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Pushp Vihar, Saket

New Delhi-110017

Tel: (011) 29564831/33/37

E-mail: council@cisce.org

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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) and the Research Development and Consultancy Division (RDCD) of the Council 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.

November 2017

**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.

The document includes 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 answer and suggestions for teachers/ candidates.

In addition to a detailed qualitative analysis, the Analysis of Pupil Performance documents for the Examination Year 2017 have a new 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 2017 Examinations, 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 them 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 2017 covers the following subjects: English (English Language, Literature in English), Hindi, History, Civics and Geography (History & Civics, Geography), Mathematics, Science (Physics, Chemistry, Biology), Commercial Studies, Economics, Computer Applications, Economics Applications, Commercial Applications.

Subjects covered in the ISC Analysis of Pupil Performance document for the Year 2017 include English (English Language and Literature in English), Hindi, Elective English, Physics (Theory and Practical), Chemistry (Theory and Practical), Biology (Theory and Practical), 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. Manika Sharma, Dr. M.K. Gandhi, Ms. Mansi Guleria and Mrs. Roshni George, who have done a commendable job in preparing this document. The statistical data pertaining to the ICSE and the ISC Year 2017 Examinations has been provided by the IT section of the Council for which I would like to thank Col. R. Sreejeth (Deputy Secretary - IT), Mr. M.R. Felix, Education Officer (IT) – ICSE and Mr. Samir Kumar, Education Officer (IT) - ISC.

November 2017

Shilpi Gupta
Deputy Head - RDCD

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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 2017 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.

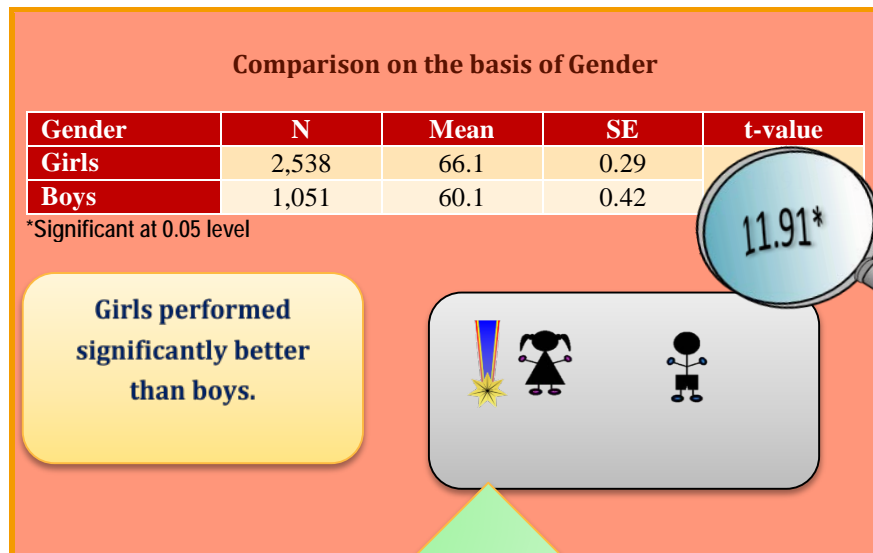
Understanding the tables

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 2017 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.



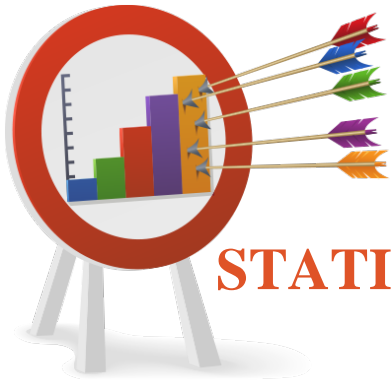
The table shows comparison between the performances of boys and girls in a particular subject. The t-value of 11.91 is significant at 0.05 level (mentioned below the table) with a mean of girls as 66.1 and that of boys as 60.1. It means that there is significant difference between the performance of 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.

