

YEAR 2020 EXAMINATION

ISC

Analysis of Pupil Performance

POLITICAL SCIENCE



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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

CONTENTS

	Page No.
<i>FOREWORD</i>	<i>i</i>
<i>PREFACE</i>	<i>ii</i>
QUALITATIVE ANALYSIS: POLITICAL SCIENCE	1

PART I (20 Marks)

Answer all questions.

Question 1

[10x2]

Answer briefly each of the questions (i) to (x).

- (i) Identify *two* key points of difference between a *parliamentary* and a *presidential* system.
- (ii) Distinguish between a *written constitution* and an *unwritten constitution*.
- (iii) State *two* reasons for the widespread acceptance of *Universal Adult Franchise*.
- (iv) State one *electoral* function of the Parliament of India.
- (v) Distinguish between the *political executive* and the *permanent executive*.
- (vi) State one area where the Supreme Court of the United States exercises original jurisdiction.
- (vii) State why the Indian constitution is characterised as *partly rigid and partly flexible*.
- (viii) State *two Gandhian Directive Principles* that find a place in Part IV of the Constitution of India.
- (ix) Which authority is charged with the conduct of local self-government elections under the 73rd Amendment to the Constitution of India?
- (x) Briefly explain the meaning of *regionalism* in the Indian context.

Comments of Examiners

- (i) Majority of the candidates did not identify the differences between a *Parliamentary* and a *Presidential System*. They wrote features only. Some candidates confused it with *unitary* and *federal State*.
- (ii) The term *distinguish* was not understood by some candidates. Several candidates mentioned Rigid and Flexible Constitution. Some candidates only gave examples without explanation.
- (iii) A large number of candidates gave vague answers without discussing the acceptance and reason for its justification.
- (iv) Many candidates did not state the *electoral function* asked in the question. A few wrote only partial composition of the Electoral College. Some mentioned Judges. Some candidates wrote how people elect the members of Parliament.

Suggestions for Teachers

- *Explain the subject related terms in detail with examples.*
- *Clarify the differences in a tabular form for better comprehension.*
- *Teach the idea of Equality in a Democratic System in detail and highlight the main points of the Universal Adult Franchise.*
- *Discuss the functions of the Legislature with examples. Give students a clear idea of the electoral function of the Parliament and general elections.*
- *Teach the difference between the political executive and the permanent executive in detail.*

- (v) Many candidates could not distinguish between *the political executive* and *the permanent executive*. Some candidates wrote only about the *Permanent Executive*.
 - (vi) Many candidates got confused between the functions of Indian and American Supreme Court.
 - (vii) This rigidity and flexibility pertained to the method of amendment of the provisions of the Constitution of India. This was not written by many candidates. Some candidates did not explain all the procedures.
 - (viii) Some candidates stated socio-economic principles. Several candidates confused Gandhian *Directive Principles* with the *Fundamental Rights*.
 - (ix) Several candidates mentioned the Election Commission of India instead of the State Election Commission.
 - (x) This subpart was well attempted by most candidates. However, a few candidates explained the meaning of *religion* instead of the meaning of *regionalism*.
- Clarify the differences between the functions of the American and the Indian Supreme Courts thoroughly.
 - Spell out the reason for characterising the Indian Constitution as partly rigid and partly flexible.
 - Teach the Directive Principles thoroughly to students. Also, point out the Directive Principles based on Gandhian ideology.
 - Describe the Election Commission of India and other electoral bodies at all levels.
 - Spell out clearly the meaning of regionalism in the Indian context.
 - Ensure that the students understand the meaning of the subject related key terms / words.
 - Teach students through group studies, role plays, examples, projects and discussions.

MARKING SCHEME

Question 1

(i)	<p>The key difference between the parliamentary and presidential systems lies in the <i>relationship between the legislature and the executive</i>.</p> <ul style="list-style-type: none"> • In a parliamentary system, the real executive (Cabinet or Council of Ministers) is a sub-set of the legislature. This system is characterised by <i>organic non-separation</i>. Ministers are members of the legislature and answerable to it. In a presidential system, the executive and legislative branches are <i>organically</i> and <i>functionally</i> separate. • Consequently, in a parliamentary system, the Cabinet (or Council of Ministers) remain in office as long as they enjoy the confidence of the lower house (e.g. Lok Sabha in India or House of Commons in the United Kingdom). They are compelled to resign after a successful vote of no-confidence. In a Presidential system, the real executive (the president) is elected to a fixed term, independent of the legislative branch. • Budgetary collapse leads to no-confidence in Parliamentary but separation of powers in Presidential.
(ii)	A written constitution is one that was drafted and passed by a body set up for the purpose (e.g. Constituent Assembly in India). The constitution is a single document that was enacted

