

PART I – 30 MARKS

(Attempt **all** questions from this **Part**.)

Question 1

[16]

Select the correct answers to the questions from the given options.

(Do not copy the questions, write the correct answers only.)

(i) The salaries and allowances of the ministers are decided by the:

- (a) Parliament
- (b) Finance Minister
- (c) President
- (d) Prime Minister

(ii) Civil Cases : Court of District Judge : : Criminal Cases :

- (a) Revenue Court
- (b) Family Court
- (c) Sessions Court
- (d) Commissioner's Court

(iii)



The Lok Adalat has many advantages. Which of the following statements about the advantages of the Lok Adalat is best described in the picture given above?

- (a) It is inexpensive
- (b) It is organised in various parts of the country
- (c) It works on the spirit of compromise
- (d) It reduces the burden of the higher courts

- (iv) Given below are details of Indian citizens. Select the ones who are eligible for appointment as a High Court Judge:

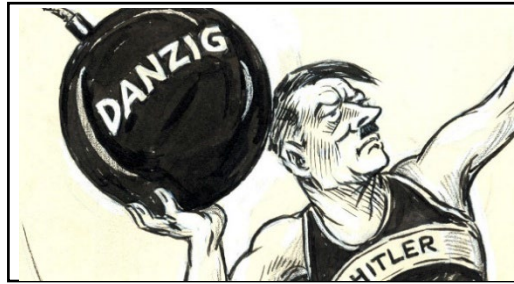
Candidate	Age	Details
P	65	Is a distinguished jurist
Q	61	Has been a High Court Advocate for 10 years
R	67	Has been a High Court Advocate for 5 years
S	56	Has held a judicial office for at least 10 years

- (a) P and R
 (b) Q and S
 (c) R and P
 (d) Q and R
- (v) The strength of the house is 550. On a particular day 50 members are present. The speaker decides to adjourn the house. Identify the **MOST LIKELY** reason for the adjournment.
- (a) Disorder in the house
 (b) Lack of quorum
 (c) Breach of privilege
 (d) Contempt of the House
- (vi) During a *hung assembly* when no party gets the majority, the President appoints the Prime Minister. What power is the President exercising?
- (a) Legislative
 (b) Executive
 (c) Discretionary
 (d) Judicial
- (vii) Read the two statements given below and select the option that shows the correct relationship between (A) and (R):
Assertion (A): Forward Bloc had the objective of abolishing Zamindari System.
Reason (R): Subhash Chandra Bose wanted to establish a socialist state.
- (a) A is true but R is false
 (b) R is the reason for A
 (c) Both A and R are false
 (d) Only R is true, A is false
- (viii) The _____ aimed to introduce equality between British and Indian Judges.
- (a) Vernacular Press Act
 (b) Gagging Act
 (c) Indian Universities Act
 (d) Ilbert Bill

- (ix) The Rowlatt Act was called the *Black Act* because the Indians:
- (a) could not possess any arms
 - (b) could not export any goods
 - (c) could be arrested without a warrant
 - (d) could be sent overseas on duty
- (x) Who organised the *Grand Delhi Durbar*?
- (a) Lord Curzon
 - (b) Lord Canning
 - (c) Lord Lytton
 - (d) Lord Dalhousie
- (xi) Tina is inspired by the methods of the Early Nationalists and wants to follow them. She notices that the road leading to her school is damaged and has many potholes. Which of the following methods is she **MOST LIKELY** to follow, to solve this problem?
- (a) Boycott the civic authorities
 - (b) Gather a group of students and protest
 - (c) Write a petition to the authorities highlighting the problem
 - (d) Block the entrance to the road
- (xii) Given below are the objectives of the Indian National Army. Identify the odd one out of the following:
- (a) To organise a provisional government of Free India
 - (b) Total mobilisation of Indian manpower and money
 - (c) Unity, faith and sacrifice
 - (d) To train and organise public opinion in the country
- (xiii) Tahir is preparing to give a speech about the *Sati system* in India. Which of the following Indian leader's contribution **MUST** he mention in his speech?
- (a) Raja Rammohan Roy
 - (b) W. C. Bonerjee
 - (c) Bipin Chandra Pal
 - (d) Jyotiba Phule
- (xiv) Which of the following is **NOT** a consequence of the Second World War?
- (a) Austria and Hungary became separate states
 - (b) Defeat of the Axis powers
 - (c) Beginning of the Cold War
 - (d) Formation of the United Nations
- (xv) Identify the principle of *Panchsheel*.
- (a) Mutual non-aggression
 - (b) Regulate armaments

- (c) Take action against aggressor
- (d) Recommend admission of members

(xvi)



By Milton Rawson Halladay

Which incident depicted in the above cartoon led to the beginning of the Second World War?

