

Analysis of Pupil Performance

**ISC Year 2017
Examination**

**Humanities
&
Commerce**

HISTORY



Research Development and Consultancy Division

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FOREWORD

This document of the Analysis of Pupils' Performance at the ISC Year 12 and ICSE Year 10 Examination is one of its kind. It has grown and evolved over the years to provide feedback to schools in terms of the strengths and weaknesses of the candidates in handling the examinations.

We commend the work of Mrs. Shilpi Gupta (Deputy Head) and the Research Development and Consultancy Division (RDCD) of the Council who have painstakingly prepared this analysis. We are grateful to the examiners who have contributed through their comments on the performance of the candidates under examination as well as for their suggestions to teachers and students for the effective transaction of the syllabus.

We hope the schools will find this document useful. We invite comments from schools on its utility and quality.

November 2017

**Gerry Arathoon
Chief Executive & Secretary**

The Council has been involved in the preparation of the ICSE and ISC Analysis of Pupil Performance documents since the year 1994. Over these years, these documents have facilitated the teaching-learning process by providing subject/ paper wise feedback to teachers regarding performance of students at the ICSE and ISC Examinations. With the aim of ensuring wider accessibility to all stakeholders, from the year 2014, the ICSE and the ISC documents have been made available on the Council's website www.cisce.org.

The document includes a detailed qualitative analysis of the performance of students in different subjects which comprises of examiners' comments on common errors made by candidates, topics found difficult or confusing, marking scheme for each answer and suggestions for teachers/ candidates.

In addition to a detailed qualitative analysis, the Analysis of Pupil Performance documents for the Examination Year 2017 have a new component of a detailed quantitative analysis. For each subject dealt with in the document, both at the ICSE and the ISC levels, a detailed statistical analysis has been done, which has been presented in a simple user-friendly manner.

It is hoped that this document will not only enable teachers to understand how their students have performed with respect to other students who appeared for the ICSE/ISC Year 2017 Examinations, how they have performed within the Region or State, their performance as compared to other Regions or States, etc., it will also help develop a better understanding of the assessment/ evaluation process. This will help them in guiding their students more effectively and comprehensively so that students prepare for the ICSE/ ISC Examinations, with a better understanding of what is required from them.

The Analysis of Pupil Performance document for ICSE for the Examination Year 2017 covers the following subjects: English (English Language, Literature in English), Hindi, History, Civics and Geography (History & Civics, Geography), Mathematics, Science (Physics, Chemistry, Biology), Commercial Studies, Economics, Computer Applications, Economics Applications, Commercial Applications.

Subjects covered in the ISC Analysis of Pupil Performance document for the Year 2017 include English (English Language and Literature in English), Hindi, Elective English, Physics (Theory and Practical), Chemistry (Theory and Practical), Biology (Theory and Practical), Mathematics, Computer Science, History, Political Science, Geography, Sociology, Psychology, Economics, Commerce, Accounts and Business Studies.

I would like to acknowledge the contribution of all the ICSE and the ISC examiners who have been an integral part of this exercise, whose valuable inputs have helped put this document together.

I would also like to thank the RDCD team of Dr. Manika Sharma, Dr. M.K. Gandhi, Ms. Mansi Guleria and Mrs. Roshni George, who have done a commendable job in preparing this document. The statistical data pertaining to the ICSE and the ISC Year 2017 Examinations has been provided by the IT section of the Council for which I would like to thank Col. R. Sreejeth (Deputy Secretary - IT), Mr. M.R. Felix, Education Officer (IT) – ICSE and Mr. Samir Kumar, Education Officer (IT) - ISC.

November 2017

Shilpi Gupta
Deputy Head - RDCD

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INTRODUCTION

This document aims to provide a comprehensive picture of the performance of candidates in the subject. It comprises of two sections, which provide Quantitative and Qualitative analysis results in terms of performance of candidates in the subject for the ISC Year 2017 Examination. The details of the Quantitative and the Qualitative analysis are given below.

