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ISC

Analysis of Pupil Performance

HISTORY



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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 2020

**Gerry Arathoon
Chief Executive & Secretary**

The CISCE 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 CISCE website www.cisce.org.

The documents for the ICSE and ISC Examination Year 2020 include a detailed qualitative analysis of the performance of students in different subjects. The purpose of this 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 centers 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.

The Analysis of Pupil Performance document for ICSE for the Examination Year 2020 covers the following subjects/papers: English (English Language, Literature in English), History and Civics, Mathematics, Physics, Chemistry, Commercial Studies and Environmental Science.

Subjects covered in the ISC Analysis of Pupil Performance document for the Year 2020 include English (English Language and Literature in English), Hindi, Physics, Chemistry, Mathematics, Computer Science, History, Political Science, Economics, Commerce, Accounts, and Environmental Science.

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 Ms. Mansi Guleria, who have done a commendable job in preparing this document.

We hope that this document will enable teachers to guide 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.

November 2020

Shilpi Gupta
Deputy Head - RDCD

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PART I (20 Marks)

Answer all questions

Question 1

[20×1]

- (i) Which political party formed ministries in a majority of the provinces after the elections of 1937?
- (ii) What was the significance of the Lahore Session of the Muslim League (1940)?
- (iii) Who was elected President of the All India Congress at the Haripura Session in 1938?
- (iv) Name *any two* princely states that had not signed the Instrument of Accession Accord by 15th August, 1947.
- (v) Which historical event posed the most serious threat to Indian democracy in 1975-76?
- (vi) What is the significance of December 1963 in the history of Nagaland's demand for autonomy?
- (vii) What was the most significant contribution of the Janata Party (1977 – 1979) to the changing face of Indian democracy?
- (viii) Name the signatories of the Tashkent Declaration of 1966.
- (ix) Which international movement was based on the principles of Panch Sheel?
- (x) Mention *any one* social evil against which a campaign was launched by the Mahila Dakshita Party.
- (xi) Which event transformed World War II into a global conflict?
- (xii) Mention one tactical mistake made by Hitler during World War II.
- (xiii) State one important objective of the Hundred Flowers Campaign.
- (xiv) Name the first Prime Minister of independent Kenya.
- (xv) Why was the Berlin wall erected?
- (xvi) What is meant by the term *détente*?
- (xvii) Name the policies introduced in the USSR by Gorbachev.
- (xviii) Why is the Civil Rights Act of 1964 considered a landmark in US legislation?
- (xix) Name the book written by Betty Friedan that sparked off the second wave of American Feminism in the 20th century.
- (xx) Explain the meaning of the term *Intifada*.

Comments of Examiners

- (i) This part was answered correctly by most candidates. A few candidates got confused between Janta Dal, Janta Party, Indian National Congress, Congress and Congress (I).
- (ii) Most of the candidates answered this question correctly. Some wrote vague answers or failed to mention Jinnah's Two Nation Theory / independent state for Muslims.
- (iii) Most candidates could answer this part correctly, barring a few who wrote the names of Bhogaraju Pattabhi Sitaramayya / Jawahar Lal Nehru / Morarji Desai / Gandhi in place of Subhash Chandra Bose.
- (iv) This question was answered correctly by maximum number of candidates.
- (v) A large number of candidates gave the right answer, i.e. Imposition of Emergency. A few candidates gave wild guesses, such as: Naxalite Movement, Indo-China War, Indo-Pak War, JP Movement, etc.
- (vi) Most of the candidates wrote that Nagaland got autonomy but failed to mention that it became a State.
- (vii) Many candidates wrote that the Janta Party for the first time formed the government/opposition party first time came to power. Several candidates wrote that the first Non-Congress government was formed. Some even wrote that the Janata Government ended the Congress rule and removed emergency.
- (viii) Majority of the candidates gave the correct answer. A few candidates only mentioned the name of one of the leaders correctly.
- (ix) This question was correctly answered by most of the candidates. In a few cases, candidates instead of writing NAM, wrote one of the Principles of Panchsheel, i.e., Peaceful Coexistence.
- (x) Most of the candidates gave the correct answer. However, some got confused with the feminist movement in USA.

Suggestions for Teachers

- *Drawing a timeline/chronology of events helps in memorisation.*
- *Explain to students 'Jinnah's Two Nation Theory' in a detailed manner.*
- *List the important Congress sessions along with the names of the Presidents and encourage students to memorise them.*
- *Teach integration of states using Maps so that students can see the location and understand the significance of integration of princely states into the Indian Union.*
- *Ensure that the students have a clear understanding of all historical events which posed a threat to Indian democracy 1975-76. The emphasis on "threat to Indian democracy" must be made by teachers while teaching. Only then will the link to 'Imposition of Emergency' be clear to the students.*
- *Emphasise on the significance of important dates and events while teaching any topic.*
- *While teaching the demand of autonomy in the North East, the background should be touched briefly so that candidates have a clear picture. Video clips prove to be very useful in capturing the attention of students.*
- *Train students on the various contributions of different political parties. The contrast between the style of functioning of the Congress government and the Janata government must be highlighted in class.*
- *Lay emphasis on names of the countries and their leaders who*

- (xi) The answer given by most candidates was correct. However, a few instead of writing Pearl Harbour wrote War between America and Japan / Hitler's attack on Poland.
- (xii) Only a few candidates were able to answer this subpart of the question correctly. Most answers were vague, without mentioning why/how it was a "tactical" mistake. Some wrote on Operation Barbarosa. In a few cases, the Russian invasion of Hitler without explaining how it impacted the Nazi army was mentioned.
- (xiii) Most of the candidates answered this part correctly. In some cases, candidates incorrectly wrote the objective as 'to improve industry and agriculture'.
- (xiv) A large number of candidates were able to answer correctly. However, some wrote Kwame Nkrumah as the first Prime Minister of Independent Kenya.
- (xv) Some candidates stated that Berlin Wall was built to blockade Berlin, stop escape of refugees from 'West Berlin to East Berlin'. A few candidates mentioned the name of Stalin instead of Khrushhev. Many candidates confused the Berlin Wall with the Berlin Blockade.
- (xvi) Maximum number of candidates were able to give the right answer. In a few cases, instead of writing PERMANENT relaxation of tensions candidates wrote relaxation, end of thaw, end of Cold War, etc.
- (xvii) Most of the candidates wrote the correct answer. Although in many answers, the spelling of the words Glasnost and Perestroika was incorrect.
- (xviii) This question was correctly answered by many candidates. In a few cases, candidates failed to mention the different discriminations the Act ended and instead gave vague answers like the Civil Rights Act was passed to "give the rights to the citizens".
- (xix) Though there were errors in spelling, such as "Famine" instead of "Feminine" and "Mistake" instead of "Mystique", many candidates managed to answer this question correctly.

signed the Tashkent Declaration. Link treaties to dates and the leaders of the countries who were in power at that time.

