

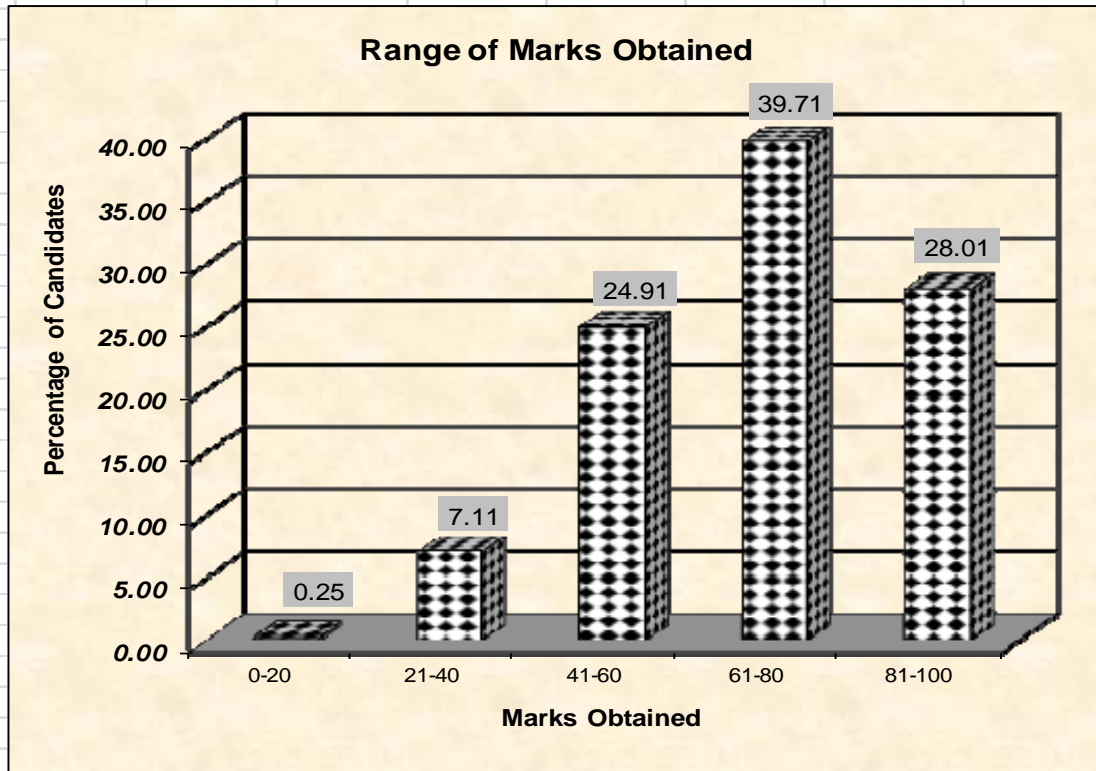
## HISTORY, CIVICS & GEOGRAPHY

### STATISTICS AT A GLANCE

Total Number of students who took the examination	140,868
Highest Marks Obtained	100
Lowest Marks Obtained	12
Mean Marks Obtained	68.97

### Percentage of Candidates according to marks obtained

Details	Mark Range				
	0-20	21-40	41-60	61-80	81-100
Number of Candidates	354	10014	35097	55940	39463
Percentage of Candidates	0.25	7.11	24.91	39.71	28.01
Cumulative Number	354	10368	45465	101405	140868
Cumulative Percentage	0.25	7.36	32.27	71.99	100.00



# HISTORY & CIVICS

## H.C.G. - Paper – 1

### I. ANALYSIS OF PERFORMANCE

#### Question 1

- (a) Name the *two* types of authority in a federal set up in India. [1]
- (b) What is meant by the term Universal Adult Franchise? [1]
- (c) How is the Speaker of the Lok Sabha elected? [1]
- (d) When can the Vice-President cast a vote in the Rajya Sabha? [1]
- (e) State *one* reason why the President is elected indirectly. [1]
- (f) Who is the Executive head of a State? [1]
- (g) Mention the different categories of ministers in the Union Council of ministers. [1]
- (h) Explain the term ‘Collective Responsibility’. [1]
- (i) Name the courts that are empowered to issue writs for the enforcement of Fundamental Rights. [1]
- (j) Which is the highest criminal court in a district? [1]

