

**ICSE**

**Year 2019  
Examination**

# **Analysis of Pupil Performance HISTORY CIVICS & GEOGRAPHY**



*Pioneering Excellence in Education since 1958*

**Research Development and Consultancy Division  
Council for the Indian School Certificate Examinations  
New Delhi**

**Year 2019**

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***Published by:***

Research Development and Consultancy Division (RDCD)

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## FOREWORD

This document of the Analysis of Pupils' Performance at the ISC Year 12 and ICSE Year 10 Examination is one of its kind. It has grown and evolved over the years to provide feedback to schools in terms of the strengths and weaknesses of the candidates in handling the examinations.

We commend the work of Mrs. Shilpi Gupta (Deputy Head) of the Research Development and Consultancy Division (RDCD) of the Council and her team, who have painstakingly prepared this analysis. We are grateful to the examiners who have contributed through their comments on the performance of the candidates under examination as well as for their suggestions to teachers and students for the effective transaction of the syllabus.

We hope the schools will find this document useful. We invite comments from schools on its utility and quality.

**October 2019**

**Gerry Arathoon  
Chief Executive & Secretary**

The Council has been involved in the preparation of the ICSE and ISC Analysis of Pupil Performance documents since the year 1994. Over these years, these documents have facilitated the teaching-learning process by providing subject/ paper wise feedback to teachers regarding performance of students at the ICSE and ISC Examinations. With the aim of ensuring wider accessibility to all stakeholders, from the year 2014, the ICSE and the ISC documents have been made available on the Council's website [www.cisce.org](http://www.cisce.org).

The documents include a detailed qualitative analysis of the performance of students in different subjects which comprises of examiners' comments on common errors made by candidates, topics found difficult or confusing, marking scheme for each question and suggestions for teachers/ candidates.

In addition to a detailed qualitative analysis, the Analysis of Pupil Performance documents for the Examination Year 2019 also have a component of a detailed quantitative analysis. For each subject dealt with in the document, both at the ICSE and the ISC levels, a detailed statistical analysis has been done, which has been presented in a simple user-friendly manner.

It is hoped that this document will not only enable teachers to understand how their students have performed with respect to other students who appeared for the ICSE/ISC Year 2019 Examinations, but also provide information on how they have performed within the Region or State, their performance as compared to other Regions or States, etc. It will also help develop a better understanding of the assessment/ evaluation process. This will help teachers in guiding their students more effectively and comprehensively so that students prepare for the ICSE/ ISC Examinations, with a better understanding of what is required from them.

The Analysis of Pupil Performance document for ICSE for the Examination Year 2019 covers the following subjects: English (English Language, Literature in English), Hindi, History, Civics and Geography (History and Civics, Geography), Mathematics, Science (Physics, Chemistry, Biology), Commercial Studies, Economics, Computer Applications, Economic Applications, Commercial Applications.

Subjects covered in the ISC Analysis of Pupil Performance document for the Year 2019 include English (English Language and Literature in English), Hindi, Elective English, Physics (Theory), Chemistry (Theory), Biology (Theory), Mathematics, Computer Science, History, Political Science, Geography, Sociology, Psychology, Economics, Commerce, Accounts and Business Studies.

I would like to acknowledge the contribution of all the ICSE and the ISC examiners who have been an integral part of this exercise, whose valuable inputs have helped put this document together.

I would also like to thank the RDCD team of Dr. M.K. Gandhi, Dr. Manika Sharma, Mrs. Roshni George and Mrs. Mansi Guleria who have done a commendable job in preparing this document.

*October 2019*

*Shilpi Gupta*  
*Deputy Head - RDCD*

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	<b>Page No.</b>
<b><i>FOREWORD</i></b>	<b><i>i</i></b>
<b><i>PREFACE</i></b>	<b><i>ii</i></b>
<b>INTRODUCTION</b>	<b>1</b>
<b>QUANTITATIVE ANALYSIS – HISTORY, CIVICS &amp; GEOGRAPHY</b>	<b>3</b>
<b>QUALITATIVE ANALYSIS</b>	
▪ <b>History and Civics (H.C.G.-Paper -1)</b>	<b>10</b>
▪ <b>Geography (H.C.G.-Paper -2)</b>	<b>33</b>

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# INTRODUCTION

This document aims to provide a comprehensive picture of the performance of candidates in the subject. It comprises of two sections, which provide Quantitative and Qualitative analysis results in terms of performance of candidates in the subject for the ICSE Year 2019 Examination. The details of the Quantitative and the Qualitative analysis are given below.

## Quantitative Analysis

This section provides a detailed statistical analysis of the following:

- Overall Performance of candidates in the subject (Statistics at a Glance)
- State wise Performance of Candidates
- Gender wise comparison of Overall Performance
- Region wise comparison of Performance
- Comparison of Region wise performance on the basis of Gender
- Comparison of performance in different Mark Ranges and comparison on the basis of Gender for the top and bottom ranges
- Comparison of performance in different Grade categories and comparison on the basis of Gender for the top and bottom grades

The data has been presented in the form of means, frequencies and bar graphs.

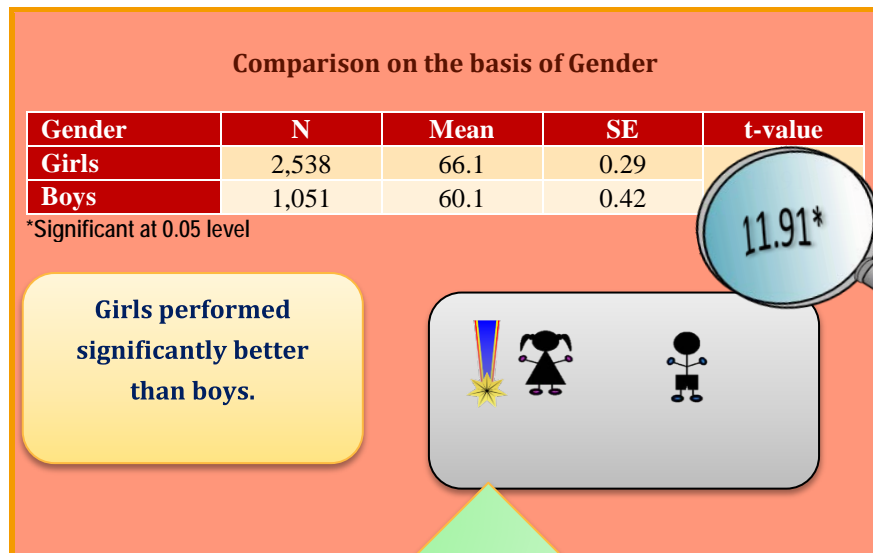
## Understanding the tables

Each of the comparison tables shows N (Number of candidates), Mean Marks obtained, Standard Errors and t-values with the level of significance. For t-test, mean values compared with their standard errors indicate whether an observed difference is likely to be a true difference or whether it has occurred by chance. The t-test has been applied using a confidence level of 95%, which means that if a difference is marked as 'statistically significant' (with \* mark, refer to t-value column of the table), the probability of the difference occurring by chance is less than 5%. In other words, we are 95% confident that the difference between the two values is true.

t-test has been used to observe significant differences in the performance of boys and girls, gender wise differences within regions (North, East, South and West), gender wise differences within marks ranges (Top and bottom ranges) and gender wise differences within grades awarded (Grade 1 and Grade 9) at the ICSE Year 2019 Examination.

The analysed data has been depicted in a simple and user-friendly manner.

Given below is an example showing the comparison tables used in this section and the manner in which they should be interpreted.



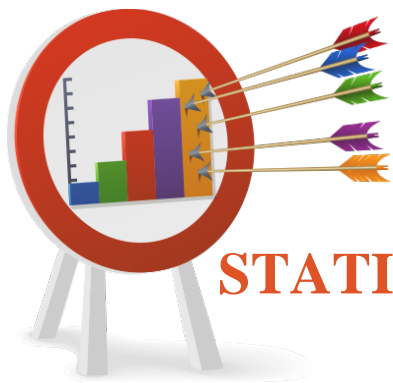
The table shows comparison between the performances of boys and girls in a particular subject. The t-value of 11.91 is significant at 0.05 level (mentioned below the table) with a mean of girls as 66.1 and that of boys as 60.1. It means that there is significant difference between the performance of boys and girls in the subject. The probability of this difference occurring by chance is less than 5%. The mean value of girls is higher than that of boys. It can be interpreted that girls are performing significantly better than boys.

