This is a Class 3 exam

Lebanon Evangelical School for Boys and Girls

Lebanon Evangelical School
for Boys and Girls Loueizeh - Baabda

# Stage Exam 04

## 12FEB2024

Do NOT write in this box. Your MARK will be placed here.

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|---|---|
| Subject : | A Level : History 1 |
| Class : | 11A and 12A |
| Teacher : | Dr. Mark Woolmer |
| Duration : | 1 hour |

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|---|---|---|
| Your name : | | *Time taken to complete exam* |
| Your Class : | | |
| Exam Room : | | |
| How many sheets, including cover sheet : | | |

- Do not open this paper until the teacher in charge instructs you to do so.
- The most important thing to remember in taking an exam is NEVER PANIC.
- If you are caught cheating in this exam, you will be awarded zero for ALL exams that are taken on this day.

# Indian and the Nationalist Challenge

## SECTION A

**Answer ALL questions in Section A.**

Study Source 1 before you answer this question.

1. (a) Why is Source 1 valuable to the historian for an enquiry into the achievements of Lord Curzon as Viceroy in the years 1898–1905?

   Explain your answer using the source, the information given about it and your own knowledge of the historical context. (10)

**Source 1:** From an article in *The Brisbane Courier* newspaper, published in Australia, 27 July 1901. This report from the *Courier*'s correspondent in India focused on an assessment of Lord Curzon's first three years as Viceroy. Australia was given the status of a self-governing federation within the British Empire in 1900.

Lord Curzon is full of energy, and has plunged his Administration into a whirlwind of reforms involving almost every branch of the Government. Foremost among these reforms are measures directed to removing excessive bureaucracy and to reducing the movement of officials which had weakened the influence of officers in their own districts. He is encouraging legislation to cope with agricultural debts. He has been reducing the monopoly of the telegraph companies. He is attempting to destroy police corruption, to stimulate irrigation projects to prevent famine, to reorganise the finance of railway projects, and to change the Indian educational system from encouraging sedition into encouraging the arts and crafts.

His predecessors had the same problems to solve, but they were ignorant of India, and were held back from reform by preserving traditions. It has been left to Lord Curzon to formulate an amazing number of measures that he believes will be beneficial.

Meanwhile, some of Lord Curzon's earlier reforms are showing useful results. The country has gone through a terrible famine without finances becoming disordered or progress on railways and canals being stopped.

***** Questions continue on next page *****

1. (b) How much weight do you give to the evidence of Source 2 for an enquiry into attitudes within the Indian National Congress to the British rule of India in the years before 1914?

   Explain your answer using the source, the information given about it and your own knowledge of the historical context.

**Source 2:** From an address made by Bal Gangadhar Tilak to the Indian National Congress in 1907. Tilak was a militant Indian nationalist who opposed moderate attitudes in the Indian National Congress. Here he is commenting on methods for resisting British rule.

> Self-government is our aim. At present, we are willing instruments of our own oppression in the hands of an alien government. That government is ruling over us by keeping us in ignorance and blindness to this fact. Every Englishman knows that they are a tiny minority in this country. It is the business of every one of them to fool you into believing that you are weak and they are strong. What our group wants you to do is to realise that your future rests entirely in your own hands. If you mean to be free, you can be free.
>
> Most of you do not like using armed weapons; but even if you do not want to take part in active resistance, you can use self-denial and self-abstinence to resist this foreign government's rule over you. This is boycott and this is what is meant when we say, boycott is a political weapon. We shall not give them assistance to collect revenue and keep peace. We shall not assist them in carrying on the administration of justice. We shall have our own courts, and when the time comes we shall not pay taxes. Can you do that by your united efforts? If you can, you are free from tomorrow.

**END**

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## SECTION A

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> Lord Curzon is full of energy, and has plunged his Administration into a whirlwind of reforms involving almost every branch of the Government. Foremost among these reforms are measures directed to removing excessive bureaucracy and to reducing the movement of officials which had weakened the influence of officers in their own districts. He is encouraging legislation to cope with agricultural debts. He has been reducing the monopoly of the telegraph companies. He is attempting to destroy police corruption, to stimulate irrigation projects to prevent famine, to reorganise the finance of railway projects, and to change the Indian educational system from encouraging sedition into encouraging the arts and crafts.
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***** Questions continue on next page *****

**Candidates are required to analyse the source and consider its value for an enquiry into the achievements of Lord Curzon as Viceroy in the years 1898- 1905. 1.**

**The value could be identified in terms of the following points of information from the source, and the inferences which could be drawn and supported from the source:**

- It suggests that Curzon was an enthusiastic reformer ('plunged his Administration into a whirlwind of reforms involving almost every branch of the Government')
- It implies that Curzon made the government of India more efficient ('measures directed to removing excessive bureaucracy')
- It provides evidence that Curzon's reforms encompassed a wide range of issues ('reducing the monopoly of the telegraph companies', 'destroy police corruption', 'stimulate irrigation projects').

