

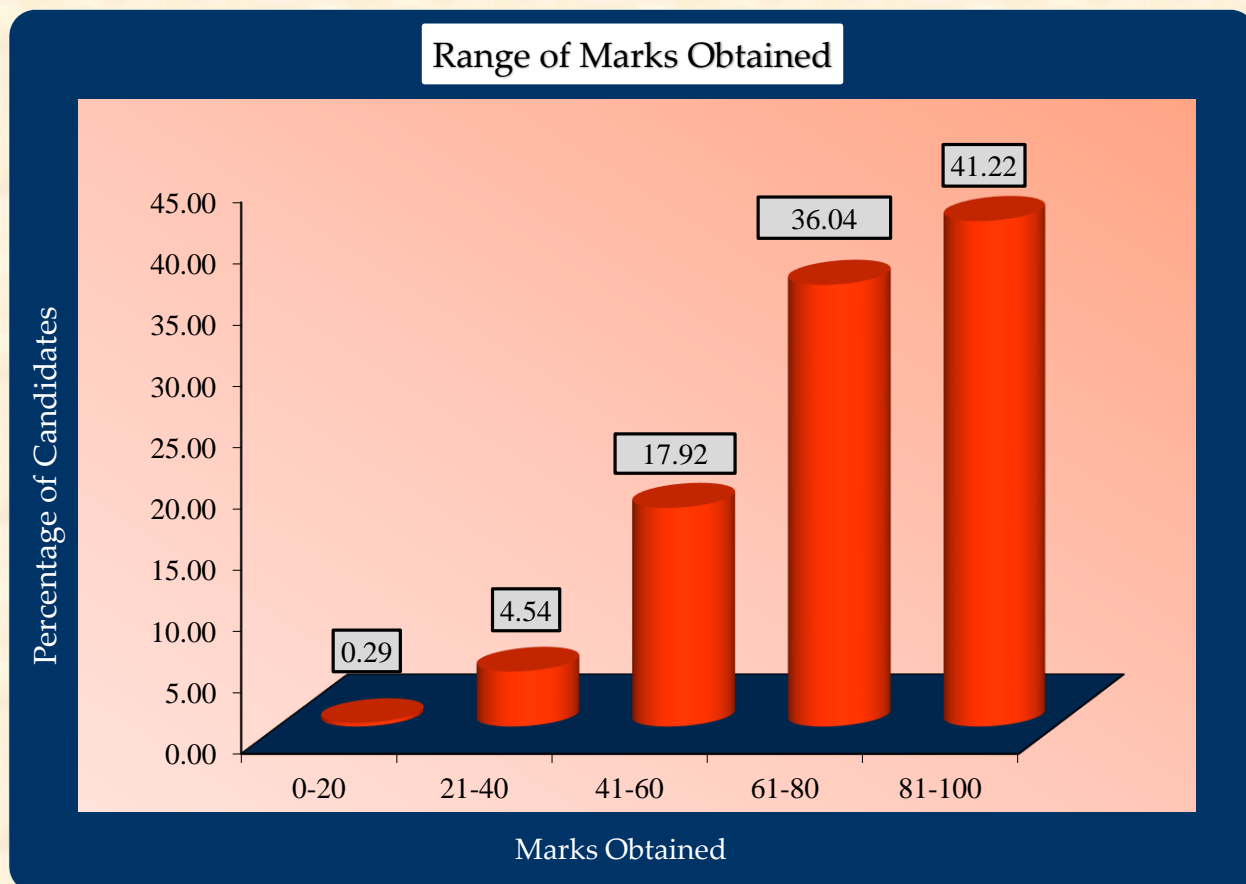
HISTORY, CIVICS & GEOGRAPHY

STATISTICS AT A GLANCE

Total Number of students who took the examination	1,68,565
Highest Marks Obtained	100
Lowest Marks Obtained	6
Mean Marks Obtained	73.81

Percentage of Candidates according to marks obtained

Details	Mark Range				
	0-20	21-40	41-60	61-80	81-100
Number of Candidates	482	7,646	30,204	60,750	69,483
Percentage of Candidates	0.29	4.54	17.92	36.04	41.22
Cumulative Number	482	8,128	38,332	99,082	1,68,565
Cumulative Percentage	0.29	4.82	22.74	58.78	100.00



HISTORY & CIVICS

H.C.G. -Paper – 1

I. ANALYSIS OF PERFORMANCE

Question 1.