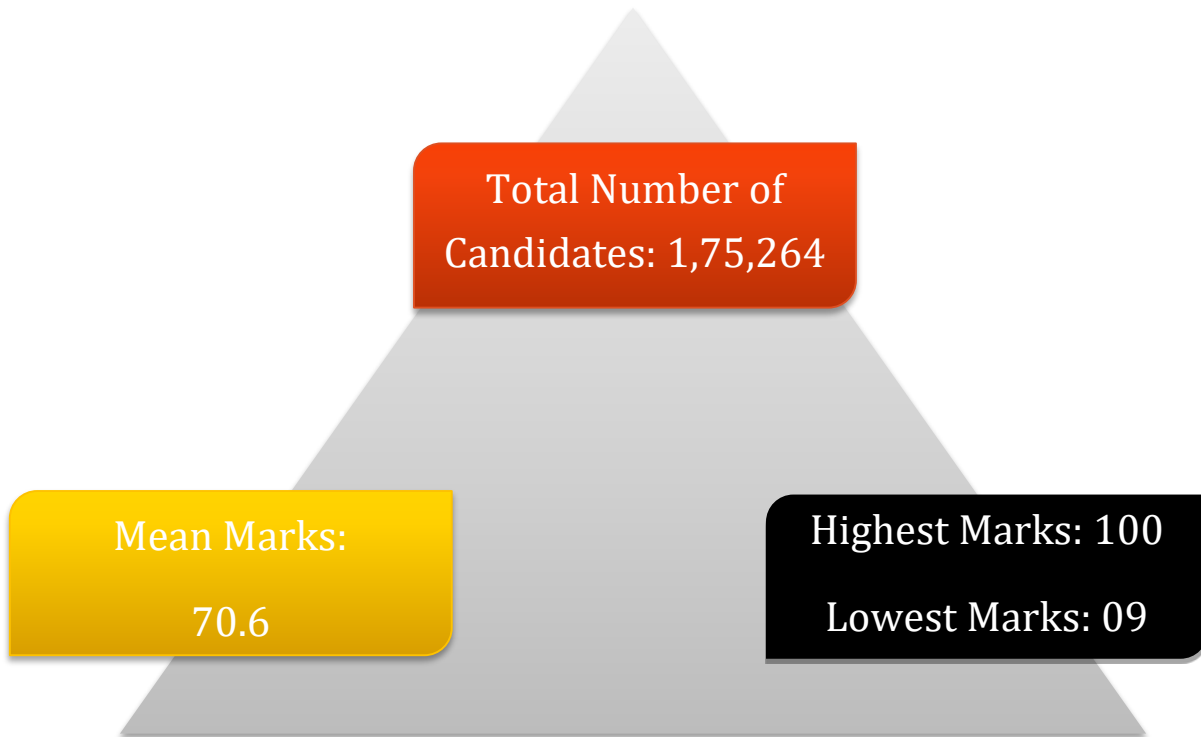
Qualitative Analysis

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

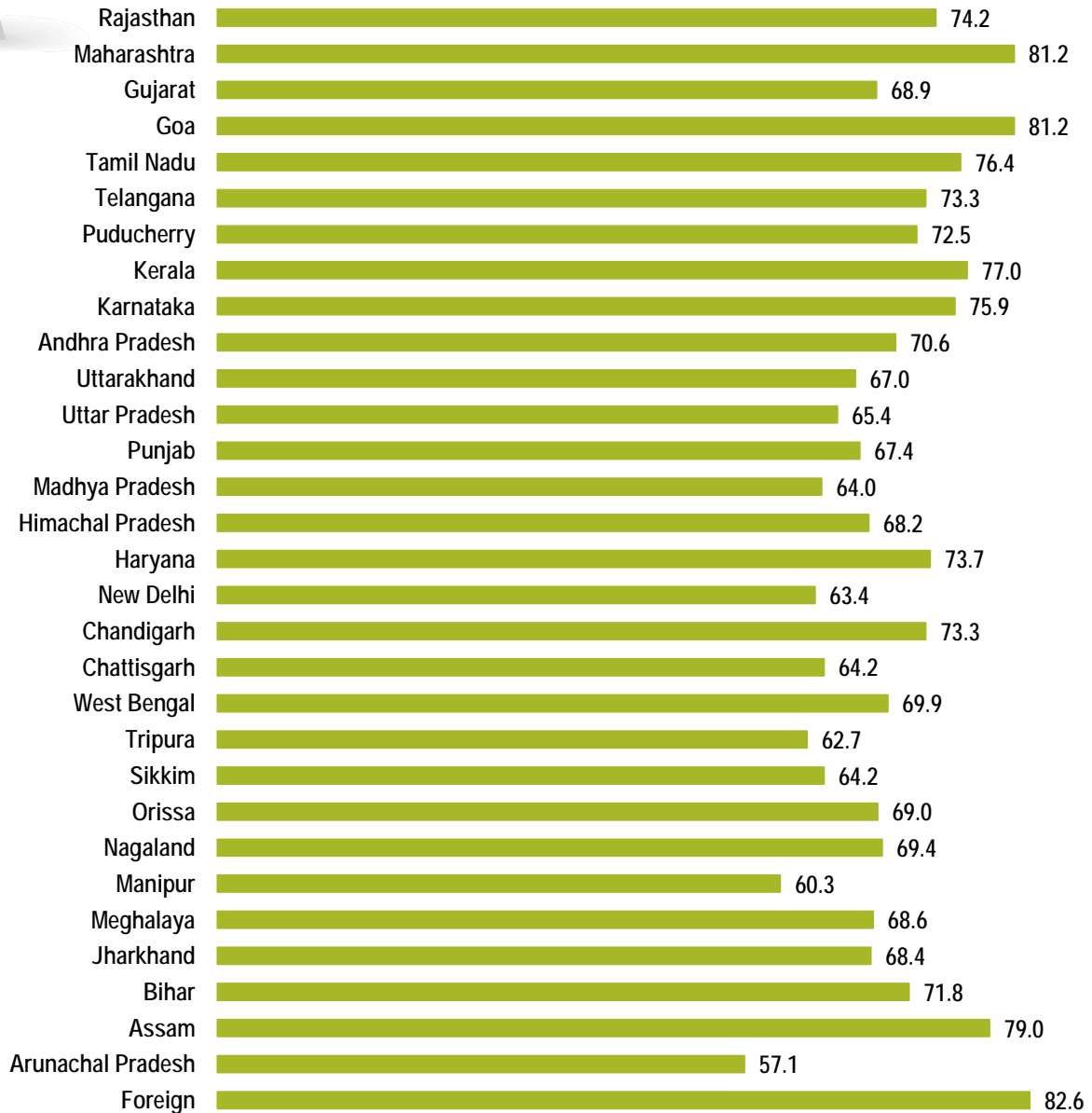


STATISTICS AT A GLANCE

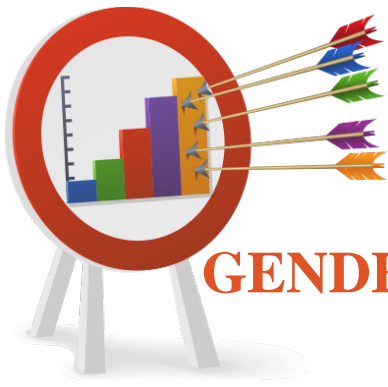




PERFORMANCE (STATE-WISE & FOREIGN)



The States of Maharashtra, Goa and Assam secured highest mean marks. Mean marks secured by candidates studying in schools abroad were 82.6.