**The following points could be made about the authorship, nature or purpose of the source and applied to ascribe value to information and inferences:**

- The Brisbane Courier was an Australian newspaper which could offer an outside view on Curzon's role in India
- The language and tone of the report suggests that the reporter lived in India and experienced government under Curzon
- A report published in a former colony was under no compulsion to praise Curzon; the fact that it does suggests a ring of truth to the article.

**Knowledge of the historical context should be deployed to support and develop inferences and to confirm the accuracy/usefulness of information. Relevant points may include:**

- Curzon set up a special commission to study administrative procedures and as a consequence of its findings, he introduced procedural reforms to improve the administration
- Curzon established a board to control the Indian railway which was responsible for laying 6,000 more miles of track by 1905
- Curzon increased the land irrigated to 3 million hectares
- Curzon conducted an inquiry into Indian higher education which resulted in a restriction in the number of private colleges.

1. (b) How much weight do you give to the evidence of Source 2 for an enquiry into attitudes within the Indian National Congress to the British rule of India in the years before 1914?

   Explain your answer using the source, the information given about it and your own knowledge of the historical context.

**Source 2:** From an address made by Bal Gangadhar Tilak to the Indian National Congress in 1907. Tilak was a militant Indian nationalist who opposed moderate attitudes in the Indian National Congress. Here he is commenting on methods for resisting British rule.

Self-government is our aim. At present, we are willing instruments of our own oppression in the hands of an alien government. That government is ruling over us by keeping us in ignorance and blindness to this fact. Every Englishman knows that they are a tiny minority in this country. It is the business of every one of them to fool you into believing that you are weak and they are strong. What our group wants you to do is to realise that your future rests entirely in your own hands. If you mean to be free, you can be free.

Most of you do not like using armed weapons; but even if you do not want to take part in active resistance, you can use self-denial and self-abstinence to resist this foreign government's rule over you. This is boycott and this is what is meant when we say, boycott is a political weapon. We shall not give them assistance to collect revenue and keep peace. We shall not assist them in carrying on the administration of justice. We shall have our own courts, and when the time comes we shall not pay taxes. Can you do that by your united efforts? If you can, you are free from tomorrow.

**END**

**Candidates are required to analyse and evaluate the source in relation to an enquiry into attitudes within the Indian National Congress to the British rule of India in the years before 1914.**

**1.The following points could be made about the origin and nature of the source and applied when giving weight to selected information and inferences:**

- Bal Gangadhar Tilak represented the militant nationalist wing of the INC
- Tilak's views did not represent the majority view of the INC with regard to the methods that should be used to resist British rule
- The purpose of this source is clearly to galvanise Indians into militant opposition.

**2. The evidence could be assessed in terms of giving weight to the following points of information and inferences:**

- Provides evidence that Tilak believed the moderates in the INC were preventing India from achieving freedom from British rule ('we are willing instruments of our own oppression')
- Suggests that Tilak believed his methods would drive the British out of India ('they are a tiny minority in this country';' your future rests entirely in your own hands.')
- Indicates the type of actions Tilak expected militant opponents of British rule to take ('This is boycott ... We shall not give them assistance to collect revenue and keep peace')
- Suggests that Tilak is exaggerating the likely impact of the methods he is promoting ('you are free from tomorrow').

**3. Knowledge of historical context should be deployed to support and develop inferences and to confirm the accuracy/usefulness of information or to note limitations or to challenge aspects of content. Relevant points may include:**

- The INC split in 1906 into moderates and radicals; the moderates managed to tone down the radicals' resolutions including one calling for swaraj
- Tilak was a strong critic of the Raj and used his newspaper to promote his views including self-rule for India
- The moderates in the INC had focused on widening participation in the government in India within a spirit of cooperation with the Raj and in 1907 they confirmed the objective of self-government
- The moderates in the INC opposed aspects of the Morley-Minto reforms in 1909 by passing resolutions disapproving of the separate electorates.