

INTERNATIONAL GCSE

History (9-1)

TOPIC BOOKLET:

Colonial rule and the nationalist challenge in India, 1919-47

Pearson Edexcel International GCSE in History (4HI1)

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Overview

This option is a Depth Study and in five Key Topics students learn about:

1. The Rowlatt Acts, Amritsar and the Government of India Act, 1919
2. Gandhi and Congress, 1919-27
3. Key developments 1927-39
4. The impact of the Second World War on India
5. Communal violence, independence and partition, 1945-47.

The content of each depth study is expressed in five key topics. Normally these are five periods in chronological order, but some options contain overlapping dates where a new aspect is introduced. Although these clearly run in chronological sequence, they should not be taken in isolation from each other – students should appreciate the narrative connections that run across the key topics. Questions may cross these topics and students should appreciate the links between them in order to consider, for example, long-term causes and consequences. The teaching focus should enable students to:

- gain knowledge and understanding of the key features and characteristics of historical periods
- develop skills to analyse historical interpretations

- develop skills to explain, analyse and make judgements about historical events and periods studied, using second-order historical concepts (causation, consequence and significance).

Outline – why students will engage with this period in history

Students study a period of huge significance in the challenge to British colonial rule and the creation of new states in the sub-continent. This period is one of a tremendous struggle against the power of a vast empire. It is a study about a people taking on an imperial government and about the individuals leading these people. Indeed, the individuals who emerge become leading figures in the pantheon of history – Gandhi, Jinnah and Nehru.

The study shows the road to independence as one of progress and setbacks as the Nationalists pushed for greater freedom. Students will understand how Mohandas Gandhi, with a simple philosophy, rose to national and international prominence leading a movement capable of challenging imperial power. Students will be able to see the impact of this philosophy not only on the Indian consciousness but will be able to make the connections its impact had on the rest of the twentieth century.

Students will learn that after horror of Amritsar and the imprisonment of Gandhi the struggle for independence continued and pushed the British government for radical change. They will learn about the roles of Jinnah and the Muslim League in the struggle for independence. The study shows that despite an apparent willingness to make some compromises, the British government would only make slow and gradual amendments to rule and the Nationalists continued to press for radical changes.

Students will learn how the Second World War became a significant agent of change in the quest for independence. Moreover, they will see the Second World War itself posed a paradox for the imperial power. As a country that was fighting to free areas from the expansion of fascist powers, the imperial power nevertheless took steps to maintain its own hold on the sub-continent. In addition, students will also see the problems created by religion when internecine warfare broke out on the sub-continent once the imperial power at last decided to move the colony towards independence.

1.1 Assessment

Students answer one question (4) for this Depth study. It is divided into three question types:

- 4 (a): is based on an extract and requires students to analyse the impression given by the author
- 4 (b): requires students to demonstrate knowledge and understanding of the key features of the period studied and explain two effects
- 4 (c): students select one from a choice of two for extended writing. Each requires students to make a judgment relating to one of the following second order concepts: cause / effects / significance. Students should demonstrate knowledge and understanding of the key features of the period studied and explain, analyse and make judgements about historical events using second-order concepts. Further guidance on assessment approaches is provided in 'Getting Started' pp 17-27.

2. Content guidance¹

2.1 Summary of content

Although Key Topic 1 begins in 1919, background knowledge of the growth of nationalism such as the formation of Congress and the Muslim League, attempts in the early twentieth century to challenge British rule and the Indian contribution in the First World War will provide students with a strong framework onto which they can build their study of the topic. Examination questions will not, however, call on material prior to 1919.

In the first period of study, students should understand the nature of British control in India and appreciate the growing demand for self-determination. Importantly, the impact of the First World War should be understood and how participation in the war led Nationalists to expect some move towards Britain relinquishing some imperial power. The concept of self-determination was used extensively at the end of the war and the settlement at Versailles led many Indian nationalists to believe there would be distinct moves to perhaps even Dominion status.