GENDER-WISE COMPARISON



GIRLS

Mean Marks: 72.0

Number of
Candidates: 78,517



BOYS

Mean Marks: 69.5

Number of
Candidates: 96,747

Comparison on the basis of Gender

Gender	N	Mean	SE	t-value
Girls	78,517	72.0	0.06	29.20*
Boys	96,747	69.5	0.06	

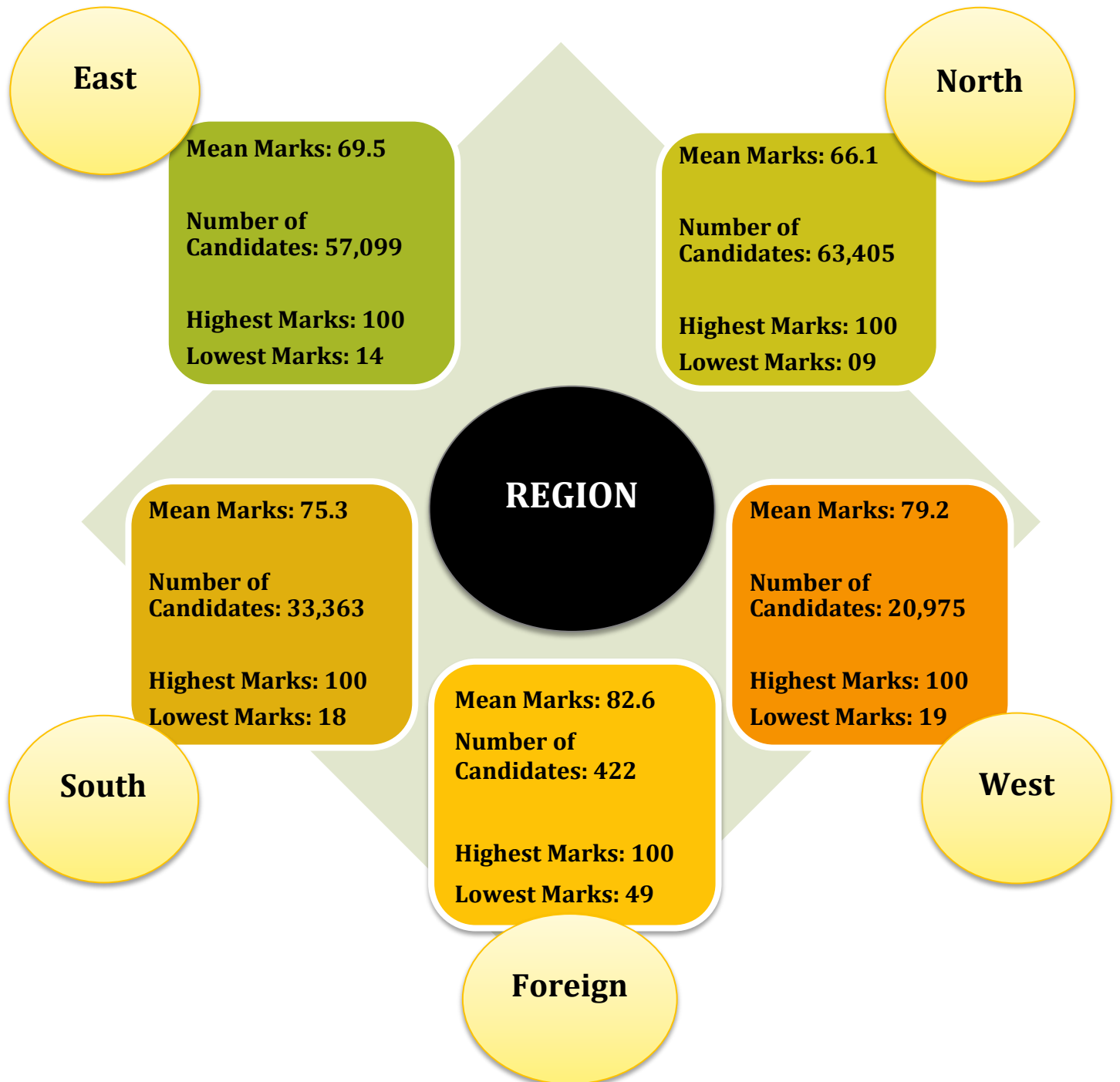
*Significant at 0.05 level

**Girls performed
significantly better than
boys.**

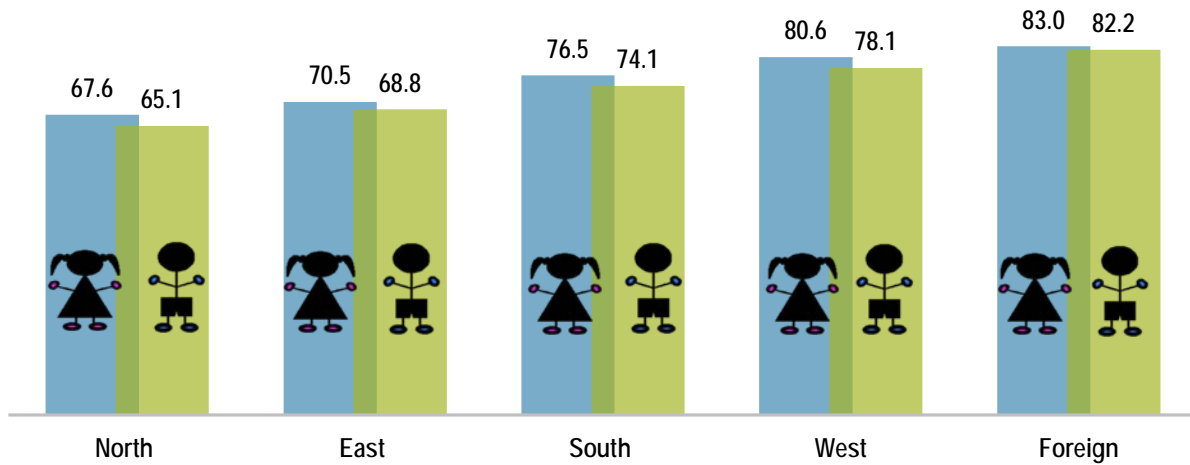




REGION-WISE COMPARISON



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	27,140	67.6	0.11	17.06*
	Boys	36,265	65.1	0.10	
East (E)	Girls	25,362	70.5	0.11	11.07*
	Boys	31,737	68.8	0.10	
South (S)	Girls	16,501	76.5	0.11	14.62*
	Boys	16,862	74.1	0.12	
West (W)	Girls	9,309	80.6	0.15	11.82*
	Boys	11,666	78.1	0.15	
Foreign (F)	Girls	205	83.0	0.76	0.71
	Boys	217	82.2	0.78	

*Significant at 0.05 level

The performance of girls was significantly better than that of boys in all the regions except for the foreign region wherein no significant difference was observed between the average performance of girls and boys.

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	30,243	89.2	0.03	4.40*
	Boys	32,729	89.0	0.03	
Bottom Range (0-20)	Girls	69	19.1	0.17	0.17
	Boys	237	19.1	0.09	

*Significant at 0.05 level

Marks Range (81-100)

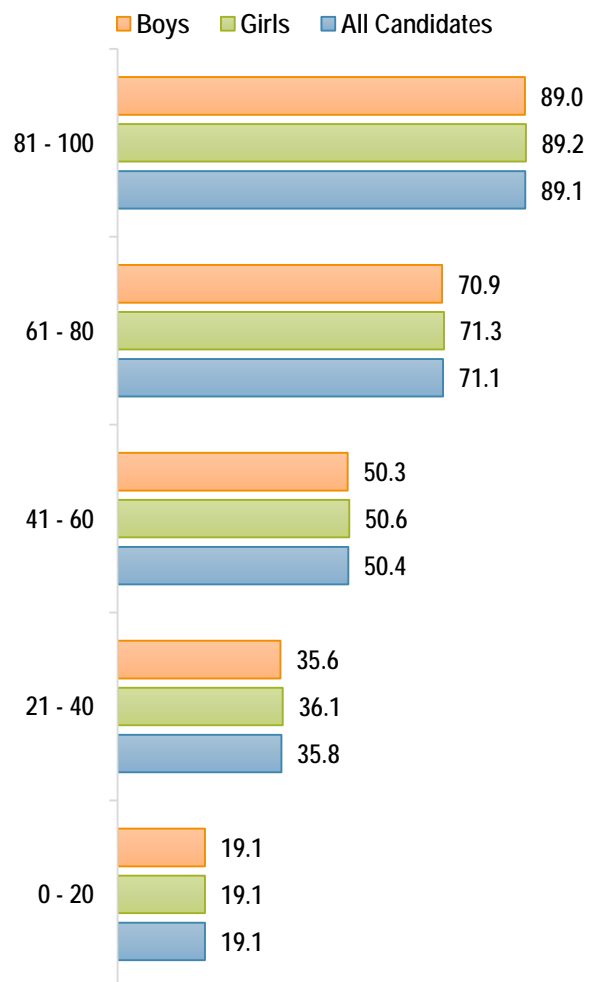
Performance of girls was significantly better than the performance of boys.