- *Instruct students to read the question very carefully and understand what is being asked. Written and oral tests help considerably.*
- *Ensure that students do not get confused between 'towards equality report 1960' and the 'feminist movement in US'.*
- *Emphasise the key word 'global conflict' and link it to the fact that Japan's attack on Pearl Harbor brought in the USA and involved Japan directly in the Second World War, thus bringing all major world powers into conflict.*
- *Clarify the tactical mistakes which eventually proved too costly for Hitler while teaching the factors responsible for the defeat of the Axis Powers. Technical terms such as, "tactics" need to be explained to the students.*
- *Explain clearly why the Hundred Flower campaign was started and also emphasise 'To settle dispute between the cadres and the technicians'.*
- *Familiarise students with foreign leaders' names and make them memorise the names of the leaders of Kenya and Ghana with correct spellings. Use Maps while teaching about Ghana, Kenya, and South Africa. Acquaint students with the location of each of these African countries. Show pictures of the leaders in class so that students memorise easily.*
- *Pictures/videos of the construction of the Berlin Wall should aid*

(xx) Majority of candidates did not attempt this question. The few who did, gave correct answers.

students in remembering this event. Lay emphasis on the difference between 'Berlin Blockade' and 'Berlin Wall incident'. Difference in the dates of the incidents should also be highlighted so that students don't get confused.

- *Teach the words like Détente, Anschluss, Blitzkrieg, Luftwaffe in context of the chapter to students along with their meanings.*
- *Encourage students to pronounce the terms/words out loud repeatedly and write them again and again until they know the spellings.*
- *Discuss the concepts such as "racial discrimination" or "racial segregation" in depth to make their meaning clear. Ensure that students do not associate caste with people of races other than the Indian one. All Acts have a definite purpose and students need to be made aware of that.*

MARKING SCHEME

Question 1

(i)	The Congress Party/INC/Indian National Congress.
(ii)	On March 23, 1940, at the Lahore Session of the Muslim League, Jinnah proclaimed his Two Nation theory and the Pakistan Resolution was passed.
(iii)	Subhash Chandra Bose/Netaji/S.C. Bose.
(iv)	Kashmir, Junagarh, Hyderabad (Any two)
(v)	Imposition of Emergency by Indira Gandhi/Emergency/National Emergency.
(vi)	Nagaland became the 16 th State of the Indian Union / acquired statehood/Nagaland became a State.
(vii)	Restoration of democracy / civil liberties / fundamental rights / repealed the emergency provisions / passing of the 44 th Amendment.
(viii)	Lal Bahadur Shastri – PM of India. Ayub Khan – President of Pakistan.
(ix)	The Non-Aligned Movement/NAM

(x)	Dowry / Domestic violence.	<i>(Any one)</i>
(xi)	The Japanese attack on Pearl Harbour.	
(xii)	Germany failed to provide for a winter campaign in Russia / Hitler made the fatal mistake of declaring war on the USA / Hitler's decision to concentrate on production of V-rockets instead of producing jet aircrafts was a big mistake / Hitler should have defeated Britain before invading USSR / Hitler did not realize that war against Britain involved the British Empire / German troops were thinly spread at various fronts / Ill treatment of the local population.	<i>(Any one)</i>
(xiii)	<ul style="list-style-type: none"> • To encourage and promote constructive criticism and freedom of thought and expression. • To resolve the dispute between the party cadres and technicians / engineers / experts / intellectuals. 	
(xiv)	Jomo Kenyatta	
(xv)	<ul style="list-style-type: none"> • To block the escape of a large number of refugees from East Germany into West Berlin / this embarrassed the Communists. • Khrushchev demanded the withdrawal of the Western powers from West Berlin / Kennedy refused to accept the demand of the withdrawal of the Western Powers / Economic prosperity of West Berlin created problems for East Germany / Khrushchev believed that West Berlin was a centre of western propaganda & espionage. 	<i>(Any one)</i>
(xvi)	Permanent relaxation of tensions between the East and the West/ USA and USSR.	
(xvii)	Perestroika and Glasnost/Restructuring of economy & politics/openness/freedom of speech & expression.	
(xviii)	<ul style="list-style-type: none"> • It ended discrimination based on race, colour, religion, sex or national origin. • It ended racial segregation in schools, workplace, and public facilities. • It guaranteed votes for the Blacks. 	
(xix)	Feminine Mystique.	
(xx)	It meant 'Shaking off'. It was a long campaign of Civil Disobedience/It was carried out by Palestinians living in the refugee camps of the Gaza Strip and the West Bank. It involved non-payment of taxes /It was an attempt to boycott Israeli products.	

PART II (60 Marks)

Answer **five** questions in all, choosing **two** questions from Section A, two questions from Section B and **one** question from either Section A or Section B.

SECTION A

Question 2

- (a) Give an account of the revival of the INA and its contribution to India's struggle for freedom under the leadership of Subhash Chandra Bose. [6]
- (b) State the main provisions of the Indian Independence Act. [6]

Comments of Examiners	Suggestions for Teachers
<p>(a) This part was answered correctly by most candidates. However, some candidates overlooked the key words 'revival of INA and its contribution' and concentrated their answers on Subhash Chandra Bose's early career, rift with Gandhi, Forward Bloc, etc.</p> <p>(b) Most candidates were able to answer this question correctly. In some cases, candidates confused the Indian Independence Act with the Mountbatten Plan/Cabinet Mission Plan.</p>	<ul style="list-style-type: none">▪ <i>Help students in framing answers with relevant points.</i>▪ <i>Give written practice on various types of questions which can be asked on the topic so that students do not waste time in writing irrelevant matter.</i>▪ <i>Bring out clearly the demarcation between the Indian Independence Act, the Mountbatten Plan and Cabinet Mission Plan in a tabular format.</i>▪ <i>Emphasise the difference between a "plan" and an "act" to show that while the former is negotiable, the latter is not.</i>

MARKING SCHEME

Question 2

- (a) Revival of INA and its contribution to India's struggle for freedom:
1. The national movement found a new expression outside the country's frontier under the leadership of Subhash Chandra Bose.
 2. After his escape from India he was invited by the Bangkok Conference to lead the liberation campaign as the head of the INA
 3. Captain Mohan Singh had earlier organised the INA
 4. Subhash Chandra Bose arrived at Japanese controlled Singapore
 5. Here Rash Behari Bose handed over all powers to him.