- (a) What is meant by ‘Residuary Powers’ of the Parliament? [1]
- (b) What is the normal term of office of the Lok Sabha? [1]
- (c) State any *one* subject wherein the Lok Sabha and the Rajya Sabha enjoy co-equal powers in legislation of laws. [1]
- (d) Who presides over the meeting of the Rajya Sabha in the absence of the Vice-President of India? [1]
- (e) By whom and on whose advice are the Council of Ministers appointed? [1]
- (f) Name the official procedure by which the President can be removed? [1]
- (g) Mention any *one* important occasion when the President addresses a Joint Session of Parliament. [1]
- (h) Name the highest Civil Court in a District. [1]
- (i) What is meant by the term ‘Judicial Review’ of the High Court? [1]
- (j) What is meant by ‘Lok Adalat’? [1]

Comments of Examiners

- (a) Most candidates lacked the knowledge of ‘Residuary Powers’ of the Parliament and wrote vague answers like powers of parliament to legislate on all subjects in the Union List, State List and Concurrent List.
- (b) A majority of candidates answered correctly, however a few got confused with the term of Rajya Sabha (6 years).
- (c) Most candidates overlooked the word ‘legislation of laws’ and mentioned the co-equal powers of the Lok Sabha and Rajya Sabha.

Suggestions for teachers

- ✓ Explain emphatically that the ‘Residuary Powers’ of Parliament means that it can make laws on all subjects not mentioned in any of the three lists.
- ✓ Explain that the Rajya Sabha is a permanent house and not subject to dissolution. It is the Lok Sabha which is dissolved after every five years.
- ✓ The two houses are equal on most legislative powers except that Money Bills cannot be introduced in the Rajya Sabha nor it can pass a vote of no-confidence.

- (d) A majority of candidates answered correctly with a few incorrectly stating the Deputy Speaker.
- (e) Answered correctly however a few wrote vice-versa i.e. Prime Minister on the advice of President.
- (f) Most candidates were specific on the impeachment procedure however they sought to elaborate on it that was not required.
- (g) Most candidates wrote the answer correctly. Some were unsure and mentioned that the President addresses joint session during emergency or when there is a deadlock over a Non-Money Bill.
- (h) Most candidates answered the question correctly. Few however were confused with criminal or Sessions court.
- (i) Majority of candidates wrote the correct answer. However, few explained the Revisory functions of the High Court instead of 'Judicial Review'.
- (j) Most candidates answered correctly. However, some explained its advantages rather than the meaning of Lok Adalat.

Suggestions for teachers

- ✓ To prevent such errors, make a clear distinction between the Lok Sabha and the Rajya Sabha. Emphasise that the speaker presides over the Lok Sabha and in his absence the Deputy Chairman conducts the meetings of the Rajya Sabha.
- ✓ This is one of the Executive Powers of the President. He appoints the council of Ministers on the advice of the Prime Minister.
- ✓ Emphasize the need to read the question carefully and write what is required.
- ✓ Explain that the President is one of the three constituents of the Indian Parliament and being the Head Addresses a joint session after each General Elections and during the Budget session.
- ✓ Highlight the difference between a civil court and a criminal or sessions court. The District Civil Court or the court of the District Judge is the highest civil court in a district.
- ✓ Differentiate between Judicial Review and 'Revisory Jurisdiction'. The former is to check the validity of laws and the latter is the power of the High Courts to revise its judgments given in the past.
- ✓ Instruct students to learn the meaning and advantages of Lok Adalat on a separate basis.

MARKING SCHEME**Question 1.**

(a)	Residuary powers means that Parliament can make laws with respect to all those matters which are not mentioned in any of the three lists – the Union list, the State list and the Concurrent list.
(b)	Five years
(c)	The Constitution puts Rajya Sabha on an equal footing with Lok Sabha in matters such as (i) The election of the President, (ii) Impeachment of the President, (iii) Removal of the Judges, (iv) Proclamation of Emergency, (v) Promulgation of Ordinances (vi) Constitutional Amendments and Ordinary Bills. <i>Any one point</i>
(d)	Deputy Chairperson
(e)	President and Prime Minister
(f)	Impeachment
(g)	1. The President addresses the Joint Sitting of the two Houses at the beginning of the first session after each General Election. 2. The President also address both Houses of Parliament at the commencement of the first session of each year, the Budget Session. 3. If there is a disagreement over a Non-money Bill then the President may call for a Joint Sitting of the two Houses. <i>Any one point</i>
(h)	Court of the District Judge.
(i)	The High Court judges the validity of the laws. If a High Court finds that a particular law goes beyond the provisions of the Constitution, it can declare the law null and void.
(j)	LokAdalat means “People’s Court”. Lok Adalats encourage the settlement of disputes through compromise or settlements between the parties.

