

INDIAN  
INDEPENDENCE  
COURSEWORK  
ASSIGNMENTS

## GCSE HISTORY COURSEWORK ASSIGNMENTS

### Teacher Information

#### *Introduction:*

These assignments comprise sources, questions and mark schemes which will enable your pupils to fulfil the coursework requirements in history for Edexcel Foundation specifications for first examination in summer 2003. You may use these assignments as they stand. They have been designed to assess the full range of grades targeted by the syllabus (Grades G-A\*). Assistance may be given in class to aid the comprehension of the sources.

You may also adapt these assignments if wished by:

- providing additional or replacement sources
- providing additional or replacement questions.

However, if you wish to make changes you should submit these to Edexcel Foundation for approval to ensure that revised sources or questions give candidates appropriate opportunity to meet the targets specified at the appropriate level.

#### *Management of the assignment:*

The assignment has been designed to accommodate some flexibility of classroom practice. The following points should be borne in mind:

- Although all the questions *may* be tackled as part of a single task, this is not necessary. The timing of individual questions within an assignment may be staggered over a period of time and integrated into the programme of study.
- Candidates may use the sources provided in the pack as part of their preparation for Assignment 1 but this is not a requirement.
- Your candidates should draw upon their contextual knowledge when using the sources for Assignment 2. The historical content listed below should be familiar to candidates before they attempt to answer the questions.

# INDIAN INDEPENDENCE

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This assignment should arise from a teaching programme designed to occupy approximately half a term. Before candidates begin this assignment they should have knowledge of:

- Differences between Hindus and Muslims
- India during the Second World War
- Events in India from 1945 to 1947.

## Introduction

On 15 August 1947 India and Pakistan became independent. Indians had been campaigning for independence since the end of the nineteenth century, but until the late 1940s British governments had refused to give them more than a share in governing India. Then suddenly in 1947 Independence came very quickly and with unexpected consequences.

In what ways did the situation in India change after the Second World War? Why did the British Government announce that India would become independent in 1947, almost without consulting the Indian leaders? How did Independence change India? These are some of the questions that you will be considering as you work your way through this assignment.

**SOURCE A: from an interview given by M. K. Gandhi in 1942 to a US writer. This was published in a biography of Gandhi in 1954.**

The 'Quit India' campaign has arisen because Indians realise that if India is to fight for democracy against Germany, Italy and Japan, she must have the prospect of freedom herself. How can we fight for democracy when we have not got it ourselves? I do not want Japan to win. I do not want the Axis to win, but I am sure that Britain cannot win unless the Indian people become free

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**SOURCE B: from the autobiography of Jawarhal Nehru, published in 1962**

The idea of a great country like India being treated as a mere possession and her people utterly and contemptuously ignored was bitterly resented. One man, the Viceroy, and he a foreigner, could plunge four hundred millions of human beings into a war without the slightest reference to them. There was something fundamentally wrong in a system under which the fate of millions could be decided in this way.

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**SOURCE C: a statement made by Muhammed Ali Jinnah in the 1940s**

There are only two links between Muslims and Hindus: British rule-and the common desire to get rid of it.

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**SOURCE D: from the memoirs of Stafford Cripps, who was a member of the Labour Government from 1945 to 1950**

After 1945 we were demobilising the British armed forces as rapidly as possible, and that meant that the number of British troops which could be left in India and the East was being rapidly diminished.

What were the alternatives that faced us? First we could attempt to strengthen British control in India on the basis of expanded personnel and a considerable reinforcement of British troops.

The second alternative was we could make another attempt to persuade the Indians to come together, while at the same time warning them that there was a limit of time during which we were prepared to maintain our responsibility while awaiting their agreement.

One thing that was, I think quite obviously impossible, was to decide to continue our responsibility indefinitely.

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**SOURCE E: from a description of events in Calcutta on 16 August 1946, by a Briton who was in Calcutta at the time:**

You could see a crop of one religion or another, who had been captured and tied, brought down to the river, being pushed down the bank into the river where dinghies with poles were pushing them under. You could see them being laid on their faces with their heads poking out over the Howrah Bridge and being beheaded into the river, their bodies being thrown in afterwards. After a riot the river was literally choked with dead bodies.

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**SOURCE F: a photograph taken in Calcutta in August 1946. The police were using tear gas after a Hindu temple had been set on fire**



**SOURCE G: from a report written by Field Marshal Auchinleck, the Commander-in-Chief of the Indian Army, on 14 August 1947. He was describing the situation in the Punjab**

Amritsar and vicinity. The strife here was started by Sikhs who have formed armed bands of considerable strength, which are carrying out raids on Muslim villages. Three or four such raids are occurring nightly. One band is reputed to have killed 200 Muslims in one village. There are also Muslim bands, but these are fewer in number and less well organised.