Quantitative Analysis

This section provides a detailed statistical analysis of the following:

- Overall Performance of candidates in the subject (Statistics at a Glance)
- State wise Performance of Candidates
- Gender wise comparison of Overall Performance
- Region wise comparison of Performance
- Comparison of Region wise performance on the basis of Gender
- Comparison of performance in different Mark Ranges and comparison on the basis of Gender for the top and bottom ranges
- Comparison of performance in different Grade categories and comparison on the basis of Gender for the top and bottom grades

The data has been presented in the form of means, frequencies and bar graphs.

Understanding the tables

Each of the comparison tables shows N (Number of candidates), Mean Marks obtained, Standard Errors and t-values with the level of significance. For t-test, mean values compared with their standard errors indicate whether an observed difference is likely to be a true difference or whether it has occurred by chance. The t-test has been applied using a confidence level of 95%, which means that if a difference is marked as 'statistically significant' (with * mark, refer to t-value column of the table), the probability of the difference occurring by chance is less than 5%. In other words, we are 95% confident that the difference between the two values is true.

t-test has been used to observe significant differences in the performance of boys and girls, gender wise differences within regions (North, East, South and West), gender wise differences within marks ranges (Top and bottom ranges) and gender wise differences within grades awarded (Grade 1 and Grade 9) at the ISC Year 2017 Examination.

The analysed data has been depicted in a simple and user-friendly manner.

Given below is an example showing the comparison tables used in this section and the manner in which they should be interpreted.

Comparison on the basis of Gender

Gender	N	Mean	SE	t-value
Girls	2,538	66.1	0.29	11.91*
Boys	1,051	60.1	0.42	

*Significant at 0.05 level

Girls performed significantly better than boys.

The pictograph shows a girl icon with a medal and a boy icon, indicating that girls performed significantly better than boys.

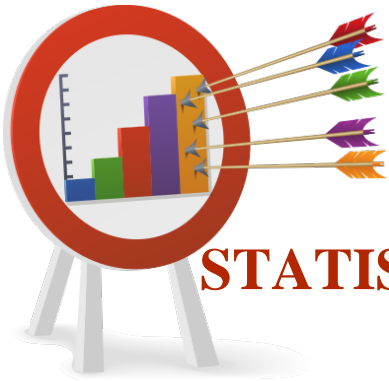
The results have also been depicted pictographically. In this case, the girls performed significantly better than the boys. This is depicted by the girl with a medal.

The table shows comparison between the performances of boys and girls in a particular subject. The t-value of 11.91 is significant at 0.05 level (mentioned below the table) with a mean of girls as 66.1 and that of boys as 60.1. It means that there is significant difference between the performance of boys and girls in the subject. The probability of this difference occurring by chance is less than 5%. The mean value of girls is higher than that of boys. It can be interpreted that girls are performing significantly better than boys.