	<p>by the assembly (e.g. the Indian Constitution was enacted and adopted on November 26, 1949). An unwritten constitution cannot be found in a single written document and is the product of gradual historical and political evolution, over centuries (e.g. the constitution of the United Kingdom). It draws on multiple sources (both written and unwritten), as well as relying (to a greater extent) on conventions, customs, and usages.</p>
(iii)	<p>Universal Adult Franchise is based on the principle of equality. It rejects (for purposes of enfranchisement) differentiation based on gender, race, caste, ownership of property or other arbitrary grounds.</p>
(iv)	<p>Any one of the following:</p> <ul style="list-style-type: none"> • Elected members of the Lok Sabha and Rajya Sabha form part of the Electoral College for the election of the President of India. • All members of the Lok Sabha and Rajya Sabha constitute the Electoral College for election of the Vice-President of India. • Deputy Chairman of Rajya Sabha.
(v)	<p>The political executive consists of elected officials (President, Prime Minister, Ministers) who are elected for a term and face periodic elections. The permanent executive consists of the civil service or bureaucracy who are recruited and served till retirement. Ideally, they are seen as political neutral and are charged with implementation and administration of policy, formulated by the political executive.</p>
(vi)	<p>Original Jurisdiction is exercised by the Supreme Court in the following areas:</p> <ol style="list-style-type: none"> 1. Cases where the United States (federal government) is a party. 2. Dispute between two states. 3. Matters involving ambassadors and other public ministers. 4. Actions by a state against citizens of another state or aliens. 5. Enforcement of fundamental rights and interpretation of the Constitution. <p style="text-align: right;"><i>(Any one)</i></p>
(vii)	<p>Various provisions of the Constitution of India can be amended in one of three ways:</p> <ul style="list-style-type: none"> • By a simple majority of both houses. • By a special majority (2/3rds) of both houses. • By a special majority (2/3rds) of both houses and ratification by half the states/ 14 states. <p>It is, thus, characterised as party rigid and partly flexible.</p>
(viii)	<p>Any two of the following:</p> <ul style="list-style-type: none"> • To organize village panchayats. • To promote the educational and economic interests of minorities, interest of weaker sections, justice for minorities. • To promote cottage industries. • To enforce prohibition of intoxicating substances. • To organize animal husbandry and agriculture along scientific lines.

	<ul style="list-style-type: none"> • To ban the slaughter of cows and other milch cattle. • To promote the educational and economic interests of minorities.
(ix)	The State Election Commission/The Election Commission.
(x)	Regionalism in India encompasses a wide range of political aspirations ranging from secessionist tendencies to a demand for greater state autonomy or the creation a new state. It could also entail a protest against the policies of the central government with respect to language or a demand for a greater share in resources (e.g. water, grant-in-aid/assistance from the Centre).

PART II (60 Marks)

SECTION A

Answer any three questions.

Question 2

- (a) Distinguish between *totalitarian states* and *liberal democratic states*. [6]
- (b) India is described as *a federal state with subsidiary unitary features*. Explain. [6]

Comments of Examiners	Suggestions for Teachers
<p>(a) Most candidates distinguished between <i>totalitarian</i> and <i>liberal democratic states</i> well. A few candidates made incorrect comparisons.</p> <p>(b) Many candidates did not explain India as <i>a federal state with subsidiary unitary</i> correctly. Most wrote only about Federal features.</p>	<ul style="list-style-type: none"> ▪ <i>Point out the differences between totalitarian states and liberal democratic states through case studies and examples and then go through the features in detail.</i> ▪ <i>Explain Unitary and Quasi Federal features separately giving proper explanation why India is a Quasi-federal state.</i>