Question 2.

- (a) What impact did the uprising of 1857 have on the Mughal Rule? [2]
- (b) Name the Presidents who presided over the first two Sessions of the Indian National Congress. [2]
- (c) State two reasons given by Lord Curzon to justify the Partition of Bengal. [2]
- (d) Name the famous Pact that demonstrated the unity between the Congress and the Muslim League. When was it signed? [2]

- (e) Why was the Congress session held at Lahore in 1929 significant to the National Movement? [2]
- (f) Mention any two contributions of the INA to the National Movement. [2]
- (g) Why was Mountbatten's Plan finally accepted by the Congress? [2]
- (h) What made Japan surrender to the Allies in August 1945? [2]
- (i) State the full forms of the following agencies of the United Nations: UNICEF and UNESCO. [2]
- (j) Give any two examples of Human Rights violations. [2]

Comments of Examiners

- (a) A majority of candidates answered correctly. A few committed errors like disrespect shown to Bahadur Shah or end of Company's rule in India.
- (b) Most candidates wrote the names of the Presidents correctly. Few however mentioned the names of A.O. Hume and Surendra Nath Banerjee.
- (c) Most candidates were unable to differentiate between the reason of Partition of Bengal and the real motives behind the partition. Some candidates wrote the reason as 'population' which is incorrect.
- (d) Answered correctly by most candidates however some wrote the year of the Pact incorrectly.
- (e) Answered correctly by most candidates which was 'Purna Swaraj,' however few candidates wrote Hindu-Muslim Unity as the significance of the Congress session held at Lahore.
- (f) Few candidates wrote the objectives of INA and not its contributions.
- (g) Though most candidates wrote the correct answer some mixed the points of Indian Independence Act of 1947.
- (h) Most candidates answered correctly. Only a few committed mistakes that showed a lack of conceptual clarity.

Suggestions for teachers

- ✓ Advise students to read the question carefully during the allotted reading time and answer accordingly.
- ✓ Instruct students to learn the correct and full names of important leaders and their contributions.
- ✓ Students should be advised to read the question carefully. The question pertains to Curzon's justification of partition of Bengal and not the nationalists' views as mentioned by some students.
- ✓ Emphasis on learning facts thoroughly. Give a timeline of all important dates.
- ✓ Instruct students to read the question, understand the same and then make an attempt to answer it.
- ✓ Stress on the contributions /achievements of INA and the need to identify its objectives and contributions separately.
- ✓ Explain the terms of the Mount batten plan and the Indian Independence Act separately so that there is a complete understanding of the topics.

- (i) Some candidates wrote incorrect full forms with wrong spellings. For example, Emergency was written in place of Education and Social in place of Scientific.
- (j) Few candidates wrote the meaning of Human Rights instead of citing examples of Human Rights Violations.

Suggestions for teachers

- ✓ Ensure facts are understood well by students.
- ✓ It is important to learn the correct full forms of all the Major Agencies of the United Nations.
- ✓ Guide students to comprehend the question and write the answer specifically as per instructions given.

MARKING SCHEME	
Question 2.	
(a)	Ended the rule of Mughals and the end of their titles viz Emperor.
(b)	Bombay (Mumbai) in 1885 presided over by W.C. Bonnerjee and the second session in Kolkata in 1886 presided over by Dadabhai Naroji
(c)	Lord Curzon REASONS: (i) That the province of Bengal was too big to be efficiently administered by a single provincial government. It was a mere readjustment of administrative boundaries to protect pockets of minorities both in West Bengal as well as East Bengal. (ii) To fetch more revenue through trade outlets. (iii) To protect pockets of minorities in East and West Bengal. <i>Any two points.</i>
(d)	Lucknow Pact, 1916
(e)	It declared Purna Swaraj (Complete Independence) as its goal and took steps to launch a programme of Civil Disobedience.
(f)	(i) INA inspired uprising in the armed forces in the country. (ii) Indian Naval ratings in Mumbai rose in revolt in February 1946. (iii) INA undermined the very security of the British in India. <i>Any two points.</i>
(g)	(i) The large scale communal riots that could rise to a civil war. (ii) Deadlock between the League and the Congress. (iii) A smaller India would be more viable with a strong central authority than with a weak centre. <i>Any two points</i>
(h)	The US dropped atomic bombs on Hiroshima and Nagasaki that made Japan surrender on September 2, 1945.