- (a) Hitler's policy of Imperialism
- (b) Hitler's attack on Poland
- (c) Hitler's annexation of Austria
- (d) Hitler's attack on Czechoslovakia

Comments of Examiners

- (i) Most of the candidates answered this question correctly. However, a few chose 'Finance Minister' or 'President' probably because the question was about salaries and allowances, whereas 'Parliament' was the correct answer.
- (ii) Most of the candidates answered this question correctly.
- (iii) Majority of the candidates answered this question correctly except for a few candidates who chose other incorrect options. A few got confused between 'Revenue Court' & 'Commissioner's Court'.
- (iv) This question was well attempted, but some candidates got confused between the qualifications of the High Court and Supreme Court judges and chose 'Q and R' which was incorrect.
- (v) This question was answered correctly by most of the candidates, but a few chose other incorrect options.
- (vi) Though many of the candidates answered this correctly, some got confused and chose either 'Executive' or 'Legislative' instead of 'Discretionary' function.
- (vii) Some candidates were unable to answer this question correctly and chose different incorrect options.
- (viii) Most of the candidates answered this correctly but a few chose 'Gagging Act' as the option instead of 'Ilbert Bill'.
- (ix) Most of the candidates answered this question correctly. Few opted for options (a) and (c) both and lost marks.
- (x) Many candidates were confused and chose wrong options for this question.
- (xi) Most of the candidates answered this question correctly.
- (xii) Many candidates answered this question incorrectly. They chose either option (b) or (c) instead of option (d). Candidates missed the words *Odd one* given in the question.
- (xiii) Most of the candidates answered this question correctly but some chose 'Jyotiba Phule' instead of 'Raja Rammohan Roy'.
- (xiv) This question was well attempted by most of the candidates.
- (xv) Most candidates have selected the correct option. Some have written option (c) 'to act against the aggressor' and few have selected option (d) 'to recommend admission of members' instead of the correct option (a) 'mutual non-aggression.'

Suggestions for teachers

- Clearly apprise students that the salary of ministers in government is indeed determined by Parliament as parliamentary approval ensures transparency and accountability in the remuneration of public officials.
- Explain concepts like Lok Adalat through analysis of cartoon-based pictures and provide more practice of picture-based questions for critical thinking and visualising complex ideas.
- Illustrate with a table the difference between the qualifications required for a judge of Supreme Court and the High Court, and the necessary legal expertise, experience, and maturity required to effectively fulfil their judicial responsibilities.
- Illustrate the definition of the term *quorum* and the reasons for adjournment of Lok Sabha with real-life examples/case studies for a nuanced perspective on parliamentary procedures.
- Explain the various powers of the President, while also clarifying the terms, Legislative powers, Executive powers and Discretionary powers during a hung assembly.
- Analyse the different political movements and leaders, providing sufficient practice of Assertion and Reasoning questions.
- Discuss the Gagging Act, the Ilbert Bill and other policies introduced by the British, to avoid confusions with regards to other historical acts.
- Discuss in-depth the Rowlatt Act, its objective, and the impact on Indians, highlighting how repressive and unjust it was.
- Provide a clear historical context for the Grand Delhi Durbar, explaining its significance and purpose.
- Encourage candidates to critically analyse the options and eliminate incorrect answers based on their knowledge of the topic.

(xvi) This question was well attempted by most of the candidates. Few have selected 'Hitler's attack on Czechoslovakia' as the answer, which is incorrect.

Suggestions for teachers

- Make use of a comparative table of the objectives and methods of the Early and Assertive Nationalist to distinguish between the two groups.
- Clearly define and differentiate the objectives of the various parties and organisations with examples to avoid confusion.
- Teach the contributions of the social reformers with special emphasis on their MOST significant reforms.
- Provide clear explanations of historical events and their consequences, particularly those related to World War II.
- Discuss the principles of the Panchsheel while differentiating it from other international agreements for conceptual clarity.
- Provide a clear historical timeline of events leading to the Second World War, emphasising the context and consequences of Hitler's actions. Use visual aids, such as maps or timelines, to illustrate the sequence of events and help candidates visualise the historical context more effectively.

MARKING SCHEME

Question 1

(i)	(a) Parliament
(ii)	(c) Sessions Court
(iii)	(c) It works on the spirit of compromise
(iv)	(b) Q and S
(v)	(b) Lack of quorum
(vi)	(c) Discretionary
(vii)	(b) R is the reason for A
(viii)	(d) Illbert Bill
(ix)	(c) could be arrested without a warrant
(x)	(c) Lord Lytton
(xi)	(c) Write a petition to the authorities highlighting the problem
(xii)	(d) To train and organise public opinion in the country
(xiii)	(a) Raja Rammohan Roy
(xiv)	(a) Austria and Hungary became separate states
(xv)	(a) Mutual non-aggression
(xvi)	(b) Hitler's attack on Poland

Question 2

- (i) Mention *any two* writs issued by the High Court. [2]
- (ii) Imagine you are an Indian ruler who has signed the *Subsidiary Alliance*. Mention *any two* conditions of this agreement which will affect you. [2]
- (iii) Mention *any two* causes of the Quit India Movement. [2]
- (iv) In which year did the *Surat Split* happen? What was the result of this split? [2]
- (v) Mention *any two* common ideologies of Fascism and Nazism. [2]
- (vi) Name the two cities of Japan which were bombed by America in the year 1945. [2]
- (vii) Read the given news carefully and answer the question that follows: [2]

Govt's power to promulgate, repromulgate Ordinances — why and how

An Ordinance "shall have the same force and effect as an Act of Parliament". But the government is required to bring an Ordinance before Parliament for ratification —

and failure to do so will lead to its lapsing “at the expiration of six weeks from the reassembly of Parliament”.

