



Pearson

INTERNATIONAL ADVANCED LEVEL HISTORY

Unit 2 WHI02

Breadth Study with Source Evaluation

Topic Guide

Option 1A

India, 1857-1948: The Raj to Partition

Introduction

Unit 2 – Breadth Study with Source Evaluation

This topic booklet has been written to support teachers delivering **Option 1A: India, 1857–1948: The Raj to Partition** of the 2015 International Advanced Level History [specification](#).

This Guide includes some additional content guidance; a scheme of work and a list of suggested resources for students and for teachers.

All the options are focused on breadth requiring a broad knowledge and understanding of an extended timescale. This explains the organisation of the specification into four key topic areas of study, each of which has a theme running through the whole timescale. This is in contrast to Units 1 and 3 where the key topics are separated by a different chronology.

Within each key topic, two areas of nominated study are marked in bold italics. The sources for the two questions in Section A will be derived from these nominated areas.

Assessment details such as assessment rationale, Assessment Objectives, question styles and examples and mark schemes are in the ***Getting Started*** guide available on the IAL History web page [here](#).

Question papers and mark schemes with indicative content are also available on-line and are published following each examination session [here](#). This will allow centres to build up a bank of assessment materials.

Principal Examiner Reports for each Paper Option are written for each examination session. These Reports give feedback on overall candidate performance and usually include example response with commentaries reflecting the Level of Response achieved. Principal Examiner reports with Exemplification are available [here](#).

Option 1A

India, 1857-1948: The Raj to Partition

Overview

The option is divided into four key topics defined by a theme across the chronology. Although they are defined separately, students should be aware of linkages between them. For example, Key Topic 1 is focussed on the government of India by the British authorities but crucial changes were often brought about by resistance to British rule, the subject of Key Topic 3 and British rule was underpinned by military power, the subject of Key Topic 4. Likewise, military power was enhanced by the growth of railways which is covered in Key Topic 2 on the economics of empire.

The focus of this unit is on the key developments in the last ninety years of British India, from The Great Rebellion /Indian Mutiny to Independence and partition. The focus of the unit is essentially on breadth and hence the four thematic topics which run from 1857 to 1948. Students must have a sufficient grasp of content detail within the delimited key topics to be able to answer questions that target knowledge and understanding of the themes in breadth (AO1), requiring comparisons, contrasts and appreciation of significance, causation and change.

In addition, students must develop a sufficient sense of period to contextualise and analyse and evaluate sources rooted in the nominated topic areas (AO2) shown in bold italics.

Like many other areas of historical study, this option does require a sound grasp of historical geography to enable students to make sense of the complex events and the roles of individuals. An appreciation of the sheer size of India and its varied nature is essential.

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

This begins with the effects of the explosion that was the Indian Mutiny, as it was termed by the British. Students need to be aware of the nature of British India in 1857 and, in this key topic, the nature of British rule. This includes the role of The East India Company, the Indian Civil Service and of course the extensive area of the princely states outside direct British rule but heavily influenced by a Resident appointed by the Viceroy in the case of the largest princely states or by a British Political Officer in the case of the smaller ones. Students should be aware of the role of the ICS and the growing participation of Indians, particularly after 1919 when examinations for entry to its higher ranks were held in Delhi as well as Britain.

It is important to grasp the relatively small-scale presence of Britons in the Indian subcontinent. India's population was approaching 400 million when the Raj ended, yet in 1931 there had been only 168,000 Britons in the sub -continent with only 4000 Britons in the Civil Service and a further 60,000 in the police and army.

The changes brought about by the challenge to British rule, namely the Government of India Act and The Royal Titles Act are central to this key topic and created the regime which, with modifications, lasted until 1948. Students should be aware of these modifications, as detailed in the specification, and how far these were the result of growing pressure for change from below and how far these arose from the dynamic personality of a viceroy like Curzon or a Liberal British statesman like Morley. Students should be aware of the significance of each of the specified developments in the broad theme of changes to the government of India. They should also develop more in-depth appreciation of the context of the nominated areas shown in bold italics.