(i)	UNICEF – United Nations International Children’s Fund UNESCO – United Nations Educational Scientific and Cultural Organisation.
(j)	<p>Examples of Violation of Human Rights:</p> <ul style="list-style-type: none"> (i) Genocide. (ii) Torture. (iii) Slavery. (iv) Rape. (v) Medical experimentation. (vi) Sexual abuse. (vii) Deliberate starvation. (viii) Forced labour. (ix) Mass expulsions. (x) Forcible relocations. (xi) Discrimination on the basis of caste, religion, race, gender, ethnicity etc. (xii) Massacres. (xiii) Taking hostages. (xiv) Firing or bombing civilians during war. (xv) Inhuman treatment to prisoners of war. (xvi) Child labour, trafficking of children and prostitution. <p><i>Any two.</i></p>

Question 3.

With reference to the Union Legislature, answer the following questions:

- (a) How is the Speaker of the Lok Sabha elected? State two Disciplinary Functions of the Speaker. [3]
- (b) Explain two conditions under which a member of Parliament can be disqualified under the Anti-Defection Law. [3]
- (c) Give reasons to justify why the Lok Sabha is considered to be more powerful than the Rajya Sabha. [4]

Comments of Examiners

- (a) Most candidates answered the first part of the question correctly but were unable to mention the Disciplinary functions of the Speaker. Many candidates wrote the general functions too.
- (b) Very few candidates were able to explain the Anti-Defection Law. Only the definition of the law was written.
- (c) Answered correctly by most candidates.

Suggestions for teachers

- ✓ Functions of the Speaker should be taught and explained under different headings. Any particular function of the Speaker could be asked in the examination.
- ✓ Explain the Anti-Defection Law in detail.
- ✓ Highlight the differences between the Lok Sabha and the Rajya Sabha with regard to their powers and functions. Which house is more powerful should also be explained in detail.

MARKING SCHEME

Question 3.

(a)	<p>The Speaker is elected from the members of the House i.e. Lok Sabha. He should be one amongst them.</p> <p>Functions:</p> <ul style="list-style-type: none">(i) Receives all petitions and documents in the House.(ii) He communicates the decisions of the House to the concerned authorities.(iii) He regulates the admission of visitors and Press Correspondents to the galleries of the House. <p><i>Any two points.</i></p>
(b)	<ul style="list-style-type: none">(i) If he voluntarily gives up his membership of such political party or votes or abstains from voting in the House contrary to any direction of such party.(ii) If he voluntarily gives up his membership of the party or votes or abstains from voting in the House contrary to the directions of the party.(vi) If he joins any political party after the expiry of the said period of six months.(iv) If he joins any political party after his elections.(vi) However where a member claims that he belongs to a group representing a faction arising from a split and the group consists of not less than one-third of the members of the legislative party. <p><i>Any three points.</i></p>
(c)	<ul style="list-style-type: none">(i) Members of the Lok Sabha are directly elected by the people(ii) Money bills originate in the Lok Sabha.(iii) Non- Money Bills originate in either House on a disagreement a joint session is held where numerical strength of the Lok Sabha is more.(iv) Lok Sabha can pass the No-Confidence Motion.(v) Lok Sabha has a greater say in the election of the President and the Vice – President of India, impeachment of the President, judges of the high court & Supreme Court because of its numerical strength. <p><i>Any four points</i></p>

Question 4.

The President of India is the Constitutional Head of the Indian Republic. In this context, answer the following questions:

- (a) How is the President elected? [3]
- (b) Mention three types of Emergencies that the President is empowered to proclaim. [3]
- (c) Explain briefly any four 'Executive Powers' of the President. [4]

Comments of Examiners

- (a) Answered correctly by most candidates. Only a few candidates described the procedure of the election of the President in detail rather than the composition of the electoral college.
- (b) Most candidates answered correctly but some mentioned only two types of emergencies.
- (c) Generally answered correctly by most candidates however a few wrote the legislative powers instead of the executive powers.

Suggestions for teachers

- ✓ Instruct students that in a parliamentary form of government, the President is indirectly elected by an electoral college consisting of the elected M. P's and M. L. A's.
- ✓ Guide students to study different types of emergencies and the reasons for their declaration must be explained too.
- ✓ Explain the difference between the executive and the legislative powers of the President. Executive powers pertain to powers of appointment and legislative powers involves assent of bills, issuing of ordinances and nomination of members etc.