The results have also been depicted pictographically. In this case, the girls performed significantly better than the boys. This is depicted by the girl with a medal.

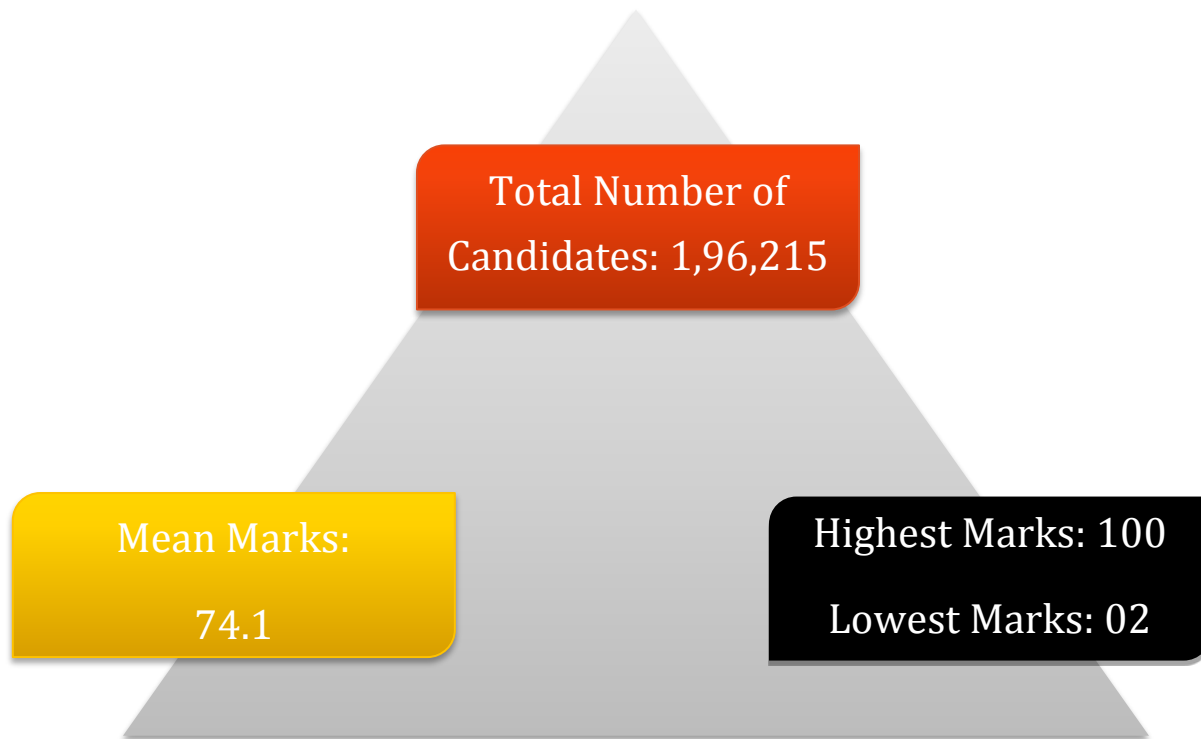
## Qualitative Analysis

The purpose of the qualitative analysis is to provide insights into how candidates have performed in individual questions set in the question paper. This section is based on inputs provided by examiners from examination centres across the country. It comprises of question wise feedback on the performance of candidates in the form of *Comments of Examiners* on the common errors made by candidates along with *Suggestions for Teachers* to rectify/ reduce these errors. The *Marking Scheme* for each question has also been provided to help teachers understand the criteria used for marking. Topics in the question paper that were generally found to be difficult or confusing by candidates, have also been listed down, along with general suggestions for candidates on how to prepare for the examination/ perform better in the examination.

# QUANTITATIVE ANALYSIS



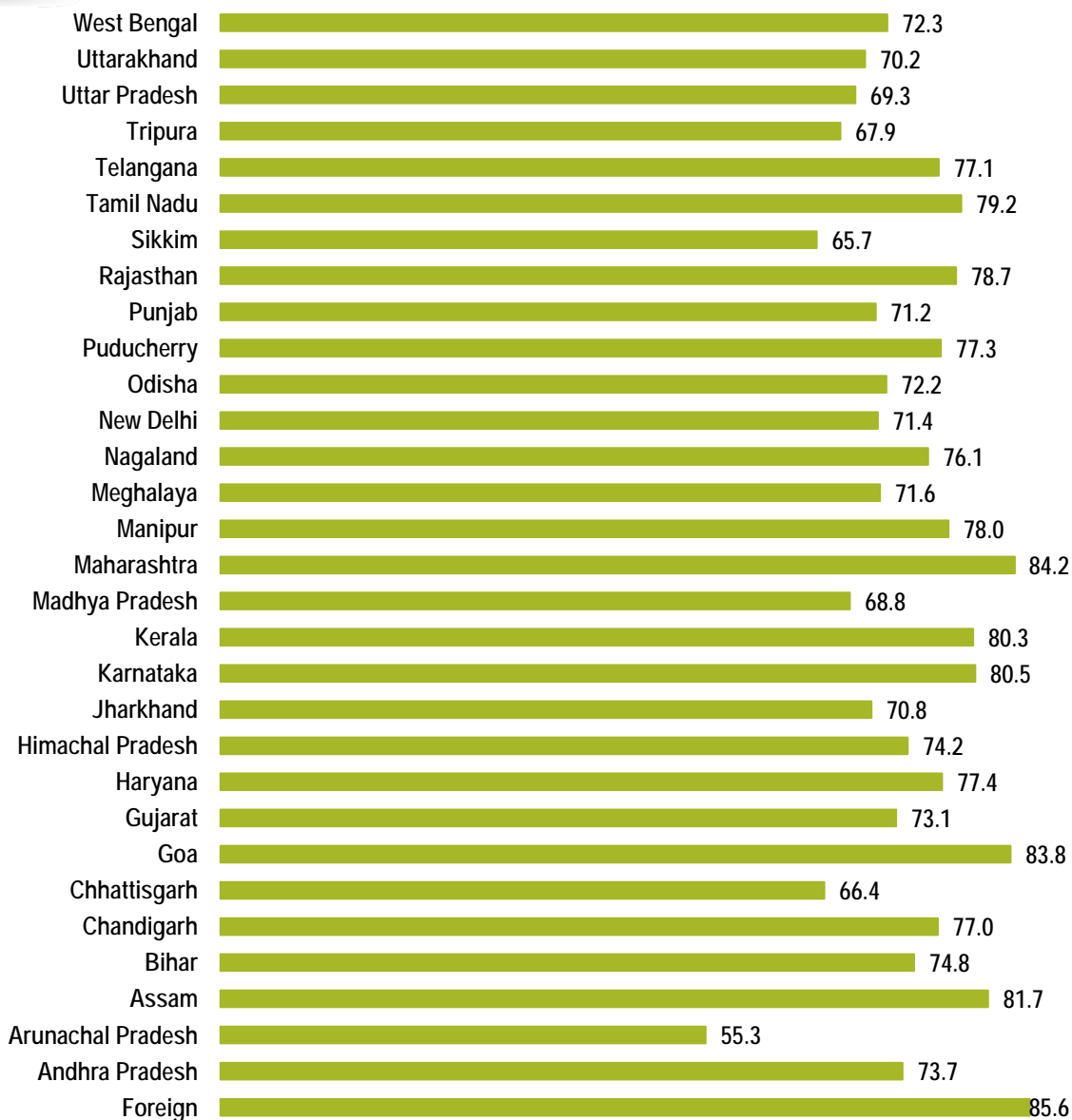
## STATISTICS AT A GLANCE







## PERFORMANCE (STATE-WISE & FOREIGN)



**The States of Maharashtra, Goa and Assam secured highest mean marks. Mean marks secured by candidates studying in schools abroad were 85.6.**



