

BRITISH RULE IN  
INDIA  
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 the 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 The historical content listed below should be familiar to candidates before they attempt to answer the questions.

# British Rule in India

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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:

- The Government of India Act 1919.
- Attempts at Reform in India in the 1920s and 1930s.
- The Government of India Act 1935

## Introduction

During the First World War almost all Indians supported Britain loyally and more than 1,000,000 volunteered to fight in the British army. But when the war came to an end, Indians expected something in return. Instead of Home Rule, the British government introduced a series of reforms to the way that India was governed. None of these satisfied Indian opinion.

Why was the British government so unwilling to grant India independence? What effects did the British governments' policy have upon relations between India and Britain? These are some of the questions that you will be answering as you tackle this assignment.

**SOURCE A: from a speech made by the Prime Minister, David Lloyd George, in the House of Commons in 1922. He was speaking in a debate on recruitment to the Indian Civil service.**

I can see no period when the Indians can do without the guidance and assistance of the small nucleus of the British Civil Service of British officials in India. They are the steel frame of the whole structure. If you take that steel frame out, the whole fabric will collapse.

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**SOURCE B: from a statement issued by the British Chiefs of Staff in 1946**

From the military point of view one of India's most important assets is an almost inexhaustible supply of manpower. Without this help it would have been difficult to have won the last two wars.

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**SOURCE C. from a speech made by Winston Churchill in the House of Commons in 1935**

We have as good a right to be in India as anyone there. Our government of India is not irresponsible. It is the best government that India has ever had and ever will have. We hope once and for all to kill the idea that the British in India are moving out of the country as soon as they have been able to set up a government to take their place.

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**SOURCE D: from 'Tea Tales of Assam', written by a tea planter who lived in India until 1926; this was published after his return to Britain.**

The British in India in those days expected and received a certain standard of courtesy and politeness. There were certain rules of polite procedure shown towards both the British and upper-class Indians, such as closing an umbrella, which was being used as a sunshade when speaking to or passing a European. If riding a pony, an Indian was expected to dismount and lead the pony when passing on the road.

**SOURCE E: a photograph showing Indians being punished after the Amritsar massacre in 1919.**



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**SOURCE F: from 'Biographical Notes', written by C. F. Andrews, a British missionary who lived in India from 1904 to 1940. He was a supporter of Gandhi.**

When I was a child in England I never heard one single word of blame with regard to British rule in India. The idea was always impressed on me that it was the most glorious event in the whole of British history.

I hardly heard anything really good about the people of India. They were intellectually dull. They had no moral standards. There were stories about the treatment of Indian women and the treatment of the lower classes and widows. Since then I have found that all of these stories were one-sided.

**SOURCE G: from a book written by a British soldier who served in India from 1929 to 1939**

India was a waste from the ordinary soldier's point of view and looking back on it I think the British Government missed an opportunity. They could have made India a vast country of agriculture and industry. Nothing was done to stem the tide of disease, misery and poverty. This is talking as a soldier. I don't know how the civilians looked at it, but I think they looked on Indians as just cattle, people who made up a number.

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**SOURCE H: from a report published in 1946 by the Government of India**

It is not good enough to say that labourers are better off in plantations than they would have been in their home villages. This is only a way of exploiting their economic weakness. They appear to be happy, but this happiness is based on their ignorance of anything better.

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**SOURCE J: from an interview with an Englishwoman who spent thirty-five years in India until independence. This interview was conducted in 1975.**

I can honestly say that at the time when we were living and working in India, there was absolutely no feeling of exploitation, no feeling of being wicked imperialists. In fact in those days we did not think imperialists were necessarily wicked. We thought we were bringing enlightenment to the backward parts of the world.

## **Assignment One: Objective 1**

1. Describe British rule in India at the end of the First World War. **(15)**
2. In what ways did the British government attempt to change the government of India from 1919 to 1939? **(15)**
3. Why did all the attempts to reform the government of India fail? **(20)**

**(Total: 50 marks)**

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## Assignment Two: Objectives 2 and 3

1. Study Source A.  
What can you learn from Source A about relations between Britain and India?  
**(6)**
  
2. Study Sources A, B and C and use your own knowledge.  
Does the evidence of Source C support the evidence of Sources A and B about relations between Britain and India? Explain your answer.  
**(8)**
  
3. Study Sources D and E.  
How useful are these Sources in helping you to understand how the British behaved in India?  
**(10)**
  
4. Study Sources G and H.  
Use Sources G and H, and your own knowledge, to explain why demands for independence grew in the 1920s and 1930s.  
**(12)**
  
5. Study all of the sources.  
  
'British rule in India only benefited the British.'  
  