MARKING SCHEME

Question 4.

(a)	(i) He is elected indirectly by the elected members of an Electoral College consisting of: (ii) the elected members of both Houses of Parliament. (iii) the elected members of the Legislative Assemblies of the states. <i>Any two points.</i>
(b)	The President may declare emergency in the following cases: (i) National or General Emergency: There is a danger of foreign aggression or danger to the peace & security of the country. (ii) Breakdown of Constitutional Machinery in the State. (iii) Financial Emergency: In case of a set – back to the financial stability in the country.
(c)	Executive Powers: (i) He is the Executive head of the state.

	(ii) Makes all important appointments like Prime Minister, Cabinet and Council of Ministers, Chief Justice and the Judges of the Supreme Court and the High Courts, the Attorney General, Comptroller and Auditor General, Chairman of various communities. (iii) Administers Union Territories. (iv) Function of the Government of the State when the state is put under President's Rule.
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Question 5.

The Supreme Court has an extensive jurisdiction. In the light of this statement, answer the following questions:

- (a) What are the qualifications of the Judges of the Supreme Court? [3]
- (b) (i) Explain the composition of the Supreme Court. [3]
 (ii) How are the Judges of the Supreme Court appointed?
- (c) Explain the cases in which the Supreme Court enjoys Original Jurisdiction. [4]

Comments of Examiners

- (a) A majority of candidates answered correctly. A few wrote the minimum age (35 years) and maximum age (65 years) which is not required in the qualification of judges.
- (b) (i) Candidates were confused with the number of judges in the Supreme Court since it has changed from time to time. However, many candidates answered correctly.
 (ii) This part of the question was answered correctly by majority of candidates.
- (c) Some candidates wrote the meaning of Original Jurisdiction which was not asked. Some of the important points like enforcement of Fundamental Rights and Interpretation of the constitution were missing from the answers.

Suggestions for teachers

- ✓ Explain students that qualifications of judges of Supreme Court are different from the qualifications required for a political post. Age and office of profit are not the qualifications for the judges.
- ✓ Be specific on the number of judges in the Supreme Court. Instruct students to mention separately one Chief Justice and 30 other judges. Explain that while appointing a judge the President takes the advice of the Chief Justice of the Supreme Court and the High Court.
- ✓ Advise students to cite correct examples to secure marks. Guess work must be avoided.

MARKING SCHEME

Question 5.

(a)	Qualifications of the Judges of Supreme Court: (i) Must be a citizen of India (ii) A distinguished jurist or a High Court Judge for at least five years. (iii) An advocate of the High Court for at least 10 years in succession.
(b)	(i) The Supreme Court consists of a Chief Justice and 25 Judges (may vary) as decided by the Union Legislature from time to time. (ii) They are appointed by the President in consultation with the Judges of Supreme Court and of the High Court besides the cabinet.
(c)	Original jurisdiction (i) A dispute between the Government of India and one or more States. (ii) Disputes between two or more States. (iii) Disputes between the Union and any State on one side and other States on the other. (iv) The Supreme Court entertains cases for the enforcement of Fundamental Rights. (v) Final Interpreter of the Constitution (vi) All civil and criminal cases at the first instance. <i>Any four points.</i>

Question 6.

Explain the Causes of the Great Revolt of 1857, with reference to the following:

- (a) Any three Political Causes. [3]
- (b) Any three Military Causes. [3]
- (c) Any four Economic Causes. [4]

Comments of Examiners

- (a) Most candidates have answered the question correctly. However, a few repeated the policy of Expansion-Doctrine of Lapee, Subsidiary alliances etc. All policies of annexations were counted as one point.
- (b) A majority of candidates understood the question well and answered correctly.
- (c) Answered correctly by most candidates barring a few who were unable to write all four points required in the question.

Suggestions for teachers

- ✓ Emphasis on explaining each factor responsible for the Political causes of the Revolt of 1857 will ensure a better understanding of the topic.
- ✓ Students should be trained to comprehend the question and answer correctly. Points like General Service Enlistment Act and Incident of Enfield Rifles are also part of the Military causes.
- ✓ Economic causes were one of the important reasons for the end of the Company's rule in India. Different ways by which the economy was exploited by the British should be emphasized on.

MARKING SCHEME

Question 6.