In Amritsar city the casualties (mostly Muslim) were high and largely due to the emasculation of the City Police Force by the disarming by a new Superintendent of Police of the Muslim members of the force.

Lahore. The aggression here is chiefly by Muslims, said to be in retaliation for the massacring of Muslims in Amritsar. The most disturbing feature here is the defection of the police who are mostly Muslim.

**SOURCE H: from a book about events in the Punjab in September 1947; this was written by Mohammed Ibrahim, a Muslim policeman, and describes a train journey on 22 September as he took his family to Pakistan**

Hundreds of armed Sikhs attacked the train. The attack covered the train from one end to another. My compartment was attacked by a group, who used swords and spears indiscriminately. My son and three-year-old daughter were torn to death. My two other children were seriously wounded. My wife, who was seven months pregnant, was pressed on the belly resulting in an abortion a few hours later. I was knocked down and a number of corpses fell on my body. My boxes containing valuables were taken. The whole of the compartment was thoroughly looted. This went on for about two hours. The train started only when nobody was left to kill and there was nothing left to loot.

### **Assignment One: Objective 1**

- 1) Describe the part played by India in the Second World War. (15)
- 2) In what ways did the relationship between the British Government and the Indian political parties change as a result of the Second World War? (15)
- 3) Why was India partitioned in 1947? (20)

### Assignment Two: Objectives 2 and 3

1) Study Source A

What can you learn from Source A about the origins of the 'Quit India' campaign?  
(6)

2) Study Sources A, B and C

Does the evidence of Source C support the evidence of Sources A and B about the reasons for opposition to British rule in the 1940s? Explain your answer.  
(8)

3) Study Sources D and E

How useful are Sources D and E in helping you to understand why the policy of the British Government towards Independence for India changed after the Second World War?  
(10)

4) Study Sources F and G

Use Sources F and G, and your own knowledge, to help you explain why India was partitioned in 1947.  
(12)

5) Study all of the sources

'The Partition of India in 1947 could not have been avoided.'

Use the sources and your own knowledge to explain whether you agree with this view.  
(14)



## Coursework Assignments Mark Scheme

### Indian Independence

#### Assignment One: Objective 1

1. *Describe the part played by India in the Second World War.* (15)

**Target: Key features/recall of knowledge AO1**

**Level 1:** Simple statements supported by some knowledge, e.g. many Indians volunteered, a great deal of money was raised etc. (1-5)

**Level 2:** Developed statements supported by relevant knowledge, e.g. details of the part played by Indian troops in defending India and Burma against the Japanese, significance of Indian taxation, raw materials in the war effort etc. (6-10)

**Level 3:** Developed exposition supported by selected knowledge, e.g. shows understanding that without Indian support the Japanese could not have been stopped, the Indian contribution was invaluable etc. (11-15)

2. *In what ways did the relationship between the British Government and the Indian political parties change as a result of the Second World War?* (15)

**Target: Key features/recall of knowledge AO1**

**Level 1:** Simple statements supported by some knowledge, e.g. Congress opposed the declaration of war and lost influence, the Muslim League supported the war and gained influence etc. (1-5)

**Level 2:** Developed statements supported by relevant knowledge, e.g. details of Congress and League policies during the war and of their treatment by the British etc. (6-10)

**Level 3:** Developed explanation supported by selected knowledge, e.g. makes links between factors, Lahore Declaration (March 1940) was the first occasion when Jinnah spoke out for a separate state, the opportunity was created by his support for the British, at the same time the Congress leaders were in jail after Quit India etc. (10-15)

3. *Why was India partitioned in 1947?* (20)

**Target: Causation/recall of knowledge AO1**

**Level 1:** Simple statements supported by some knowledge, e.g. violence, the two sides were fighting each other etc. (1-5)

**Level 2:** Developed statements supported by relevant knowledge, e.g. details of roles of Nehru, Jinnah, Mountbatten, Attlee, violence etc. (6-10)

**Level 3:** Developed explanation supported by selected knowledge, e.g. Congress and The League could not agree on the Cabinet Mission proposals, Jinnah began Direct Action, this showed how bad the violence could be, Attlee decided that a date must be set and Mountbatten was sent, he decided that a united India was impossible etc. (11-15)

**Level 4:** Sustained argument supported by precisely selected knowledge, e.g. assessing the significance of factors, the intransigence of Nehru, the opportunism of Jinnah, was unity ever really possible etc. (16-20)

## Coursework Assignments Mark Scheme

### Indian Independence

#### Assignment Two: Objectives 2 and 3

##### 1. Study Source A

*What can you learn from Source A about the origins of the 'Quit India' campaign?* (6)