Students should appreciate the problems facing the imperial power in the immediate aftermath of the war and see that Britain tried to maintain control with the Rowlatt Acts. The significance of the Amritsar Massacre should be clearly emphasised. The massacre must be seen

¹ This section is written to support teachers' planning and does not constitute additional specified material to be taught.

as igniting the desire for independence among large numbers of hitherto accepting indigenous Indians. Students should also see the concessions offered by the Government of India Act in the context of the events of 1919 and develop an understanding that 1919 was a turning point.

In the period 1919-27, it is important that students have an understanding of the role of Gandhi. Students should recognise that Gandhi believed in *swaraj* which he felt meant two things – self-rule and also self-control. He opposed the use of force because he believed that the former would be achieved through the latter. It is crucial that students understand the caste system in the sub-continent and that Gandhi sought to increase involvement in the Congress Movement of the lower caste and also the large number of poorly educated Indians. By adopting this policy, Gandhi increased his support dramatically and made Congress a national movement for the first time. It should be understood that Gandhi's work led to his imprisonment by the British. This led to the formation of two groups in Congress and the emergence of a strong leader, Jawaharlal Nehru who came to challenge Gandhi for the leadership of Congress during the 1920s. Students should also become aware of the emergence of the figure of Jinnah who disagreed with Gandhi's policy of *satyagraha* and began to further the cause of Muslims in the sub-continent.

When studying the third period, 1927-39, students should appreciate how successive British governments grappled with the growing nationalist clamour by holding high level meetings and conferences in the hope of establishing a solution in the light of actions such as the Salt March. Thus the Simon Commission and Round Table Conferences should be analysed together with the reasons for their failure. Continuing the theme of Britain's attempts to create a solution to the nationalist demands, students should understand the 1935 Government of India Act and its consequences. Most importantly, students should understand the growing chasm between Congress and the Muslim League after the 1935 Act and the bitterness which ensued after the 1937 elections. Students should be aware of the growing influence of Jinnah and the Muslim League's call for a separate Muslim state and the paradoxical position of Gandhi. Students should understand how Gandhi was replaced as leader of Congress by Nehru and yet remained a popular politician among large numbers of Indians.

The fourth time period covers critical developments in the nationalist challenge. The Second World War proved to be a tremendous catalyst in the road to independence in the sub-continent and pushed the nationalists and the British governments in directions which could not have been anticipated in 1939. Students should understand that the nationalists had differing aims once war broke out. They should understand that initially, there was great resentment among many Indians because the Viceroy had stated that India was a belligerent nation on the side of Britain against Germany without consulting any of India's elected leaders.

Gandhi felt that Britain should negotiate with Hitler whereas Nehru felt that India should give support to Britain but should determine that support in its own way. Jinnah and the Muslim League supported Britain in the war in the hope that Britain would look more favourably on the creation of a separate Muslim state and this was made clear by the League's Lahore Declaration in 1940.

The rapid deterioration of relations between Congress and the British government is central to the understanding of this period of study. Students should recognise that Congress wanted some acknowledgement for its support against Hitler and when its suggestion of the formation of a national government was rejected by the viceroy, Congress voted to re-commence civil disobedience. The British response was to imprison almost 2000 Congress leaders.

Students should appreciate that, from this point, the gulf between the nationalists and the British government began to widen and that a solution was becoming increasingly difficult. A cabinet minister, Cripps, was sent to India to offer Dominion status but Congress rejected this and his mission failed. Congress then demanded immediate independence and supported Gandhi's non-violent civil disobedience policy ('Quit India') in the hope of exerting pressure on Britain.

Students should recognise that the situation in India worsened when the 'Quit India' campaign led to violence, deaths, imprisonment of Congress' leaders and the destruction of property. Moreover, the creation of the Indian National Army led by Chandra Bose, a former senior politician in Congress, created further problems for Britain as Bose helped the Japanese to attack India through Burma. Students should understand that, by the end of the war in 1945, Wavell, the viceroy since 1943, had been unable to settle the situation and the future of the sub-continent did not appear favourable. Wavell drew up a plan for the future government of India which would be acceptable to both Congress and the Muslim League and this was discussed at the Simla Conference.