(a)	<p>Political Causes</p> <p>(i) Policy of Expansion:</p> <ol style="list-style-type: none">1. By outright wars2. By subsidiary alliance3. By using the Doctrine of Lapse4. On the Pretext of Alleged Misrule <p>(ii) Disrespect shown to Bahadur shah.</p> <p>(iii) Disrespect to Nana Sahib and Rani of Jhansi.</p> <p>(iv) The Annexation of Awadh</p> <p>(v) Sovereignty of the British</p> <p>(vi) Spreading of a Rumor: There was a common belief among the people of India that the rulers in India change after every hundred years.</p> <p><i>Any three points.</i></p>
(b)	<p>Military Causes</p> <p>(i) The Indian soldiers were ill-treated and</p> <p>(ii) Were given low salaries</p> <p>(iii) The Indian soldier could not rise above the rank of a ‘Subedar’. There were no chances of promotion for them.</p> <p>(iv) The General Service Enlistment Act.</p> <p>(v) The incident of the Greased Cartridges forced the soldiers to raise their voice against the British.</p> <p>(vi) Numerical strength of the Indian Soldiers</p> <p>(vii) Loss of British prestige in Afghan War</p> <p>(viii) Faulty Distribution of Troops</p> <p>(ix) They were deprived of ‘Bhatta’ OR allowance.</p> <p><i>Any three points.</i></p>
(c)	<p>Economic Causes</p> <p>(i) Exploitation of Economic Resources: Agricultural India was made an economic colony to serve the interests of industrial England. India forced to export at cheaper rates raw materials like raw cotton and raw silk that the British industries needed urgently; plantation products (like indigo and tea); and food grains which were in short supply in Britain.</p> <p>(ii) Drain of Wealth: The transfer of wealth from India to England for which India got no proportionate economic return, is called the Drain of Wealth. The drain included the salaries, incomes and savings of Englishmen, the British expenditure in India on the purchase of military goods, office establishment, interest on debts, unnecessary expenditure on the army, etc.</p> <p>(iii) Decay of Cottage Industries and Handicrafts: Heavy duties on Indian silk and cotton textiles in Britain destroyed Indian industries.</p> <p>(iv) Economic Decline of Peasantry: The peasants were discontented with the official land revenue policy and the consequent loss of their land.</p> <p>(v) Growing Unemployment: The traditional rulers had given financial support to scholars, preachers and men of arts.</p>

<p>(vi) Inhuman Treatment of Indigo Cultivators: The peasants were forced to cultivate only indigo in the fields chosen by the British planters.</p> <p>(vii) Poverty and Famines</p> <p>(viii) Decline of Landed Aristocracy: 20,000 estates were confiscated when the landlords failed to produce evidence like title-deeds by which they held the land.</p> <p><i>Any four points.</i></p>
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Question 7.

Through various National Movements, Gandhiji mobilised public support to win freedom for India. In this context, state the following:

- Any three causes for Gandhi to launch the Non-Cooperation Movement? [3]
- The name given to the uprising of 1942. Two reasons for launching this mass uprising. [3]
- The impact of the Non-Cooperation Movement in India's freedom struggle. [4]

Comments of Examiners

- Answered correctly by most candidates. A few however wrote the causes of other movements like the Civil Disobedience Movement.
- A majority of candidates identified the movement as the Quit India Movement. A few however identified it as Civil Disobedience and Dandi March instead. In certain cases in place of reasons, candidates wrote results of the movement.
- Most candidates answered correctly. A few however were unable to state all four points required in the question.

Suggestions for teachers

- ✓ The role of Gandhiji in the National Movement is very important and the Non-Cooperation Movement is a very significant movement.
- ✓ Emphasize on the reasons, causes and results of all the movements launched by Gandhiji.
- ✓ Stress on the important movements launched by Gandhiji. Guess work and vague points should be avoided.
- ✓ Impact of an incident or a movement must be emphatically explained with the ability to retain.

MARKING SCHEME

Question 7.