The Indian Express – May 25, 2023

Mention *any two* points regarding an ordinance that can be deduced from the above news.

Comments of Examiners

- (i) Most candidates answered this question correctly.
- (ii) Majority of the candidates answered this question correctly except some who were not clear with the terms of the *Subsidiary Alliance*.
- (iii) Most of the candidates answered this correctly. However, some gave different answers like communal clashes and resignation of Congress ministries, etc.
- (iv) Many candidates got the first part of the question wrong as they failed to mention the year of the *Surat Split*. However, many answered the second part correctly while some did not attend this question.
- (v) This question was well attempted by most of the candidates. However, some candidates mixed up the ideologies of Nazism and Fascism with the causes that led to the rise of dictatorship in Germany and Italy.
- (vi) This question was well attempted by most of the candidates. However, some candidates confused the name of the cities.
- (vii) This question was well attempted. Majority of the candidates were able to comprehend this question though it was a new pattern and answered correctly.

Suggestions for teachers

- Explain different types of writs and provide examples and scenarios where each type of writ would be applicable.
- Explain in detail the concept of Subsidiary Alliance giving historical context and emphasise that it was an objectionable policy of expansion along with outlining the terms of the alliance and cover this part as per the scope of syllabus
- Specify that there are **only two** specific causes for the Quit India Movement according to the scope of syllabus.
- Discuss the widespread participation and involvement of the masses in Quit India movement through a structured approach by incorporating historical context.
- Train students with the timeline of incidents and consequences.
- Encourage candidates to compare and contrast the ideologies of Fascism and Nazism, noting similarities and differences in their core beliefs, goals, and methods.
- Provide clear and concise information about the atomic bombings of Hiroshima and Nagasaki, and the devastating impact of these bombings.
- Explain the purpose of ordinances in the legislative process, highlighting their role in addressing urgent legislative matters when the Parliament is not in session.
- Describe the process of bringing an ordinance before Parliament for ratification, including the timeline for ratification and the consequences of failure to ratify within the specified period.

MARKING SCHEME

Question 2

(i)	Habeas Corpus / Mandamus / Certiorari / Prohibition / Quo Warranto <i>(Any two points)</i>
(ii)	Accept British as Supreme Power / could not engage in wars or enter treaties with other powers / Should pay to maintain the British troops / Resident was kept at the native ruler's court. / The British could control the internal affairs through native resident / Could not employ any European in their service without consulting the company / virtually lost their independence. <i>(Any two points)</i>
(iii)	Failure of the Cripps Mission / Threat of Japanese Invasion <i>(Any two points)</i>
(iv)	1907 The Congress party split or the assertive nationalists were removed from the party.
(v)	To have faith in the totalitarian rule / Despise democratic political systems / uphold one Party and one Leader / Believe in aggressive nationalism and imperialism / War as an instrument for furthering national interests / Intensely nationalistic / anti- communist / and anti- democratic / The state is supreme / and it could suppress the Fundamental rights and freedoms of people / freedom of speech / press / Believed in racial supremacy / Anti-intellectualism. <i>(Any two points)</i>
(vi)	Hiroshima and Nagasaki
(vii)	An ordinance has the force of an act / it must be presented in the Parliament / it will lapse if not approved within 6 weeks from time of reassembly of Parliament/The Parliament has to ratify the ordinance <i>(Any two points)</i>

PART II

SECTION A (20 Marks)

(Attempt *any two* questions from this *Section*.)

Question 3

The Union Parliament is the supreme legislative body in the country. With reference to the Indian Parliament answer the following questions:

- (i) *The Rajya Sabha is called a Permanent House.* Explain this statement. [3]
- (ii) Explain the composition of the Rajya Sabha. [3]
- (iii) Mention *any two exclusive* powers of the Lok Sabha and *two powers exclusive* to the Rajya Sabha. [4]

Comments of Examiners

- (i) Most of the candidates got confused and were not able to answer correctly. They could not distinguish between the term of the Rajya Sabha and the term of the members.
- (ii) This question was well attempted by majority of the candidates.
- (iii) Some candidates could not answer this question correctly as they were confused. While some could answer the powers of Lok Sabha correctly, they failed to identify the exclusive powers of the Rajya Sabha.