MARKING SCHEME

Question 2

(a)	Totalitarian and Liberal-Democratic States represent opposite ends of the spectrum.	
	Totalitarian	Liberal Democratic
	1. Based on absolute, unrestrained state power, with the state often resorting to violence,	Based on limited, constitutionally regulated state

	crackdowns on political opponents and civil society	power, with regular elections and competitive politics and a robust civil society
2.	A complete abrogation of civil liberties and individual rights Ban on media, no separation of powers, no public participation	Entrenched system of rights, with constitutional remedies for their violation
3.	An all-encompassing comprehensive doctrine, with the individual is subsumed by an all-powerful state	Nothing is prescribed, freedom given, Non-prescriptive, allowing individuals to flourish in an atmosphere of freedom
4.	Extensive use of terror, propaganda and socialization that is based on glorification of the state or Leader.	State power limited by constitutional safeguards and an independent judiciary/Rule of Law to protect individual rights, non-prescriptive socialization, a free press that often criticizes the political leadership
5.	Examples: Nazi Germany, contemporary North Korea	Examples: The United States, the United Kingdom, Canada and India.

(Any three of the above discussed in detail)

(b) India has characteristics of both a federal and a unitary state. It is characterised by a constitutional division of powers, a system of states and an independent judiciary to adjudicate union-state, state-state and constitutional interpretation related conflicts. However, the following unitary features are also evident:

- Inequitable distribution of powers, favouring the Union Government
- Union parliament may create new states
- Unequal representation of states in the Rajya Sabha
- Emergency Provisions: Art.352, 356 and 360
- Single Constitution and citizenship
- Single system of law and integrated judiciary

(Any three of the above or combinations may be discussed. The student may also conclude that India is more unitary than federal. Valid argument must be given)

Question 3

- (a) Explain *three* functions of political parties. [6]
- (b) Discuss *three* merits of a multi-party system. [6]

Comments of Examiners	Suggestions for Teachers
<p>(a) Most candidates answered this question correctly. Some candidates just wrote headings without giving a clear explanation.</p> <p>(b) This part of the question was answered correctly by most candidates. A few candidates wrote the advantages of a bi-party system, instead.</p>	<ul style="list-style-type: none"> ▪ Advise students to write the headings with appropriate explanation giving relevant examples. ▪ Discuss the functions of Political parties thoroughly in class. ▪ Teach Party system in detail with example. ▪ Instruct students to read questions carefully, understand the requirements and then answer.

MARKING SCHEME	
Question 3	
(a)	<p>Functions of political parties:</p> <ul style="list-style-type: none"> • Interest Aggregation and Articulation • Political Recruitment • Politicization and Political Education • Pursuit and exercise of Political Power • Articulation and Formulation of Policy • Role in Election <p style="text-align: right;"><i>(Any three functions with explanation)</i></p>
(b)	<p>Merits of a multi-party system:</p> <ul style="list-style-type: none"> • More democratic as it gives voice to a much wider range of interests and/or aspirations • Gives the voter a range of options • More representative of deep diversity <p style="text-align: right;"><i>(These three or any other correct merits explained in detail.)</i></p>

Question 4

- (a) Explain *three* powers of the House of Representatives. [6]
- (b) Discuss *three* ways in which the Lok Sabha exercises control over the executive. [6]

Comments of Examiners	Suggestions for Teachers
<p>(a) Some candidates confused the House of Representatives with the Senate or with Indian Legislature.</p> <p>(b) Majority of the candidates wrote in detail about Lok Sabha's power over the Money Bill. They did not discuss <i>the</i> ways in which the Lok Sabha exercises control over the executive. Some candidates wrote only about Ministerial Responsibility.</p>	<ul style="list-style-type: none"> ▪ <i>Explain in detail the power of the House of Representatives and Senate.</i> ▪ <i>Discuss the ways by which the Executive is controlled by the Lok Sabha. Also, discuss why Lok Sabha is stronger in a parliamentary system.</i>

MARKING SCHEME

Question 4

(a)	<p>Functions of the House of Representatives:</p> <ul style="list-style-type: none"> • Law-making • Control of the Executive (Legislative Oversight) • Financial Functions • Electoral Functions (if no candidate in the Presidential Election wins a majority in the Electoral College, the House chooses the President from among the top two candidates). • Constituent Functions • Judicial Functions • Forum for national debate/ventilation of grievances <p style="text-align: right;"><i>(Any three powers discussed in detail)</i></p>
(b)	<p>Methods of Control of the Executive by the Lok Sabha:</p> <ul style="list-style-type: none"> • Question Hour • Censure Motion • Adjournment Motion • Calling Attention Motion • Cut Motion • No-Confidence Motion • Individual and Collective responsibility <p style="text-align: right;"><i>(Any three methods discussed in detail with relevant examples)</i></p>