## GENDER-WISE COMPARISON



**GIRLS**

Mean Marks: 75.5

Number of  
Candidates: 89,284



**BOYS**

Mean Marks: 73.0

Number of  
Candidates: 1,06,931

### Comparison on the basis of Gender

Gender	N	Mean	SE	t-value
Girls	89,284	75.5	0.06	30.16*
Boys	1,06,931	73.0	0.06	

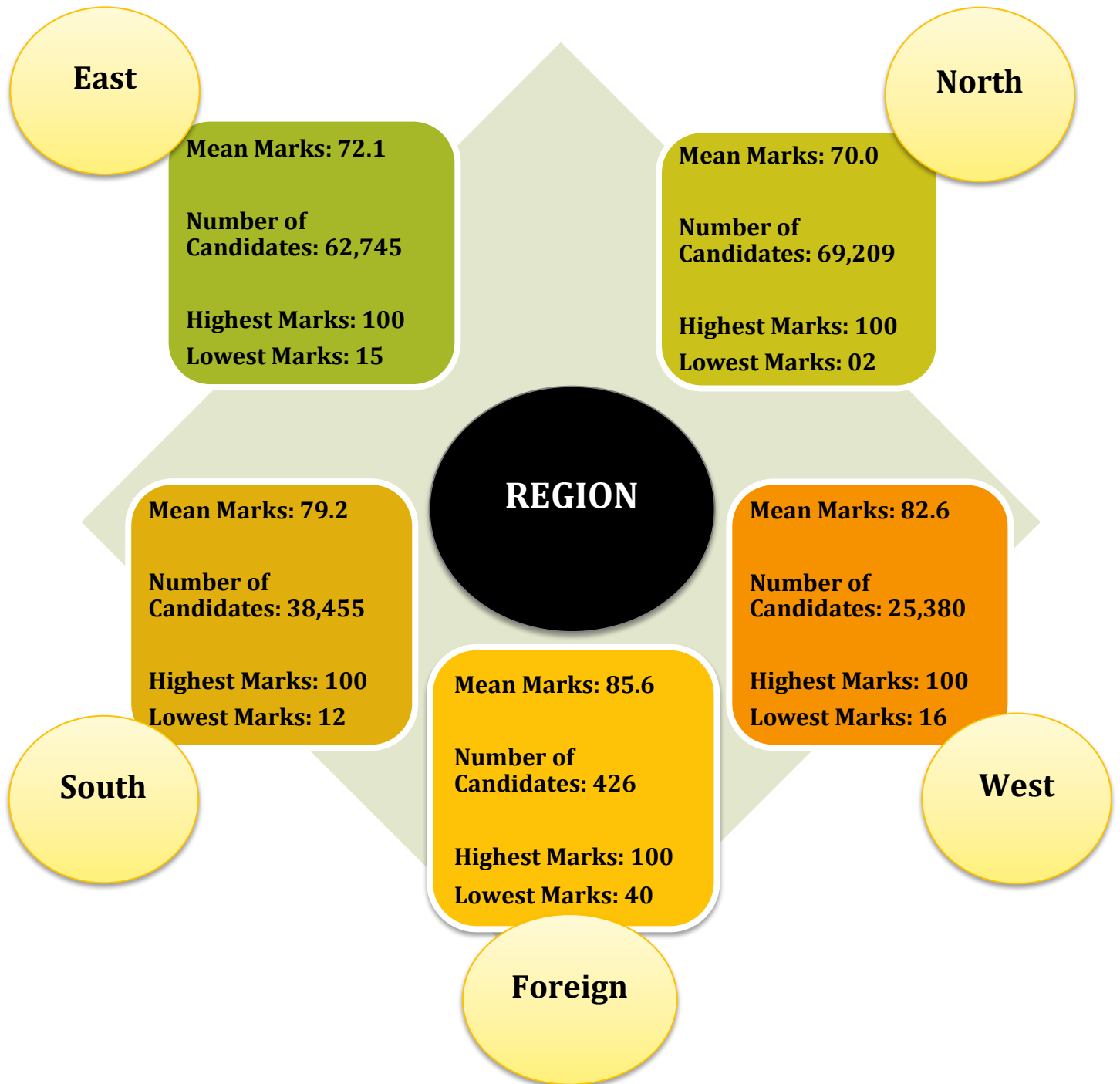
\*Significant at 0.05 level

**Girls performed  
significantly better than  
boys.**

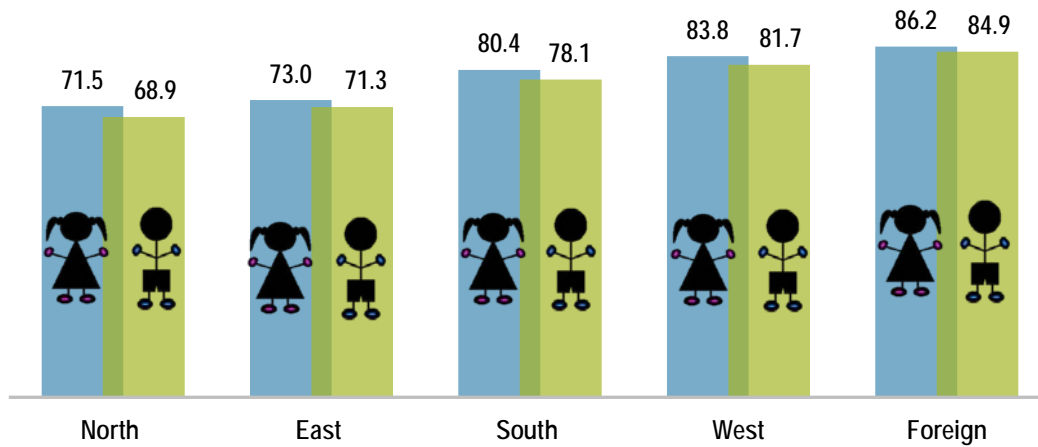




## REGION-WISE COMPARISON



## Mean Marks obtained by Boys and Girls-Region wise



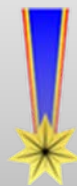
### Comparison on the basis of Gender within Region

Region	Gender	N	Mean	SE	t-value
North (N)	Girls	30,351	71.5	0.10	18.78*
	Boys	38,858	68.9	0.10	
East (E)	Girls	28,313	73.0	0.11	11.98*
	Boys	34,432	71.3	0.10	
South (S)	Girls	19,120	80.4	0.10	14.85*
	Boys	19,335	78.1	0.11	
West (W)	Girls	11,275	83.8	0.13	11.55*
	Boys	14,105	81.7	0.12	
Foreign (F)	Girls	225	86.2	0.86	1.03
	Boys	201	84.9	0.95	

\*Significant at 0.05 level

The performance of girls was significantly better than that of boys in all the regions, except foreign region.

#### REGION (N, E, S, W)





## MARK RANGES : COMPARISON GENDER-WISE

### Comparison on the basis of gender in top and bottom mark ranges

Marks Range	Gender	N	Mean	SE	t-value
Top Range (81-100)	Girls	42,204	90.1	0.03	6.21*
	Boys	45,300	89.9	0.02	
Bottom Range (0-20)	Girls	33	18.3	0.58	-0.96
	Boys	110	18.9	0.21	

\*Significant at 0.05 level

#### Marks Range (81-100)

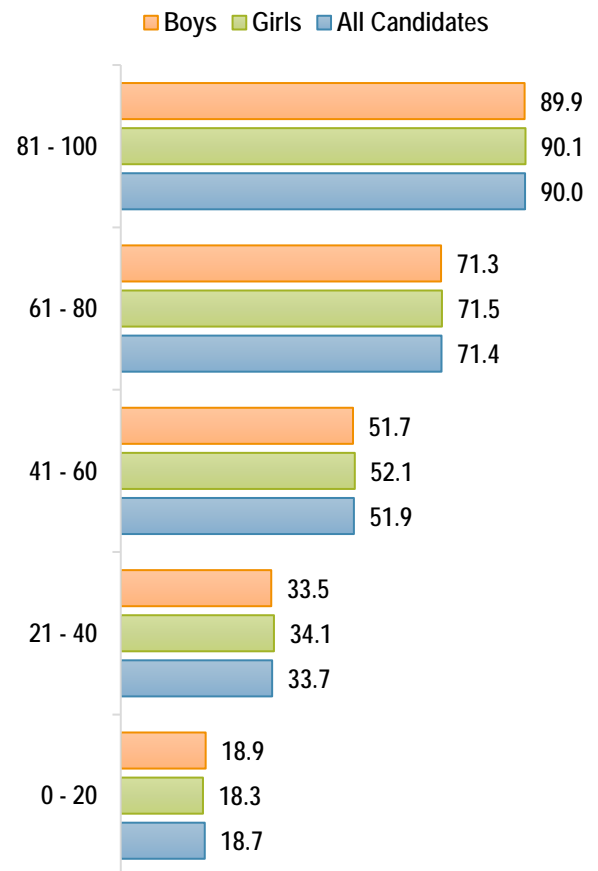
Performance of girls was significantly better than the performance of boys.

