

Edexcel GCSE History A and B

Controlled Assessment

CA7: The Indian subcontinent: the road to independence 1918-47

What are the changes to content from 2013?

The content is now structured into the following three bullet points. The green text indicates content that has been clarified, expanded or moved.

- The reasons for the rise of nationalism 1918–47: the impact of the First and Second World Wars; Gandhi's aims and methods; the roles of Nehru and Jinnah; Muslim and Hindu clashes.
- Key developments in India from 1918 to 1947: British attempts at coercion and conciliation; the path to independence and partition.
- The role of Gandhi in securing independence: inspired leadership or political misjudgement?

Has the representation focus changed from 2013?

Previously the representation focus for this option was: How important was the role of Gandhi in achieving independence for India? The third bullet point above now forms the representation focus.

Suggested resources to support teachers and candidates

The following is a provisional list of resources, which may be useful for this topic.

There are no published resources written specifically for this GCSE controlled assessment topic. Hodder Education have provided a downloadable file on 'End of Empire, c.1919–69', available at www.hodderplus.co.uk/modernworldhistory.

Teachers may wish to use AS level text books to help plan their teaching, and students may find them a good source of additional reading. The following GCE texts are relevant:

Edexcel GCE AS History Unit 2 Britain and the Nationalist Challenge in India, 1900–47 by Rosemary Rees, ISBN 9781846905049 (Pearson). For more information please go to www.pearsonschoolsandcolleges.co.uk.

Heinemann Advanced History: India 1900–47 by Rosemary Rees, ISBN 9780435327781 (Pearson). For more information please go to www.pearsonschoolsandcolleges.co.uk.

Access to History: Britain and India 1845–1947, by Tim Leadbeater, ISBN 9780340965979 (Hodder Education). For more information please go to www.hoddereducation.co.uk.

Teachers may also wish to use films and documentaries when teaching this topic.

The following websites may be useful.

- The British Library have several resources on India including the India Office Records which are publicly accessible www.bl.uk/reshelp/findhelpregion/asia/india/index.html

Casa Historia has a section on British imperialism and decolonisation, containing several useful web-links:

- www.casahistoria.net/imperialism.htm
- www.casahistoria.net/decolonisation.htm
- www.historylearningsite.co.uk/india_1900_to_1947.htm

www.fordham.edu/halsall/india/indiasbook.html has a limited selection of sources for this topic and www.iloveindia.com/history has some good basic accounts of the facts, as has www.indianetzone.com/39/indian_independence_movement.htm.

The National Archives have lots of information about Britain and India on their website: www.nationalarchives.gov.uk/education/empire/g1/default.htm. They have case studies on the empire in India using a wide range of sources:

www.nationalarchives.gov.uk/education/empire/g1/cs3/default.htm

Cabinet Papers:

www.nationalarchives.gov.uk/cabinetpapers/themes/empire-commonwealth.htm

Topic timeline

We have provided the timeline below as an additional resource for students.

- 1858 British Crown officially takes over the Indian Government.
- 1885 First meeting of the Indian National Congress.
- 1899 Lord Curzon becomes Governor-General and Viceroy of India.
- 1905 The First Partition of Bengal takes place.
- 1906 Muslim League is formed.
- 1909 The Morley Minto reforms.
- 1919 The Government of India Act.
- 1919 The Amritsar massacre due to protests against the Rowlatt Act.
- 1920 Non-cooperation Movement launched.
- 1922 Chauri-Chaura violence due to Civil Disobedience Movement.
- 1928 Simon Commission comes to India and is boycotted by all parties.
- 1930 Salt Satyagraha is launched as an agitation against salt tax.
- 1930 First Round Table Conference takes place.
- 1931 Second Round Table Conference and Irwin-Gandhi Pact is signed.
- 1934 Civil Disobedience Movement is called off.
- 1935 Government of India Act.
- 1939 Viceroy Linlithgow announces that India is at war with Germany.
- 1940 Lahore Resolution of Muslim League calls for separate Muslim state.
- 1942 Cripps Mission is formed; Quit India Movement is launched.
- 1942 Indian National Army is formed.
- 1947 3rd June: Lord Mountbatten's plan for partition comes into light.
- 1947 15th Aug: Partition of India and Independence from British rule.

Exemplar scheme of work

The following scheme of work provides a suggested approach and is not intended to be prescriptive.