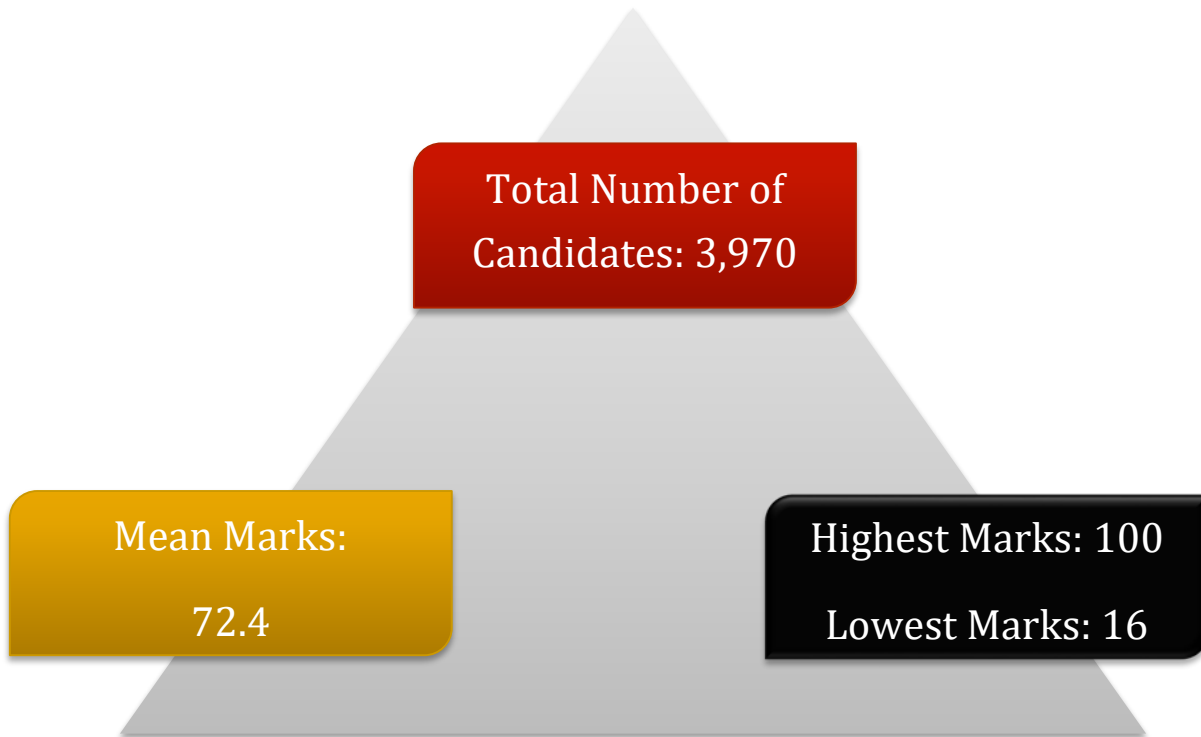
Qualitative Analysis

The purpose of the qualitative analysis is to provide insights into how candidates have performed in individual questions set in the question paper. This section is based on inputs provided by examiners from examination centres across the country. It comprises of question wise feedback on the performance of candidates in the form of *Comments of Examiners* on the common errors made by candidates along with *Suggestions for Teachers* to rectify/ reduce these errors. The *Marking Scheme* for each question has also been provided to help teachers understand the criteria used for marking. Topics in the question paper that were generally found to be difficult or confusing by candidates, have also been listed down, along with general suggestions for candidates on how to prepare for the examination/ perform better in the examination.