In the final, brief, time period, students should understand the rapid move towards independence and partition. They should also understand that the Wavell Plan was rejected by the Muslim politicians and that the situation changed completely in July 1945 when, following the British general election, the new Labour government confirmed its commitment to grant independence. In 1946 the Labour government sent the Cabinet Mission to India to report on the situation and recommend a structure for an independent India. It recommended a united India with protection for Muslims. Students should appreciate the significance of Muslim/Hindu differences and the continuing gulf between the Muslim League and Congress with growing communal violence and the Muslim League's policy of Direct Action. Finally, students should understand the role of Mountbatten and the eventual partition of the sub-continent in 1947, including the thorny issue of the princely states.

Terms and first-order concepts: What sorts of terms and first-order concepts will students need to be familiar with for this option?

- students should understand the key substantive (first order) concepts intrinsic to this study: civil disobedience, Colonialism, communal violence, Direct Action, Dominion status, Dyarchy, Federalism, imperialism, nationalism, pacifism, partition, Quit India, *satyagraha*, self-determination, *swaraj*
- they should also understand the key terms and second order concepts that will enable them to discuss causation and effect as the questions require
- students should be familiar with causation and change and therefore effect and significance (of specified events in relation to changes and unfolding developments). Students will need to understand the terms causation, significance and effect.

Causation: the act which produces an effect.

e.g. The actions of the British administration in 1919 had quite an impact on the Indian people. The Amritsar Massacre convinced many people that action had to be taken against the British.

Significance: Significance is the amount of influence or meaning that the impact of an event or change has. It can also be regarded as the importance of that impact.

e.g. The significance of the war was clear. Some Indians were fighting with an Axis power against Britain and the cost of the war was bleeding Britain dry and there was insufficient money to run the colony. The war was thus significant in that it made the Labour Party realise that it would be folly to continue holding on to India after peace was established.

Effect: A consequence means what happened because of an action, in other words, it is the result of an event or development.

e.g. A consequence of the Amritsar Massacre was that Gandhi realised the only solution was for Britain to leave the sub-continent. This consequence was of lasting significance, because not only did he develop new policies for winning independence, he won greater support from Indian across the colony.

2.2 Content exemplification and mapping

This section provides additional guidance on the specification content. It should be remembered that the official specification is the only authoritative source of information and should always be referred to for definitive guidance. Any examples provided here do not constitute additional specification content, and other relevant material illustrating aspects of change within periods can be used.

Key Topic 1: The Rowlatt Acts, Amritsar, and the Government of India Act, 1919	Exemplification	Resources
Impact of the First World War on India	The growth of nationalism and expectations; ideals at Peace Settlement.	M Chandler & J Wright Modern World History Text book, but Chapter 8 gives a sound overview of the period R. Rees India 1900-47 - Textbook covering the period, designed for AS study J. Mason Old Empires, New Nations - Chapter One – though brief, this gives a clear overview of the period and has some good questions P. French Liberty or Death. Very readable history of the sub-continent from the beginning of the twentieth century to independence). Good

		coverage of the three sections in this topic. Suitable for the more able student
The Rowlatt Acts and the Government of India Act (Dyarchy)	<p>The terms of both acts and the issues created by each one:</p> <p>The details of the Rowlatt Acts; the oppressive nature of the Acts; reactions to them.</p> <p>The terms of the Government of India Act and its shortcomings. Congress and the boycott of the 1919 elections. Disillusionment for Congress.</p>	
The Amritsar Massacre	Causes, events and effects of the Massacre: Events leading to the massacre, British attitudes. Gandhi's adoption of satyagraha. The Massacre's longer-term effects on the population.	A. Draper The Amritsar Massacre - clear account of the crucial event
Key topic 2: Gandhi and Congress, 1919-27	Exemplification	Resources
Gandhi, his aims and methods	<ul style="list-style-type: none"> The adoption of <i>satyagraha</i>, <i>swaraj</i> and <i>swadeshi</i> by Congress. Problems with the British authorities, <i>-hartals</i> and the clash at Chauri Chauri. 	<p>Gandhi (Spartacus Educational e-book)</p> <p>Gandhi film (1982, directed by R. Attenborough) rather long and covers the period BBC bitesize video about Gandhi, introduced by Andrew Marr</p> <p>http://www.bbc.co.uk/education/clips/z23msbk</p>