Generic scheme of work	Subject content	15-week programme
<p>Context, concepts and application</p> <p>The historical context for Part A.</p> <p>The key features of the period or issue.</p> <p>Reasons for change and developments.</p> <p>Practise analysing causation, change, consequence.</p> <p>Practise writing extended responses with a focus on causation, change, etc.</p> <p>The historical context of the enquiry/ies identified in Part B.</p>	<p>Overview (Parts A and B):</p> <p>The reasons for the rise of nationalism, 1918-47.</p> <ul style="list-style-type: none"> The impact of the First World War; the nature of British rule and the demand for independence; the Congress Movement and the Muslim League; Gandhi's aims and methods; the development of a range of tactics used in the campaign for independence and clashes between Hindus and Muslims; the impact of the Second World War; the roles of Nehru, Jinnah. <p>Key developments in India, 1918-47.</p> <ul style="list-style-type: none"> The Montagu-Chelmsford Reforms; the Government of India Act, 1919; British attempts at coercion and conciliation; the Amritsar massacre and Chauri Chaura Incident; the use of arrest and imprisonment; the Simon Commission; the Round Table Conferences; Government of India Act, 1935; Cripps Mission; partition. <p>Practice Part A Explanation</p> <ul style="list-style-type: none"> Part A will require analysis with a focus on explanation of change, causation or consequence. Typical question stems are: Explain why; Explain the impact; Explain the ways in which XX changed; Explain the role of XX; Explain how. <p>Practice Part B Enquiry</p> <ul style="list-style-type: none"> Part B will always require some sort of judgement. Typical question stems are: How significant; How much impact; How successful; How far; How much change; How different. 	<p>Weeks 1–8 including write-up of Part A, 30 mins.</p> <p>Centres may complete tasks in any order but they must teach the whole of the relevant specification bullet point before completing Part A or Part B and they must teach the whole unit before students write up Part C.</p> <p>If the Part A task is set on the first bullet point, centres may decide to write up this task before teaching the second bullet point. If the Part A task is set on the second bullet point, they may wish to teach both bullet points before completing the Part A and B tasks.</p>

Generic scheme of work	Subject content	15-week programme
<p>Part B Enquiry</p> <p>Developing enquiry skills:</p> <ul style="list-style-type: none"> • how to find, select and use sources of information • supporting candidates in the process of their research • includes write-up. 	<p>Generic</p> <p>Practise identifying and recording relevant information:</p> <ul style="list-style-type: none"> • Students to highlight key points of information or identify key views using a source that is not related to the enquiry. • Students could compare the information on different websites and discuss ways of deciding whether a website would be a good source of information to use. • Students to compare different ways of recording it, for example, bullet points, charts, diagrams. <p>Practise write-up skills by preparing notes and sources for a Part B-style paragraph.</p>	<p>Weeks 9-10, including write-up of Part B, 1 hour.</p> <p>Centres may wish to set aside class time for students to complete research or may set research as Homework while teaching the content for this bullet point or the bullet point for Part C.</p>
<p>Part C Context</p> <p>The historical context of the representations issue.</p> <p>Coverage of key features of period or issue sufficient to enable candidates to evaluate the accuracy and comprehensiveness of the representations.</p>	<p>The role of Gandhi in securing independence: inspired leadership or political misjudgement?</p> <ul style="list-style-type: none"> • Gandhi's role in the Congress Movement; his tactics of boycott, Satyagraha Campaigns, the Civil Disobedience Movement; the Salt March; his use of hunger strike; his Quit India campaign; his role in the Round Table Conferences; his attitude towards partition and relationship with Jinnah. 	<p>Weeks 11-12</p>

Generic scheme of work	Subject content	15-week programme
<p>Part C Skills and concepts</p> <p>Understanding and analysing representations.</p> <p>Practise comparing and evaluating representations of the selected issue.</p>	<p>Generic</p> <p>Introduction to the idea of representation through discussion of social media, selection of items for the front page of newspapers etc.</p> <p>Practise evaluation of portrayal using examples such as school prospectus, social media, news reports.</p> <p>Practise evaluation of a representation using a representation from a previous task or the Representations Bank (one that will not be used as the third representation in the task).</p> <p>Students should understand the criteria being used and the necessity to support the evaluation using additional contextual knowledge.</p>	<p>Weeks 13–15 including write-up of Part C, 1 hour.</p>