Question 5

- (a) Critically examine the role of the President in the Constitution of India. [6]
- (b) Briefly explain *three* functions of the *permanent executive* (civil service). [6]

Comments of Examiners	Suggestions for Teachers
<p>(a) A large number of candidates wrote the functions and powers of the Indian President instead of examining the role of the President in the Constitution of India.</p> <p>(b) Several candidates confused up the <i>functions</i> of <i>permanent executive</i> with the <i>features</i> of <i>permanent executive</i>. Some candidates wrote one or two functions correctly but without giving any explanation.</p>	<ul style="list-style-type: none"> ▪ <i>Help students to differentiate the role of the President from his powers and functions.</i> ▪ <i>Train students to apply their knowledge in framing answers to open-ended questions.</i> ▪ <i>Spell out the functions of the permanent executive giving detailed explanation for each point.</i>

MARKING SCHEME

Question 5

(a)	<p>The role of the President in the Constitution of India:</p> <p>This is an open-ended question. The following points can be made:</p> <ul style="list-style-type: none"> • India has a parliamentary system. Therefore, there is distinction between the nominal Head of State (President) and the real Head of Government (Prime Minister). • Although many formal powers are granted to the President in the Constitution all these are exercised subject to Art.74 (1): <i>There shall be a Council of Ministers with the Prime Minister at the head to aid and advise the President who shall, in the exercise of his functions, act in accordance with such advice.</i> • The 44th Amendment gave the President the power to ask the Council of Ministers to reconsider any advice tendered but the President <i>shall act in accordance with the advice tendered after such reconsideration</i> (Art.74 (2)). • The President is envisaged by the Constitution to be a formal-ceremonial Head of State not an executive head.
(b)	<p>Functions of the <i>permanent executive</i> (civil service):</p> <ul style="list-style-type: none"> • Advising the Political Executive, assisting in the drafting of policy • Implementation of Policy • Day-to-day administration • Interface with the public • Supervision and Control <p style="text-align: right;"><i>(Any three functions explained in detail)</i></p>

Question 6

- (a) Critically examine *judicial review* with reference to India. [6]
- (b) With reference to the Supreme Court of the United States, explain *three* principles (maxims) of Judicial Review. [6]

Comments of Examiners	Suggestions for Teachers
<p>(a) Many candidates wrote only the features of judicial review in India, without critically analysing it.</p> <p>(b) Majority of the candidates just mentioned the maxims but did not explain them. Several candidates wrote the principles of Judicial Review with reference to the Supreme Court of India instead of the United States.</p>	<ul style="list-style-type: none"> ▪ <i>Help students to critically analyse the role of the judiciary when it exercises its power of judicial review - both the positive as well as the negative aspects of such a power.</i> ▪ <i>Train students to understand the requirements of the question and answer accordingly.</i> ▪ <i>Clarify the Principles of Judicial Review with reference to the Supreme Court of the United States.</i>

MARKING SCHEME

Question 6

- (a) This is an open-ended question and can be addressed in diverse ways. The following could be some of the points that could be presented:
- Judicial Review refers to the power of the (higher) judiciary to examine statutes and executive actions for conformity to constitutional provisions. Constitutional Provisions that confer the power judicial review include: Art.13, 32, 131, 132, 133, 134-A, 135, 136, 143, 226, 246, 251, 254.
 - Judicial Review combined with Judicial Activism of the Supreme Court has led to the Courts interpreting its powers much more widely. There has been an expansion of Fundamental Rights, for example. The Supreme Court has expanded the Right to Life (Art.21) to include: right to a clean environment, human dignity, education, privacy, a speedy trial etc. These could be construed as entering into the realm of law making.
 - Basic Structure Doctrine: this doctrine, articulated by the Supreme Court, allows it to review laws and constitutional amendments using a basic structure test. Since, basic structure is an emerging doctrine, the court can overreach its powers.
 - Public Interest Litigation: the broadening of locus standi has given the Supreme Court greater latitude to hear a range of cases which may lead to intrusions into the legislative sphere.
 - In the exercise of Judicial Review, the Supreme Court often ends up making law, which may be construed as an intrusion into the legislative sphere.