#### Examiners’ Comments

- (a) A few candidates wrote Union Legislature and State Legislature as authority instead of mentioning the two types of authority in a federal set-up,
- (b) Most candidates answered correctly though a few mentioned only ‘Adult’ without specifying the age.
- (c) Majority of candidates answered correctly. However, a few mentioned that the Speaker is elected by the President or directly by the people.
- (d) With the exception of a few, most candidates answered the question correctly.
- (e) Most candidates were able to answer the question correctly.
- (f) Most candidates wrote the correct answer. However few wrote the real executive (Chief Minister) and President rather than the nominal head-Governor.
- (g) Most candidates answered correctly barring a few who mentioned ‘Council of Ministers’ as one of the categories.

#### Suggestions for teachers

- Lack of understanding of the word, ‘authority’ and mentioning the two houses of Parliament as authority. Clearly explain the term authority – meaning the government. The difference between ‘Legislature’ and authority must be explained thoroughly.
- Explain the term Universal Adult Franchise as one of the salient features of the constitution that makes India the largest democracy in world.
- Emphasise that the Speaker is elected from amongst the members of the Lok Sabha by a simple majority and has to resign from the party he/she belongs during the tenure of the Speaker.
- Explain and emphasise the fact that the Vice-President exercises this power only to decide on a particular issue on rare occasions.

- (h) The term, 'Collective responsibility' has been explained correctly by most candidates. However, few got confused and explained individual responsibility.
- (i) Majority of candidates were able to write correct answers. A few however mentioned only the Supreme Court.
- (j) Most candidates answered correctly. However, a few wrote Criminal Court taking a clue from the question.

- Explain that India is a Parliamentary form of Government where the Prime Minister and the Council of Ministers hold real power. The President is only a nominal head.
- Emphasise clearly that 'a State' is any one State and 'The State' would mean the Country. So the Governor and not the President would be the correct answer. The Chief Minister is the real executive of a State.
- The three different categories of ministers in correct sequence should be explained and that various ministers are part of one of the three categories of ministers.
- Explain collective responsibility as a joint responsibility and team work of the Council of Ministers. They should also explain the difference between collective responsibility and individual responsibility.
- Highlight the functions of Supreme Court and the High Courts while teaching or revising the topic.
- Explain the difference between Civil and Criminal cases and the various types of courts in a district where these cases are decided.

## MARKING SCHEME

### Question 1.

- (a) Union and the States.
- (b) Every citizen who is 18 years and above is entitled to vote
- (c) Speaker is selected by the House from among its members by a simple majority of members and by voting.
- (d) To break a tie.
- (e) Power resides in the Council of Ministers / Prime Minister is the real head / India has a parliamentary form of Government and President is only a Nominal Head / It would be an anomaly if the President is directly elected and not given real power / framers wanted election of the President to be a dignified affair / loss of time, money and energy / would be difficult to

provide electoral machinery for millions of people / direct elections would place too much power in the hands of illiterate masses.

- (f) Governor.
- (g) Cabinet Ministers, Ministers of State, Deputy Ministers.
- (h) A measure accepted by the Cabinet is regarded as the joint responsibility of everyone / If a no confidence motion is passed in the House the Council of Ministers must resign / They swim and sink together.
- (i) Supreme Court and High Courts.
- (j) Sessions Court / Court of the Sessions Judge.

## Question 2

- (a) What was the General Service Enlistment Act? [2]
- (b) What was the influence of Western education on the minds of the educated Indians in the 19<sup>th</sup> Century? [2]
- (c) Who exposed the economic exploitation of India through his book 'Poverty and Un-British Rule in India'? [2]
- (d) What was the importance of the Lucknow Pact of 1916? [2]
- (e) Name the leaders of the Khilafat Movement that was launched in India to champion the cause of the Caliph of Turkey. [2]
- (f) Why was the Simon Commission boycotted by the Indians? [2]
- (g) What were the two proposals related to the Princely States in the Mountbatten Plan? [2]
- (h) What was the immediate cause of the First World War? [2]
- (i) What is meant by the term Cold War? [2]
- (j) Name the two architects of NAM. [2]