	<ol style="list-style-type: none"> 6. In August 1943, Subhash Chandra Bose officially assumed charge of the INA 7. He became its supreme commander 8. He finalised a detailed plan to invade British territories in India with the help from the Japanese. 9. He issued his famous call 'Delhi Chalo' and 'Jai Hind'. 10. He was hailed as Netaji. 11. The INA was joined in large numbers by Indians living in South East Asia. 12. Indian soldiers, officers and prisoners of war captured by Japanese forces in Burma, Malaya and Singapore also joined the INA. 13. He set up Recruitment and Training departments and training camps for both men and women. 14. A women's regiment called the Rani of Jhansi regiment was organised. 15. The INA was non communal and included many officers and soldiers from all communities. 16. He formed the Provisional Government of Free India. 17. He declared war on the Allies (October 1943). 18. Japan handed over Andaman and Nicobar Islands which was renamed- Shahid and Swaraj islands. (November 1943) 19. The INA with the Japanese army captured Kohima and reached Imphal. 20. They planted the Indian Flag on Indian soil. 21. The collapse of Japan and the onset of the monsoons sealed the fate of the INA. 22. The INA under the leadership of Subhash Chandra Bose had helped to boost the sagging morale of frustrated and disillusioned Indians. 23. They set before the Indian people a stirring example of courage and Patriotism that was enabling and inspirational/Inspired the Indians 24. The INA trial soldiers and officers were hailed as national heroes 25. This inspired a national anti-British upsurge. 26. His famous quote was "Give me blood and I shall give you freedom". 27. The INA spirit affected the armed forces. 28. Led to a naval revolt at Mumbai, Kolkata, Chennai and Karachi. 29. At the Bangkok Conference the Indian Independence League decided to form INA 30. A Council of Action was formed. 31. Rash Behari Bose and Mohan Singh took charge.
(b)	<p>Provisions of the Indian Independence Act:</p> <ol style="list-style-type: none"> 1. The Indian Independence Bill was passed by the British Parliament on July 15, 1947. It received the Royal Assent on July 18. 2. Two Dominions known as India and Pakistan were to be set up as from 15th August 1947.

3. The territories of the two Dominions were defined clearly.
4. Pakistan to comprise Sindh, Baluchistan, NWFP, the W. Punjab and E. Bengal.
5. India was to comprise all the remaining territories included in British India.
6. For each of the new Dominions, there was to be a Governor General.
7. The Legislature of each of these Dominions would have the power to make laws for themselves.
8. The jurisdiction of the British Parliament over India would cease from that day.
9. With effect from 15th August 1947, His Majesty's Government would cease to have any responsibility for the government of British India.
10. The Constituent Assembly of each Dominion would exercise the powers of the Central Legislature.
11. The existing Central Legislative Assembly and the Council of State would be automatically dissolved.
12. The Governor General had the power to make the Independence Act operational.
13. Provisions were made to safeguard the interests of the existing officers in India appointed by the Secretary of State.
14. Provision was made for the division of the Indian Army.
15. All powers and authority exercisable by His Majesty in relation to the Princely States were terminated.
16. The States thus became independent.
17. The office of the Secretary of State for India was to be abolished.
18. Each separate Constituent Assembly would frame their own Constitution.
19. Provision was made for the sharing of assets and liabilities between the two dominions.

Question 3

Discuss the linguistic reorganization of states with reference to:

- (a) Andhra [6]
- (b) Bombay [6]

Comments of Examiners

Some candidates answered this question but could not write all the points correctly and some points were repeated.

- (a) Some candidates explained the JVP report in detail rather than the events leading to the linguistic reorganization in Andhra and Bombay. For example, conflict between Andhra and Tamil Nadu over Madras was not mentioned by the candidates.

Suggestions for Teachers

- *Use maps to show the location and what the Andhra and Bombay looked like earlier and the changes that were made to create new states on the basis of language.*
- *Explain the background of the problem clearly to the students.*

An important point like '53 days fast by Potti Sriramulu' and his death sped up the government's decision to set up the new state of Andhra was not written by many candidates.

- (b) Similarly, for Bombay relevant facts pertaining to the linguistic reorganization was not written. Candidates did not seem to know the geographical identity of Bombay State.

- Give comprehensive information and not only question specific teaching. Give a logical progression of events in ample detail. Use Maps to show students the structure of the Indian Union in 1947. Correct names for the provinces/princely states that existed then should be used.
- While teaching Linguistic Re-organisation of States, lay emphasis on the commissions set up by the central government. Highlight the reasons for agitations under political, cultural, and geographic and the problems between presidencies. Discuss the leaders who were part of it.

MARKING SCHEME

Question 3

- (a) Events leading to the linguistic reorganization of Andhra:
1. The Constituent Assembly appointed the Linguistic Provinces Commission headed by Justice SK Dhar in 1948.
 2. The purpose was to enquire into the desirability of linguistic provinces.
 3. Initially it was felt that this would threaten national unity and cause administrative inconvenience, but public pressure and opinion remained alive.
 4. The Congress appointed a committee (JVP) that consisted of Nehru, Patel and Bhogaraju Pattabhi Sitaramayya.
 5. It emphasized more on unity and national security.
 6. The Congress leaders could not ignore the popular demand for linguistic states.
 7. A report of JVP was put forward to form a new state based on language.
 8. JVP accepted the demand for a separate state of Andhra Pradesh.
 9. It had the support of all political leaders / parties and had been popular for nearly half a century.
 10. A strong case for the formation of Andhra Pradesh out of Madras presidency was readily accepted by JVP.
 11. The Tamil leaders were agreeable to it.
 12. A conflict arose between the two groups on which state should the city of Madras go to.
 13. Andhra was not willing to give away Madras even though linguistically and geographically it belonged to Tamil Nadu.