Marks Range (81-100)



Marks Range (0-20)

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



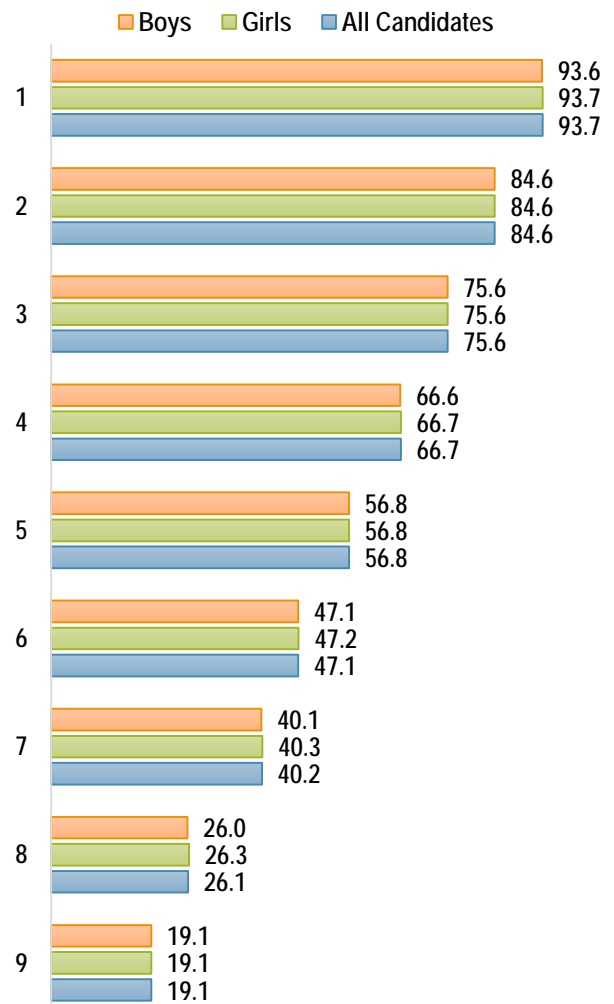


GRADES AWARDED : COMPARISON GENDER-WISE

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

Grades	Gender	N	Mean	SE	t-value
Grade 1	Girls	14,319	93.7	0.02	1.04
	Boys	15,014	93.6	0.02	
Grade 9	Girls	69	19.1	0.17	0.17
	Boys	237	19.1	0.09	

In Grade 1 and 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 Part

Question 1

- (a) State *any one* federal feature of the Indian Constitution. [1]
- (b) How are the Rajya Sabha members elected? [1]
- (c) Who presides over the Joint Session of the two Houses of Parliament? [1]
- (d) Under what condition can a non-member of Parliament be made a Minister? [1]
- (e) When can the Speaker of the Lok Sabha cast his vote? [1]
- (f) When can the President use his *Discretionary* power to appoint the Prime Minister? [1]
- (g) What is meant by '*Collective Responsibility*' of the Cabinet? [1]
- (h) How long can the Rajya Sabha retain the money bill sent by the Lok Sabha? [1]
- (i) State *one* other qualification required to become a Judge of the High Court, apart from Indian citizenship. [1]
- (j) Mention *one* reason to state that the Lok Adalat has its own advantage. [1]

Comments of Examiners

- (a) Majority of the candidates were able to answer this question correctly. However, few lacked the knowledge of Federal form of Government and explained the features of the Parliamentary form of Government.
- (b) Most of the candidates answered the question correctly. A few made mistakes and wrote 'elected by the President' or 'elected indirectly'.
- (c) Most of the candidates wrote the correct answer. Some were confused and wrote 'President' instead of 'Speaker'.
- (d) This part was generally answered correct but a few mentioned 'six weeks' instead of 'six months'.
- (e) Majority of the candidates answered the question correctly.
- (f) Some candidates were not clear about the discretionary power of the President related to the appointment of Prime minister. They mentioned wrongly that on the death of the Prime Minister, the President uses this power to appoint the Prime Minister.
- (g) This part was well understood and attempted well by majority of the candidates.
- (h) Most of the candidates answered correctly. A few mentioned '15 days' instead of '14 days'.
- (i) Most of the candidates wrote the correct answer although a few failed to mention the time period – 10 years and some mentioned the age as 62 years, which is not correct.
- (j) Most candidates could attempt this question correctly.

Suggestions for teachers

- Highlight the meaning of *federal* and explain clearly that it means Bicameral Legislature, dual polity and written Constitution, etc.
- Explain 'who elects whom'; Rajya Sabha represents the states; hence elected members of the State Legislature elect the members of the Rajya Sabha.
- Clarify the powers and functions of the Speaker of the Lok Sabha.
- Clarify that there are exceptions in choosing the ministers. It need not always be elected member of the Parliament.
- Lay stress on the word 'tie' so that students do not confuse it with the functions of the President.
- Teach the meaning of Discretionary Powers of the President to appoint the Prime Minister.
- Explain the meaning of collective responsibility of the Cabinet for their acts thoroughly.
- The position of the Rajya Sabha must be made clear while teaching the financial powers of the Parliament.
- Explain to students clearly the qualifications required to become a Judge of the High Court.
- Make students understand the meaning of the word "Lok Adalat" and its advantages.

MARKING SCHEME

Question 1

- | | |
|-----|--|
| (a) | They are:
(i) A written constitution
(ii) Bicameral legislature
(iii) An independent judiciary/ (Supreme Court is the Final Interpreter of the Constitution)
(iv) Division of powers /(between the Union and the States) |
| (b) | They are elected indirectly by the elected members of the State Legislative Assemblies. |

(c)	The Speaker of the Lok Sabha.
(d)	If the Prime Minister so desires, however he/she must be elected / nominated to either house before six months.
(e)	When the votes for and against in the House on a proposal are equal, the speaker gives a casting vote. This vote decides whether or not the proposal will be passed.
(f)	When no political party has received an absolute majority, when there is a hung Parliament or a coalition government.
(g)	The Cabinet is collectively responsible to the Parliament and has to resign if it loses the <i>confidence</i> of the Lok Sabha. (Team/Joint Work Responsibility/Swim & Sink together)
(h)	14 days
(i)	1. He should have held a judicial office for at least ten years. 2. He must have been an advocate of a High Court for at least ten years.
(j)	Speedy justice/ (Reduces Delay/Save Time) Is affordable / (inexpensive, cheap, economical) Caters to the weaker sections of society No compromise/ (settle disputes through compromise, understanding) Reduces the workload of other courts. Awards passed by Lok Adalat are final and binding on the parties. / (No appeal)