### Examiners' Comments

- (a) Most candidates wrote correct answers. A few however misinterpreted it for the 'Doctrine of Lapse' with some even writing vague laws.
- (b) Most candidates answered the question correctly.
- (c) Most candidates answered correctly though a few committed errors.
- (d) Most candidates answered the question correctly. A few however, mentioned the terms of the Lucknow Pact instead of its importance.
- (e) With the exception of a few candidates, most candidates wrote the correct answer.
- (f) Majority of candidates answered correctly. A few however did not read the question carefully and overlooked the word 'Boycott' and wrote in general about the Simon Commission and its recommendations.
- (g) Most candidates answered correctly, with a few however mentioning the general proposals rather than those related to the 'Princely States'.
- (h) Majority of candidates answered correctly, but a few mentioned the 'greased cartridges' incident as the immediate cause of the First World War.
- (i) Most candidates wrote correct answers. However answers written by a few candidates were irrelevant and illogical, e.g war that is fought in winter or in cold.
- (j) Majority of candidates answered correctly as only names had to be written. Guesswork was witnessed in attempting to write the correct names by a few candidates.

### Suggestions for teachers

- The Acts have to be highlighted while the chapter is being taught. Stress in detail the causes of the First War of Independence 1857.
- Explain the Ideals of Liberty, Equality and Fraternity that influenced the minds of the educated Indians. Focus on the works of great philosophers and revolutionaries who inspired Indians to think on similar ideas to achieve Independence.
- Highlight the historical events with the help of a time – line chart and connect it with the historical personalities of that era.
- Terms of Lucknow Pact are different from its importance –that needs to be explained thoroughly.
- Remind students that the names of the leaders of the Khilafat movement must be kept in mind to avoid committing errors.
- Explain the difference between 'Boycott' and 'recommendations' of the Simon Commission to make understanding easier for students.
- While explaining the lesson – Partition of India, explain how they need to apply their analytical reasoning for general or specific answers asked in the question.
- Students should be advised to read the question carefully before answering. A few made mistakes regarding the immediate cause of the First World War.
- It is the direct explanations of the term 'Cold War'. If understood well it can be answered correctly and in specific words.
- Instruct students to learn the full names of the architects of NAM and highlight it through an oral feedback in the class.

### **MARKING SCHEME**

#### **Question 2.**

- (a) The Act provided that all recruits of the Bengal Army should be ready for service within or outside India.
- (b) Western education instilled the ideas of liberty and equality / gave Indians a common language

and they could now plan a common program / works of Locke, Mill, Spencer, Rousseau, Voltaire inspired Indians to strive for freedom / educated Indians in England understood the working of free institutions and thought in terms of similar institutions in India / Drew inspiration from American War of Independence, French Revolution, Unification of Germany and Italy.

- (c) Dadabhai Naoroji.
- (d) It was an important step towards Hindu Muslim unity / Brought together Moderates and Assertive Nationalists / Brought the League and the Congress together.
- (e) Ali brothers / Mohammad Ali and Shaukat Ali.
- (f) All parties boycotted the Simon Commission as all its members were British / Parties protested against the all White composition of the Commission.
- (g)
  - i) All treaties with the Princely States would come to an end.
  - ii) They would be free to join any of the dominions (India or Pakistan) or to remain independent.
- (h) Sarajevo Crises / Assassination of Archduke Francis Ferdinand – the Crown Prince of Austria
  - (i) Cold War is a state of extreme political unfriendliness / a state of tension between two or more countries / a state of uneasy peace / propaganda war / ‘hot peace’/war of nerves.
- (j)
  - i) Jawaharlal Nehru of India.
  - ii) Marshall Joseph Tito of Yugoslavia.
  - iii) Abdel Nasser of Egypt.

### Question 3

Discuss the relationship between the two houses of a State Legislature with reference to the following:

- (a) Money Bills. [3]
- (b) Non-Money Bills. [3]
- (c) Control over the Executive. [4]

### Examiners' Comments

- (a) Most candidates overlooked the word 'State Legislature' in the question and therefore explained the powers of the Lok Sabha and the Rajya Sabha with regard to Money Bills. The procedure was not in order which clearly shows that they were unsure of the procedure and relations between the two houses of the Parliament and State Legislature.
- (b) Barring the introduction of the Non-Money Bill, the entire procedure witnessed confusion in many answers. Some mentioned about the joint session, a procedure followed in the Parliament and the time period (three months and thirty days) was also not clear – an indication of lack of comprehension and preparation.
- (c) This part was correctly answered by most candidates. There were many points that could be mentioned. Candidates must know the meaning of each term to be confident and to avoid committing errors.