#### Marks Range (81-100)



#### Marks Range (0-20)

No significant difference was observed between the average performance of girls and boys.





# GRADES AWARDED : COMPARISON GENDER-WISE

## Comparison on the basis of gender in Grade 1 and Grade 9

Grades	Gender	N	Mean	SE	t-value
Grade 1	Girls	23,118	94.3	0.02	5.06*
	Boys	24,079	94.1	0.02	
Grade 9	Girls	33	18.3	0.58	-0.96
	Boys	110	18.9	0.21	

\*Significant at 0.05 level

### Grade 1

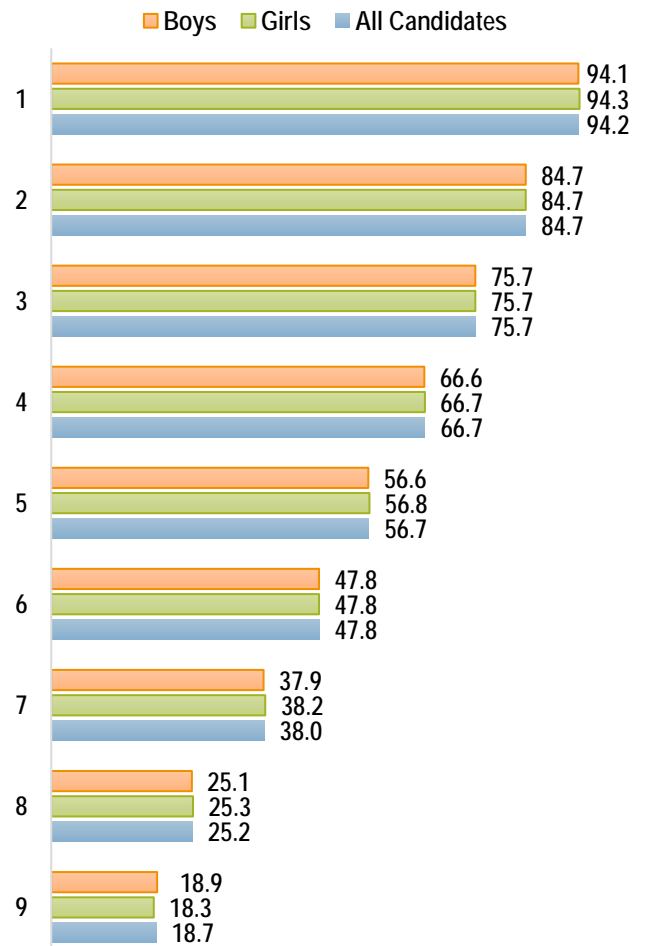
Performance of girls was significantly better than the performance of boys.

### Grade 1



### Grade 9

No significant difference was observed between the average performance of girls and boys.



# QUALITATIVE ANALYSIS

## HISTORY AND CIVICS (H.C.G.-PAPER-I)

### **PART I (30 Marks)**

*Attempt all questions from this Section*

#### **Question 1**

- (a) What is the normal term of office of the Lok Sabha? [1]
- (b) State the meaning of the term *Question Hour*. [1]
- (c) Name the Presiding officer of the Lok Sabha. [1]
- (d) State *any one* condition when the Parliament can legislate on subjects in the State List. [1]
- (e) Write *any one* circumstance when the President can declare a *National Emergency*. [1]
- (f) What happens when a motion of '*No-Confidence*' is passed against a Minister? [1]
- (g) On whose advice can the President appoint the Council of Ministers? [1]
- (h) What is meant by *Appellate Jurisdiction* of the Supreme Court? [1]
- (i) On what grounds can a Supreme Court Judge be removed from office? [1]
- (j) State *one* point of distinction between a District Judge and a Sessions Judge. [1]

## Comments of Examiner

- (a) Majority of the candidates were able to answer this question very well. However, a few candidates confused the term of office of the Lok Sabha with that of the Rajya Sabha and wrote, *six years*.
- (b) Majority of the candidates were able to answer this question correctly. Some candidates, however, seemed to have no idea of what *Question Hour* meant.
- (c) Most of the candidates wrote the correct answer which was, *the Speaker*. However, a few candidates mentioned *Prime Minister*.
- (d) A few candidates were not able to specify that during an emergency, or on the request of two or more states, the Parliament could make a law on the State list.
- (e) A few candidates mentioned natural calamities, floods or earthquakes as the circumstances for declaring the National Emergency.
- (f) Majority of the candidates were able to answer this question correctly. However, a few candidates, instead of *resign* wrote *removed*.
- (g) Majority of the candidates were able to write the correct answer.
- (h) Most of the candidates did not have a clear concept of the term *Appellate Jurisdiction*. A few candidates mixed it with the original jurisdiction of the Supreme Court.
- (i) A few candidates explained Impeachment (Process) for the removal of a judge of Supreme Court instead of giving specific grounds like, grave misconduct etc. for the removal.
- (j) Most of the candidates wrote the correct answer. However, a few candidates got confused and wrote the functions of a District Judge as that of a Sessions Judge and vice-versa.

## Suggestions for teachers

- A comparative study of the Lok Sabha and the Rajya Sabha will ensure better clarity of the topic in the minds of students.
- Clarify different procedures of the Parliament by organising a mock session of the Parliament in the school which will help students in appreciating the parliamentary procedures like Question Hour, Zero Hour, etc.
- Specify that the presiding officer of the Lok Sabha is not the Prime Minister, but the Speaker and that the Prime Minister presides over the meetings of the Council of Ministers.
- Explain the various conditions under which the Parliament can make a law on the State List.
- Explain three types of emergencies that can be declared by the President and the circumstance under which these emergencies can be declared.
- Discuss the principle of collective responsibility in detail.
- Explain that the leader of the majority party i.e. the Prime Minister suggests the names of his Council of Ministers and they are then appointed by the President on his advice.
- Explain that the word *appellate* has been derived from the word *appeal*. It means if a person is not satisfied with judgement of the High Court, he can file an appeal in the Supreme Court against the judgement of the High Court.
- Differentiate between impeachment and the grounds of removal of a Supreme Court Judge.
- Explain, in a tabular form, the powers and functions of a District Judge and Session Judge and the types of cases they are supposed to deal.



## MARKING SCHEME

### Question 1

(a)	5 years	
(b)	<p>Question hour represents</p> <ul style="list-style-type: none"> <li>– the first hour of every working day of the house (11:00 a.m. – 12:00 noon)</li> <li>– the members can ask questions from the government</li> <li>– on matters of public interests (Scrutiny)</li> </ul>	<i>(Any one point)</i>
(c)	Speaker	
(d)	<ul style="list-style-type: none"> <li>(i) During an emergency or President's rule in a State</li> <li>(ii) When two or more States request the Parliament</li> <li>(iii) When the Rajya Sabha declares by 2/3rd majority that a subject has assumed national importance.</li> </ul>	<i>(One point)</i>
(e)	<ul style="list-style-type: none"> <li>(i) Danger of foreign aggression or war</li> <li>(ii) Danger to peace and security of the country</li> <li>(iii) Civil war (Internal disturbance)</li> <li>(iv) Insurgency</li> <li>(v) Armed rebellion</li> </ul>	<i>(One point)</i>
(f)	The entire Ministry resigns en bloc (the government will resign).	<i>(Full answer)</i>
(g)	Prime Minister advises President in appointment of Council of Ministers.	
(h)	<ul style="list-style-type: none"> <li>(i) Hears Appeals from a person / organisation when they are not satisfied.</li> <li>(ii) Special Leave of Appeal</li> <li>(iii) Appeals from the judgements of High Court or Lower court can be filed in the Supreme Court</li> </ul>	<i>(One point)</i>
(i)	<ul style="list-style-type: none"> <li>– Charges of proven misbehavior</li> <li>– Incapacity</li> <li>– Violation of constitution/grave mis-conduct</li> </ul>	<i>(One point)</i>
(j)	<p>Sessions Court- Criminal cases (robbery, dacoities and murder).</p> <p>Court of the District Judge- Civil Cases (Land and Property disputes and money transactions)</p> <p>District Judge presides over District Court and Sessions Judge over Session Courts.</p> <p>Session Judge has no administrative power but District Judge has.</p>	