	<p>14. On 19th October 1952 a popular freedom fighter Potti Sriramulu undertook a fast unto death over the demand for separate state of Andhra Pradesh.</p> <p>15. His death after 58 days fast led to violence and riots.</p> <p>16. Finally, the government had to immediately give in and accepted the demand for separate state of Andhra.</p> <p>17. It came into existence in October 1952.</p> <p>18. Madras State thus became a Tamil speaking state.</p>
(b)	<p>Events leading to the linguistic reorganization of Bombay:</p> <ol style="list-style-type: none"> 1. The State Reorganization Committee (SRC) had not supported the splitting of Bombay. 2. But there was widespread opposition to the Act of 1956 in Maharashtra between the Marathi and Gujarati speaking people. 3. The business elite of Bombay, mostly Gujarati's and Parsis did not want the city to be a part of Maharashtra. 4. At first the government decided to bifurcate the Marathi and Gujarati areas. 5. It made Bombay city a centrally administered area. 6. This was opposed by both groups. 7. Between 1955-56, the situation turned violent in Bombay, where effigies of Nehru and Morarji Desai were burnt. 8. Many Congressmen also supported the demand for a separate Maharashtra state. 9. In 1957, the Congress Party won very narrowly in Maharashtra. 10. The agitation continued for five more years. 11. Finally, in 1960, Government agreed to divide the state of Bombay into Maharashtra and Gujarat. 12. Bombay city became a part of Maharashtra and Ahmedabad became the capital of Gujarat.

Question 4

With reference to India's foreign policy, discuss the following:

- (a) The Kashmir problem and the outbreak of the Indo-Pak war of 1948-49. **[6]**
- (b) The consequences of the Indo-Pak war of 1971. **[6]**

Comments of Examiners

- (a) This part was answered well by most of the candidates. A few mistakes made were:
- Maharaja Hari Singh wanted to join Pakistan.
 - People of Kashmir were pro Pakistan.
 - Name of the ruler was incorrect.
 - Some wrote about Kargil war as well.
- (b) In the consequences of the Indo-Pak war 1971, some candidates wrote the causes and events of the war instead of writing the consequences. A few candidates wrote about the 1965 War. Some candidates mentioned only two or three consequences.

Suggestions for Teachers

- *Teach the First Indo-Pak war in continuity with the problems of partition that lead to accession problem.*
- *Explain the causes of the Kashmir problem point wise clearly. Use of map and video clippings will be helpful for the students.*
- *Explain the consequences clearly and relate it to creation of Bangladesh and role played by India under Mrs. Indira Gandhi.*
- *Discuss the causes and consequences of each of the three Indo-Pak Wars in a tabular form so that students are able to distinguish among them.*
- *Use Maps to indicate the major arenas of each war.*
- *Clarify the difference between terms such as "causes" and "consequences" to the students.*

MARKING SCHEME

Question 4

- (a)
1. Kashmir was strategically important to both India & Pakistan.
 2. Kashmir largely populated by the Muslims was ruled by a Hindu ruler, Hari Singh.
 3. The Maharaja of Kashmir delayed the accession to India or Pakistan because he wanted to remain independent.
 4. A radical popular movement led by Sheikh Abdullah and the National Conference wanted accession to India.
 5. The Maharaja of Kashmir, Hari Singh asked for a standstill agreement for one year to make up his mind.
 6. Pakistan formally accepted the request, but India did not.
 7. India wanted the people's wish to be ascertained by elections.
 8. Pakistan was worried, that the popular verdict would most likely go in India's favour.
 9. Pakistani tribesmen, Pathans and irregular armed forces invaded Kashmir.
 10. The ruler of Kashmir requested India for help.

	<ol style="list-style-type: none"> 11. Nehru said it could help only if Kashmir would become a part of India. 12. The Maharaja signed the Instrument of Accession in October 1947. 13. The Indian government sent armed forces. 14. India pushed back the Pakistani aggressors to a considerable extent. 15. Indian government referred the matter to U.N. 16. With the intervention of UN the war came to an end. 17. The UN resolution asking for a ceasefire, was duly accepted by India. 18. The conditions passed by the UN resolution of 1948 were never met, which is why the plebiscite was not held. 19. Kashmir held elections for its Constituent Assembly. 20. It voted for accession to India. 21. The Indian government took a stand that these elections had substituted the plebiscite. 22. A large portion of Kashmir is still under the control of Pakistan. <p style="text-align: right;"><i>(Any six points)</i></p>
(b)	<p>Consequences of Indo-Pak war of 1971:</p> <ol style="list-style-type: none"> 1. Creation of independent Bangladesh 2. Declaration of ceasefire by India and Pakistan 3. Mujibur Rehman was released from prison. 4. He became the first President, later Prime Minister of Bangladesh. 5. India emerged as an important power in South East Asia. 6. It was a victory for India as a secular democracy. 7. Humiliation of 1962 Indo-China war was wiped out / India's pride and self-respect was restored. 8. The refugee problem was addressed as they could return home. 9. It was a personal victory for Indira Gandhi. 10. In June 1972, the Shimla Declaration was signed. 11. Terms – Recognition of the lines of control in Kashmir by Pakistan. 12. Return of captured territories by India. 13. Exchange of prisoners of wars. 14. Bilateral issues to be discussed 15. General Sam Maneckshaw was made the first Field Marshall of India. 16. The War resulted in massive loss of life & prosperity.

Question 5

[12]

Review the achievements and failures of the Janata Government (1977 – 1979).

Comments of Examiners

Most candidates wrote unnecessary details about the events leading up to the Election of 1977 and the resulting Janata victory. Very few candidates wrote the actual achievements of the Janata Government. More emphasis was laid on its failures. Some candidates only wrote the failures of the Janata Government and nothing about their achievements. In a few cases, candidates wrote about details of the political adjustments made by the Political Parties which was out of context. Instead of writing specific facts some wrote vague points, for example, 'Janata party led to the economic and political stage of the country' and 'Janata government helped the people'.

Suggestions for teachers

- *Point out the difference between causes of the Janata victory in the 1977 elections and their achievements after they came to power.*
- *Teach achievements and failures both separately. Show short films and documentaries on the topic to the students.*

MARKING SCHEME

Question 5

Achievements and Failures of the Janata Government (1977-79):

Achievements:

1. It formally ended the state of Emergency.
2. It ended media censorship.
3. It repealed the controversial executive decree issued during Emergency.
4. The Constitution was amended to make it more difficult for any future government to declare the State of Emergency.
5. It tightened the conditions for calling an internal emergency.
6. It restored the power of Judicial Review.
7. The Janata govt pressurized the ten state govts where Congress (R) was in power to dissolve the State Assemblies and hold free elections.
8. It restored fundamental rights.
9. Gave full civil liberties to the Press, political parties and individuals.
10. Through the 44th Constitutional Amendment, it also modified the 42nd Amendment passed during the Emergency.
11. It repeals those of its provisions that had distorted the Constitution.
12. Fundamental freedoms and independence of India's judiciary was reaffirmed.
13. The rights of the Supreme Court and High Courts to decide on the validity of central or state legislation were also restored.
14. The Janata government implemented the Food for Work programme which gave employment in the rural areas by building roads, bridges, and canals.