### Suggestions for teachers

- Ensure students recollect the names of the two houses at the Centre and State levels, the relations between the two houses, importance of each house and the reasons why the lower house is important in case of Money Bills.
- Explain that there is a different method of passing Non-Money Bills in the Parliament and State Legislature. There is no joint sitting in the State Legislature.
- Even if explanations are not required, it is imperative for teachers to explain the terms No Confidence Motion, Adjournment Motion, etc., as it will facilitate students to attempt such questions in future.

### **MARKING SCHEME**

#### **Question 3.**

- (a) No Money Bill can be introduced in the Legislative Council. The Council has no power except to make recommendations within fourteen days from the date of its receipt of the bill. The Legislative Assembly may accept or reject its recommendations. If a money bill is not returned within fourteen days, it shall be deemed to have been passed in the form in which it was passed in the Assembly.
- (b) A Non-Money Bill may originate in either House of the Legislature. The Legislative Council may accept or reject it / it can keep the bill for three months or may pass the bill with amendments. The Assembly may not agree to the amendments and may pass the bill again. Now it becomes obligatory for the Council to consider it within 30 days. After 30 days it (the bill) will be deemed to have been passed by both the Houses. It is then sent to the Governor for his assent. There is no provision for a joint sitting of both Houses to resolve this deadlock.
- (c) The Legislative Council may exercise control over the Executive by means of questions, discussions and debate, but a censure motion or a no confidence motion against the Government can be passed only in the Legislative Assembly.

#### Question 4

At the head of the Council of Ministers in a State is the Chief Minister, who is the real Executive Head of the State. In this context explain the following:

- (a) The appointment of the Chief Minister. [3]
- (b) His relationship with the Council of Ministers. [3]
- (c) His relations with the Governor. [4]

#### Examiners' Comments

- (a) Candidates mentioned the relevant points but missed out on a crucial point – when no party commands majority, than Governor uses his discretion in appointing the Chief Minister. The other errors were – appointed by the President on the advice of Governor, etc.
- (b) Majority of candidates answered correctly. However, some candidates could not mention important points and repeated the answer. One point was broken into two parts.
- (c) Candidates were unsure of the specific answers in relation with the Governor. They mixed the Chief Minister's relation with the Council of Ministers. Some points were repeated from Part B. This showed their inability to put correct points under parts (B) and (C).

#### Suggestions for teachers

- Explain the correct procedure and the role of Governor in appointing the Chief Minister.
- It is important to highlight the relevant points and insist that they make a note of it and learn to write correct answers.
- Explain that the Chief Ministers have different relations with the Council of Ministers and that with the Governor. Clear and specific points need to be highlighted regarding the position of the Chief Minister with that of the Governor, Council of Ministers and Legislature.

#### **MARKING SCHEME**

##### **Question 4.**

- (a) The Chief Minister is appointed by the Governor. The Governor summons the leader of the majority party to form the Government. If no party commands real majority, the Governor shall exercise his discretion in selecting the Chief Minister.
- (b) i) **Formation of the Ministry:** The Ministers are appointed by the Governor on the advise of the Chief Minister/ The portfolios are assigned by the Chief Minister
- ii) **Removal of Ministers:** The Ministers hold office during the pleasure of the Governor. In fact it the Chief Minister who may ask any Minister to resign.
- iii) **The Chief Minister presides over the meeting:** The Chief Minister presides over the Cabinet meetings and decides its agenda. He may accept or reject proposals for Cabinet discussion.



iv) **Co-ordinates the working of various departments.** The Chief Minister plays a special role in Directing the policy of the Government

(c) In relation to the Governor:

1. To aid and advise the Governor.
2. To act as a link between the Council of Ministers and the Governor.
3. Governor's Address is prepared by the Chief Minister and his Cabinet.

### Question 5

The country's Judicial System has a Supreme Court at its apex. In this context discuss the following:

- (a) Manner of appointment of judges. [3]
- (b) Term of office and removal of judges. [3]
- (c) Its power of 'Judicial Review'. [4]

#### Examiners' Comments

- (a) Most candidates answered correctly barring a few who wrote that judges are appointed by the Prime Minister or Chief Justice of Supreme Court. Some mentioned qualifications instead of appointment.
- (b) Majority of candidates wrote the correct age of retirement. Some however confused it with the age of High Court Judges. Removal of judges was correctly answered though presentations showed a lack of confidence.
- (c) Concepts were unclear in the minds of a few candidates who explained Revisory jurisdiction or Court of Record in place of Judicial Review.