Suggestions for teachers

- Explain the concept of Rajya Sabha and that the term *Permanent House* refers to the continuous existence of the Rajya Sabha unlike the Lok Sabha, which is subject to dissolution every five years.
- Emphasise on the fact that 1/3 members of Rajya Sabha retire every two years and new members take their place.
- Teach key differences between the Lok Sabha and the Rajya Sabha, focusing on qualifications, terms, and composition with a classification chart.
- Clearly explain the Exclusive Powers of the Lok Sabha and Rajya Sabha with examples in a tabular format.
- Emphasise that while both houses have overlapping functions, they also have distinct powers granted to them by the Constitution.

MARKING SCHEME

Question 3

(i)	<p>It cannot dissolve as a whole because 1/3 members retire every 2 years and new members are elected in their place.</p> <p style="text-align: right;"><i>(Any three points)</i></p>
(ii)	<p>A total of 250 members / 238 are elected by members of the state legislative assemblies / 12 members are nominated by the President.</p> <p style="text-align: right;"><i>(Any three points)</i></p>
(iii)	<p>Rajya Sabha</p> <p>Can approve the creation of All India Services / Can never be dissolved / takes over the functions of the LS during emergencies / can declare by 2/3 majority that the Parliament can legislate on a subject in the state list.</p> <p style="text-align: right;"><i>(Any two points)</i></p> <p>Lok Sabha-Motion of No-Confidence against the government can only be introduced and passed in the Lok Sabha / the Council of Ministers is answerable to the Lok Sabha only / Money bills can be introduced only in the Lok Sabha / Budget is passed. controls the national purse/has complete control over finance / In case of a deadlock between the two houses, the will of the Lok Sabha prevails due to its higher numerical strength / Can pass an Adjournment Motion.</p> <p style="text-align: right;"><i>(Any two points)</i></p>

Question 4

The Council of Ministers headed by the Prime Minister aids and advises the President. In this context, answer the following questions:

- (i) Mention *any three* points to distinguish between the Council of Ministers and the Cabinet. [3]
- (ii) Who appoints the Cabinet Ministers? Mention *any two* administrative powers of the Cabinet. [3]
- (iii) *The President is the nominal head of the Indian Union.* Mention any four functions of the Prime Minister with reference to the President. [4]

Comments of Examiners

- (i) Most of the candidates answered this question correctly but some mixed up their answers as they were not able to clearly distinguish between the two categories.
- (ii) Many candidates got the first part of the question correct but could not answer the second part correctly. They wrote legislative powers instead of administrative powers.
- (iii) This question was well attempted by most of the candidates. A few candidates got confused while writing the functions of the Prime Minister concerning the President and wrote about the Prime Minister's power as the leader of the nation.

Suggestions for teachers

- Explain the clear distinction between the council of ministers and the cabinet with relevant examples for better clarity.
- Quote examples from real life by giving names of Cabinet Ministers and the specific responsibilities they hold to explain the importance of the Cabinet.
- Explain the meaning of the words Administrative, Legislative, and Executive powers of the Cabinet and Parliament in detail through a classification chart.
- Illustrate the various powers of the Prime Ministers with the help of articles from magazines and newspapers to give relevant examples to explain the significant relationship between the President and the Prime Minister.

MARKING SCHEME

Question 4

(i)

Council of Ministers	Cabinet
1. The Council of Ministers consists of all categories of Ministers – Cabinet Ministers, Ministers of State and Deputy Ministers.	1. The 'Cabinet' is a smaller group consisting of senior Ministers holding important portfolios such as Defence, Finance, Home, etc.
2. The Prime Minister may or may not consult the other Ministers below the rank of Cabinet Ministers	2. They are the most trusted colleagues of the Prime Minister. The Prime Minister always consults them. The decisions of the Cabinet are binding on all the ministers.
3. In the day-to-day working of the government, the Council of Ministers as a whole rarely meets.	3. The Cabinet is a small cohesive group of senior Ministers who determine the policy and programme of the Government; so they meet as frequently as possible.
4. According to the Constitution, the President acts on the advice of the Council of Ministers. In reality, it is not the Council of Ministers but	4. In day-to-day governance of the country, the Cabinet advises the President, through the Prime Minister.

	the Cabinet which advises the President.	
	(Any three points)	
(ii)	<p>The President</p> <p>Policy making/ Implementation of policies / coordinating functions of different departments/ Advice in appointments.</p> <p>(Any two points)</p>	
(iii)	<p>Functions of the Prime Minister with reference to the President:</p> <ul style="list-style-type: none"> - All authority vested in the President is exercised by the Prime Minister. - It is on the advice of the Prime Minister that the President summons and prorogues the Parliament. - Dissolves the Lok Sabha. - The Prime Minister chooses the ministers and on his / her advice the President appoints them. - The ministers may be dismissed on advice of the Prime Minister. - He / she advises the President on various appointments to important posts such as the Judges of the Supreme Court, the Governors and Ambassadors. - He / she is a link between the President and the Council of Ministers. - The President can ask the Council of Ministers to reconsider any matter, which has not been considered by the cabinet and on which a decision has been taken by a minister. <p>(Any four points)</p>	