Question 2

- (a) Mention *any two* Repressive Colonial policies of Lord Lytton. [2]
- (b) Name the *two* main Associations that were the precursors of the Indian National Congress. [2]
- (c) Give the names of *two* leaders who led the Home Rule Movement in India. [2]
- (d) What was the *Khilafat Movement*? [2]
- (e) State *any two* provisions of the Rowlatt Act passed by the Government in 1919. [2]
- (f) Mention *any two* objectives of the Indian National Army. [2]
- (g) Why did Mahatma Gandhi start his historic march to Dandi? [2]
- (h) State the significance of the Policy of Appeasement as a cause for the Second World War. [2]
- (i) Give the reason as to why Japan invaded China. [2]
- (j) Mention *any two* functions of UNESCO in the field of Education. [2]

Comments of Examiners

- (a) Majority of the candidates answered well but a few of them were confused with the repressive policies of Lord Curzon and mentioned Partitioning of Bengal, Calcutta Corporation Act and Universities Act, etc.
- (b) The word 'precursors' was misinterpreted by some candidates as 'personalities'. Otherwise most of the candidates could write the correct answer.
- (c) Answered correctly by the majority of the candidates. However, a few were confused and wrote the names of early nationalists or assertive leaders. Some even mentioned Nehru and Bose.
- (d) Majority of the candidates answered this question correctly along with the names of Ali Brothers.
- (e) Most of the candidates wrote the answer correctly. A few candidates wrote vague points and failed to mention the provisions of the Rowlatt Act.
- (f) Many candidates confused the objectives of INA with the objectives of forward Bloc. A few mentioned only one objective.
- (g) Most of the candidates were able to answer the question correctly- to break the salt law.
- (h) Some candidates were unable to comprehend the question and gave wrong answers.
- (i) The question was answered vaguely. Candidates wrote about the Japanese invasion on China in general. They failed to mention the policy of expansion or the conquest of Manchuria.
- (j) Common errors in this question basically were that candidates mixed-up the functions of UNESO with UNICEF and WHO.

Suggestions for teachers

- Advise students to read the question carefully and answer the question as per the requirement. The question clearly asked for the repressive policies of Lord Lytton and not of Lord Curzon.
- Kindly refer to the scope of the syllabus and teach accordingly.
- Give the relevance of the Khilafat Movement in relation to the First World War and the support given to it by Gandhiji.
- Advise students to be very specific in explaining the provisions of the important Acts.
- Explain the difference between the INA and the Forward Bloc.
- The meaning of Appeasement must be explained thoroughly to students.
- Explain the various reasons as to why Japan invaded China and highlight those points which are relevant.
- For conceptual clarity of the students, give them to prepare a chart reflecting comparative differences of UNESCO, UNICEF and WHO.

MARKING SCHEME

Question 2

(a)	Arms Act (1878) and Vernacular Press Act (1878). The Imperial Darbar at Delhi/The age limit for the ICS Exam reduced/Import duties on Indian Textile (Any two points)
(b)	Indian National Association, the East India Association, Indian National Conference. (Any two points)
(c)	Bal Gangadhar Tilak & Dr. Annie Besant.
(d)	(i) The Caliph of Turkey lost all territories inhabited by peoples other than Turks. (ii) The Sultan was deprived of real authority over such territories and this angered the Muslims in India. (iii) A Khilafat Committee was formed to champion the cause of the Caliph of Turkey by the Ali brothers. Muhammad Ali and Shaukat Ali. (Any two points)
(e)	Rowlatt Act: (i) Arrest of a person without warrant. (ii) In camera trial (trial in seclusion). (iii) Restrictions on movements of individuals (iv) Suspension of the Right of Habeas Corpus. / (No dalil No vakil No appeal)
(f)	Objectives of the INA: (i) To organise an armed revolution and to fight the British army with modern arms. (ii) Since it was not possible for the Indians to organise an armed revolution from their homeland, this task must be assigned to Indians living abroad, particularly to Indians living in East Asia. (iii) To organise a provisional government of Free India in order to mobilise all the forces effectively. (iv) Total mobilisation of Indian man -power and money for a total war. (v) The motto of the INA was <i>unity, faith, sacrifice</i> . (vi) To lead the Indian people to regain their lost freedom. (vii) To liberate India from the British Rule (Any two points)

(g)	<p>(i) The government did not reply to Gandhiji's eleven-point ultimatum.</p> <p>(ii) He selected to attack the salt laws because the salt-tax affected all sections of society, especially the poor.</p> <p>(iii) By breaking the salt laws it marked the beginning of the Civil Disobedience Movement.</p> <p style="text-align: right;"><i>(Any two points)</i></p>
(h)	<p>(i) Appeasement meant accepting the hostile demands of an aggressive nation to gain peace.</p> <p>(ii) Britain and France followed the policy of appeasement towards dictatorial countries like Germany and Italy because they felt that the dictators had a real cause of grievance due to the humiliating terms of the Treaty of Versailles.</p> <p>(iii) Hitler sees it as a great sign of weakness of the Allied powers and begins his plan to attack that unleashes the Second World War. The compromise was a sign of great weakness.</p> <p style="text-align: right;"><i>(Any two points)</i></p>
(i)	<p>(i) Japan's policy of expansion. (Policy of Imperialism)</p> <p>(ii) Japan was determined to dominate the Far East.</p> <p>(iii) Japan's ambitions for more conquests and for more wealth increased after the First World War, Japan was not satisfied with only Manchuria.</p> <p style="text-align: right;"><i>(Any two points)</i></p>
(j)	<p>(i) Removal of illiteracy by encouragement of adult education.</p> <p>(ii) Financial assistance for the education of disabled children.</p> <p>(iii) Provision of grants and fellowships to teachers and scholars, organization of library.</p> <p>(iv) Organisation of book fairs and festivals at international and national levels.</p> <p>(v) Encouragement of science education by providing regional training centres.</p> <p>(vi) Promotion of education as an instrument for international understanding.</p> <p style="text-align: right;"><i>(Any two points)</i></p>

PART II (50 Marks)

SECTION A

Attempt any *two* questions from this Section

Question 3

The Powers and Functions of the Indian Parliament are wide ranging. In this context answer the following:

- (a) Explain *three* ways by which the Legislature exercises control over the Executive. [3]
- (b) Mention *any three* Special powers of the Rajya Sabha that is usually not enjoyed by the other House. [3]
- (c) Mention *any two* Judicial powers and any two Electoral powers of the Indian Parliament. [4]

Comments of Examiners

- (a) Most of the candidates were able to write the correct answer. However, some were confused and wrote the legislative power of the Parliament.
- (b) Most of the candidates wrote the correct answer. A few mentioned the powers of Lok Sabha.
- (c) Candidates got confused between the Judicial and Electoral powers of the Parliament and some of them also confused it with the Legislative Powers.