#### Suggestions for teachers

- Explain topics comprehensively, followed by active classroom discussions to ensure understanding of concerned topics. This needs to be supported with written assignments.
- Highlight the important points while teaching the procedure of removal of judges and explain them with clarity so that students are confident of the facts and present them accordingly.
- While teaching functions of the Supreme Court, highlight the various functions and ensure that students understand what is expected of them to write under each function.

## MARKING SCHEME

### Question 5.

- (a) The judges of the Supreme Court are appointed by the President after consultations with such of the Judges of the Supreme Court and the High Courts as the President may deem necessary. While appointing the judges, the Chief Justice of India shall be consulted. The Chief Justice must consult four senior judges of the SC before making any recommendation to the President.
- (b) A Supreme Court judge retires at the age of 65 years.  
A judge may resign by writing to the President/ may be removed by the President on grounds of proved misbehaviour and incapacity/ may be removed by an Address of each House of Parliament
- (c) The Supreme Court has the power to examine the laws passed by the Legislature and the orders issued by the Executive Officials whether or not they are permitted by the Constitution / if the Court finds that a law or order of the Executive violates the Constitution it declares it null and void./ declare it ultra vires. The Supreme Court is the Guardian and the Final Interpreter of the Constitution.

### Question 6

The early Congressmen were liberal in their views and programmes. This led to the rise of Assertive Nationalists who demanded more forceful action against the British. In this context discuss the following:

- (a) Reasons why the early Congressmen were called Moderates. [3]
- (b) How did Moderates differ from the Assertive Nationalists in realizing their objectives? [3]
- (c) How did Tilak bring a new wave in Indian politics that was distinct from the early Congressmen? [4]

#### Examiners' comments

- (a) The question was correctly answered by majority of candidates.
- (b) The question clearly states how two groups differed in realizing their objectives i.e., the methods adopted by each faction to realise their goals. Many candidates did not read the question carefully and hence could not be specific.
- (c) Most candidates answered the question correctly.

#### Suggestions for teachers

- The role of moderates must be explained to clear doubts in the minds of students.
- While teaching the lesson, explain the terms – aims, objectives, methods and achievements. They can also highlight the various points which can be mentioned under each of them. This will help them to be sure of the points and give them confidence to write correctly.

#### Suggestions for teachers

- Emphasise on the important points while teaching topics comprising of leaders and their individual contribution.

## MARKING SCHEME

### Question 6.

- (a) i) Early Congressmen had unlimited faith in the British sense of justice and fair play.  
ii) They asked for Constitutional reforms.  
iii) Their demands, political opinions and methods of struggle were moderate.  
iv) They carried out agitations through petitions and resolutions.
- (b) By Swaraj the Moderates meant a system of Government as found in the self Governing British Colonies. The Moderates asked for Dominion status that is self Government under the British Crown, but the object of the Assertive Nationalists was absolute Swaraj. Tilak said, “Swaraj is my birthright and I will have it”.
- (c) Tilak talked of Swaraj, Swadeshi and Boycott. Through his weeklies the Mahratta and Kesri, he made bitter attacks on the British Government. He revived the Ganpathi festival and Shivaji festival in Maharashtra. He organized ‘Akharas’ and ‘Lathi’ Clubs for the youth. In 1896, he led a no-rent campaign and asked cultivators not to pay land revenue. He opposed the partition of Bengal and transformed the anti partition movement into a movement for Swaraj. He launched the Home rule Movement in 1916 in Maharashtra. He wrote three great works – Gitarahasya, The Orion, The Arctic Home in the Vedas. He is regarded as the fore-runner of Gandhi. Gandhis’s ideal of complete independence was similar to Tilak’s ideal of Swaraj.