Question 5

The judiciary is the system of courts that interprets and guards the Indian Constitution. With reference to the Supreme Court of India, answer the following:

- (i) What is the composition of the Supreme Court? Why is it called the *Court of Record*? [3]
- (ii) Explain the power of *Judicial Review*. [3]
- (iii) What is meant by the term *Original Jurisdiction*? Mention *any three* cases which come under this jurisdiction. [4]

Comments of Examiners

- (i) Many candidates were able to correctly explain the feature of the Supreme Court as a *Court of Record*, while some of them were confused with the composition and wrote it incorrectly.
- (ii) Many answered this question correctly but some did not know the concept and were confused between *Judicial Review* and *Revisory Jurisdiction*.
- (iii) Most of the candidates answered this question correctly but some got confused between the Original Jurisdiction of High Court and Supreme Court.

Suggestions for teachers

- Explain the composition clearly with the demarcation emphasised and instruct students that they must write as 33 + 1 Chief Justice and not 34 judges.
- Discuss the role of the Supreme Court as the *Court of Record* and reiterate valid terms like recorded judgments, preservation for future reference, etc., clearly.
- Explain the jurisdictions of the Supreme Court thoroughly, along with the meaning of the term 'Judicial Review' and explain how this power of the Judiciary can invalidate both the Executive and the Legislature when they go against the Constitution.
- Teach the meaning of the Original Jurisdiction and distinguish between the Original jurisdiction of the Supreme court and High Court with the help of a flowchart.
- Advise students to write specific examples of the types of cases instead of general terms.

MARKING SCHEME

Question 5

(i)	33 judges and 1 chief justice The court of record. Its judgement and orders are preserved as a record / This can be produced in any court as precedents. Future references / testimony / If a person commits a contempt of court, the court has the authority to punish her / him for contempt. / No authorities can deprive the court of this right. <div style="text-align: right;"><i>(Any two points)</i></div>
(ii)	The Supreme Court is the interpreter of the Constitution / It has the power to review laws passed by the union or state legislatures or executive / The Supreme Court can declare a law ultra vires or null and void, if it is against the letter and spirit of the Constitution or any provision of the constitution. <div style="text-align: right;"><i>(Any three points)</i></div>
(iii)	Original jurisdiction refers to those cases which can be directly brought to the Supreme Court or cases heard in the first instance. Original Jurisdiction cases-Centre state/ interstate disputes / Union and state on one side and other states on other side/ Protection of Fundamental rights / Transfer of cases from lower courts / Interpretation of constitution. <div style="text-align: right;"><i>(Any three points)</i></div>

SECTION B (30 MARKS)

(Attempt *any three* questions from this *Section*.)

Question 6

The Revolt of 1857 was the beginning of the independence struggle against the colonial rule of the British. With reference to the consequences of the Revolt, answer the following:

- (i) Mention *any three* changes made in the administration with the end of the Company's Rule. [3]
- (ii) State *any three* policies promised to Indians in Queen Victoria's Proclamation. [3]
- (iii) Mention *any four* changes made in the army after the Revolt [4]

Comments of Examiners

- (i) Many candidates were not able to answer correctly while some could not answer with the required number of points.
- (ii) Many candidates failed to answer this question correctly as they were confused between the administrative changes and the proclamation of Queen Victoria. They also mentioned the policy of the British towards princely states as part of the proclamation.
- (iii) Many candidates answered this question correctly but some mentioned points from the military causes instead of the changes made as the consequence of the Revolt

Suggestions for teachers

- Adhere to the scope of the syllabus in light of revisions made and teach accordingly.
- Prepare a classification chart to teach candidates the causes and consequences of administrative changes with the end of the Company's Rule.
- Instruct candidates to read and understand the question before attempting it.
- To clearly explain the promises made by Queen Victoria, refer to different publications to avoid any confusion regarding the scope.
- Explain the military causes and connect them to the changes made in the army after the Revolt.
- Highlight how the British recognised their military short-comings and resolved them after the war. This connection will help students retain the concept better.