Suggestions for teachers

- Explain to candidates the various methods through which the Parliament controls the Executive or the Council of Ministers.
- Powers of the Lok Sabha and Rajya Sabha should be clearly explained with reference to the special powers.
- The meaning of Judicial and Electoral powers must be clearly explained. While explaining, differences between the two powers should also be made clear to the students.

MARKING SCHEME

Question 3

- | | |
|-----|--|
| (a) | Three ways are:
(i) Interpellation- Through the Question Hour, Calling Attention notices and Half an Hour discussions, the members obtain information on a matter of public importance or grievance. It keeps the government on its toes. |
|-----|--|

	<p>(ii) Vote of no confidence – If the government (executive) acts in an unconstitutional manner, or against constitutional provisions, then it can be voted out of office through the vote of no-confidence.</p> <p>(iii) Adjournment motion – Though allowed on occasions of natural/ national tragedies, etc, it is also aimed at censuring acts of omission and commission of the ministers.</p> <p>(iv) Censure Motion . <i>(Any three points)</i></p>
(b)	<p>They are:</p> <p>(i) It may by a resolution adopted by 2/3rd majority, empower the Parliament to make laws with respect to subjects in the State List.</p> <p>(ii) It may declare the creation of a new All India Service in the national interest.</p> <p>(iii) If Lok Sabha is dissolved before or after the declaration of national emergency, Rajya Sabha takes over the functions of the Parliament.</p> <p>(iv) It is a permanent House. <i>(Any three points)</i></p>
(c)	<p>Judicial Powers:</p> <p>(i) Impeachment of President.</p> <p>(ii) Removal of Judges of Supreme Court and High Court.</p> <p>(iii) The Parliament may punish a person for obstructing the work of Parliament or showing disrespect for the House. <i>(Any two points)</i></p> <p>Elective Powers:</p> <p>(i) Election of the President of India.</p> <p>(ii) Vice-President of India is elected by both houses of Parliament.</p> <p>(iii) Electing the Speaker of the Lok Sabha only by its own members and the Deputy Chairperson of the Rajya Sabha only by the upper House. <i>(Any two points)</i></p>

Question 4

The Union Executive which consists of the President, Prime Minister and the Council of Ministers is a powerful body in a Parliamentary Democracy. In this context answer the following questions:

- (a) State the position of the Prime Minister and state *any two* of his powers in relation to the President. [3]
- (b) Mention the *three* categories of Ministers in order of their rank and status. [3]
- (c) Mention *any four* Legislative powers of the Cabinet. [4]

Comments of Examiners

- (a) The candidates were generally able to write the answer correctly but some were not clear regarding the powers of the Prime Minister in relation to the President. Some were confused with the powers in relation to the Council of Ministers.
- (b) This part was generally answered well. A few candidates were unable to write the correct rank and status of the three categories of ministers.
- (c) Candidates were unsure of the legislative powers of the Cabinet. Some wrote the functions of the Cabinet and other powers of the Cabinet.

Suggestions for teachers

- Explain that the Prime Minister is the ‘Real’ head and the President is the nominal head. All work done by the President is on the advice of the Prime Minister.
- Emphasis must be on how to write and learn the three categories of Ministers in order of rank. Also explain to students the difference among the three categories.
- Explain to students that legislative powers, executive powers and functions of the Cabinet are all different.

MARKING SCHEME

Question 4

(a)	<p>The Prime Minister enjoys a unique position in the Indian political set up.</p> <p>All the powers listed under the President of India are actually exercised by the Prime Minister. As the Executive head of the Indian State, the following are his powers and functions: <i>(Any one point)</i></p> <ul style="list-style-type: none">(i) He is the real leader of the Nation.(ii) He is the leader of the Council of Ministers.(iii) He is the presiding officer of the Cabinet meetings.(iv) He is the link between the Cabinet and the President.(v) He is the leader of the House (Lok Sabha).(vi) Ministers are appointed by the President on the advice of the Prime Minister.(vii) President summon & prorogues Parliament on the advice of P.M.(viii) Issue Ordinance on the advice of P.M. <i>(Any two points)</i>
(b)	<p>The categories in order of their rank and status are:</p> <ul style="list-style-type: none">(i) Cabinet Ministers- Most important and senior members of the Council of Ministers and they hold important portfolios.(ii) Ministers of State- They may or may not hold independent charge of any portfolios. Neither does the Prime Minister consult them on regular basis.(iii) Deputy Ministers- They normally assist the first two categories of Ministers. <i>(Any three points)</i>
(c)	<p>Legislative Powers:</p> <ul style="list-style-type: none">(i) Introduction of Bills.(ii) Source of Information(iii) Amendment to the Constitution(iv) Summoning the Houses of Parliament.(v) President's Special Address(vi) Issuing Ordinances <i>(Any four points)</i>

Question 5

With reference to the powers and functions of the High Court. Explain briefly the meaning and scope of the following:

- (a) Its Appellate Jurisdiction. [3]
- (b) The High Court as a Court of Record. [3]
- (c) Judicial Review. [4]

Comments of Examiners

- (a) Most candidates answered incorrectly as they failed to comprehend the meaning of Appellate Jurisdiction and the various cases that comes under it. A few confused it with the original jurisdiction.
- (b) This part was answered correctly by most candidates.
- (c) Most candidates answered correctly with a few being unable to understand the Revisory jurisdiction of the High Court.

Suggestions for teachers

- Guide students to write examples correctly in order to enhance their performance.
- It is imperative that Judicial Review be explained thoroughly to students. Each function of the High Court should be explained to give students a clear concept of the functions.

MARKING SCHEME

Question 5

- | | |
|------------|---|
| <p>(a)</p> | <p>Appellate Jurisdiction:</p> <p>The High Court has the powers to accept appeals against the decisions of District Courts, in Civil as well as Criminal matters.:</p> <p>Civil Cases:</p> <ul style="list-style-type: none">(i) In matter concerning land revenue(ii) In cases where blatant injunctions been committed by any Tribunal. <p>Criminal Cases:</p> <ul style="list-style-type: none">(i) Against the judgement of a session judge or an additional judge where the sentence of imprisonment exceeds 7 years.(ii) Against the judgement of an Assistant Session Judge, the Chief Metropolitan Magistrate, where the sentence of imprisonment exceeds 4 years. |
|------------|---|

(b)	<p>Court of Record</p> <p>(i) Its judgement and orders are preserved as a record to be referred to by its courts in future cases. They can be produced as precedents.</p> <p>(ii) The High Court can punish anyone who commits a contempt of its orders.</p>
(c)	<p>If any law, executive order or any ordinance passed by the State Legislature or any other authority infringes the Fundamental Rights or on any provision of the Constitution, the High Court can declare it 'null and void'.</p> <p style="text-align: right;"><i>(Any two points)</i></p>

SECTION B

Attempt any three questions from this Section

Question 6

With reference to the rise of 'National Consciousness' in India, explain the following:

- (a) The influence of Western Education. [3]
- (b) Any three contributions of Raja Rammohan Roy. [3]
- (c) The development of Modern means of Transport and Communication. [4]

Comments of Examiners

- (a) Most of the candidates answered correctly. A few candidates wrote about the negative impact of western education as a cause of the Revolt of 1857.
- (b) This part was generally answered correctly by most of the candidates. A few mentioned 'Arya Samaj' instead of 'Brahmo Samaj'.
- (c) Some candidates misunderstood the question and gave negative points rather than positive points of development, like, "telegraph poles were erected to hang Indians" and "Railway was introduced to break the social order".