Key Topic 2. The economics of empire

Students should develop an understanding of changes in the economy in order to be able to discuss the benefits and costs of the Raj to both Britain and India. For example, they should understand changes in patterns of trade, including the impact on Indian artisan manufacture in textiles from exposure to competition from industrialised Lancashire in the nineteenth century. Britain supplied two thirds of India's imports in 1914.

They should also be aware of the extent to which a modern industrialised textile industry was established in India and, protected by tariffs, flourished. By the 1940s Britain supplied only 8% of India's imports and Indian textiles were being exported to Britain. Students should be aware of the impact of British investment over the period. For example, there was extensive investment in India totally £400 million by 1914. Much had gone into developing railways but also port facilities. There was a significant increase in the area of irrigated land under British rule, rising from 5% to 25%.

Students should also be aware of living standards over the period and the reasons for changes. They should be aware of the impact of taxation and population growth. They should understand that there were horrific famines in these years and, despite relief operations, horrific death tolls. Students should be aware of the extent of the specified famines and also of improvements in living standards over the period. For example, from 1820-1950, life expectancy rose from 21 years to 32 years.

Key Topic 3. Resistance to British rule, 1857-1948

This inevitably starts with the 'Great Rebellion' or 'Indian Mutiny' of 1857. Students are not expected to have studied the causes of the Mutiny, but should be aware of the nature of, and aims of, the challenges to British rule in order to understand their 'significance'. They should be aware of the geography of the rebellion and that the majority of Indian troops stayed loyal to the Raj and played a part in its suppression. They should be able to make links with key topic 1 when developing an understanding of the consequences of these events.

The rise of the Nationalist movement and the foundation and actions of the National Congress from 1885 is central. Students should be familiar with significance of the specified events and developments and understand the bearing that both personalities

and religious communalism had on the campaigns against British rule. This must involve a study of the contributions of Gandhi and Jinnah and assessment of their impact. Other named individuals are Bose and Nehru whose role should be understood.

Students should try to understand where and why support for the Nationalist movement came from and how effective campaigns were. The importance of the two world wars in stimulating demands for greater self-government, and ultimately for independence, should be addressed but there should also be an appreciation of the support India and Indians supplied to Britain in these two major crises. In tracing the significance of events and developments specified in key topic 3, links should be made to the changes specified in key topic 1 and the measures to repress protest and discontent specified in key topic 4.

Key Topic 4. Military power and its limits 1857-1948

Here the central issue is the importance of the Indian Army and the methods used to quell resistance to British rule. The starting point is the reorganisation of the Army following the events of 1857-58. Students should be aware of the shift in reliance on different groups within Indian society according to loyalty shown during the Mutiny. The importance of the Indian Army to British world power must be appreciated with an awareness, for example, of the use of Indian troops in colonial expeditions such as that to Ethiopia in the 1860s or in confrontation with Russia in 1878. The massive contribution made by Indian military forces in the two world wars in many theatres of operations is central to this point.

The role of repression in containing the independence movement in the years to 1942 should be understood. General Dyer and The Amritsar Massacre is highlighted in this key topic. The significance of this and reactions to it should be appreciated, and the attempts thereafter to leave control to the police and avoid the outrage in both India and Britain provoked by Dyer's actions.

The final area to be addressed in this key topic is the exposure of the limits of military power and the unwillingness of the British authorities to deploy it prior to independence. In dealing with the specified developments and individuals, students should understand the attempts at political settlement and their failures. They should understand why this culminated in the communal violence associated with partition. In trying to analyse these developments students should also be aware of the weakened state of Britain in the aftermath of the Second World War.

Example Scheme of Work

The Scheme of Work included in this section is an **EXAMPLE** only and do not need to be followed, However, they may be useful to use when working through the specification for the first time.