(a)	<p>(i) Khilafat Movement – started by Ali brothers in August 1920 for the preservation of the office of Khalifa, the religious head of the Muslims, Gandhiji combined the Khilafat Movement with the No-Cooperation Movement as he saw this as an opportunity to unite the Hindus and Muslims.</p> <p>(ii) The Rowlatt Act 1919 – gave extraordinary powers to the British to imprison a person with trial.</p> <p>(iii) JallianwalaBagh incident</p> <p><i>Brief Explanation to be provided for each of the point.</i></p>
(b)	<p>Quit India Movement (<i>two causes</i>):-</p> <p>(i) Failure of Cripps Mission (1942):-Cripps mission proposed India dominion status. Did not propose any immediate transfer of power. It was rejected as it did not bring with it the promise of Independence in near future.</p> <p>(ii) Japanese threat: - In 1942, the Japanese Army attacked Myanmar and marched towards India. British presence in India was an invitation to the Japanese army to invade India. Gandhi ji asked the British to quit India i.e., immediate withdrawal of British.</p> <p>(iii) Disagreement between the Congress and the Muslim League.</p> <p><i>Any two points.</i></p>
(c)	<p>Impact of the Non Cooperation movement:</p> <p>(i) National movement became of mass movement.</p> <p>(ii) Instilled confidence among the people.</p> <p>(iii) Congress revolutionary movement.</p> <p>(iv) Fostered Hindi-Muslim unity.</p> <p>(v) Promoted social reforms.</p> <p>(vi) Spread of Nationalism.</p> <p>(vii) Popularized cult of Swaraj.</p> <p><i>Any four points.</i></p>

Question 8.

The Partition of Bengal and the Formation of the Muslim League were two important events that had its impact on the National Struggle for Independence. In this context, explain the following:

- (a) Impact of Swadeshi and Boycott movements as part of the Anti-Partition Movement. [3]
- (b) Any three factors leading to the formation of the Muslim League. [3]
- (c) Objectives of the Muslim League. [4]

Comments of Examiners

- (a) Explanation of the terms 'Swadeshi' and 'Boycott' were mentioned but not their impact. Impact of the movement was confused with that of the impact of the Non-cooperation movement.
- (b) Answered correctly by most candidates. A few wrote vague points not connected with the question.
- (c) Some candidates were unable to write all four objectives of the Muslim League. A few wrote the demand for Pakistan which was not the objective of the Muslim League.

Suggestions for teachers

- ✓ Explain as to what exactly 'Impact' means. Explain the impact of Swadeshi and Boycott highlighting the relevant points and supported with various examples.
- ✓ Stress on the importance of learning facts carefully so that correct answers may be written.
- ✓ Practice by way of written assignments may be undertaken to ensure students are well prepared.

MARKING SCHEME

Question 8.

(a)	Impact: (i) Brought into politics new classes of people (ii) Taught the Press to outspoken, youth power demonstrated (iii) Encouraged native industries. (iv) Gave impetus to nationalist poetry, prose and journalism. (v) Gave education a nat. orientation. (vi) Created confidence of patriotism. <i>Any three points</i>
(b)	(i) Mohammedan Anglo-Oriental Association (1893) to promote support for the British to prevent Muslims from participating in any political Movement. (ii) Bengal partitioned in 1905 to create division between Hindus and Muslims. (iii) Lord Minto received a deputation of Muslims at Simla in October 1906 and assured Muslims that their political rights would be protected. (iv) Mohammedan Educational Conference was held at Dacca in December 1906 and it accepted the proposal and form a Central Organisation for Muslims. Muslim League was established on December 30, 1906 under the Presidentship of NawabSalimullah. <i>Any three points</i>
(c)	Objectives of the League: (i) To promote among Indian Muslims feelings of loyalty towards the British Government. (ii) The League would also remove misconception that may arise as to the intentions of Government in relation to Indian Muslims. (iii) To protect the political and other rights of the Muslims and to place their needs and aspirations before the Government in mild and moderate language. (iv) To prevent the rise of any feeling of hostility between Muslims and other communities, without adversely affecting the aforesaid objectives of the League. <i>Four points</i>

Question 9.



- (a) Identify the leader in the picture. Give two examples to state that the leader followed an expansionist policy. [3]
- (b) State three factors that led to the rise of Fascism. [3]
- (c) State four similarities between the ideologies of Nazism and Fascism. [4]

Comments of Examiners

- (a) Most candidates correctly identified the leader in the picture. Only a few incorrectly identified the leader as Hitler. However, candidates could not explain the expansionist policy of Mussolini.
- (b) Some candidates mentioned the principles of Fascism and not the factors that led to the rise of Fascism as asked in the question.
- (c) Answered correctly by most candidates though some failed to mention all four similarities.

Suggestions for teachers

- ✓ Explain all the topics in the chapter comprehensively to ensure a complete understanding of the concerned topic. This needs to be supported with written assignments.
- ✓ Explain in detail the factors that led to the rise of Fascism and the Principles of Fascism so that students are not confused.
- ✓ Highlight all points and advise students to learn the facts well.