Suggestions for teachers

- Train students to write on what the question asks for and to be specific in their answers.
- Reform Movements and the Contribution made by the leaders mentioned in the syllabus should be clearly explained in class discussions.
- Discuss modern means of transport and communication in relevance to its contribution to the rise of nationalism in the country.

MARKING SCHEME

Question 6

(a)	<p>The influence of Western Education.</p> <ul style="list-style-type: none">– It provided opportunities for assimilating ideas of democracy and nationalism.– Educated Indians had access to ideals of liberty, equality, nationality, rule of law and self-Government.– The English language too served as a link language, uniting people and developing a sense of National consciousness.– People in India drew inspiration from the American War of Independence and the French Revolution. <p style="text-align: right;"><i>(any three points)</i></p>
(b)	<p>Contributions of Raja Rammohan Roy</p> <ul style="list-style-type: none">(i) Advocated Monotheism(ii) Liberty Rights and a free press(iii) Started his anti-Sati crusade(iv) Woman's emancipation(v) Uplifted the cause of the poor peasants who were exploited by the Zamindars.(vi) Impressed upon the Government to make the English language the medium of Education.(vii) Literature – he started 'Samvad Kaumudi'/Mirat-ul-Akbar'(viii) Wanted the Military Budget to be reduced.(ix) Founded Brahma Samaj.(x) He was against caste system/child marriage. <p style="text-align: right;"><i>(any three points)</i></p>
(c)	<p>Development of modern means of transport and communication. The development of the postal system, telegraph, railways and roads helped to unify the country. There was speedy transmission of messages and communication. This enabled the Indians to come in contact with one another and discuss the problems facing one another.</p> <p style="text-align: right;"><i>(any four points)</i></p>

Question 7

The conflict between the two sections of the Congress came to surface in its Session in 1906 at Calcutta. In this context explain the following:

- (a) The Split in the Congress in 1907. [3]
- (b) With reference to the picture given below, answer the following: [3]



- (i) What were the three personalities popularly known as?
- (ii) Which section of the Congress did they represent?
- (iii) Mention two of their popular Beliefs.
- (c) State *any four* methods that they advocated for the achievement of their aims. [4]

Comments of Examiners

- (a) Most candidates answered this part correctly. A few however, were unsure of the correct facts and wrote general answers.
- (b) (i) Most candidates identified the personalities correctly.
- (ii) While most candidates answered correctly, a few candidates were unsure of the answer and wrote “moderates” or “early nationalists”.
- (iii) A few answered incorrectly as they wrote on the beliefs of the moderates.
- (c) Some candidates were confused with methods and beliefs and wrote their achievements too.

Suggestions for teachers

- While explaining lay stress on the ideological differences and the tussle for the Presidential candidates.
- Train students to identify pictures.
- Ensure that the students understand the meaning of the terms - methods, beliefs, aims and achievements, to avoid any confusion.

MARKING SCHEME

Question 7

(a)	The Assertive Nationalists wanted to extend Swadeshi and boycott to the rest of India. The Early Nationalists however wanted to confine it to Bengal only. They also were opposed to openly supporting boycott. There were differences regarding the election of the INC President too.
(b)	(i) The trio - Bal – Lal – Pal (ii) Assertive Nationalists (iii) Supremacy of Indian Culture. No faith in the goodness of the British.
(c)	The methods advocated by the Assertive nationalists to achieve their aims were: (i) They propagated boycott of foreign goods and the use of <i>Swadeshi</i> . (ii) These leaders inculcated national pride by extolling India's past. (iii) They introduced new methods of waging political struggle like non-cooperation, passive resistance, mass agitation and self-reliance. (iv) Many new educational institutions were set up during the <i>Swadeshi</i> movement. (v) Revived Shivaji festival and presented Rana Pratap and Shivaji as National Heroes. <p style="text-align: right;">(Any four points)</p>

Question 8

The period between 1920 to 1947 was marked with major events and reforms that finally led us to our Independence. In this context, answer the following questions:

- (a) State *three* provisions of the Gandhi-Irwin Pact as a result of the Civil Disobedience Movement. [3]
- (b) How did the Congress and the Muslim League respond to the Cabinet Mission Plan? [3]
- (c) Mention *any four* clauses of the Cabinet Mission Plan. [4]

Comments of Examiners

- (a) Most of the candidates wrote correct provisions of the Gandhi-Irwin Pact. However, a few mentioned those provisions which were not correct.
- (b) Many candidates were not able to write the answer correctly. The response of the Congress and the Muslim League was not written separately.
- (c) In this question, several candidates got confused between the Mountbatten Plan and the Indian Independence Act.

Suggestions for teachers

- Ensure students write their answer correctly. Historical facts / clauses / provisions cannot be diluted or misquoted. Guide them to present their answers in a factual manner.
- Guide students to understand the views of both the Muslim League and the Congress separately. How both responded to the plan should be explained comprehensively.
- Explain the Cabinet Mission Plan, Mountbatten Plan and the Indian Independence Act separately. Written assignments will benefit the students immensely.

MARKING SCHEME

Question 8

(a)	The movement was suspended after Gandhi-Irwin Pact was signed in 1931. (i) The Governor –General agreed to release all political prisoners except those guilty of violence. (ii) To give back to the Congressmen their confiscated properties. (iii) To permit peaceful picketing of liquor and foreign cloth shops. (iv) To allow people living near the seashore to manufacture salt. (v) Gandhiji agreed to suspend the Civil Disobedience Movement. <i>(Any three points)</i>
(b)	The Congress reacted in the following ways, it felt that: (i) Provinces should be free to opt out of a group to which they did not belong. (ii) It accepted with reservations. It accepted only that part of the scheme which dealt with the constitution making. (iii) e.g. Assam in Group C had a Congress government and hence wanted optional grouping. (iv) The Congress rejected Viceroy's offer to form an Interim Govt. <i>(Any two points)</i> Muslim League: (i) The League criticized the proposals because the demand for Pakistan had not been accepted in clear-cut terms at first. (ii) Later it accepted the plan as it saw in the plan the seeds of Pakistan. The President of the