MARKING SCHEME

Question 6

(i)	<p>Changes made in the administration with the end of the Company's Rule:</p> <ul style="list-style-type: none"> - End of the rule of the East India Company and assumption of the Government of India directly by the Crown. - It transferred the power to govern India from the East India Company to the British Crown. - The Company's Board of Control and Court of Directors were abolished. - A member of the British Cabinet was appointed Secretary of State for India and made responsible for all matters related to the governance of India. - He was given a Council to advise him, called the Indian Council. - Actual governance was to be carried on, as before, by the Governor-General who was also given the title of Viceroy. - Appointments to the Civil Service were to be made by open competition under rules made by the Secretary of State. <p style="text-align: right;"><i>(Any three points)</i></p>
(ii)	<p>Policies promised to Indians in Queen Victoria's Proclamation:</p> <ul style="list-style-type: none"> - Follow a policy of non-intervention in social and religious matters of Indians. - Treat all subjects – Indian and Europeans – as equals (education and ability would be the basis of all appointments). - Grant a general pardon to all those who had taken part in the War except those who were found guilty of murder of British subjects. - Do its best to advance the industries in India. - Promote works of public utility in India so as to ensure the material as well as the moral progress of the people. <p style="text-align: right;"><i>(Any three points)</i></p>
(iii)	<p>Changes made in the army after the Revolt:</p> <ul style="list-style-type: none"> - The strength of European troops in India was increased. - European troops were kept in key geographical and military positions. - To desist the Indian soldiers from rising again against the British rule, the sophisticated weapons and ammunition were never placed under charge of Indians. - All Indian artillery units, with the exceptions of a few mountain units, were disbanded. - Discrimination on the basis of caste, region and religion was practised in the recruitment to the army. - In order to discourage nationalism, measures such as introduction of caste and community in most regiments were taken. - Newspapers, journals and nationalist publications were prevented from reaching the soldiers to keep the Indian army separated from the life of the rest of the population. <p style="text-align: right;"><i>(Any four points)</i></p>

Question 7

The Indian National Movement is divided into three phases. With reference to the *Second Phase of the Indian National Movement*, answer the following questions:

- (i) Who partitioned Bengal? Mention *any two* points to explain the perspective of the Nationalists regarding the *actual motive* behind the decision of Partition. [3]
- (ii) What was the objective of the *Assertive Nationalists*? Mention *any two* contributions of Bal Gangadhar Tilak. [3]
- (iii) In which year was the Muslim League formed? Mention *any three* objectives of the Muslim League. [4]

Comments of Examiners

- (i) Many candidates were able to answer this question correctly. A few candidates wrote Lord Lytton or Lord Canning instead of Lord Curzon. Additionally, they wrote from the perspective of the British instead of the Nationalist perspective. Some candidates got confused with the actual reason and the reason given by Lord Curzon for the partition of Bengal.
- (ii) Some candidates could not mention the objective of the Assertive Nationalists and wrote the objective of the Early Nationalists. Some could not list out the contributions of Bal Gangadhar Tilak.
- (iii) Many candidates could not mention the year of foundation of the Muslim League. However, they were able to write the objectives of the Muslim League.

Suggestions for teachers

- Discuss the period of different viceroys in detail to eliminate prevalent confusion about colonial policies.
- Teach students to differentiate between the two Viceroys in their colonial roles, actions, and policies in detail with clarity.
- Explain the Partition of Bengal from both perspectives, along with relevant examples of movements against the Partition to highlight the angst of the Nationalists.
- Differentiate the objectives and the methods of the Early and Assertive Nationalists using a tabular form and provide sufficient examples.
- Teach the Independence movement in chronological order to avoid confusion in the timeline and instruct students to read questions carefully to identify correct dates.

MARKING SCHEME

Question 7

(i)	<p>Lord Curzon</p> <p>To divide Hindus and Muslims / To stop the rising tide of nationalism because Bengal was the nerve centre of Indian nationalism / To demonstrate the strength of the British Raj.</p> <p style="text-align: right;"><i>(Any two points)</i></p>
(ii)	<p>Purna Swaraj or complete independence</p> <p>He advocated Swadeshi, Swaraj and Boycott.</p> <ul style="list-style-type: none"> • He started two newspapers, Mahratta and Kesri • Revived the Ganapathi and Shivaji festival • Organised the Akharas and Lathi Clubs for the youth • He led a no-rent campaign • Opposed the Partition of Bengal • Launched the Home Rule Movement • Gave the slogan ‘Swaraj is my birthright, and I shall have it.’ • Advocated National Education • He is regarded as the ‘Forerunner of Gandhi’ because Tilak followed the idea of Swadeshi and Boycott much before Gandhiji. His idea of Swaraj was similar to Gandhiji’s idea of complete Independence. He also believed in mass movements. • He wrote three great works- Gitarahasya, The Orion, The Arctic Home in the Vedas. <p style="text-align: right;"><i>(Any two points)</i></p>
(iii)	<p>Muslim league was formed in 1906.</p> <p>Policy of divide and rule / Relative backwardness of Muslim community in education, trade and industry / Role of Sir Sayyid Ahmad Khan / Wrong interpretation of History / Loss of Sovereignty of Mughal Rulers / Rise of Assertive Nationalists / Economic Backwardness of the Country</p> <p style="text-align: right;"><i>(Any three points)</i></p>

Question 8

Look at the picture given and answer the following questions:



- (i) Name the Viceroy who announced the plan for smooth transfer of power. Mention **[3]** any two clauses of his plan with reference to the *Princely States*.
- (ii) Mention *any three* reasons for the acceptance of his plan by the Congress. **[3]**
- (iii) Mention *any four* provisions of the *Indian Independence Act* of 1947. **[4]**

Comments of Examiners

- (i) Many candidates could name Mountbatten as the Viceroy who transferred power, but some made errors in mentioning the clauses regarding Princely states.
- (ii) Many candidates could answer this question correctly.
- (iii) Many answered well while some candidates got confused and mentioned some clauses of the Mountbatten Plan.