QUANTITATIVE ANALYSIS

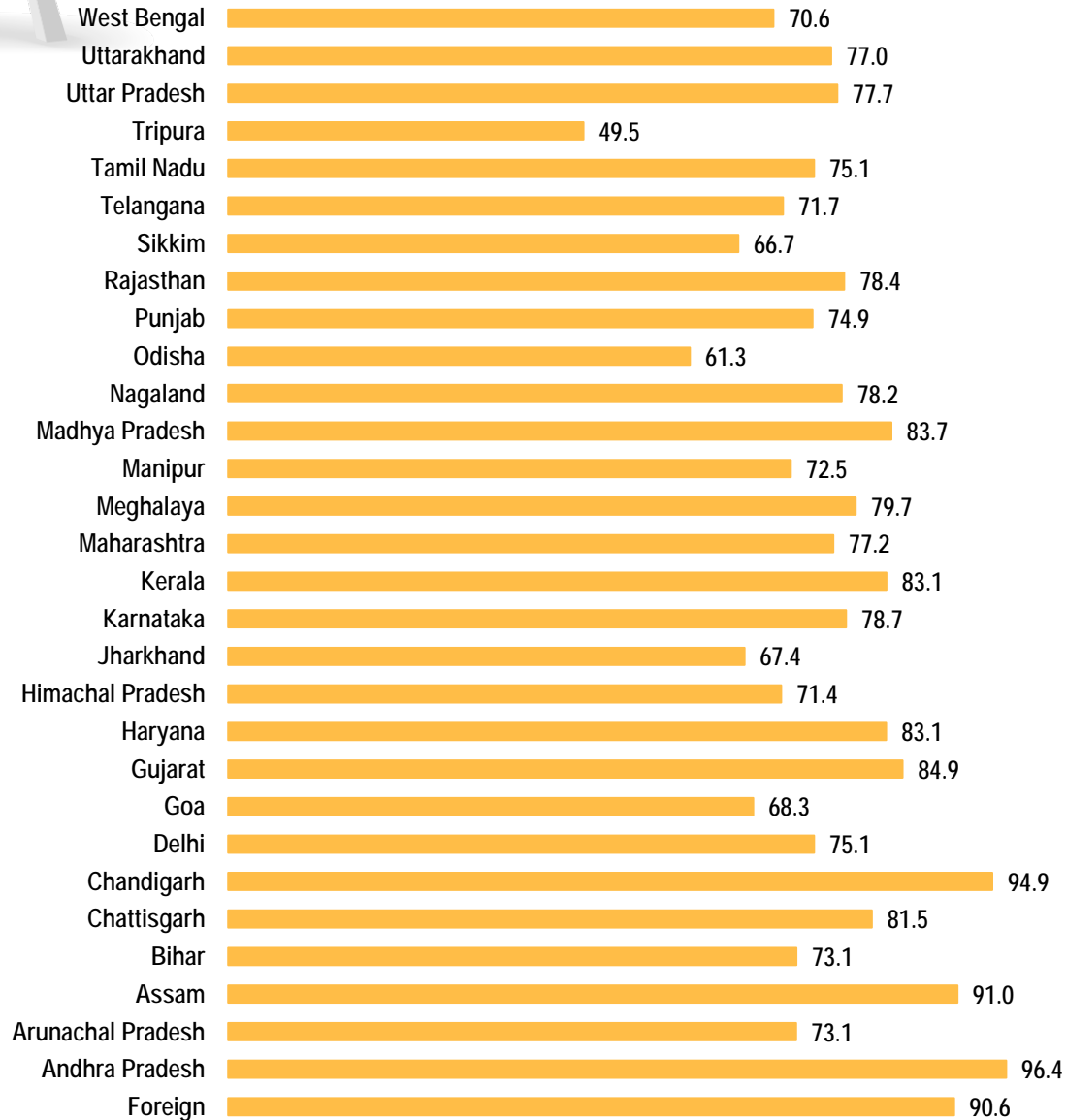


STATISTICS AT A GLANCE





PERFORMANCE (STATE-WISE & FOREIGN)



The States/UTs of Andhra Pradesh, Chandigarh and Assam secured highest mean marks. Mean marks secured by candidates studying in schools abroad were 90.6.