##### **Target: Comprehension of a source AO2**

**Level 1:** Simple statements supported by some knowledge taking the source at face value, e.g. it began during the war, it was Gandhi's idea etc. (1-3)

**Level 2:** Developed statements supported by relevant knowledge making inferences from the source, pointing out the weaknesses of the source or setting the source in context, e.g. it began from the principles that Indians were being asked to fight for, democracy against dictatorship, it was Gandhi talking advantage of the situation etc. (4-6)

##### 2. Study Sources A, B and C

*Does the evidence of Source C support the evidence of Sources A and B about the reasons for opposition to British rule in the 1940s? Explain your answer* (8)

##### **Target: Cross referencing and evaluation of sources AO2**

**Level 1:** Simple statements supported by some knowledge taking the sources at face value, e.g. yes they all dislike the British and want to get rid of them etc. (1-3)

**Level 2:** Developed statements supported by relevant knowledge making links between sources, e.g. Source C includes references to communal aspects, Sources A and B concentrate solely upon the desire to get rid of the British and use moral arguments etc. (4-6)

**Level 3:** Developed explanation supported by selected knowledge and making positive use of the nature, origin and purpose of the sources, e.g. Jinnah was making the point that Hindus and Muslims, and their aims, were fundamentally different, even though they were united in some senses in their desire to get rid of the British etc. (7-8)

### 3. Study Sources D and E

*How useful are Sources D and E in helping you to understand why the policy of the British Government towards Independence for India changed after the Second World War.*

(10)

#### **Target: Analysis and evaluation of sources AO2**

**Level 1:** Simple statements supported by some knowledge taking the sources at face value, e.g. Source D says Britain was over-stretched, could not go on fighting, Source E describes communal violence etc. (1-3)

**Level 2:** Developed statements supported by relevant knowledge making inferences from the sources, pointing out the weaknesses or strengths of the sources or setting the sources in context, e.g. Source E shows that the situation in India was deteriorating rapidly, Source D shows that the British government was not prepared to stay in India for very long etc. (4-6)

**Level 3:** Developed explanation supported by selected knowledge and making positive use of the nature, origin and purpose of the sources, e.g. Source E was an eye-witness account of events during Direct Action, Source D is a statement from a member of the Labour Cabinet which came to power in 1945 and was determined to make India independent etc. (7-10)

#### 4. Study Sources F and G

*Use Sources F and G, and your own knowledge, to help you explain why India was partitioned in 1947*

(12)

#### **Target: Analysis and interpretation of sources/recall of knowledge AO2**

**Level 1:** Simple statements supported by some knowledge taking the sources at face value, e.g. people were killing each other, there was no way that they could live together etc.

(1-3)

**Level 2:** Developed statements supported by relevant knowledge making inferences from the sources, e.g. Source G shows that the situation was out of control and the police were defecting, Source F shows communal attacks during Direct Action

(4-6)

**Level 3:** Developed explanation supported by selected knowledge and making use of sources, e.g. Source G was written by the C-in-C of the Indian Army and shows that the army was powerless to stop the violence, communal violence in Calcutta and other cities was only stopped when Gandhi visited the areas and began a fast etc.

(7-10)

**Level 4:** Sustained argument supported by precisely selected knowledge and using the sources as evidence, e.g. the Punjab was the most volatile area of India as there were three armed forces, Hindus, Muslims and Sikhs, this was to be the area where partition was to prove the most difficult etc.

(11-12)

5. *Study all of the sources*

*'The Partition of India in 1947 could not have been avoided.'*

*Use the sources and your own knowledge to explain whether you agree with this view.*

**(14)**

**Target: Analysis of interpretation of events/recall of knowledgeAO3**

**Level 1:** Simple statements supported by some knowledge taking the sources at face value supporting or opposing the view, e.g. there was too much violence, too much distrust etc. **(1-3)**

**Level 2:** Developed statements supported by relevant knowledge making inferences from the sources, supporting or opposing the view, e.g. many of the sources refer to violence and to the desire of Muslims to have their own state, Congress was not prepared to allow this etc. **(4-6)**

**Level 3:** Developed explanation supported by selected knowledge and making positive use of the nature, origin and purpose of sources to support or oppose the view, e.g. by 1946 the situation was so bad that a united India was impossible, relations between the two sides were very poor and Mountbatten decided that partition was inevitable etc. **(7-11)**

**Level 4:** Sustained argument supported by precisely selected knowledge and using the sources as evidence to assess the view and compare it with alternative views, e.g. partition was a relatively late development, until the war there were few demands for it, the League favoured a federal India with strong provincial governments, but Congress wanted a strong federal government with weak provinces, this may have made partition a real prospect etc. **(12-14)**