## Question 2

- (a) What was the General Service Enlistment Act? [2]
- (b) Name the *two* books that Dadabhai Naoroji authored explaining the ‘Drain of India’s Wealth’. [2]
- (c) Name each of the organizations founded by Jyothiba Phule and Raja Rammohan Roy. [2]
- (d) Write *any two* contributions of Lala Lajpat Rai to the National Movement. [2]
- (e) State *any two* provisions of the Indian Independence Act of 1947 that was to decide the fate of the *Princely States*? [2]
- (f) Write *any two* reasons for the acceptance of the *Mountbatten Plan* by the Congress. [2]
- (g) State any two objections imposed by the *Treaty of Versailles* on the German military power. [2]
- (h) Name the Signatory Countries of the Triple Alliance. [2]
- (i) What is meant by the term ‘*Veto*’ power? [2]
- (j) Why was the League of Nations established? [2]

## Comments of Examiner

- (a) Majority of the candidates answered the question correctly. A few candidates mentioned other Acts also passed by the British.
- (b) Most of the candidates wrote the name of only one book which was *Poverty and Un-British Rule in India*.
- (c) Most of the candidates wrote the correct answer. However, a few candidates, instead of mentioning *Brahmo Samaj*, wrote *Arya Samaj*.
- (d) Most candidates wrote the correct answer. A few candidates, however, mixed up the contributions of Lala Lajpat Rai with that of Bal Gangadhar Tilak.

### Suggestions for teachers

- Explain the General Service Enlistment Act clearly with its consequences and the reaction of the Indian soldiers to it.
- Teach the names of famous books written by the leaders as mentioned in the scope of the syllabus.
- While teaching socio-religious reform movements, lay stress on the contributions made by the reformers and also the organizations founded by them.
- Ensure that the students have a clear understanding of the contributions of the leaders in the national movement.

- (e) Some candidates mentioned the provisions of the Indian Independence Act other than the ones deciding the fate of the Princely States, as asked for in the question. A few candidates mixed up the provisions of the Indian Independence Act with the provisions of the Cabinet Mission or the Mountbatten Plan.
- (f) Instead of mentioning the reasons for the acceptance of the Mountbatten Plan, a few candidates explained the provisions of the Plan.
- (g) Some candidates could not comprehend the question correctly and wrote those provisions of the Treaty of Versailles which were not related to the crippling of the German military power.
- (h) Many candidates, instead of naming the signatory countries of the Triple Alliance, named those of the Triple Entente.
- (i) Majority of the candidates explained the *Veto Power* correctly. A few candidates mentioned the names of the permanent members of the Security Council.
- (j) Majority of the candidates wrote the correct answer.

- Explain the provisions of the Indian Independence Act point-wise and with separate headings for each point.
- Clearly explain the reasons for the Congress to accept the Mountbatten Plan.
- Clarify to the students all clauses of the Treaty of Versailles as each one of them sought to curb the power of Germany.
- With the help of a flow chart, teach the signatory countries according to their respective groups, during both the world wars.
- Make it clear to the students that a veto power is actually a *negative vote* by any of the permanent members of the Security Council.
- Explain to the students that the League of Nations was a peace keeping organization formed after the First World War. It was established to maintain international peace and security.
- Advise the students to read the question carefully and answer as per its requirement.

## MARKING SCHEME

### Question 2

(a)	<ul style="list-style-type: none"> <li>- Passed in 1856.</li> <li>- According to this Act, the Indian Soldier in the East India Company could be sent overseas on duty.</li> <li>- It was a taboo for Indian Soldiers, especially the Brahmins to go overseas</li> <li>- To go overseas went against their religious sentiments.</li> </ul> <p style="text-align: right;"><i>(Any one point)</i></p>
(b)	Poverty and Un-British Rule in India
(c)	<ul style="list-style-type: none"> <li>(i) Satya Shodhak Samaj – Jyothiba Phule</li> <li>(ii) Brahmo Samaj – Raja Rammohan Roy.</li> </ul>

(d)	<ul style="list-style-type: none"> <li>– Founded <i>Punjabi</i>,</li> <li>– <i>Vande Mataram</i> (Urdu Daily),</li> <li>– <i>People</i> (English Weekly),</li> <li>– <i>Young India</i> (monthly magazine)</li> <li>– Inspired the youth through his prolific writing</li> <li>– Joined the Congress in 1888.</li> <li>– Elected as the President of Congress in 1920,</li> <li>– Was the first President of the All-Indian Trade Union Congress (in 1920).</li> <li>– Founded the ‘Servants of People Society’ for welfare of the downtrodden.</li> <li>– Laid the foundation of the D.A.V. College, Lahore</li> <li>– Went to America and joined the Ghadar Party to mobilise opinion in favour of Indian freedom struggle</li> <li>– Opened orphanages, hospitals and schools</li> <li>– Led a protest against the Simon Commission and succumbed to injuries inflicted upon him in a lathi charge</li> <li>– Fought against the partition of Bengal</li> <li>– Advocated Swadeshi (Separate Government) and Boycott</li> </ul> <p style="text-align: right;"><i>(Any two points)</i></p>
(e)	<ul style="list-style-type: none"> <li>(i) The Princely States would become Independent from the British authority.</li> <li>(ii) All treaties and agreements made by the British with reference to the States would lapse.</li> <li>(iii) States could remain independent or</li> <li>(iv) Join either India or Pakistan.</li> </ul> <p style="text-align: right;"><i>(Any two points)</i></p>
(f)	<ul style="list-style-type: none"> <li>(i) It was the only solution to the communal problem/ no other option.</li> <li>(ii) The League had joined the Interim Government to obstruct and not to cooperate.</li> <li>(iii) The only alternative was a federation with a weak centre.</li> <li>(iv) Any further continuation of the British rule would mean greater calamity.</li> <li>(v) Further delay would cause a civil war.</li> <li>(vi) Partition would rid the Constitution of separate electorates.</li> <li>(vii) A smaller India with a strong central authority was better than a bigger state with a weak centre.</li> </ul> <p style="text-align: right;"><i>(Any two points)</i></p>
(g)	<ul style="list-style-type: none"> <li>(i) The army was restricted to a force of 1 lakh soldiers.</li> <li>(ii) The navy was limited to 15,000 men and 24 ships</li> </ul>

	(iii) Air force and submarines were banned. (iv) Rhine valley was demilitarized.  <i>(Any two points)</i>
(h)	Germany, Austria-Hungary & Italy  <i>(All three countries)</i>
(i)	The Permanent members of Security Council have veto power i.e. a negative vote that is exercised to make strong decisions or raise objections from any of the five members. Council is powerless to act if any of the five members uses the Veto power.  <i>(One point)</i>
(j)	(i) For Peace and Security. (ii) To avoid future wars. (iii) To maintain just and honourable relations (iv) All States were to respect each other's independence (v) All States were to refer their disputes to the League of Nations for a peaceful settlement. (vi) Member States were not supposed to maintain huge armies, warships and destructive armaments. (vii) To enforce corrective action against member States for disobeying treaties and disturbing world peace and order  <i>(Two points)</i>

## **PART II (50 Marks)**

### **SECTION A**

*Attempt any two questions from this Section*

### **Question 3**

The Parliament is the body of people's representatives who have Supreme power in a democracy. With reference to the Union Legislature answer the following:

- (a) How are the members of the Rajya Sabha elected? [3]
- (b) Why is it called a *Permanent house*? [3]
- (c) State *any two* Financial and *any two* Legislative powers of the Indian Parliament. [4]

## Comments of Examiners

- (a) Some candidates, instead of writing the manner of the election of the members of the Rajya Sabha, wrote about its composition. A few candidates were confused between the direct and indirect elections.
- (b) Majority of the candidates answered this question very well by writing the required points.
- (c) Some candidates could not distinguish between the Financial and Legislative powers of the Indian Parliament and mixed up the points in their answers.