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

Content		
Week 1	The British Raj: the government of India, 1857–1948	India in 1857
<p>Aim: To understand the extent and nature of British control of India and key elements of how Indian politics and society was organised</p> <p>Topics covered: The East India Company, the Indian Civil Service (ICS) and the role of Indian functionaries as junior civil servants and administrators; indirect rule and the princely states; Indian society and religion.</p> <p>Suggested activities/resources: Case study: Living in the British Empire – National Archives website. <i>The Empire of Good Intentions</i>, BBC TV. Charles Allen, <i>Plain Tales From The Raj</i>, Abacus, 2000.</p> <p>Teaching points to note: This part of the course sets the context in which the events take place, so is crucial to later understanding of what is happening.</p>		
Week 2	The British Raj: the government of India, 1857–1948	The changes brought about by the Indian Mutiny
<p>Aim: To understand the legislation that followed from the Indian mutiny in the 19th century</p> <p>Topics covered: The Royal Proclamation and the Government of India Act 1858, the Indian Councils Act 1861 and the Royal Titles Act 1876.</p> <p>Suggested activities/resources: Sources skills to be clearly signposted.</p> <p>Teaching points to note: This is a nominated area of specification content which means that it can be examined through the use of source questions.</p>		

Week 3	The British Raj: the government of India, 1857–1948	Later significant changes
<p>Aim: To understand the changes made by the British in their government of India in the years 1880-1919</p> <p>Topics covered: The reforms associated with Ripon and Ilbert 1880–84; Lord Curzon as Viceroy 1898–1905; the Morley-Minto reforms 1905–10; the Montagu Declaration (1917) and the Government of India Act 1919</p> <p>Suggested activities/resources: Episode 1 of <i>The Empire in Colour</i>, ITV, contains some footage of this period. Episode 75, <i>This Sceptred Isle</i>, BBC Radio is about Curzon.</p> <p>Teaching points to note: Lord Curzon is a nominated area of specification content which means that his significance can be examined through the use of source questions.</p>		
Week 4	The British Raj: the government of India, 1857–1948	Later significant changes
<p>Aim: To understand the changes made by the British in their government of India in the years 1929-47.</p> <p>Topics covered: The Irwin Declaration 1929 and the Government of India Act 1935; the coming of independence and partition.</p> <p>Suggested activities/resources: Introduce essay style questions through the use of SAMs Question 3; emphasis on the importance of planning essays. There is a range of TV programmes available on the arrival of independence e.g. <i>The Day India Burned</i>, BBC2, <i>Last Days of the Raj</i>, Channel 4, <i>The Empire in Colour</i>, episode 3, ITV.</p> <p>Teaching points to note: In the examination, students will select one essay from a choice of three questions. They should plan their answer carefully before writing.</p>		

Week 5	The economics of empire, 1857–1948	The changing pattern of British trade with India
<p>Aim: To understand the changing pattern of Britain’s trade with India across the period.</p> <p>Topics covered: The nature of exports to and imports from India; India as a trading hub within the British Empire; the significance of changing tariffs and the decline and growth of Indian industry.</p> <p>Suggested activities/resources: Case study: Living in the British Empire – National Archives website. Ensure that students examine some statistical data to identify changing patterns of trade – both imports and exports. Tirthankar Roy, <i>Economic History of India, 1857-1947</i>, (OUP India, 2011).</p> <p>Teaching points to note: This material needs to address the entire period of the course and look at changing patterns across time.</p>		
Week 6	The economics of empire, 1857–1948	Investment and development
<p>Aim: To understand the nature of British investment in India.</p> <p>Topics covered: The extent of British investment; the growth of railways and their impact 1857–1914; irrigation and drainage; port facilities and inland waterways.</p> <p>Suggested activities/resources: Case study: Living in the British Empire – National Archives website. <i>The Empire of Good Intentions</i>, BBC TV. Tirthankar Roy, <i>Economic History of India, 1857-1947</i>, (OUP India, 2011).</p> <p>Teaching points to note: The growth of railways and their impact 1857–1914 is a nominated area of specification content which means that it can be examined through the use of source questions. Students will be expected to be aware of key dates; thus, for example, 1914 is the year the First World War broke out and the reference to that in section 2 of the SAM’s means they are looking at material before the First World War.</p>		