	<ul style="list-style-type: none"> • Special Leave to Appeal, under Art.136, gives the Supreme Court unrestricted discretion in hearing cases decided by lower court. This power combined with Judicial Review and Basic Structure Review powers renders the court incredibly powerful. • On the other hand, the power of Judicial Review gives the Supreme Court the power to uphold constitutional morality which may be regarded as progressive and forward looking. (e.g. the 377 and Sabrimala Judgements) <p><i>(These are some suggested lines of argument. The candidate can take any position, provided it is argued thoughtfully and accurately.)</i></p>
(b)	<p>Principles (Maxims) of Judicial Review:</p> <ul style="list-style-type: none"> • The Constitution is the standard by which all laws should be evaluated. • Presumption of Constitutionality • The process of law and other points • Deference to Legislative Judgement • Reading in favour of constitutionality: if a statute can be read in more than one way, the reading that renders it constitutional will be preferred • Doctrine of Clear Mistake • Doctrine of Severability: the offending section of the statute will be read down, while the rest will be allowed to stand. <p><i>(Any three of the above or combinations thereof, discussed in detail.)</i></p>

SECTION B

Answer any two questions.

Question 7

- (a) Explain *any three* Salient Features of the Constitution of India. [6]
- (b) What rights are conferred under the *Right to Freedom of Religion* in Articles 25 to 28 of the Constitution of India? [6]

Comments of Examiners	Suggestions for Teachers
<p>(a) Most of the candidates answered this part of the question correctly. However, a few candidates wrote only one or two salient features of the Constitution of India.</p> <p>(b) Most candidates answered this question quite well. Common errors found in some answer scripts were:</p> <ul style="list-style-type: none"> - Writing incorrect Articles 	<ul style="list-style-type: none"> ▪ <i>Teach all features of the Constitution of India with proper explanation. Also, clarify that the Preamble is a part of the salient features, but it is primarily an introduction to the Constitution.</i> ▪ <i>Spell out all Fundamental Rights in detail with the Articles, giving relevant examples.</i>

- Writing correct Articles with incorrect explanations
- Writing just the headings without giving any details.
- Repeating the same points
- Writing cultural and educational rights given to minorities in India.

▪ *Conduct oral/written tests regularly to ensure that students have learnt the facts.*

MARKING SCHEME

Question 7

(a)	Any three of the following Salient Features may be explained in detail: <ul style="list-style-type: none"> • Written and comprehensive • Drawn from multiple sources. • Federal structure, unitary in spirit • Partly rigid, partly flexible • Fundamental rights and duties, DPSP • Parliamentary form of government/ bicameral legislature • Single citizenship • Universal Adult Franchise • Integrated and independent judiciary/ Judicial review • Emergency provisions • Special provisions for SCs and STs
(b)	Right to Freedom of Religion: <ul style="list-style-type: none"> • Article 25: freedom of conscience and free profession, practice, and propagation of religion • Article 26: freedom to manage religious affairs • Article 27: freedom from payment of taxes for promotion of any religion • Article 28: freedom from attending religious instruction or worship in any institution funded partly or wholly by the state.

Question 8

- (a) Explain the composition of the Zila Parishads. [6]
- (b) Discuss *three* challenges faced by urban local self-government institutions in India. [6]

Comments of Examiners

- (a) This question was answered correctly by most candidates. However, a few candidates wrote the composition of Panchayats / Gram Sabhas instead of the Zila Parishad.

Suggestions for Teachers

- *Teach the three-tier structure of the Panchayati Raj system in detail, explaining the composition of each tier, giving relevant examples.*

- (b) Most candidates discussed the challenges faced by urban local self-government institutions in India correctly.

- Advise students to prepare a table/chart of the three-tier system to make learning easier.
- Discuss specific challenges faced by local self-government thoroughly, taking examples of contemporary issues.

MARKING SCHEME

Question 8

(a)	<p>Composition of the Zila Parishads:</p> <ul style="list-style-type: none"> • 25 members directly elected from constituencies falling within the area of the Zila Parishad. • All chairpersons of Panchayat Samhitis in the area. • MPs and MLAs falling within the area. • MPs and MLAs who are registered as the voters in the area.
(b)	<p>Challenges faced by urban local self-government institutions:</p> <ul style="list-style-type: none"> • Corruption • Lack of financial autonomy • Political Interference • Insecure tenure • Unwillingness of state governments to transfer subjects tested in xi and xii schedules to local and urban institutions. • Irregular elections • Male dominance <p style="text-align: right;"><i>(Any three)</i></p>

Question 9

- (a) Explain *three* ways in which communalism affects the functioning of Indian democracy. [6]
- (b) Critically discuss the role of caste in Indian politics. [6]

Comments of Examiners

- (a) Majority of the candidates who attempted this question wrote about 'causes' and not effects of communalism. Some candidates misinterpreted *communalism* to *communism*.