[Any four points]

### Question 7

The reasons for the formation of the Muslim League were many. In this context explain:

- (a) Any *three* factors that led to the formation of the Muslim League in India. [3]
- (b) Any *three* demands made by the Muslim Deputation in 1906 to the Viceroy Lord Minto. [3]
- (c) What were the aims and objectives of the Muslim League? [4]

### Examiners' Comments

- (a) Most candidates answered this part of the question correctly.
- (b) The demands were mentioned but it did not convey the complete meaning. Some candidates even mentioned separate Pakistan as one of the demands. Incomplete answers reflect lack of preparation.
- (c) Only a few candidates wrote the complete answer correctly. A few were unsure of what to write under aims and objectives. Some confused it with demands. Points relating to questions on (b) and (c) were repeated.

### Suggestions for teachers

- Stress must be laid on explaining each factor responsible for the formation of the Muslim League which will ensure a better understanding of the topic.
- The demands, aims and objectives are to be handled carefully as different points are accepted under different headings. Explain points well to avoid errors being committed
- Lay stress on understanding the aims and objectives of the Muslim League.

## **MARKING SCHEME**

### **Question 7.**

- (a) i) **Divide and rule:** After the revolt of 1857, the British followed a policy of divide and rule. This was done to retain power by causing friction within the various sections who could otherwise unite against them. They appeased the princes and the Zamindars and sowed the seeds of disunity between the Hindus and the Muslims. They treated the Muslims with suspicion and held them guilty of the revolt of 1857. Civilian offices were denied to the Muslims, but as the Congress gained force, the Government's hatred towards the Hindus grew. They branded the Congress as a Hindu organization which should be avoided at all costs. The partition of Bengal was a clear example of the application of divide and rule.
- ii) **Educational and Economic backwardness of the Muslim Community:** The children of the Hindus went to schools run by the Government to receive western education while the Muslims stayed away from it. This widened the gap between the two communities. The Muslims could not get Government jobs which required special training. The Muslims thought by supporting the Government they would get Government jobs or other rewards and honours.
- iii) **Baneful impact of communal instruction in History:** History textbooks contained matter which encouraged religious intolerance. The British authors wrote that the Muslims had captured India from the Hindus. This offended the Hindus. The British also gave accounts of the cruelty inflicted by the Muslim rulers on their Hindu subjects. Such lessons in the text books caused communal hatred.
- iv) **The Assertive Nationalists gave Nationalism a religious tinge:** Assertive Nationalists drew inspiration from traditional Hinduism. Tilak revived Ganpathi and Shivaji festivals to rouse heroism in the youth. He was not communal or sectarian in his outlook, but the British gave a communal colour to ferment Hindu-Muslim hatred.
- v) **Sir Syed Ahmed Khan and the Aligarh Movement:** In the beginning Syed Ahmed Khan was a progressive Nationalist, but under the influence of Mr. Beck, the Principal of M.A.O. he changed and advised the Muslims not to join the Congress. He feared that when the British withdrew, the Hindus would play a dominant role in the political, social and economic affairs of the country. He tried to promote loyalty towards the British and win their favour. He said that the success of the Congress would mean suppression of the

Muslims. Thus M.A.O. became the center of a movement known as the Aligarh movement. The theme of the movement was “loyalty, approval and support of Government”.

- vi) **Anglo-Oriental Defence Association:** Sir Syed Ahmed Khan took the lead in the establishment of the Mohammadan Aglo Oriental Defence Association in 1893, whose object was to promote loyalty towards the rulers and prevent Muslims from participating in any political movement.
- (b) (1) Representation of Muslims in elected bodies on the basis of their political importance and not on their numerical strength.  
(2) Separate electoral constituencies for the Muslims in the Provincial Council and the Imperial Legislative Council.  
(3) Preference to be given to Muslims while nominating members of the Viceroy’s Council.  
(4) Reservation of seats for Muslims in the state services.  
(5) More State aid for promoting new Muslim Universities.
- (c) i) To promote among Indian Muslims feeling of loyalty among the British Government. The League would also remove misconception that may arise as to the intentions of Government in relation to Indian Muslims.  
ii) To protect the political and other rights of the Muslims and to place their needs and aspirations before the Government in mild and moderate language.  
iii) To prevent the rise of any feeling of hostility between Muslims and other communities, without adversely affecting the aforesaid objectives of the League.