15. It repealed MISA.
16. Under Antodaya Scheme the 5 poorest families were given financial aid.
17. Adult Education scheme was launched in 1978.
18. Made elementary Education free.
19. Constituted the minority and backward classes commission for upliftment of the weaker sections of the society.

Failures:

1. There was infighting and a power struggle for leadership.
2. By the end of 1977, political support for the Janata Party began to decline.
3. There was non-performance in administration and lack of implementation of policies.
4. They did not have a unified socio-economic programme.
5. The Janata Party could not manage the social tensions in the rural areas.
6. Atrocities were committed by landlords on Dalits.
7. The increasing assertiveness of the Dalits could not be managed by the Janata government.
8. There was revival of violence between Hindus and Muslims.
9. Communal violence, strikes and violence spread to university campuses.
10. The economic policy of the government was defective.
11. Emphasis was on small industries, decentralisation, and subsidies to rich farmers.
12. The economy showed signs of stagnation.
13. Severe droughts in some areas affected agricultural production in 1978-79.
14. By 1978, the different ideologies of the Janata Party led to clashes among the members.
15. The communal agenda of the Jana Sangh almost paralysed the government, both at the centre and the states.
16. The Janata Party's focus on Mrs. Gandhi's Emergency excesses led to inaction.
17. There was forcible reversion of the 20-Point programme.
18. There were Mutinies by policemen and paramilitary forces.
19. Charan Singh's deficient budget and inflation (price rise) led to the final decline.
20. Charan Singh lost his majority when Indira Gandhi withdrew her support.
21. Constant criticism of Indira Gandhi won her the people's support.

Question 6

- (a) What were the main features of the Towards Equality Report (1974)? [6]
- (b) Briefly discuss the efforts made by various Women's Movements in India to root out the social evils of dowry and domestic violence. [6]

Comments of Examiners	Suggestions for Teachers
<p>(a) Most candidates instead of focusing on the "Features" of the 'Towards Equality report', wrote about the prevailing condition of Indian women and the discrimination and persecution suffered by them.</p> <p>(b) Instead of writing about the steps that have been taken to root out the evil of dowry, many candidates wrote the definition of dowry and about the harassment faced by women. A large number of candidates did not emphasise on efforts made by various Women's Movements to deal with the problem of domestic violence in the 1970's and 80's. Several candidates wrote about measures taken by the government instead of the activities of the women's organizations.</p>	<ul style="list-style-type: none"> ▪ <i>Categorically point out the features of the Towards Equality Report.</i> ▪ <i>Use sub-headings such as, "Features", "impact", etc to teach the topic. The content should be linked to the scope given in the syllabus.</i> ▪ <i>Acquaint students with the problems faced by women and related measures undertaken by the government and other organisations.</i> ▪ <i>Ask students to make PowerPoint presentations on issues concerning women and discuss the same in the class.</i>

MARKING SCHEME

Question 6

(a)	<p>The main features of the Towards Equality Report (1974):</p> <ol style="list-style-type: none"> 1. Laid the foundation of women's movement in independent India. 2. Threw light of the non-implementation of the constitutional guarantee of gender equality and women's empowerment. 3. Highlighted discriminatory socio-cultural practices or political and economic processes. 4. Highlight the deteriorating condition of women since 1911, especially amongst the Dalits and the poor. 5. Widening gender disparities in all aspects of life for e.g. employment, health, education, political participation. 6. Discrimination against women at work- places was reduced. 7. Brought to light the issue of declining sex-ratio i.e. the 'missing women'. 8. Overall inferior position of women vis-à-vis men. 9. Domestic violence in the form of torture, abuse, and humiliation. 10. Dowry harassment, often leading to deaths of married women. 11. It highlighted the need to examine the present law against dowry. 12. It suggests that the loops in the law be done away with.
(b)	<p>Efforts made by various Women's Movements in India to root out the social evils of dowry and domestic violence:</p>

1. The twin issues of domestic violence and dowry harassment became the focus of different kinds of women's movements in the 1970s.
2. In Maharashtra Gandhian Sarvodaya workers led a militant anti-liquor campaign to address heavy drinking as the main cause of domestic violence.
3. In the mid-70s 'autonomous' women's group mushroomed in urban centres.
4. Progressive Women's Organization in Osmania University, Hyderabad [1974], Purogami Stree Sangathana in Pune and Stree Sangathana in Mumbai [1975] conducted anti-dowry and dowry death campaigns.
5. UN declaration of 1975 as the International Women's Year added to activities especially in Maharashtra.
6. Late 1970's saw a new wave of activities in Delhi.
7. 'Manushi' under Madhu Kishwar, 'Stree Sangharsh' and 'Mahila Dakshata Samiti' played a seminal role in anti-dowry campaigns.
8. From 1979 onwards widespread rallies were taken out.
9. A delegation of the Mahila Dakshita Samiti met the then PM Charan Singh
10. He ensured that measures to stop the maltreatment of Women for dowry would be introduced in the next parliamentary session.
11. The Samiti met the Inspector General of Police (Delhi).
12. The IG agreed to set up a standing Committee headed by a Superintendent of Police to deal with cases of dowry harassment.
13. Street plays were enacted.
14. Demonstrations before the houses of dowry victims
15. Demands for legal reforms
16. In 1981: the 'Janwadi Mahila Samiti' launched a door-to-door campaign on the same issue.
17. Amendments to the 'Dowry Prohibitions Act'[1961] were passed in 1984.
18. However, feelings of inadequacy continued because of the persistence of dowry and difficulty in legal prosecution of offenders.
19. Dying declaration of dowry victims were to be treated as evidence.
20. Suicides & accidental kitchen fire deaths of newly married women were to be investigated as suspected murders.
21. Demonstrations were made before the workplaces of the victim's husband and his family members.