### Suggestion for teachers

- Explain the direct and indirect method of elections, emphasizing that the members of the Lok Sabha are elected by direct elections while Rajya Sabha members are elected indirectly by members of the State Assemblies.
- Teach the students that the Rajya Sabha is a permanent house as it cannot be dissolved by the President. One third of its members retire every second year and new members are elected but the house is never dissolved.
- Explain the meaning of financial and legislative powers of the Indian Parliament.

## MARKING SCHEME

### Question 3

(a)	Elected by the members of elected Legislative Assemblies. Indirectly elected on the basis of proportional representation with a single transferable vote.
(b)	1/3 of its members retire every two years The house is never dissolved as a whole
(c)	<u>Financial Powers</u> <ul style="list-style-type: none"><li>- Passes the Budget of the Union Parliament,</li><li>- Determines the Salaries &amp; Allowances of the members of Parliament,</li><li>- No taxes can be imposed unless approved by the Parliament,</li><li>- Passes the Supplementary grants</li><li>- Vote on account,</li><li>- Passes the Money Bill.</li></ul> <p style="text-align: right;"><i>(Any two points)</i></p> <u>Legislative Powers</u> <ul style="list-style-type: none"><li>- Makes laws on subjects in the Union List</li><li>- Makes laws on subjects in the State List (under certain conditions)</li></ul>

- Makes laws on subjects in the Concurrent list
- Possesses Residuary power.
- Approves Ordinances.
- Power during an Emergency
- Makes amendments to the Constitution

(Any two points)

## Question 4

The Council of Ministers headed by the Prime Minister, is the most Powerful Institution in the Indian Polity. In this context, answer the following:

- (a) State briefly the position of the Prime Minister in the Parliamentary system of Government. State *any two* powers the Prime Minister has as a leader of the Nation. [3]
- (b) Distinguish between the Council of Ministers and the Cabinet. [3]
- (c) Write *any four* functions of the 'Cabinet'. [4]

## Comments of Examiners

- (a) Most of the candidates were able to write the correct answer. However, some candidates were not clear regarding the powers of the Prime Minister as a leader of the Nation. A few candidates mentioned his functions in relation with the Council of Ministers and the President.
- (b) A few candidates could not distinguish between the Cabinet and the Council of ministers and explained the three categories of ministers.
- (c) While many candidates scored well in this question. However, a few candidates were confused between the features and the functions of the Cabinet.

### Suggestion for teachers

- Clearly explain the students the power, position and functions of the Prime Minister and that he is the real head of the nation and has an important role as the leader of the nation.
- Ensure that the students are able to differentiate between the Cabinet and Council of Ministers. Emphasize on the meaning of terms like portfolio of ministers and the reasons for the importance of the cabinet ministers.
- Teach the difference between the functions of the Cabinet and its features.
- Train students to read & understand the question and answer as per its requirement.

## MARKING SCHEME

### Question 4

- (a) Position: The Prime Minister is the de facto or the real leader of the nation.
- He is the Leader of the Lok Sabha.
  - He is the chief spokesperson of the Government.
  - He is the defender of Government policies.
  - He intervenes in case of controversial issues.
  - Addresses nation during emergency or on important occasions.
  - Represents and visits countries – for economic and social issues of the nation.
  - Chairman of Niti Aayog and Atomic Energy Commission
  - Decides what kind of relations India would have with other countries.
  - Keeps President informed of the decision of the Cabinet. *(Any three points)*

(b)

S.No.	Council of Ministers	Cabinet
1.	Consists of all the three categories of ministers.	Is a group of senior ministers holding important portfolios
2.	The PM may or may not consult them	The PM always consults them.
3.	Rarely meets as a whole	Meets as frequently as possible
4.	Does not advise the President	Advises the President through the PM
5.	Larger Group	Smaller Group
6.	May or may not hold important portfolios	Hold important portfolios

*(Any three points)*

- (c) **Powers of the Cabinet:**
- Formulates policies and implements them.
  - Coordinates the functioning of various Ministers.
  - Introduces Bills
  - Amends the Constitution
  - Advises the President to summon the Houses of Parliament.
  - Prepares President’s Special Address
  - Advices the President to issues Ordinances
  - Prepare Money and Non-Money Bills ( This is a separate point )
  - Recommends proclamation of Emergency to the President.
  - Decides all major appointments made by the President.
  - Preparation of annual budget
  - Acts as source of information *(Any four points)*



## Question 5

India has a single integrated judicial system that is Independent and Supreme.

With reference to the Judiciary, answer the following:

- (a) (i) Who appoints the Judges of the High Court? [3]  
(ii) State *any two* qualifications required for a person to be appointed as a High Court judge.
- (b) Explain briefly the term ‘Court of Record’ with reference to the High Court. [3]
- (c) List *any four* writs that the High Court can issue for the enforcement of Fundamental Rights. [4]

### Comments of Examiners

- (a) (i) Most of the candidates were able to answer this question correctly. However, a few candidates, instead of the *President* mentioned the *Governor*.
- (ii) A number of candidates gave the correct qualifications of a High Court Judge.
- (b) Most of the candidates were able to answer this question quite well. However, a few candidates missed some important points regarding *Court of Record* with reference to the High Court.
- (c) Most of the candidates were able to answer this question correctly.

### Suggestion for Teachers

- Explain the Executive powers of the President clearly.
- Tell the students that all major appointments, including the appointments of the judges of the Supreme Court and High Courts are made by the President.
- Highlight the major qualifications required for the appointment of judges.
- Emphasise that a complete answer, including the statement that the record of cases is kept for future references and precedents by the lower courts, is imperative in a question on *Court of Records*. Simply writing that the court keeps the record of all cases, is insufficient.
- Teach the examples of *writs* emphasising on the correct spellings of all the writs.

## MARKING SCHEME

### Question 5

(a)	(i) President (ii) 1. One should be a citizen of India. 2. One should have held a judicial office in India for at least 10 years. 3. One should have been advocate of a High Court for at least 10 years. 4. He should not be over 62 years of age. <p style="text-align: right;"><i>(Any three points)</i></p>
(b)	1. A Court of Record is one whose judgements are recorded or for evidence and testimony. (For future references) 2. They are not to be questioned when they are produced before any court. 3. The judgements are in the nature of 'precedents' that is the High Court and other Courts are bound to give a similar decision in a similar case. 4. The law laid down by the High Court is binding on all subordinate courts and administrative tribunals in the State. 5. The Court has the power to punish anyone who commits contempt of the court. <p style="text-align: right;"><i>(Any two points)</i></p>
(c)	Habeas Corpus, Mandamus, Prohibition, Quo Warranto and Certiorari. <span style="float: right;"><i>(Any two writs)</i></span>

## SECTION B

*Attempt any three questions from this Section*

### Question 6

The Second half of the 19<sup>th</sup> century witnessed the growth of a strong feeling of Nationalism.

With reference to the statement, answer the following:

- (a) Write *any three* repressive Colonial policies of the British. [3]
- (b) State *any three* ways in which the Press played an important role in developing nationalism amongst Indians. [3]
- (c) Explain briefly *any three* differences in the methods adopted between the Early Nationalists and Radicals, in the National Movement. [4]

## Comments of Examiners

- (a) Most of the candidates were able to attempt this question quite well. However, some candidates were not sure whether to write the repressive policies of Lord Curzon or Lord Lytton. The Universities Act and Partition of Bengal were also given as examples of this policy in a few answer scripts.
- (b) Most of the candidates were able to answer this question correctly. A few candidates, however, only mentioned the names of the books and the newspapers.
- (c) Majority of the candidates mentioned the beliefs and aims of the Early Nationalists and Radicals rather than mentioning the methods adopted by them in the National Movement. Most of the candidates were not clear regarding the objectives, beliefs and methods of both the groups.