### Question 8

The Congress working committee passed the famous ‘Quit India’ resolution at Wardha in July 1942. With reference to this, answer the following questions:

- (a) What were the reasons for the passing of this resolution? [3]  
(b) What was the British Government’s reaction to the ‘Quit India’ Movement? [3]  
(c) What was the impact and significance of this movement? [4]

#### Examiners’ Comments

- (a) Most candidates answered correctly however a few got confused with the Non-Cooperation Movement and mentioned the Jallianwala Bagh incident and Rowlatt Act as the reasons.  
(b) This part of the question was correctly answered. However, candidates must write comprehensive answers with all details required.  
(c) This part too was answered correctly. There were many relevant points which they could write. Some have however repeated points or wrote two points meant for a single point

#### Suggestions for teachers

- The various reasons for the passing of the Quit India resolution must be discussed in order of importance with an explanation behind each reason so that students have a clear idea about them.
- Mention the importance of the British reaction in simple language for better understanding.
- To avoid irrelevant points and repetition lay emphasis that facts must be made clear for a better understanding. Learning should be reinforced by revision so that repetition can be avoided and relevant points written.

## MARKING SCHEME

### Question 8.

- (a) i) **Failure of Cripp's Mission:** Created discontent in the country. People felt that the Government was unwilling to concede to India the right of self-government. Indian leaders wanted the Viceroy to act as the Constitutional Head till a new Constitution was framed. This was not acceptable to the Government. The Congress could no longer remain quiet.
- ii) **Worsening of communal problem:** The Muslim League session at Lahore in 1940 set its official seal on the idea of Pakistan. Jinnah proclaimed that Muslims could not expect justice at the hands of the Congress.
- iii) **Japan's threat to India:** Gandhi felt that the situation now called for complete independence, only then could the country resist the Japanese invasion
- (b) The Government followed a policy of repression. Gandhi, Azad and other prominent leaders were arrested. Many were killed and injured.
- (c) i) The movement was an important landmark in India's struggle for freedom.
- ii) It instilled new confidence in the Indians. It aroused among them a spirit of total sacrifice.
- iii) The British Government's days in India were numbered. There was nothing to stop the Indians from attaining freedom.
- iv) The young and old all joined in the struggle for independence.

### Question 9



Study the picture given above and answer the questions that follow:

- (a) Identify the leader in the picture. [2]
- (b) State any *four* factors that led to the rise of dictatorships in Germany and Italy. [4]
- (c) Why did he invade Poland? State *two* similarities between Fascism and Nazism. [4]

### Examiners' Comments

- (a) A majority of candidates correctly answered the question by identifying the leader in the picture. Only a few wrote incorrect answers.
- (b) Most candidates correctly explained the reasons that led to the rise of dictatorship in Germany and Italy. However a few candidates mentioned their policies.
- (c) Both parts of this question were answered correctly by most candidates.

### Suggestions for teachers

- This is a picture based question and facilitates in scoring well. Support students in giving relevant questions based on all important personalities included in the syllabus.
- A comparative study regarding the rise of dictatorship in Germany and Italy must be done simultaneously as both countries to a certain extent had identical situations being faced and witnessed.
- This was the question based on facts which needs explanations. Increase learning techniques by giving students comprehensive views in a simple form.

## **MARKING SCHEME**

### **Question 9.**

- (a) Adolf Hitler; Nazi
- (b) i) Dissatisfaction with the peace treaties: Italy had joined the war on the side of the Allies. They had contributed much to the success of the Allies in the war, but when it came to dividing the spoils of the war the Allies deserted her. Italy had no valuable addition to her territory. Italians felt they had won the war but had lost the peace.  
Germans felt they been cheated and humiliated by the Treaty of Versailles. Germans were forced to cede large chunks of her territory to France, Belgium, Poland and Denmark. Her overseas possessions and colonies were divided amongst the Allies. The total strength of her army was reduced. This caused great insecurity among the Germans.
- ii) Economic factors: Economic conditions in Italy were very bad after the war. War debts and budget deficits caused great difficulty. The salaried employees, the farmers and the industrial workers felt the pinch of the post world war inflation. Young Italians found no employment. There were agrarian riots and strikes in the factories.
  - Huge reparations had been imposed on Germany, a defeated nation, as war indemnity. The financial crisis forced Germany to borrow recklessly. There was high rate of inflation and

unemployment. Under these circumstances the Nazi party had its ranks swollen by new recruits specially the youth.