Week 7	The economics of empire, 1857–1948	Changes in living standards
<p>Aim: To understand the living standards in rural and urban environments.</p> <p>Topics covered: Population growth; famines 1876–78, 1899, 1943; living standards in the village economy; impact of taxation.</p> <p>Suggested activities/resources: Case study: Living in the British Empire – National Archives website; SAMs essay question 2. Tirthankar Roy, <i>Economic History of India, 1857-1947</i>, (OUP India, 2011).</p> <p>Teaching points to note: This is a good opportunity to check that the lessons of how to tackle an essay have been learned. Famines 1876–78, 1899, 1943 is a nominated area of specification content which means that it can be examined through the use of source questions.</p>		
Week 8	Resistance to British rule, 1857–1948	The significance of the challenge to British rule in 1857
<p>Aim: To understand the importance of 1857 as a challenge to British rule.</p> <p>Topics covered: Geographical and social extent of resistance; the importance of loyalists within both the Army and the Indian elite.</p> <p>Suggested activities/resources: <i>The Empire of Good Intentions</i>, BBC TV. <i>Indian Voices from the 1857 Rebellion</i> (History Today, May 2007). William Dalrymple, <i>The Last Mughal: The Fall of a Dynasty, Delhi, 1857</i> (Bloomsbury 2006).</p> <p>Teaching points to note: Some centres may decide to insert the first part of Week 13 before Week 8 in order to deal with the events of 1857 before considering their significance in challenging British rule.</p>		

Week 9	Resistance to British rule, 1857–1948	The Growth of nationalism
<p>Aim: To understand the main events in the growth of nationalism in the years to 1920.</p> <p>Topics covered: The formation of the National Congress in 1885 and its impact in the years to 1914; the significance of the division of Bengal 1905; the impact of the First World War on nationalism.</p> <p>Suggested activities/resources: <i>India's Wildest Dream</i>, (History Today June 2014). <i>The Empire of Good Intentions</i>, BBC TV. Case study: Living in the British Empire – National Archives website.</p> <p>Teaching points to note: Reasons for and impact to 1914 of the formation of the National Congress 1885 is a nominated area of specification content which means that it can be examined through the use of source questions.</p>		
Week 10	Resistance to British rule, 1857–1948	The Growth of Nationalism
<p>Aim: To understand the role of two key individuals in the growth of nationalism.</p> <p>Topics covered: The relations of Congress and the Muslim League to 1920; the growing significance of Gandhi and Jinnah.</p> <p>Suggested activities/resources: <i>Gandhi, non-violence and Indian independence</i>, History Review, volume 11. Gandhi, film contains some useful scenes that could be used in teaching.</p> <p>Teaching points to note: If you wished, you could go beyond Gandhi and look at the role of other individuals who are relevant in other parts of the course.</p>		

Week 11	Resistance to British rule, 1857–1948	The campaigns against British Rule
<p>Aim: To understand the campaigns against British rule in the inter-war years.</p> <p>Topics covered: Gandhi's aims, beliefs and role; the importance of Nehru and the significance of Jinnah's beliefs and aims; the British response of control and concession.</p> <p>Suggested activities/resources: <i>Gandhi, non-violence and Indian independence</i>, History Review, volume 11. <i>Gandhi</i>, the film contains some useful scenes that could be used in teaching. Pathe news reels e.g. Gandhi at the Second Round Table Conference.</p> <p>Teaching points to note: Gandhi's aims, beliefs and role 1920-47 is a nominated area of specification content which means that it can be examined through the use of source questions.</p>		
Week 12	Resistance to British rule, 1857–1948	The campaigns against British Rule
<p>Aim: To understand the campaigns against British rule 1939-47.</p> <p>Topics covered: The varying reactions to the outbreak of the Second World War, including that of Bose; the failure of the Simla Conference 1945; the impact of Indian elections and the setting up of an interim government under Nehru 1946.</p> <p>Suggested activities/resources: SAMS Qquestion 4. Case study – the end of British Rule in India, National Archives.</p> <p>Teaching points to note: Students should be increasingly confident in the way in which they approach essay writing.</p>		