MARKING SCHEME**Question 9.**

(a)	Benito Mussolini. (i) Mussolini used to say “Italy must expand or perish.” (ii) He regained the Islands of Rhodes. (iii) Dodecanese (ceded to Greece) as well as the city of Fiume. (iv) He turned Albania into a protectorate of Italy. (v) Entered into commercial and diplomatic treaties with France and Russia. (vi) Captured Abyssinia in 1936. (vii) Italy was drawn towards Germany. <i>Any two examples.</i>
(b)	Factors: (i) Discontentment after the Treaty of Versailles. (ii) Economic Crisis. (iii) Political Instability. (iv) Class conflicts. (v) Threat of Socialism and Communism. (vi) Failure of League of Nations. (vii) Leadership provided by Mussolini. <i>Any three points.</i>
(c)	Four similarities: (i) Faith in Totalitarian rule (Dictatorship). (ii) to despise democratic political system. (iii) State is supreme and could suppress Fundamental rights and freedom of individuals. (iv) to uphold one party- one leader. (v) Believed in Aggressive Nationalism and Imperialism. (vi) Extol war, believed in Aggressive Foreign policy. (vii) Anti-communist, anti-socialist, anti-democratic. <i>Any four points</i>

Question 10.

With reference to the United Nations and its related Agencies, answer the following questions:

- (a) Explain any three functions of the WHO. [3]
- (b) State the composition of the International Court of Justice. [3]
- (c) State any four functions of the General Assembly. [4]

Comments of Examiners

- (a) Majority of candidates answered the question correctly. However, a few wrote the functions of UNICEF along with that of the WHO.
- (b) Most candidates wrote the composition of the International Court of Justice correctly. A few however could not mention the number of judges and term of office correctly.
- (c) Instead of the functions of the General Assembly some candidates either wrote the functions of the Security council or the objectives of the United Nations.

Suggestions for teachers

- ✓ Train students on how to write specific answers. Repeated revision of the topic is very important.
- ✓ Highlight on all points and advise students to learn the facts well.
- ✓ Ensure students learn the functions of each organ and agency of the United Nations specifying the key points in their functions.

MARKING SCHEME

Question 10.

(a) **WHO (World Health Organization)**

FUNCTIONS (*any three*):

- (i) Helps different countries to reinforce their health system by building up infrastructure, particularly health, manpower, health institutions and services for the individual family and community.
- (ii) Promotes the research required to appropriate technologies relating to all aspects of environmental safety, mental health, control of specific diseases, medical care, prevention of accidents and rehabilitation.
- (iii) Plays a major role in providing safe drinking water and adequate waste disposal for all.
- (iv) It makes a worldwide campaign in providing effective immunization.
- (v) It organizes conference and seminars. It sends specialists to different countries to give suggestions for the health of the people, especially women and children.
- (vi) It makes efforts on an international scale in combating diseases- Measles, Diphtheria, Tetanus, Tuberculosis, Polio and Whooping Cough which are known as killers of infants and young children.
- (vii) WHO brings out health journals like the 'Bulletin of the World Health Organization'.
- (viii) It has also set standards for many life-saving drugs.

Any three points

(b) **Composition:**

- (i) 15 judges elected by General Assembly on the recommendation of Security Council
- (ii) For a term of 9 years
- (iii) Elections held every three years for 1/3 of the seats.
- (iv) Retiring judges may be re-elected.

Any three points.

- (c)
 - (i) Main deliberative organ of the UN.
 - (ii) Appoints Secretary General of the UN on the recommendation of the Security Council.
 - (iii) to discuss questions relating to international peace of security.
 - (iv) To decide the scope of the UN Charters with those powers and functions of any organ of the UN that may be affected.
 - (v) To receive and consider reports from the Security Council and other organs of the UN.
 - (vi) Approve the budget of UN and to allocated finances among members.
 - (vii) Elect non-permanent members of the Security Council, Economic and Social Council, Trusteeship Council and to elect the Judges of the International Court of Justice.

Any four points.

Topics found confusing/ difficult:

1. 'Judicial Review' of the High Court.
2. Two contributions of the INA to the National Movement.
3. Anti – Defection Law
4. Original Jurisdiction of the Supreme Court
5. Impact of Swadeshi & Boycott Movments.

Suggestions for Students:

1. Read the Question carefully before attempting it.
2. Write answers precisely and to the point.
3. Study the entire syllabus and avoid selective study.
4. Avoid unnecessary details.