SECTION B

Question 7

- (a) Discuss the significant changes in Mussolini's foreign policy after 1935, till the outbreak of World War II. [6]
- (b) Why did Britain and France follow a policy of appeasement towards Germany and Italy? [6]

Comments of Examiners	Suggestions for Teachers
<p>(a) Most candidates wrote the foreign policy of Mussolini before 1935. Many candidates explained in detail the Abyssinian Crisis. They did not mention the Stresa Front or Anglo German Naval Agreement.</p> <p>(b) Most candidates were able to give the correct answer. But a few candidates got confused between reasons for Appeasement and examples of Appeasement. Some even wrote detailed accounts of the occupation of Rhineland and the Spanish Civil War. But a few did not write the required six points.</p>	<ul style="list-style-type: none"> ▪ <i>Teach the two phases of Mussolini's foreign policy separately.</i> ▪ <i>Prepare a date wise sequence of events so that students can associate a particular foreign policy with the date.</i> ▪ <i>Tabulate the factors which influence Britain and France to follow a policy of appeasement.</i> ▪ <i>Use sub-headings to clearly distinguish between the reasons for following a policy of appeasement and the actual occasions when they practised appeasement.</i>

MARKING SCHEME

Question 7

- (a) **Significant changes in Mussolini's foreign policy after 1935, till the outbreak of the Second World War:**
1. When Hitler announced reintroduction of conscription in 1935, Mussolini had joined Britain and France in the Stresa Front and condemned Hitler.
 2. But, Mussolini was disillusioned by the Anglo-German Naval Agreement which dissolved the Stresa Front.
 3. In 1935, Mussolini attacked Abyssinia.
 4. The League condemned Italy as an aggressor and announced sanctions against Italy.
 5. The Stresa Front was an agreement made between Britain, France, and Italy in 1935 to reaffirm Loreano Treaty. The Munich was presented by Mussolini.
 6. This annoyed Mussolini and brought him closer to Hitler.
 7. In 1936, Mussolini along with Hitler, sent troops to help General Franco.

	<ol style="list-style-type: none"> 8. Hoping to set up a third Fascist state in Europe. 9. To end Communism. 10. To get naval powers in Spain to threaten France. 11. In 1936, Rome-Berlin Axis Pact was signed. 12. In 1937, Italy joined Japan Germany in the Anti-Comintern Pact. 13. In 1938, Mussolini dropped objections to Anschluss. 14. In 1939, Mussolini emulated Hitler's annexation of Czechoslovakia by invasion of Albania. 15. Mussolini signed the Pact of Steel with Germany in 1939.
(b)	<p>Britain and France followed a policy of appeasement towards Germany and Italy, because:</p> <ol style="list-style-type: none"> 1. It was considered essential to avoid war/to maintain international peace & security. 2. Britain still in the throes of economic crisis, could not afford vast rearmament and the crippling expenses of a major war. 3. British government was supported by a strong Pacifist public opinion. 4. Many felt that Germany and Italy had genuine grievances. 5. Italy had been cheated at Paris Peace Conference. 6. Chamberlain believed that the only way to settle disputes was by personal contact between leaders. 7. Economic cooperation between Britain and Germany would be good for both. 8. Fear of Communist Russia. Many believed that the communist threat was greater than that of Hitler. 9. Underlying all these feelings was the belief that Britain should not take recourse to military action in case it led to full-scale war for which Britain was totally unprepared. 10. France was weak and divided 11. Germany had been treated too harshly at Versailles. <p style="text-align: right;"><i>(Any six points)</i></p>

Question 8

In the context of the civil war and the establishment of the People's Republic in China, answer the following questions:

- (a) State the causes of the victory of the Communists in the civil war in China in 1949. **[6]**
- (b) What important economic changes were introduced by Mao Tse Tung under the Great Leap Forward? **[6]**

Comments of Examiners	Suggestions for Teachers
<p>Some candidates gave more details of the weaknesses of KMT rather than the reasons for the victory of the CCP.</p> <p>(a) Majority of the candidates wrote more points on the weakness of the KMT than the strengths of the Communists.</p> <p>(b) Most of the candidates answered this question correctly. However, there was a tendency to repeat points. Some candidates did not write all the required points. Several candidates wrote its critical analysis. Instead of writing about the agricultural and industrial changes made under the Great Leap Forward many candidates wrote its impact which was not asked.</p>	<ul style="list-style-type: none"> ▪ <i>Prepare the students to understand the demand of the question.</i> ▪ <i>Teach the students both positive policies of the CCP and the drawbacks of the KMT to bring out the comparison.</i> ▪ <i>Advise students to focus on the demands of the question.</i> ▪ <i>Present the Reforms of 1950, the Great Leap Forward and the Cultural Revolution in a tabular format.</i> ▪ <i>Emphasise the Economic changes made by Moa Tse Tung under the Great Leap Forward.</i> ▪ <i>Explain the shift from large scale industries to small scale industries.</i>

MARKING SCHEME

Question 8

- | | |
|-----|--|
| (a) | <p>Establishment of Peoples' Republic of China:</p> <ol style="list-style-type: none"> 1. The communists continued to win popular support by their restrained land policy, which varied according to the needs of particular areas. 2. Some or all of a landlord's estate might be confiscated and redistributed among the peasants or simply have restrictions. 3. Communists armies were well disciplined. 4. Communist administration was honest and fair. 5. The CCP leaders, Mao Tse Tung, ZhouEn-Lai were shrewd enough to take advantage of KMT weaknesses. 6. The CCP leader were completely dedicated to their cause. 7. The communist generals had prepared their armies carefully. 8. They were more competent tactically than their KMT counterparts. 9. The KMT tried to terrorize the local populations into submission, but this only alienated more areas. 10. Chiang made tactical blunders e.g. Hitler could not bear to order retreats and surrendered without resistance totally disillusioned. 11. When the Japanese were defeated in 1945, KMT and CCP were locked in final struggle for power. 12. The Russians obstructed the KMT and allowed CCP guerrillas to move in. |
|-----|--|

	<p>13. In 1948 the ever-growing communist armies were large enough to abandon their guerrilla campaign and challenge Chiang's armies directly.</p> <p>14. The KMT armies came under direct pressure and began to disintegrate. Finally, in Jan 1949 Chiang fled to the island of Taiwan with his leftover army</p> <p>15. This left Mao Tse Tung in command of mainland China.</p>
(b)	<p>The agricultural and Industrial changes introduced by Mao Tse Tung under the Great Leap Forward Policy:</p> <ol style="list-style-type: none"> 1. This was a policy designed to meet the Chinese situation and was not based on Russian experience. 2. It involved further important developments in both industry and agriculture. 3. Its aim was to increase output in agriculture and to adapt industry to Chinese conditions. 4. There was introduction of Communes. 5. They were units larger than collective farms, containing up to 75,000 people. 6. They were divided into brigades. 7. They worked in teams with an elected council. 8. They ran their own collective farms and factories. 9. They carried out special local projects. 10. One typical commune in 1965, for example, contained 30,000 people. 11. Each family received a share out of the profits and also had a small private plot of land. 12. There was a complete change of emphasis in industry. 13. Instead of aiming for large scale projects much smaller factories were set up in the countryside to provide machinery for agriculture. 14. Mao talked of 6,00,000 backyard furnaces' springing up. 15. They were to be managed organized and managed by the communes. 16. They also built roads, canals, dams, reservoirs and irrigation channels.