	<p>Muslim League Mohammed Ali Jinnah wanted compulsory grouping. (iii) Jinnah interpreted the regional group of Provinces as recognition of his Pakistan demand. (Any two points)</p>
(c)	<p>Clauses of the Cabinet Mission Plan: (i) Federal Union (ii) Powers of the Union (iii) Provincial Autonomy (iv) Grouping of Provinces (v) Formation of a Constituent Assembly (vi) Representation of Minorities (vii) Formation of an Interim Government (viii) Freedom to join the Commonwealth (ix) Transfer of Power (Any four points)</p>

Question 9

The 1914 and 1939 Wars that engulfed almost the entire world, were known as World Wars due to its unprecedented impact and damage. In this context, answer the following:

- (a) Explain the immediate cause of the First World War. [3]
- (b) Explain the consequences of the Second World War with reference to the Cold War. [3]
- (c) Mention *any four* terms of the Treaty of Versailles which affected Germany after World War I. [4]

Comments of Examiners

- (a) This part was answered correctly by most candidates. A few candidates wrote other causes in place of the immediate cause. A few candidates confused it with the immediate cause of the First War of Independence 1857.
- (b) Some candidates misunderstood the question and over looked the “Cold war”. They wrote other consequences of the Second World War without referring to the Cold war.
- (c) Most candidates answered correctly. However, a few candidates wrote other terms of the Treaty which did not affect Germany.

Suggestions for teachers

- Explain the causes of the World Wars specifically in relation to their impact.
- Instruct students to read and understand the question before making any attempt to answer.
- Guide them to write specific answers rather than general statements.

MARKING SCHEME

Question 9

- (a) Archduke Francis Ferdinand, the heir to the throne of Austria was assassinated at Sarajevo, the capital of Bosnia. This assassination was carried out by a secret society called “Union of Death” formed by extremist Serbian nationalists whose aim was to unite all Serbians into a single state. Austria served an ultimatum to Serbia making 11 demands. Serbia accepted most of them except those that would have led to the loss of sovereignty. On July 28, 1914, Austria declared war on Serbia. This was the beginning of the First World War.

(Brief narration of the event with three major points)

- (b) The United States and Russia emerged as great powers in the world. The entire world seemed to be divided into two Power Blocs and this led to the emergence of Cold War between the Western powers led by USA and the Communist Bloc led by Russia.

Cold War is a state of extreme political unfriendliness between two or more countries, although they do not fight each other. It was “a condition of uneasy peace”.

Cold War set in motion a mad race for armaments.

It also led to the formation of various military alliances such as NATO or North Atlantic Treaty Organisation under US leadership and the Warsaw Pact signed by the representatives of Russia and other Communist countries.

(Any three points)

- (c) Treaty of Versailles concerning Germany

It was declared guilty of aggression and had to pay war reparation of 33 billion dollars. / The area of the Rhine valley was demilitarized and the German territory, west of Rhine was to be occupied by the Allied troops for 15 years. / Danzig became a free port in Polish territory / Lost Alsace Lorraine to France. / The Saar coal mines were given to France. / Lost all her colonies to the allies. The German force was restricted to 1 lakh, the Navy to 15,000 men and 24 ships / The Air force and submarines were banned.

(Any four points)

Question 10

The horrors of the two World Wars, led to the formation of the United Nations Organisation, while the formation of the Non-Aligned Movement followed later. In this context, answer the following:

- (a) Mention *any three* aims and objectives of the United Nations Organisation. [3]
- (b) Explain *any three* functions of the Security Council. [3]
- (c) Explain *any four* factors that led to the formation of the Non-Aligned Movement. [4]

Comments of Examiners

- (a) This part was answered correctly by most candidates but a few confused the *objectives* of the UNO with the *functions* of UNO.
- (b) Majority of candidates answered the question correctly. However, a few candidates wrote the composition of the Security Council rather than its functions.
- (c) Most candidates wrote correct answers. Few however were confused and wrote other factors not related to the Non-Aligned Movement.

Suggestions for teachers

- Guide students to write answers with an emphasis on writing key words and points.
- Advise students to learn the facts well so that they can write quality answers specially in direct questions.
- Train students to learn all the factors of Non-Aligned Movement to help them in improving their performance.

MARKING SCHEME

Question 10

- | | |
|-----|--|
| (a) | To maintain international peace and security / to develop friendly relations among nations / to achieve international cooperation in solving international economic, social, cultural or humanitarian problems / to be a centre for harmonizing the actions of nations / disarm, decolonise, develop to save succeeding generations from the Scourge of war/to create faith in Human Rights.
<p style="text-align: right;">(Any three points)</p> |
| (b) | Functions and Powers:
<p>(i) To maintain international peace and security in accordance with the principles and purposes of the United Nations</p> <p>(ii) To investigate any dispute or situation which might lead to international friction and to take military action against an aggressor.</p> <p>(iii) To recommend methods of adjusting such disputes or the terms of settlement.</p> <p>(iv) To formulate plans for the establishment of a system to regulate armaments.</p> <p>(v) To determine the existence of a threat to the peace or act of aggression and to recommend what action should be taken.</p> <p>(vi) To call on members to apply economic sanctions and other measures not involving the use of</p> |

	<p>force to prevent or stop aggression.</p> <p>(vii) To take military action against an aggressor</p> <p>(viii) To recommend the admission of new members.</p> <p>(ix) To appoint the Secretary General</p> <p style="text-align: right;"><i>(Any three points)</i></p>
(c)	<p>Factors responsible for Non-Alignment:</p> <p>(i) Global tension caused by Cold War</p> <p>(ii) Struggle against imperialism and new colonization</p> <p>(iii) Right of independent judgement</p> <p>(iv) Use of moderation in relations to all big powers</p> <p>(v) Restructuring international economic order</p> <p>(vi) Formation of a collective force.</p> <p>(vii) Reaction against the system of Military Alliances.</p> <p>(viii) Need for Peace.</p> <p style="text-align: right;"><i>(Any four points)</i></p>

GENERAL COMMENTS

**Topics found
difficult/
confusing by
candidates**

- Discretionary Power of the President.
- Policy of Appeasement.
- Japan's invasion of China.
- Judicial Review of the High Court.
- Repressive Colonial Policies of Lord Lytton.
- Special Powers of the Rajya Sabha.
- Appellate Jurisdiction of the High Court.
- Popular Beliefs and Methods of the Assertive Nationalists.

**Suggestions
for
candidates**

- Study the entire syllabus, avoid selective study.
- Every topic must be studied with sub-headings, to achieve clarity.
- Try to comprehend the topic instead of just learning it.
- Written practice of questions must be done, keeping in mind the format of the question paper.
- Regular revision is important.
- Read and understand the question carefully. The demands of the question must be identified before writing the answer.
- Be brief and to the point. Repetition of points must be avoided.
- Presentation of answers should be neat and in legible handwriting.
- Refer to authentic books and websites for in-depth knowledge.
- Questions must be numbered correctly, using the same system as given in the question paper.