GENDER-WISE COMPARISON



GIRLS

Mean Marks: 74.1

Number of
Candidates: 2,768



BOYS

Mean Marks: 68.5

Number of
Candidates: 1,202

Comparison on the basis of Gender

Gender	N	Mean	SE	t-value
Girls	2,768	74.1	0.35	8.80*
Boys	1,202	68.5	0.53	

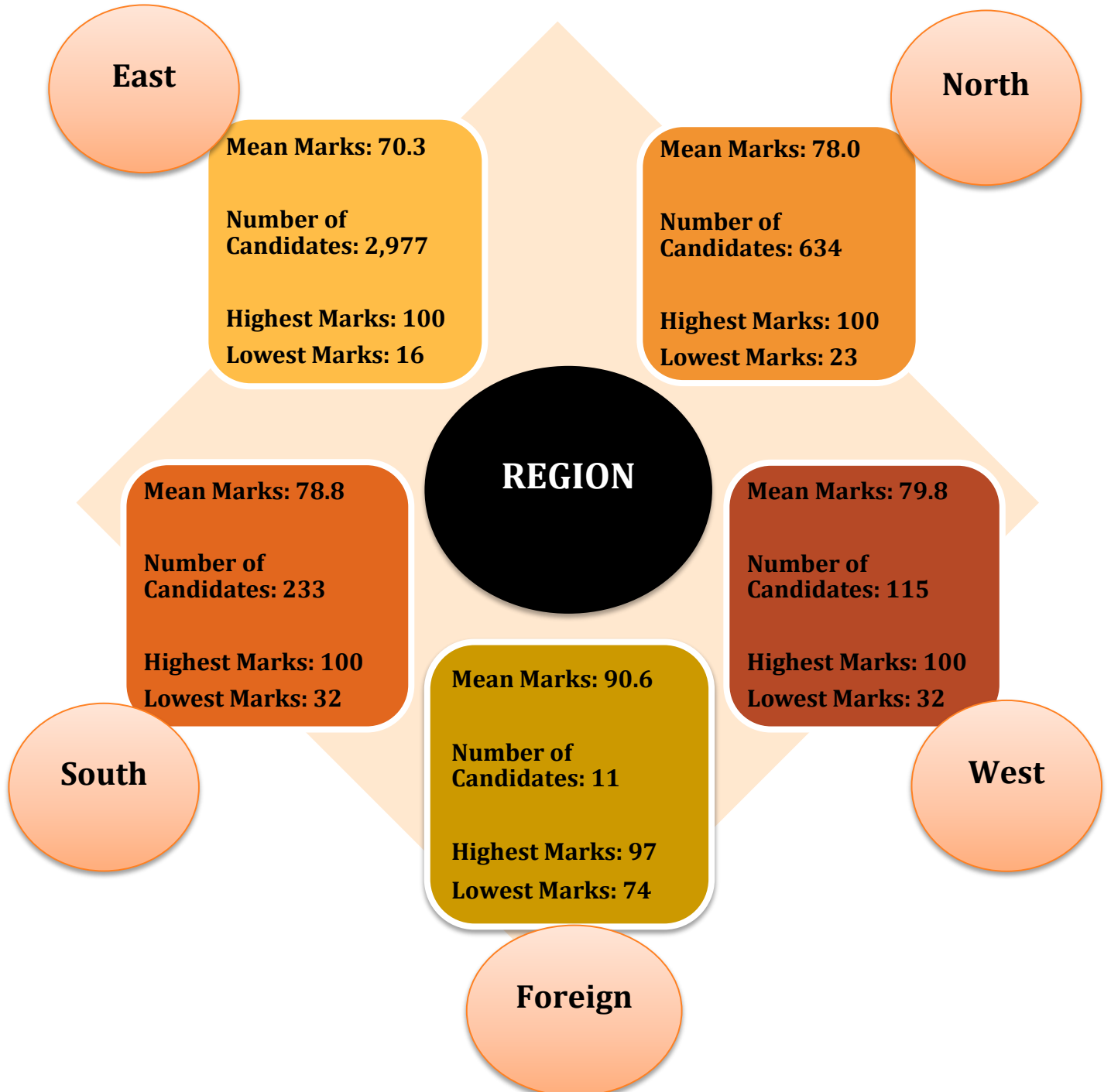
*Significant at 0.05 level

**Girls performed
significantly better than
boys.**

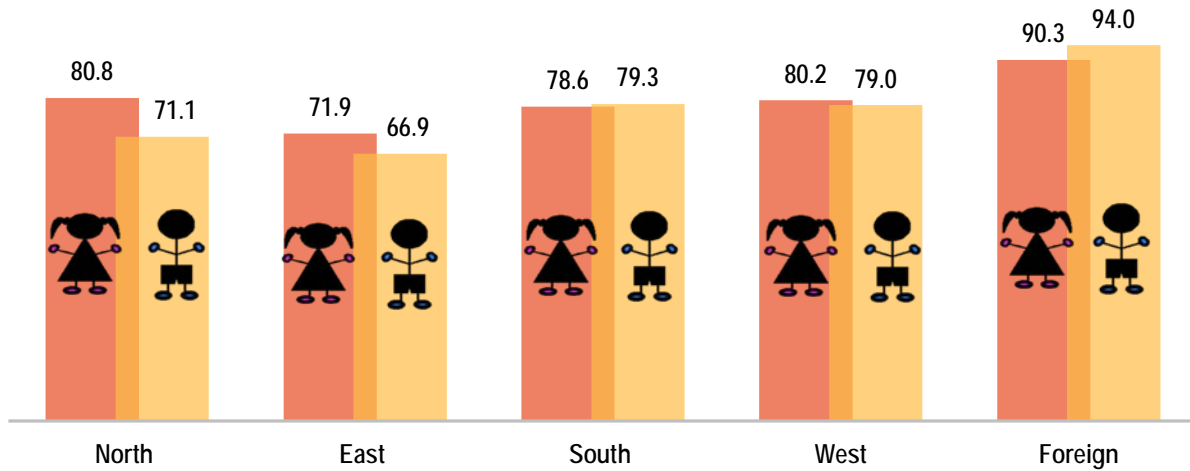




REGION-WISE COMPARISON



Mean Marks obtained by Boys and Girls-Region wise

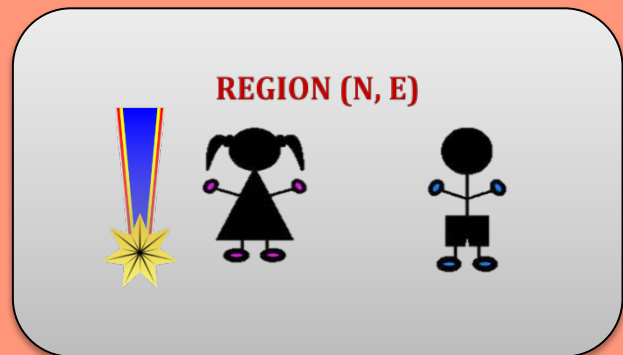


Comparison on the basis of Gender within Region