### Suggestions for teachers

- Clarify to the students, the time frame of repressive policies during the early part and later part of the 19<sup>th</sup> century. The students should be able to recall that Lord Curzon belonged to the early part of the 20<sup>th</sup> century.
- Explain the role of books and newspapers in developing nationalism amongst Indians.
- Train the students to read and understand the question carefully. The demand of the question must be understood before writing its answer.

## MARKING SCHEME

### Question 6

(a)	(i) Organised the Grand Delhi Durbar (ii) Introduced <i>the Vernacular Press Act</i> (iii) Introduced <i>the Indian Arms Act</i> (iv) Reduced the maximum age to take up the ICS examination from 21 to 19 years. (v) Removed the import duties on the British goods and harmed the Indian industry. (vi) Ilbert Bill Controversy <p style="text-align: right;"><i>(Any three points)</i></p>
(b)	The press: (i) Spread the message of patriotism (ii) Spread the ideals of liberty, freedom and equality (iii) Popularised the ideas of Home Rule and Independence (iv) Carried on daily criticism of the British policies (v) Exposed the true nature of British rule in India (vi) Helped in the exchange of views among people from different parts of the country (vii) Made the Indians aware of what was happening in the world. (viii) Aroused public opinion in the country <p style="text-align: right;"><i>(Any two points)</i></p>
(c)	Early Nationalists <i>(Any two points)</i> (i) They believed in the policy of constitutional agitation within the legal framework, and slow orderly political progress.

- (ii) They held meetings where speeches were made and resolutions for popular demands were passed.
- (iii) They made use of the press to criticise government policies,
- (iv) They sent memorandums and petitions.
- (v) They made use of three P's – Petitions, Prayers and Protests.
- (vi) A British Committee of the Indian National Congress was set up in London in 1889, which published a weekly journal, India, to present India's case before the British public.
- (vii) Deputations of Indian leaders were sent to Britain. These political leaders carried on active propaganda in Britain.

Radicals: Methods: *(Any two points)*

- (i) Swadeshi
- (ii) Boycott
- (iii) National Education
- (iv) Passive Resistance
- (v) Revivalism
- (vi) Personal Sacrifices
- (vii) Mass movement
- (viii) Aggressive or assertive method

## Question 7

With reference to the picture given below, answer the following questions:



- (a) (i) Identify the Memorial built for those who were killed in this incident. [3]
- (ii) Where did this incident take place?
- (iii) Name the movement launched by Gandhi in 1920 as a consequence.

- (b) Explain briefly the reason for the suspension of this particular movement by Gandhi in 1922. [3]
- (c) State *any four* impacts of the movement. [4]

## Comments of Examiners

- (a) (i) Majority of the candidates could identify the given picture.  
 (ii) Most of the candidates wrote the correct place in which the incident occurred. Some candidates, however, mentioned *Punjab* instead of *Amritsar*.  
 (iii) Majority of the candidates named the movement correctly barring a few candidates, who wrote named it as the Civil Disobedience Movement.
- (b) The reason for the suspension was explained correctly as the *Chauri Chaura incident* by almost all the candidates.
- (c) The impact of the movement was written correctly by most of the candidates. However, a few candidates got confused with the other movements launched by Mahatma Gandhi and mixed up the points.

### Suggestions for teachers

- Train students to identify the pictures of not only the monuments, but also of leaders along with their importance.
- Highlight the important events connected with the incidents.
- Ensure that students understand the impact of each movement launched by Mahatma Gandhi clearly.

## MARKING SCHEME

### Question 7

- |     |   |
|-----|---|
| (a) | <ul style="list-style-type: none"> <li>- Jallianwala Bagh Memorial</li> <li>- Jallianwala Bagh in Amritsar</li> <li>- Non-Cooperation Movement.</li> </ul>  |
| (b) | <ul style="list-style-type: none"> <li>- The tragedy at Chauri Chaura, a village in Gorakhpur district in Uttar Pradesh.</li> <li>- A procession of about 3,000 peasants marched to the police station to protest against the police officer.</li> <li>- Police fired at the peasants.</li> <li>- Peasants reacted and set the police station on fire.</li> <li>- 22 policemen were killed.</li> <li>- Gandhiji, who believed in Ahimsa was greatly shocked and withdrew the movement on February 12, 1922.</li> <li>- A police officer had beaten some farmers picketing a liquor shop.</li> </ul> |

*(Narration of Incident with any of the three points cited in the answer)*

- (c) Impact of Non-Cooperation Movement:
- The National Movement became a Mass Movement (Gave a national base to the Congress Party)
  - Instilled Confidence, Patriotism among people.
  - Congress became a revolutionary party
  - Undermined the power and prestige of British government
  - Fostered Hindu-Muslim unity.
  - Promoted Social reforms (like removal of untouchability/promotion of khadi/setting up of national schools)
  - Promoted the cult of Swaraj.
  - Showed the true nature of the British.
  - Spread Nationalism to every part of the country
  - Affected British trade
  - Showed power of passive resistance

*(Any four points)*

## Question 8

With reference to the National Movement from 1930 to 1947, answer the following:

- (a) State *any three* features of the Programme of the Civil Disobedience Movement [3]  
launched in 1930.
- (b) What was the significance of the Second Round Table Conference held in 1931? [3]
- (c) State *any four* clauses of the Cabinet Mission Plan of 1946. [4]

## Comments of Examiners

- (a) Most of the candidates were able to write the correct features of the Programme of the Civil Disobedience Movement. However, a few candidates mentioned the features of the programmes of Non-cooperation and the Quit India Movement.
- (b) The explanation given by several candidates was incomplete. Instead of writing the significance of the Second Round Table Conference, many candidates wrote on the Gandhi-Irwin Pact.
- (c) Majority of the candidates correctly wrote four clauses of the Cabinet Mission Plan of 1946, barring a few candidates, who mentioned the clauses of the Mountbatten Plan and the Indian Independence Act.

## Suggestions for teachers

- Explain to the students the reasons for the launch of each movement.
- Train the students to highlight at least ten points of the various movements and to underline the key words.
- Explain the main points of the Second Round Table Conference and also the reasons for its failure.
- Explain to the students the clauses of the Cabinet Mission Plan of 1946, the clauses of Mountbatten Plan and the Indian Independence Act and emphasize that clauses cannot be misquoted and should be presented in a factual manner.

## MARKING SCHEME

### Question 8

(a)	<p>Gandhi reached Dandi on 5<sup>th</sup> April, 1930 and next morning Gandhi violated the salt-laws by picking up some salt left by the sea waves. Gandhi's campaign against the salt-laws was a signal to disobey – civil laws.</p> <p>Civil Disobedience campaign involved:</p> <ul style="list-style-type: none"><li>- Defiance of salt laws.</li><li>- Boycott of liquor/schools and colleges/ Government jobs.</li><li>- Boycott of foreign cloth and British goods of all kinds.</li><li>- It also involved non-payment of taxes and land-revenue and violation of laws of different kinds, including forest laws.</li><li>- Spread to NWFP where Khan Abdul Gaffar Khan took the campaign against the government and he was called as Frontier Gandhi.</li><li>- Paralysed the British Government.</li></ul> <p style="text-align: right;"><i>(Any three points)</i></p>
(b)	<p>Gandhi was chosen as the sole representative of the Congress for the Second Round Table Conference.</p>

- The Second Round Conference devoted most of its time to the communal question and the representation of minorities-the Muslims, Sikhs, the Christians and Anglo-Indians-in legislatures both at the Centre and in the Provinces.
- Gandhi was disgusted to find that most leaders were concerned only about seats in the legislatures for their respective communities.
- The question of Independence or of setting up a Responsible Government receded into background.
- Gandhi returned ‘empty handed’ as he could not persuade the British government to grant Freedom or even the Dominion Status to India.