Suggestions for Teachers

- Teach causes and effects of communalism separately through examples.

- (b) Most candidates answered this question correctly. However, a few candidates confused caste with religion.
- Discuss contemporary issues as examples in class so the students can relate.
 - Clarify role and effect of caste system in Indian politics through group discussions, power point presentation, case studies, etc.

MARKING SCHEME

Question 9

(a)	<p>This is an open-ended question. Some possible points include:</p> <p>Communalism could lead to:</p> <ul style="list-style-type: none"> • Social and political polarization along religious lines • Violence in the form of riots and vigilante actions • Undermining of secular institutions • Religiously shaped systems of socialization and politicization. • Clear and accurate argumentation must be provided. Contemporary examples should also be cited.
(b)	<p>This is an open-ended question and can be approached in many ways. A good answer will touch on the ways in which caste has redefined itself in the light of democratic politics.</p> <ul style="list-style-type: none"> • The Democratic system offered new pathways to power for formerly disenfranchised caste groups (SCs/OBCs) • Politicisation on the basis of caste led to the rise of caste-based parties. Voting is caste determined. • This impacted candidate selection and election outcomes • Caste became central to contemporary politics. It has led (according to Kothari) to the following: <ol style="list-style-type: none"> 1. Emergence of new elite structures 2. Castes have assumed new organizational forms: universities, hostels, clubs etc. 3. Caste federations have emerged. • Political assertion by SCs and OBCs led to backlash from the dominant castes • Political aggregation took place, for example, along pro and anti-reservation movements • Caste also changed in the context of democratic politics leading to new alliances and coalitions • Affects the growth of nationhood or nationalism; politics of hate is encouraged; orthodoxy in religion and society; progressive laws challenged, leads to poverty; affects education; hijack's minds; anti Brahmin's, Jaths & Marathas (Dalits, Gujjaras) <p><i>(These are some suggested approaches. Candidates can choose one or more approaches and make an argument, referring to contemporary events.)</i></p>

GENERAL COMMENTS

Topic found
difficult/confusing
by candidates

- **Question 1(i):** difference between a *parliamentary* and a *presidential* system.
- **Question 1(ii):** a *written constitution* and an *unwritten constitution*
- **Question 1(iv):** *electoral* function of the Parliament of India.
- **Question 1(v):** the *political executive* and the *permanent executive*
- **Question 1(vi):** area where the Supreme Court of the United States exercises original jurisdiction.
- **Question 1(vii):** Indian constitution is characterised as *partly rigid and partly flexible*.
- **Question 1(ix):** authority responsible for the conduct of local self-government elections under the 73rd Amendment to the Constitution of India.
- **Question 2(b):** federal and unitary features of Indian state.
- **Question 4(a):** house of representatives was compared with senate.
- **Question 4(b):** ways in which the Lok Sabha exercises control over the executive.
- **Question 5(a):** the role of the President in the Constitution of India.
- **Question 5(b):** functions of the *permanent executive* (civil service)
- **Question 6(a):** *judicial review* with reference to India.
- **Question 6(b):** principles (maxims) of Judicial Review with reference to the Supreme Court of the United States.
- **Question 9(a):** Effects of communalism were confused with causes of communalism.

Suggestions for
Students

- Utilize the reading time judiciously.
- Critically analyse all the topics.
- Comprehend the meaning of the terms like *distinguish, differentiate, discuss, role of, critical appreciation, affects and effects, compare, contrast*. Give clear reasoning in answering "WHY" and "HOW" questions. Present the facts correctly and properly. Clarify the concepts. For better understanding of concepts, if required, refer to standard books and other reliable sources/websites.
- Give examples and case studies from contemporary India and the World. Relate to the topics to understand.
- Practice sample papers.
- Read question carefully to write only what is asked, **NOT** what you know.
- Read the scope of the syllabus carefully and prepare for the examination accordingly.
- Read newspaper daily. Gather more and more information from standard books and other reliable sources/websites.