Suggestions for teachers

- Explain the clauses of the Mountbatten Plan by segregating the terms into separate categories for better clarity.
- Reinforce and ensure that candidates write their answers correctly.
- Guide students towards the fact that historical facts/clauses/provisions cannot be diluted or misquoted and thus to answer with facts.
- Prepare a classification chart to clarify and teach candidates the contrast between the Cabinet Mission Plan, Indian Independence Act, 1947, and the Mountbatten Plan.
- Give special prominence to Princely states while teaching.
- Guide candidates to understand the views of both the Muslim League and the Congress and discuss the manner in which both the parties acted or responded to the plan systematically and comprehensively.

MARKING SCHEME

Question 8

(i)	<p>Mountbatten.</p> <p>Princely states could join either India/ or Pakistan/ or remain independent.</p>
(ii)	<p>It was a solution to the large-scale communal riots / the League had joined the interim government to obstruct and not cooperate / the only alternative to partition was a federation with a weak centre / further continuity of British rule would mean a greater calamity / not agreeing to the partition many result in the creation of many Pakistans / further delay could lead to a civil war/partition would help get rid of separate electorates and other undemocratic procedures / Result of Direct action day / A small India with a strong centre was better than a bigger state with a weak centre / British were encouraging the rulers of Indian states to remain Independent.</p> <p style="text-align: right;"><i>(Any three points)</i></p>
(iii)	<p>League of Nations.</p> <p>Provisions of the Indian Independence Act of 1947:</p> <ul style="list-style-type: none"> - Two New Dominions: India would be partitioned and two independent Dominions – India and Pakistan. - Provisions of Partition: Both Bengal and Punjab would be divided if so desired by the people. - A plebiscite would be held in North West Frontier Province (NWFP) as well as in Sylhet district (Muslim majority area) in East Bengal to determine whether they would like to join Pakistan or India. - Governor-General for Each Dominion: There would be a Governor- General who would be appointed by the British King on the advice of the Cabinet of the concerned Dominion. - Constituent Assemblies to Serve as Central Legislatures: The Constituent Assemblies of both the dominions were to act as the Central Legislatures and would have full powers to make laws for their respective Dominion. - End of Jurisdiction of the British Parliament: The legislative authority of the British Parliament would cease from August 15, 1947. - Abolition of the use of the title ‘Emperor of India’ by the British monarch. - Till the new Constitution was framed, each of the Dominions and all Provinces were to be governed in accordance with the Act of 1935. - The Governor-General was given the powers to modify or adopt the Government of India Act 1935 by March 31, 1948. - Princely States: The Princely States would become independent, and all the powers exercised by the British authority would be terminated. - They would be free to associate themselves with either Dominion or to remain independent. - Treaties and Agreement: With effect from August 15, 1947, His Majesty’s Government would cease to have any responsibility for the Government of India.

	<ul style="list-style-type: none"> - Division of the Army and the Assets: Provisions were made for the division of the Indian army between the two Dominions and steps were to be taken to share the assets and liabilities between the two Dominions. - Bringing the Act into Operation: The Governor-General was vested with necessary powers for bringing Indian independence into effective operation. - Office of Secretary of State and Interest of Existing Officers: Provisions were made for safeguarding the interests of the existing officers appointed by the Secretary of the State. The office of the Secretary of State for India was abolished. <p style="text-align: right;"><i>(Any three points)</i></p>
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Question 9

The final act of the long-drawn-out negotiations took place at Versailles on Saturday afternoon, and to-day Germany and the Allies – always with the exception of America – are at peace. Peace is a blessed word, and both the word and the fact are welcome to-day. So far as Germany is concerned there is for the present an end of strife, and at least a formal return to the decent relations of civilised states.

Editorial: Peace in force (12 January 1920)

The Guardian

- (i) Mention *any three* causes of the World War which ended with the signing of the treaty being discussed in the passage above. [3]
- (ii) Name the organization which was established in 1920 to maintain peace after this war. Mention *any two* of its objectives. [3]
- (iii) Mention *any four* clauses of the Treaty which affected Germany. [4]

Comments of Examiners

- (i) Many candidates could answer this question correctly.
- (ii) Some candidates wrongly mentioned The United Nations Organisation (UNO) instead of the League of Nations. They also got confused between the objectives of the League and the UNO.
- (iii) Many candidates could answer this question correctly but went wrong in mentioning the specific numbers for clauses. For example - reparation of 33 billion dollars, 1 lakh limit on army, etc.

Suggestions for teachers

- Encourage candidates to make flashcards to learn and recall the names of the countries and the alliances formed during the two world wars.
- Discuss different causes for the First World War and the Second World War in a more thorough and inclusive manner.
- Explain and revise the objectives of various organisations.
- Train students to write specific objectives and not generalised answers.
- Advise students to read the question correctly and completely during the reading time allotted and also before answering the question.
- Discuss in detail the main clauses of the Treaty of Versailles and explain how it became a cause for the Second World War.
- Train candidates to mention the numbers correctly. The clauses or terms must be written precisely with specific details and not as random, and generalised answers.