- Inefficient and corrupt democratic Government; The post war democratic Governments were weak. They could not respond to the needs of the people. Italy was unable to control industrial and agrarian riots. In Germany, a liberal democratic Government was established but this was an unstable Government. Between 1919 to 1933 there were as many as 21 ministries headed by 12 Chancellors. The people were looking for a stronger Government with a firmer economic program.
- Rise of totalitarian ideologies: The philosophy of Hegel had flourished in Italy before Fascism was thought of. His philosophy had great intellectual depth. His pupils justified an authoritarian regime. It appealed to the masses because it glorified power. Dictatorial ideas appealed to the masses in Germany also.
- Class conflicts: Fascist and Nazi parties were being supported by industrialist, big businessman and landlords. The economy was in crisis and the workers were demanding higher wages and better conditions for work. Italy seemed to be heading towards a communist revolution. Financial support for fascism came from the moneyed class, who wished to suppress the workers.
- Charismatic leaders: Both Mussolini and Hitler were able to attract and inspire people by their personal qualities. In Italy Mussolini was called 'Duce' which meant leader and Hitler became the saviour of the Germans. He became the 'Fuhrer'.

(c) Hitler had been demanding Danzig Corridor because it was inhabited mainly by Germans. By occupying Danzig Corridor he could connect East Prussia with Germany. Poland was accused of committing atrocities on Germans living there. On Sept. 1, 1939, German troops stormed into Poland.

Similarities are:

- (1) To have faith in the totalitarian rule.
- (2) To despise democratic political systems.
- (3) To uphold one party and one leader.
- (4) Glorify war.
- (5) Narrow Nationalism
- (6) Anti-communist and anti-democratic rule.



## Question 10

The United Nations Organization was established to maintain peace and ‘promote social progress and better standards of life in larger freedom.’ With reference to this, explain the following:

- (a) The composition of the Security Council. [3]
- (b) The functions of the Security Council related to maintaining World Peace. [3]
- (c) The role of UNESCO in the development of Science and Technology. [4]

### Examiners’ Comments

- (a) Most candidates wrote correct answers. However some did not mention all points required in the answer.
- (b) Answered correctly by most candidates, though some candidates wrote general functions of the Security Council rather than those related to the maintenance of world peace.
- (c) Most candidates were unclear and unsure about writing the correct answer as they were ill prepared on the various agencies of the UN.

### Suggestions for teachers

- Instruct students to cover all relevant points including the number of permanent and non-permanent members.
- Attach sufficient significance to the fact that when students study the functions of the organs of the U.N. they must learn them comprehensively.
- While teaching major agencies of the U.N. students must be advised to learn their functions under different headings as functions are to be written as per requirements of the question.

## **MARKING SCHEME**

### **Question 10.**

- (a) The Security Council consists of 15 members. Five permanent members are China, France, Russia, Britain and USA. 10 non-permanent members are elected by the General Assembly by a two third majority for a two year term.
- (b) The Security Council’s primary responsibility is the maintenance of peace and security.
  - i) The Security Council may investigate any dispute or situation which might lead to International friction / It may recommend appropriate methods to settle such disputes by negotiation, mediation, arbitration or a judicial settlement / When none of the peaceful methods succeed it can impose economic sanctions against the aggressor and sever diplomatic relations / As a last resort it can take military action against the Aggressor.
- (c) Role of UNESCO in promoting Science and Technology :

UNESCO promotes basic research in fields like Geology, Mathematics, Physics and Oceanography. / Engineering and technology schemes in many developing countries are being financed by UNESCO. / It organizes regional and world conferences to bring together scientists, technicians and technologists. / It provides information through bulletins, journals and exhibitions /encourages the study of social sciences.

**Topics found confusing /difficult:**

- Two types of authority in a federal set up.
- Executive head of a State.
- Relationship between the two houses of a State Legislature over Money and Non-Money Bills.
- Power of Judicial Review.
- Chief Minister’s relations with the Council of Ministers and the Governor.
- Demands made by the Muslim Deputation in 1906.
- Functions of Security Council relating to the maintenance of World peace.
- Impact and Significance of the Quit India Movement.
- The role of UNESCO in the Development of Science and Technology.

**Suggestions for students:**

- Write relevant points by reading the question carefully.
- Study the entire syllabus and avoid selective study.
- Be attentive in the classroom when explanations and discussions are in progress.
- Be careful and specific while writing answers.