Week 13	Military power and its limits, 1857–1948	The Mutiny and its impact
<p>Aim: To understand the events of 1857 and its impact.</p> <p>Topics covered: Suppression and punishment; reorganisation of the Indian Army and its subsequent importance to Britain, including its use in Imperial defence and the First World War; loyalty and role of the Indian Army during the Second World War.</p> <p>Suggested activities/resources: <i>The Empire of Good Intentions</i>, BBC TV. <i>Indian Voices from the 1857 Rebellion</i> (History Today, May 2007). William Dalrymple, <i>The Last Mughal: The Fall of a Dynasty, Delhi, 1857</i> (Bloomsbury 2006). Kaushik Roy, <i>The Army in British India: From Colonial Warfare to Total War 1857 - 1947</i> (Bloomsbury 2012).</p> <p>Teaching points to note: Was 1857 a mutiny or a rebellion?</p>		
Week 14	Military power and its limits, 1857–1948	Repression in the later days of the Raj
<p>Aim: To understand the use of the army from 1919-48 with a focus on Amritsar.</p> <p>Topics covered: Reasons for and the impact of the Rowlatt Acts 1919; the use of the army 1919–48, including the significance of General Dyer and the Amritsar Massacre 1919;</p> <p>Suggested activities/resources: Kaushik Roy, <i>The Army in British India: From Colonial Warfare to Total War 1857 - 1947</i> (Bloomsbury 2012). Relevant scenes from <i>Gandhi</i> the film. SAMS Question. 1B</p> <p>Teaching points to note: The use of the army 1919–48, including the significance of General Dyer and the Amritsar Massacre 1919 is a nominated area of specification content which means that it can be examined through the use of source questions. The SAMs question exemplifies the 1b style of question.</p>		

Week 15	Military power and its limits, 1857–1948	Repression in the later days of the Raj
<p>Aim: Students to understand the role of the police and the response to the Quit India campaign.</p> <p>Topics covered: Reliance on the police and avoidance of martial law in responding to later expressions of discontent in the 1920s and 30s; the response to the Quit India Campaign in 1942.</p> <p>Suggested activities/resources: Selected scenes from the film <i>Gandhi</i>.</p> <p>Teaching points to note: Take the opportunity to look at the change and continuity that characterized the use of military power in India in the years to 1942.</p>		
Week 16	Military power and its limits, 1857–1948	Wavell’s appointment as Viceroy (1943) and attempts at political settlement 1945–46
<p>Aim: Students to understand the events surrounding withdrawal, partition and independence 1947–48.</p> <p>Topics covered: Failure of the Cabinet Mission; the fears of disorder and the loss of control; Mountbatten and the reasons for withdrawal, partition and independence 1947–48; the failure to prevent extensive communal violence.</p> <p>Suggested activities/resources: Alex von Tunzelmann, <i>Indian Summer: The Secret History of the End of an Empire</i> (Pocket Books 2008). Stanley Wolpert, <i>Shameful Flight: The Last Years of the British Empire in India</i> (OUP 2009). <i>The Day India Burned</i>, BBC2. <i>Last Days of the Raj</i>, Channel 4. <i>The Empire in Colour</i>, episode 3, ITV. SAMs Question 1a.</p> <p>Teaching points to note: Mountbatten and the reasons for withdrawal, partition and independence 1947–48; the failure to prevent extensive communal violence is a nominated area of specification content which means that it can be examined through the use of source questions. The SAMs question exemplifies the 1a style of question.</p>		

Week 17	Revision
<p>Topics: Weeks 1-7 of this unit.</p> <p>Suggested activities/resources The programme of revision will depend on the perceived gaps in the student's knowledge and skills.</p> <p>Teaching points to note: Examiners often find that students need to look beyond the face value of sources. Make sure that you examine a range of sources during the revision stage, using the generic level descriptions in the mark schemes as a guide to the skills and understandings student need.</p>	
Week 18	Revision
<p>Topics: Weeks 8-16 of this unit.</p> <p>Suggested activities/resources: The programme of revision will depend on the perceived gaps in the student's knowledge and skills</p> <p>Teaching points to note: Students often find difficulty in grasping the chronology of events in the period 1939-47 because so much was happening. Use timelines to ensure that your students are clear about this period.</p>	

[Resource mapping on IAL History web page.](#)

Resources

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

Rosemary Rees, *Britain and the Nationalist Challenge in India 1900-47*(Pearson 2010)

Tim Leadbeater, *Britain and India 1845-1947* (Hodder 2008)

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