MARKING SCHEME

Question 9

(i)	Nationalism and Imperialism / Armament Race / Division of Europe / Sarajevo Crisis (Any three points)
(ii)	League of Nations Objectives <ul style="list-style-type: none"> - All disputes must be referred to the League of Nations for a peaceful settlement. - All states were prohibited from entering into secret treaties. - Member states were not supposed to maintain huge armies, warships and destructive arms. - All states should respect each other's independence. - Member-States had to take necessary action, as directed by the League against the country which disturbs world peace. - The League will promote cultural, social and economic cooperation among member-States. (Any two points)
(iii)	It was declared guilty of aggression and had to pay war reparation of 33 billion dollars / The area of the Rhine valley was demilitarised and the German territory, west of Rhine was to be occupied by the Allied troops for 15 years / Danzig became free port in Polish

territory/ Lost Alsace-Lorraine to France / The Saar coal mines were given to France / Lost all her colonies to the allies / The German force was restricted to 1 lakh / the Navy to 15,000 men/ and 24 ships / The Air force and submarines were banned / German merchant ships were distributed among the allies / Germany had to supply huge quantities of coal to France / Germany ceded the Rhine valley and the Ruhr industrial areas to the allies / German colonies in the Pacific, and the areas under her control in China were given to Japan.

(Any four points)

Question 10

Both the United Nations Organisation and the Non-Aligned Movement aim to achieve international peace and security. In this context, answer the following:

- (i) Mention *any three* functions of the Security Council. [3]
- (ii) Mention *any three* functions of the World Health Organisation. [3]
- (iii) Name *any two* founders of the Non-Aligned Movement. Mention any two of its objectives. [4]

Comments of Examiners

- (i) This question was well attempted by most of the candidates.
- (ii) Several candidates answered this question correctly.
- (iii) Many candidates answered this question correctly except some who were not able to mention the names of the founders correctly.

Suggestions for teachers

- Train students to prepare a chart reflecting comparative differences between the functions of the General Assembly, Security Council, and International Court of Justice for better clarity.
- Familiarise students with the names of the founders of NAM and ensure revisions of the same.
- Explain the objectives of the organisation in the light of the non-aligned policy of the member nations.

MARKING SCHEME

Question 10

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| (i) | <ul style="list-style-type: none"> - Maintain international peace and security. - Investigate disputes. - Take military action against aggressor. - Recommend methods of adjusting disputes and terms of settlement. - To regulate armaments. - Take economic sanctions against aggressor. - To recommend the admission of new members. |
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	<ul style="list-style-type: none"> - To recommend to the General Assembly in the appointment of Secretary General, judges of International Court of justice. <p style="text-align: right;"><i>(Any three points)</i></p>
(ii)	<p>Functions of WHO:</p> <ul style="list-style-type: none"> - Direct and coordinate health work on an international scale. - Works in fields of communicable diseases and other issues such mental health, cancer, heart disease, diabetes, blindness, etc. - Maintains maternal and child health - prevent accidents and provide rehabilitation - eradication of smallpox by a global campaign - Promote the provision of good health and living conditions of the people / Improve health systems in countries - To set international standards with regard to food and medicines. - To provide safe drinking water. - Vaccination/immunisation against six major diseases like measles, diphtheria, tetanus, TB, polio & whooping cough / diarrheal deaths have reduced. - Promote research to cure and prevent diseases. - Organises conferences, research, seminars, etc. - Publishes health journals/ bulletins/magazines - Set international standards for biological products and pharmaceutical products such as drugs, medicines, vaccines - bring about improvement in nutrition, housing, sanitation/ adequate waste disposal - Improvement of work conditions, environmental hygiene - built medical sciences library in Geneva - infant mortality rate has dropped - organised malaria and polio eradication programmes globally - training of health care personnel from different countries - Puts special efforts in combating diarrheal diseases known as killers of infants and young children. <p style="text-align: right;"><i>(Any three points)</i></p>
(iii)	<ol style="list-style-type: none"> 1. Jawaharlal Nehru [India] 2. President Sukarno [Indonesia] 3. President Joseph Tito [Yugoslavia] 4. President Nasser [Egypt] <p style="text-align: right;"><i>(Any two)</i></p> <p>Objectives:</p> <ul style="list-style-type: none"> - Preserve the freedom of new independent countries of Asia and Africa from colonial influence. - To condemn racial discrimination, imperialism and colonialism - To advocate sovereign equality of all states. - To advocate peaceful settlement of international disputes and encourage friendly relations among countries.

	<ul style="list-style-type: none">- To eliminate nuclear weapons and all those causes which could lead to a war.- To strengthen the UNO.- To build a new International Economic Order based on equity, equality and justice. <p><i>(Any three points)</i></p>
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