Question 9

[12]

The Cuban missile crisis led to an escalation of international tensions and pushed the world to brink of a nuclear war. Discuss.

Comments of Examiners

Most of the candidates attempted this question well. Some candidates were not able to write twelve points that were required. A few candidates wrote about the dispute between USA and USSR after the first World War. Relevant facts were missing.

Suggestions for Teachers

- Explain in detail the situation in Cuba after Fidel Castro came to power. Also, clarify the reasons for the involvement of USSR
- Teach the impact of the crisis separately.

MARKING SCHEME

Question 9

Cuban Missile Crisis:

1. Cuba became involved in the Cold War in 1959 when Fidel Castro, who had just seized power from Batista.
2. He outraged the USA by nationalizing American owned estates and factories.
3. As Cuba's relations with USA worsened those with USSR improved as in Jan 1961.
4. The Americans broke off diplomatic ties with Cuba.
5. The Russian increased their economic aid.
6. The American President Kennedy approved a plan by a group of Batista supporters to invade Cuba from American bases in Central America.
7. A small invading force of 1400 men landed at Bay of Pigs in April 1961.
8. They were easily crushed by Castro's forces.
9. Soon Castro announced that he was a Marxist, and that Cuba was a socialist country.
10. Kennedy continued to campaign against Castro and destroy Cuba e.g. by sinking Cuban merchant ships, sabotaging installations on islands etc.
11. As a result, Castro had to appeal to Russia for military help.
12. Khrushchev decided to set up nuclear missile launchers in Cuba aimed at the USA.
13. The nearest point was less than 100 miles from Cuba.
14. Later his intention was to install missiles with a range of 2000 miles threatening major American cities.
15. Kennedy's military advisers urged him to launch air strikes against the bases.
16. Instead Kennedy became cautious and alerted the American troops.
17. He began a blockade of Cuba.
18. He demanded the dismantling of missile sites and removal of missiles.
19. This led to tension and brought the world to the verge of a nuclear war.
20. The UN Secretary General U. Thant appealed to both sides for restraint.
21. Khrushchev made the first move and ordered the Russian ships to turn back.
22. Khrushchev promised to dismantle the sites and remove the missiles.
23. In return Kennedy promised not to invade Cuba again.
24. He undertook to disarm the Jupiter missiles in Turkey.
25. Castro was furious with Khrushchev for deserting him without consulting the Cubans.
26. This led the cooling of Cuban Russia relations for several years.

Result of the crises:

27. Both sides realised that it was easy to start the nuclear war but realized how terrible the result could be.
28. It led to a marked relaxation of tension.
29. A telephone link(hotline)was introduced between Moscow and Washington to allow swift consultations.

30. In July 1963 the USSR, the USA and Britain signed a Nuclear test ban treaty.
31. They agreed to carry out nuclear tests only underground to avoid polluting the atmosphere any further.

Question 10

In the context of protest movements in the USA, discuss the following:

- (a) The significant change in the attitude of the government towards racial discrimination in USA. [6]
- (b) The impact of the Presidential Commission on the Feminist Movement in USA (1960s – 1980s). [6]

Comments of Examiners

- (a) Some candidates wrote about Apartheid instead of giving reasons for the change of attitude of the US government towards racial discrimination. Some gave details of the problems faced by the Black Americans. Several candidates wrote on Martin Luther's role. Some candidates wrote an elaborate account of only the Montgomery Bus Boycott.
- (b) This part of the question was not answered well by many candidates. Some wrote in detail about second wave of Feminism and NOW. Many candidates missed the relevant points. Several candidates instead of mentioning Acts and their impact, they wrote in detail the oppression suffered by women or elaborated on National Organisation for Women and its role.

Suggestions for Teachers

- Give written practice of both structured and objective type questions.
- Explain the laws passed by the Presidents and their impact.
- Demarcate between problems and change of attitude.
- Give sufficient written practise to avoid unnecessary details in the answer.
- Teach the Civil Rights Movement in the USA separately from the Anti-Apartheid Movement in South Africa instead of one after the other.

MARKING SCHEME

Question 10

- | | |
|-----|---|
| (a) | <p>Reasons for change in US government's attitude</p> <ol style="list-style-type: none"> 1. In 1946, President Truman appointed a committee to investigate civil rights. 2. It recommended that Congress should pass laws to stop racial discrimination in jobs. 3. To allow blacks to exercise their right to vote. |
|-----|---|

4. Some politicians were worried by their consciences; they felt that it was not morally right to treat fellow human beings in such an unfair way.
5. Excluding black people from top jobs was a waste of talent and expertise.
6. It was important to do something to calm the black population.
7. They were becoming more outspoken in their demands for civil rights.
8. The USA could hardly claim to be a genuinely democratic country and leader of the 'free world' when 10% of its population were denied voting and other rights.
9. They pointed out that this gave the USSR a chance to condemn the USA as 'a consistent oppressor of underprivileged peoples.' The American government wanted that excuse removed.
10. Nationalism was growing rapidly in Asia and Africa, where countries like India and Indonesia were on the point of gaining independence.
11. These new states might turn against the USA and towards communism if American whites continued their unfair treatment of blacks.
12. Over the next few years, the government and the Supreme Court introduced new laws to bring about racial equality.
13. Separate schools for blacks and whites were made illegal and unconstitutional.
14. Schools had to be desegregated 'with all deliberate speed' which meant that black children had to attend white schools and vice versa.
15. Some black people had to be included in all juries.
16. The 1957 Civil Rights Act set up a commission to investigate the denial of voting rights to black people.
17. The 1960 Civil Rights Act provided help for blacks to register as voters.

(Any six)

(b) **President's Commission on the Status of Women:**

1. The Presidential Commission on the Status of Women (PCSW) was established to advise the President of the United States on issues concerning the status of women.
2. It was created by John F. Kennedy's Executive Order in 1961.
3. When PCSW began in 1961, Congress began considering 412 pieces of legislation related to women's status.
4. The PCSW's very existence gave the federal government an incentive to again consider women's rights and roles.
5. This became a serious issue worthy of political debate and public policymaking.
6. The Kennedy administration itself publicly positioned the PCSW as a Cold War era initiative to free up women's talents for national security purposes.
7. To win the global challenge against the Soviet Union, America needed the talents of all its citizens.
8. Discrimination against women could mean that they were barred from important positions that they could fill.
9. Eleanor Roosevelt, widow of President Franklin D. Roosevelt, was appointed to chair the PCSW.