*(Any three points)*

- (c)
- (i) There would be a Federal Union comprising the British Provinces and the Princely states.
  - (ii) The Union government would be empowered to deal with defense, foreign affairs and communications.
  - (iii) The Union would have its own executive and legislature composed of members elected by all provinces.
  - (iv) A Constituent Assembly comprising 389-members would be set up to frame the new Constitution of the Indian Union. Of these members, 296 would be elected from the British Provinces and 93 members from the Princely States.
  - (v) The British Provinces would be divided into three groups on communal basis – Group A, B and C. The provinces could opt out of the groups and join another by majority of votes (Provincial autonomy).
  - (vi) The Provinces would enjoy full autonomy for all subjects of administration other than the Union subjects.
  - (vii) An Interim Government would be formed at the Centre with 14 members.
  - (viii) India would be free to remain within the British Commonwealth or secede from it.(Freedom to join Commonwealth)

*(Any four points)*

## Question 9

With reference to the Rise of Dictatorships and the Second World War, answer the following:

- (a) State *any three* reasons for the Rise of Fascism in Italy. [3]
- (b) Explain *any three* consequences of World War II. [3]
- (c) Name the *two* rival blocs that fought against each other during World War II and state [4]  
its signatory countries.



## Comments of Examiners

- (a) Many candidates confused the Rise of Fascism with the Rise of Nazism. A few candidates mentioned the causes of the Second World War.
- (b) Majority of the candidates answered the question correctly. A few candidates mentioned the consequences of the World War I instead of World War II.
- (c) Some candidates, instead of writing Axis and Allied Powers, mentioned Capitalist and Communist blocs. A few candidates also mixed up the names of the signatory countries.

### Suggestions for teachers

- Explain in detail, the Rise of Fascism and Nazism, laying stress on the definitions of Fascism and Nazism.
- Clearly bring out while teaching, the distinction between the consequences of World War I and World War II.
- Ensure that students have a clear concept about the rival blocs during the two world wars and that they correctly remember the names of the member countries of the two rival blocs.
- Instruct the students to read and understand the question before making any attempt to answer it.

## MARKING SCHEME

### Question 9

(a)	<p>Rise of Fascism in Italy</p> <ul style="list-style-type: none"> <li>- Dissatisfaction with the treaty of Versailles</li> <li>- Economic crisis</li> <li>- Political instability (Failure of democracy/corrupt democratic)</li> <li>- Class conflicts</li> <li>- Failure of League of Nations</li> <li>- Leadership provided by Mussolini</li> <li>- Fear of Communism</li> <li>- Rise of Dictatorship (Totalitarianism)</li> </ul> <p style="text-align: right;"><i>(Any three points)</i></p>
(b)	<p>Consequences of Second World War:</p> <ul style="list-style-type: none"> <li>- Destruction of life and property.</li> <li>- Defeat of the Axis Powers by the Allied Powers.</li> <li>- Many new weapons of mass destruction were invented and used.</li> </ul>

	<ul style="list-style-type: none"> <li>– Formation of the UN.</li> <li>– The world was divided into two power blocs – the Democratic or Capitalist bloc led by the USA and the Communist bloc led by the erstwhile Soviet Union.</li> <li>– Beginning of Cold War between two power blocs.</li> <li>– Division of Germany</li> <li>– Japan became weak and its emperor reduced to constitutional head.</li> <li>– Imperialism came to an end.</li> <li>– Fall of dictatorship</li> <li>– Decolonisation</li> <li>– USA and the Soviet Union became super powers. (<i>Any three points</i>)</li> </ul>
(c)	<p>Axis – Germany Italy &amp; Japan</p> <p>Allies – Britain, France, USSR and later USA joined the Allies. (<i>Any three countries</i>)</p>

## Question 10

The necessity to maintain International peace led to the establishment of the United Nations Organisation. With reference to the statement, answer the following:

- (a) Write *any three* functions of UNESCO that preserves our ‘Cultural Heritage’. [3]
- (b) State the Composition of the Security Council. [3]
- (c) Write *any four* functions of the General Assembly. [4]

## Comments of Examiners

- (a) Many candidates instead of writing the functions of the UNESCO which preserve our *Cultural Heritage*, wrote its general functions relating to education and science.
- (b) Majority of the candidates stated the composition of the Security Council correctly, barring a few candidates who wrote the composition of the General Assembly.
- (c) Attempted well by most of the candidates. However, a few candidates mixed up the functions of the General Assembly with that of the Security Council.

### Suggestions for teachers

- Explain with examples, the functions of UNESCO regarding education, science and culture.
- Train students to present facts while answering questions relating to composition of the Security Council.
- By means of a flow chart, distinguish between the Permanent and Non-Permanent members of the Security Council.
- Ensure that students learn at least five notable functions of the General Assembly and other organs of the UN.
- Advise students to write answers emphasising on key words and points.

## MARKING SCHEME

### Question 10

(a)	<p>Preservation of Cultural Heritage:</p> <ul style="list-style-type: none"> <li>– UNESCO provides technical advice and assistance, equipment and funds for the preservation of monuments and other works of art. It has prepared a World Heritage List to identify the monuments and sites which are to be protected.</li> <li>– It aims to protect the world inheritance of books, works of art and rare manuscripts.</li> <li>– It gives encouragement to artistic creations in literature and fine arts.</li> <li>– It pays attention towards the cultural development through the medium of films.</li> <li>– It sends cultural missions to different countries so that there would be development of contacts which may promote peace and prosperity.</li> <li>– It helps the member states in the preservation of their cultural heritage.</li> <li>– It encourages translation of rare manuscripts.</li> <li>– It plays a vital role in distributing knowledge about Human Rights.</li> </ul> <p style="text-align: right;"><i>(Any three points)</i></p>
(b)	<p>Composition:</p> <ul style="list-style-type: none"> <li>– The Council consists of 15 members.</li> </ul>

	<ul style="list-style-type: none"> <li>– It has five permanent members – China, France, Russia, Britain and the United States of America.</li> <li>– The regional representation of the ten non-permanent members is: <ul style="list-style-type: none"> <li>(i) Afro-Asian Countries - 5</li> <li>(ii) Latin American Countries – 2</li> <li>(iii) West European and other Countries – 2</li> <li>(iv) East European Countries - 1</li> </ul> </li> <li>– The ten non-permanent members are elected by the General Assembly by a two-third majority for a term of two years.</li> <li>– A retiring member is not eligible for immediate re-election.</li> <li>– The Presidency of the Council rotates monthly, according to the English alphabetical listing of its member states.</li> </ul> <p style="text-align: right;"><i>(Any three points)</i></p>
(c)	<p>Functions of General Assembly:</p> <ul style="list-style-type: none"> <li>– To make recommendations for the peaceful settlement of disputes</li> <li>– To promote political, social and economic cooperation</li> <li>– To receive and consider reports from the Security Council and other organs of UN.</li> <li>– To consider and approve the budget of the UN.</li> <li>– To regulate the working of other organs and agencies of UN.</li> <li>– To elect the non-permanent members of the Security Council.</li> <li>– To elect judges of the ICJ.</li> <li>– To appoint Secretary General on the recommendation of Security Council.</li> <li>– To amend the UN Charter.</li> <li>– Functions under ‘Uniting for Peace Resolution’ 1950.</li> <li>– New members are admitted by the General Assembly on the recommendation of Security Council.</li> </ul> <p style="text-align: right;"><i>(Any four points)</i></p>

**Note: For questions having more than one correct answer/solution, alternate correct answers/solutions, apart from those given in the marking scheme, have also been accepted.**

# GENERAL COMMENTS

## Topics found difficult/ confusing by candidates

- Appellate Jurisdiction of the Supreme Court.
- Financial and Legislative Powers of the Parliament.
- Powers of the Prime Minister as a Leader of the nation.
- Court of Record of High Court.
- Repressive Colonial Policies of the British.
- Differences in the methods of Early Nationalists and Radicals.
- Clauses of the Cabinet Mission Plan.
- Name of two rival blocs during the World War II and the signatory countries.

## Suggestions for candidates

- Study the entire syllabus, avoid selective study.
- Be attentive in the classroom when explanations and discussions are in progress.
- Regular revision is important.
- Study every topic studied with sub-headings, to achieve clarity.
- Try to comprehend the topic instead of just learning it.
- Do ample written practice of questions, keeping in mind the format of the question paper.
- Read and understand the question carefully. The demands of the question must be identified before writing the answer.
- Give importance to the facts of the answer, rather than on its length.
- Be brief and to the point. Repetition of points must be avoided.
- Present answers neatly in legible handwriting.