Use the sources and your own knowledge to explain whether you agree with this view.  
**(14)**

**(Total: 50 marks)**

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## Coursework Assignments Mark Scheme

### British Rule in India

#### Assignment One: Objective 1

1. . Describe British rule in India at the end of the First World War. (15)

**Target:** Key Features/recall of knowledge

**Level 1:** Simple statements supported by some knowledge, e.g. the British governed, the viceroy, Indians on some councils (Morley-Minto) etc. (1-5)

**Level 2:** Developed statements supported by relevant knowledge, e.g. details of Morley-Minto Reforms, powers of Viceroy, Rowlatt Acts, accept Montague-Chelmsford etc. (6-10)

**Level 3:** Developed exposition supported by selected knowledge, e.g. explains relative roles of British and Indians in government etc. (10-15)

2. In what ways did the British government attempt to change the government of India from 1919 to 1939? (15)

**Target:** Change/recall of knowledge

**Level 1:** Simple statements supported by some knowledge, e.g. 1919, Simon Commission, Round Table, 1935 etc. (1-5)

**Level 2:** Developed statements supported by relevant knowledge, e.g. details of 1919, Simon Report, Round Table results, 1935 etc. (6-10)

**Level 3:** Developed explanation supported by selected knowledge, e.g. making links, attempts to integrate Indians into government, explains increasing Indian involvement, Dyarchy, 1935 etc. (11-15)

3. *Why did all the attempts to reform the government of India fail?* (20)

**Target:** Causation/recall of knowledge

**Level 1:** Simple statements supported by some knowledge, e.g. Indians did not like changes, they wanted independence etc. (1-5)

**Level 2:** Developed statements supported by relevant knowledge, e.g. details of each attempt, 1919 opposed by Congress, Simon not attended by Congress, Round Table no results, 1935 opposed by Congress etc. (6-10)

**Level 3:** Developed explanation supported by selected knowledge, e.g. makes links between factors, Rowlatt and Amritsar upset relations, campaigns for independence, increased influence of Congress and Muslim League etc. (11-15)

**Level 4:** Sustained argument supported by precisely selected knowledge, e.g. problems of deciding on form of independent India, differences between Congress and League, Federal v Provincial government etc. (16-20)

## Coursework Assignments Mark Scheme

### British Rule in India

#### Assignment Two: Objectives 2 and 3

1. *Study Source A.*  
*What can you learn from Source A about relations between Britain and India?* (6)  
**Target: Comprehension of a source**  
**Level 1:** Simple statements supported by some knowledge taking the source at face value, e.g. British were going to stay for a long time 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. Indians could not do without the British, they were incapable of running the country etc. (4-6)
  
2. *Does the evidence of Source C support the evidence of Sources A and B about relations between Britain and India? Explain your answer.* (8)  
**Target: Cross referencing and evaluation of sources**  
**Level 1:** Simple statements supported by some knowledge taking the sources at face value, e.g. yes, the British were going to stay etc. (1-3)  
**Level 2:** Developed statements supported by relevant knowledge making inferences from the sources, pointing out the weaknesses of the sources or setting the source in context, e.g. tone in Source C is more aggressive, Churchill is talking about rights, the others are talking about India's needs and Britain's needs 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. Churchill is defending imperialism as a right, the others are describing what they see as the situation in India etc. (7-8)

3. *Study Sources D and E*  
*How useful are these Sources in helping you to understand how the British behaved in India?* (10)

**Target:** Cross referencing to reach a conclusion

**Level 1:** Simple statements supported by some knowledge taking the sources at face value, e.g. they expected courtesy, Indians had to treat them in a special way etc. (1-3)

**Level 2:** Developed statements supported by relevant knowledge evaluating the sources, pointing out the strengths and weaknesses of the sources or setting the sources in context, e.g. Irwin has no Indians in his staff, the British kept themselves separate from Indian 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. the sources give an impression of relations between Indians and the British in the 1920s, they give a stilted view, this would not have been the case in many areas etc. (7-10)

4. *Study Sources G and H.*

*Use Sources G and H, and your own knowledge, to explain why demands for independence grew in the 1920s and 1930s.* (12)

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

**Level 1:** Simple statements supported by some knowledge taking the sources at face value, e.g. Indians were exploited, Gandhi, Congress etc. (1-3)

**Level 2:** Developed statements supported by relevant knowledge making inferences from the sources, e.g. describes the campaigns for independence, sources say that Indians were treated like cattle, Gandhi incorporated these people into the independence movements etc. (4-6)

**Level 3:** Developed explanation supported by selected knowledge and making positive use of the sources, e.g. both sources are useful because one gives an eyewitness's point of view, the other reflects the governments, there are two completely different arguments etc. (7-10)

**Level 4:** Sustained argument supported by precisely selected knowledge and using the sources as evidence, e.g. relates dates of sources to campaigns for independence 1929-1946 (11-12)

5. *Study all the Sources and use your own knowledge.*

*'British rule in India only benefited the British.'*

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

**Target:** **Analysis of interpretation of event/recall of knowledge**

**Level 1:** Simple statements supported by some knowledge taking the sources at face value supporting or opposing the view e.g. yes the sources show that Indians were treated very badly etc. (1-3)

**Level 2:** Developed statements supported by relevant knowledge making inferences from the sources, supporting or opposing the view e.g. gives examples of bad treatment 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. sources tend to give a one-sided view of relations, they do not refer to any benefits, education, railways, roads 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. by 1930s India was a net loss to Britain, there was no benefit, the problem was how to create a satisfactory government that would satisfy Congress and the League etc. (12-14)