	<p>10. By 1962, the creation of a national commission encouraged states and localities (cities, colleges and universities, etc.) to begin studying women's status in their areas.</p> <p>11. All fifty states had commissions in operation by 1967.</p> <p>12. In 1970 these commissions formed the Interstate Association of Commissions on the Status of Women (IACSW)</p> <p>13. In 1975, the IACSW became the National Association of Commissions for Women (NACW).</p> <p>14. At that time, the NACW expanded to include city and county commissions.</p> <p>15. PCSW influenced the creation of the National Organization for Women (NOW).</p> <p>16. The PCSW research on women's status demonstrated that discrimination against women was a serious problem.</p> <p>17. In 1964, the U.S. Department of Labor began to bring members of state commissions to Washington annually to discuss best practices to combat such discrimination.</p> <p>18. At the 1966 meeting of commissions in Washington, several of the attendees began expressing their frustrations with the <u>Equal Employment Opportunity Commission's (EEOC)</u>.</p> <p>19. It had failed to enforce the provision barring sex discrimination in employment.</p> <p>20. Equal pay Act of 1963 was passed to prohibit discrimination in the payment of wages by employers.</p> <p>21. The Civil Right Act of 1964 strengthened laws for gender equality by making it illegal to discriminate on the basis of gender.</p> <p>22. In 1972 President Nixon signed Title IX of educational codes, prohibiting exclusion of women from educational programmes.</p>
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Question 11

- (a) To what extent was Nasser responsible for the Suez War of 1956? [6]
- (b) State the consequences of Suez War of 1956. [6]

Comments of Examiners	Suggestions for teachers
<p>(a) This part of the question was answered well by most of the candidates.</p> <p>(b) A large number of candidates confused the consequences of the Suez War with that of the Six Days' War and Yom Kippur war. In some cases, the required number of points were not mentioned.</p>	<ul style="list-style-type: none"> ▪ <i>Discuss the causes and consequences of each of the Arab-Israeli Wars in a tabular format.</i> ▪ <i>Use Maps while teaching each of these conflicts to show the location of each participant and the areas they were fighting about, such as West Bank, Gaza Strip, Golan Heights and Sinai Peninsula.</i>

MARKING SCHEME

Question 11

- | | |
|-----|---|
| (a) | <p>The Suez war:</p> <ol style="list-style-type: none">1. Colonel Nasser was aggressively in favour of Arab unity and independence, including the liberation of Palestine.2. He organized guerrilla fighters known as Fidayeen to carryout sabotage and murder inside Israel.3. Egyptian ships blockaded the Gulf of Aqaba, leading to the port of Eilat.4. In1936 Britain had signed an agreement with Egypt which allowed them to keep troops at Suez.5. Britain wanted to renew the treaty, but Nasser refused.6. He asked the troops to withdraw immediately.7. He sent help to Algerian Arabs in their struggle against France.8. He signed the arms deal with Czechoslovakia for Russian fighters, bombers and tanks.9. The Americans were outraged since it meant that the West no longer controlled arms supply to Egypt.10. The Americans cancelled a promised grant of 46 million dollars to Egypt for building the Aswan Dam.11. Nasser retaliated by nationalizing the Suez Canal.12. Anthony Eden, the British P.M. believed that Nasser was about to form a United Arabia.13. This would cut off Europe’s oil supply as well.14. Secret talks took place between Britain, France and Israel and a plan was hatched to invade Egypt. |
| (b) | <p>Results:</p> <ol style="list-style-type: none">1. The war failed to overthrow Nasser.2. His prestige as the leader of Arab nationalism was greatly increased.3. For the ordinary Arabs, Nasser was a hero.4. The Egyptians blocked the Suez Canal.5. The Arabs reduced oil supplies to Western Europe, which greatly affected them.6. Russian aid replaced that of the USA7. Britain became weak and was unable to follow a foreign policy independently of USA.8. Algeria was encouraged to fight for its independence from France, which it won in 1962.9. The war was not without success for Israel.10. Israel inflicted heavy losses on the Egyptians in men & equipment.11. Since the Fedayeen raids ceased, Israel could consolidate itself.12. Israel looked towards USA as its chief supporter.13. Israel was compelled to hand back all territories it had captured from Egypt. |

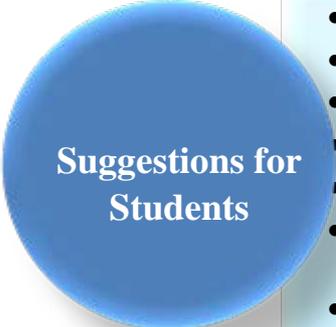
GENERAL COMMENTS

Topics found difficult by candidates

- **Question 1(xx):** Meaning of Intifada.
- **Question 2(b):** Terms of the Indian Independence Act.
- **Question 3 :** Linguistic Reorganization of states with reference to Andhra and Bombay.
- **Question 4(b):** The consequences of the Indo-Pak War, 1971.
- **Question 5:** Janata Party-Achievements and failures
- **Question 6(b):** Towards Equality Report.
- **Question 10(a):** Significant change in the attitude of the Government towards racial discrimination in USA.
- **Question 10(b):** The impact of Presidential commission on the Feminist Movement in USA (1960s to 1980s).

Concepts in which candidates got confused

- Terms of the Mountbatten Plan and the Indian Independence Act.
- Features of the Towards Equality Report and work of different associations.
- Reasons for the victory of the Communists in the civil war in China.
- Issues of Feminism and the impact of the Presidential Commission on the Feminist Movement.
- Important economic changes introduced by Mao under the Great Leap Forward and its impact.
- The consequences of the First Kashmir War and the consequences of the Indo-Pak War of 1971.
- The achievements of the Janata Party in winning the 1977 elections and the achievements of the Janata Government while in power.
- The Great Leap Forward and the 1950 Reforms /the Cultural Revolution.



Suggestions for Students

- Study regularly.
- Research work on the topic is self-motivating.
- Practise writing answers regularly for better comprehension.
- Develop a broader understanding of the topic
- Write the answers in points focusing on key words.
- Keep updating yourself through standard reference books and create interest by supplementing textual matter with films and documentaries.
- Study on a regular basis and not just before the examination.
- Give equal importance to each topic given in the scope of syllabus.
- Visit Websites or watch YouTube videos, suggested by the teacher to supplement textual knowledge.
- Do not waste time in writing too much.
- Comprehend the topic rather than memorise it.
- Follow the scope of syllabus strictly.
- Practise previous years' ISC question papers and sample papers as much as possible.
- Develop time management skill.
- Focus on key words of the question and answer without wasting time on irrelevant details.
- Practice objective questions from every chapter.
- Write answers to the point.
- Do a detailed and systematic study of each chapter.
- Pay attention to specific phrases and key words/terms.