	<ul style="list-style-type: none"> The Satyagraha campaign, 1920-22; Gandhi's imprisonment and release, his ashram, his policy re the issue of the Untouchables. 	I Copland India 1885-1947 Chapter 4
The role of Congress	<ul style="list-style-type: none"> The growth in membership of Congress in the 1920s, the emergence of Gandhi. Congress' policies towards Britain. The emergence of Motilal and Jawaharlal Nehru in Congress, and the development of a more strident claim for independence. Motilal and the <i>Swaraj</i> Group and Home Rule, and Jawaharlal with the Non-cooperation Movement. Chandra Bose and Jayaprakash Narayan in Congress. Demands for complete independence from Britain, rejection of Dominion status. 	
The role of Jinnah	<ul style="list-style-type: none"> Jinnah and the Muslim League. Jinnah's opposition to Gandhi's policy of <i>satyagraha</i>: The Muslim League's opposition to Congress. The Delhi Conference of Muslim leaders in 1927. Delhi Proposals: pushing for a greater voice in the legislature for Muslims and better representation for Muslims in the Punjab and Bengal. 	<p>N. Kelly The History and culture of Pakistan Chapter 8</p> <p>N. Smith Pakistan, History, Culture and Government Chapter 6</p>

Key topic 3: Key Developments, 1927-39	Exemplification	Resources
British attempts to bring change –Simon Commission	<ul style="list-style-type: none"> Proposals of the Commission and reactions to them. The reasons for the failure of the Simon Commission, for example, disapproval of the Commission's lack of Indian members, time taken to report, India's future to be decided by Britain. 	<p>N. Kelly The History and culture of Pakistan Chapter 8</p> <p>N. Smith Pakistan, History, Culture and Government Chapter 6</p>
Consequences of the Simon Commission	<ul style="list-style-type: none"> The Nehru Plan and Jinnah's 14 Points. The All-Parties Conference 1928. The Nehru Report published: universal franchise, a federal state and Dominion status on the same terms as the White Dominions within the British Empire. Details of Jinnah's 14 Points: a federal government in India with separate electorates for Hindu and Muslims with one third of the seats in the Central Assembly reserved for Muslims. 	<p>N. Kelly The History and culture of Pakistan Chapter 8</p> <p>N. Smith Pakistan, History, Culture and Government Chapter 6</p>
The Salt March and the Round	<ul style="list-style-type: none"> The Irwin Declaration. 	

Gandhi and Jinnah	<ul style="list-style-type: none"> • Gandhi and Jinnah. • Successes and issues for Congress after 1937 elections. • Nehru as leader, Bose leaving to form his own party. • Jinnah and the re-vitalisation of the Muslim League Jinnah demand to represent all Muslims in India. 	<p>N. Kelly The History and culture of Pakistan Chapter 8</p> <p>N. Smith Pakistan, History, Culture and Government Chapter 6</p>
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Key topic 4: The impact of The Second World War	Exemplification	Resources
Relations between Gandhi, Nehru and Jinnah	<ul style="list-style-type: none"> • Roles of the leaders and attitudes towards the war. • Gandhi and Nehru and India's involvement in the war, - Jinnah and cooperation with the British government. • Lahore Resolution (Declaration). • Jinnah and Lahore Declaration, and demand for a Muslim state - Pakistan. Gandhi opposed Partition, worsening relations between the two religious sides. 	

