britain's mission to bring the Indian people to self-government'?

Part (b)

1. Do you agree with the view that, in the period 1900–1939, the major hindrance to Indian independence was divisions among the Indian people themselves?
2. Do you agree with the view that in the period 1900–1939 'Congress never came close to toppling the Raj'?

**Access to History Online Edexcel Unit 2 – D2 Britain and the Nationalist Challenge in India, 1900–47**

3. Do you agree with the view that 'Gandhi was at heart a vain man who wanted Indian freedom on his own terms and through his own methods?'
4. Do you agree with the view that the decision to grant India independence in 1947 was motivated by British self-interest?

**Resources**

Ian Copland, *India 1885–1947: The Unmaking of an Empire* (Longman, 2001)

Patrick French, *Liberty or Death: India's Journey to Independence and Division* (Flamingo, 1998)

Denis Judd, *The Lion and the Tiger: The Rise and Fall of the British Raj, 1600–1947* (Oxford, 2005)

James Lawrence, *Raj: the Making and Unmaking of British India* (St Martin's, Griffin, 2000)