<p>The Cripps' Mission and 'Quit India'</p>	<ul style="list-style-type: none"> • The Cripps' Mission. • Britain's priorities, for example, fear of invasion of India by Japan and the need to secure Indian help. Concessions offered re self-rule. Attitudes of Congress and Jinnah. Reasons for failure of the Mission. • 'Quit India'. • Last satyagraha campaign. Imprisonment of Gandhi and Nehru, widespread violence. • Role of Wavell. • Failure of Wavell to satisfy demands of demands of Jinnah, Gandhi and the threat of the Japanese. • Chandra Bose. • Formation of the Forward Bloc in 1939, Bose and the Indian National Army. 	<p>N. Smith Pakistan, History, Culture and Government Chapter 7</p> <p>N. Kelly The History and culture of Pakistan Chapter 9</p> <p>http://historypak.com/cripps-mission-1942/</p> <p>I. Copland India 1885-1947 Chapter 5</p> <p>N. Kelly The History and culture of Pakistan Chapter 9</p> <p>http://historypak.com/quit-india-movement-1942/</p> <p>R. Rees India 1900-47 Chapter 9</p> <p>http://spartacus-educational.com/2WWwavell.htm</p> <p>https://www.britannica.com/biography/Subhas-Chandra-Bose</p>
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Key topic 5: Communal violence, independence and partition, 1946-47	Exemplification	Resources
Events of 1945	<ul style="list-style-type: none"> ● Simla June/July 1945. ● Simla conference to consider constitutional settlement. Causes of deadlock between the Muslim League and Congress. ● General election 1945. ● Labour Party victory significance for Indian independence– economic and external issues for Labour. 	R. Rees India 1900-47 Chapter 10 N. Smith Pakistan, History, Culture and Government Chapter 7
The Cabinet Mission	<ul style="list-style-type: none"> ● The Cabinet Mission. ● Reasons for the mission, including developing issues in India- violence, unemployment. Proposals–a federal India with no partition. ● Reactions - Jinnah and Direct Action – August 1946. ● Role of Nehru as Prime Minister. 	R. Rees India 1900-47 Chapter 10 N. Smith Pakistan, History, Culture and Government Chapter 7 N. Kelly The History and culture of Pakistan Chapter 9

	<ul style="list-style-type: none"> • Impact of Direct Action. Continued rift between Gandhi and Jinnah and the two opposing sides. 	
<p>The role of Mountbatten</p>	<ul style="list-style-type: none"> • Removal of Wavell: Wavell's failure, Attlee's appointment of Mountbatten and decision to transfer power by 1948. • Mountbatten's approach: His aims and reasons for policy of partition, for example, rejection of Plan Balkan and increased communal violence. • Partition: July 1947 Partition Plan, establishment of Boundary Commission, issue of Princely States, creation of two Dominions. Impact, including displacement of population, communal violence. 	<p>R. Rees India 1900-47 Chapter 10 N. Smith Pakistan, History, Culture and Government Chapter 7 Film – Viceroy's House 2017 dir. G Chadha</p>

3. Student timeline

The timeline below could be given to students, and could be further edited and added to by them. Inclusion of dates and events in this timeline should not be taken as an indication that these are prescribed: the official specification and associated assessment guidance materials are the only authoritative source of information and should always be referred to for definitive guidance.

1919	Rowlatt Acts
1919	Amritsar Massacre
1919	Government of India Act
1920	Congress demanded <i>swaraj</i>
1922	Chauri Chaura incident
1922	Gandhi imprisoned
1924	Gandhi released from prison
1927	Simon Commission set up
1929	Jawaharlal Nehru elected President of Congress
1929	Jinnah's 14 Points
1930	Salt March
1930	Gandhi imprisoned
1930	First Round Table Conference
1931	Gandhi released from prison
1931	Second Round Table Conference
1932	Third Round Table Conference
1934	Muhammed Ali Jinnah became the leader of the Muslim League
1935	The Government of India Act
1937	Elections gave Hindus control of eight states
1939	Chandra Bose set up the Forward Bloc
1939	Lord Linlithgow, the Viceroy, announced that India had declared war on Germany without consulting the Indian Assembly
1940	Lahore Declaration
1940	Nehru and many Congress leaders imprisoned
1942	Gandhi announced the 'Quit India' Campaign
1943	Chandra Bose formed the Provisional Government of Free India
1945	End of the Second World War
1945	Labour Government elected in Britain

1946	Cabinet Mission
1946	Communal violence in Calcutta (Kolkatta)
1946	Direct Action announced by Jinnah
1947	Appointment of Mountbatten as viceroy
1947	Boundary Commission
1947	Creation of India and Pakistan

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