Region	Gender	N	Mean	SE	t-value
North (N)	Girls	449	80.8	0.81	6.09*
	Boys	185	71.1	1.37	
East (E)	Girls	2,050	71.9	0.40	7.01*
	Boys	927	66.9	0.59	
South (S)	Girls	183	78.6	1.20	-0.23
	Boys	50	79.3	2.79	
West (W)	Girls	76	80.2	1.53	0.38
	Boys	39	79.0	2.74	
Foreign (F)	Girls	10	90.3	2.14	-1.73
	Boys	1	94.0	0	

*Significant at 0.05 level

The performance of girls was significantly better than that of boys in the northern and eastern region. In other regions no significant differences were observed.





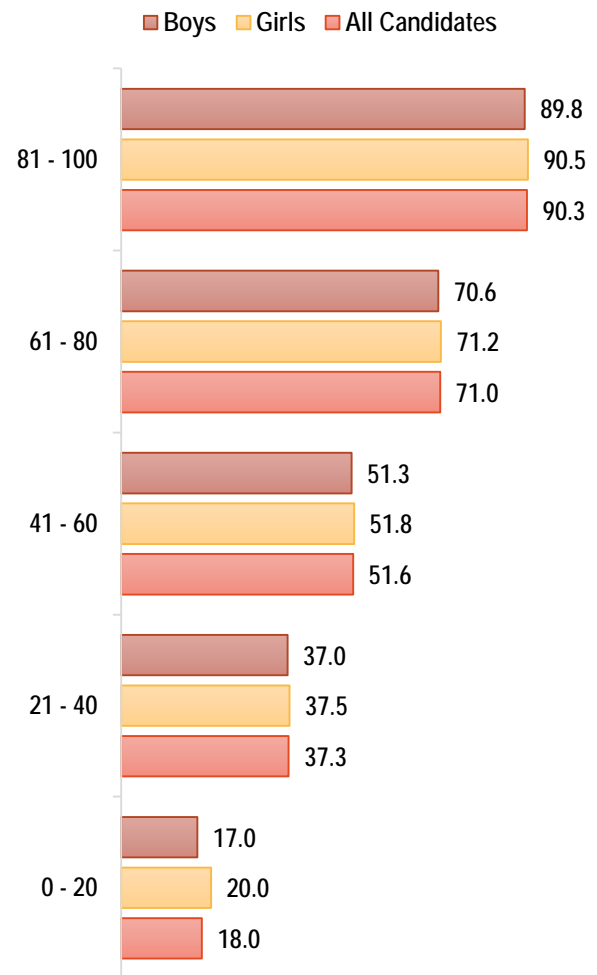
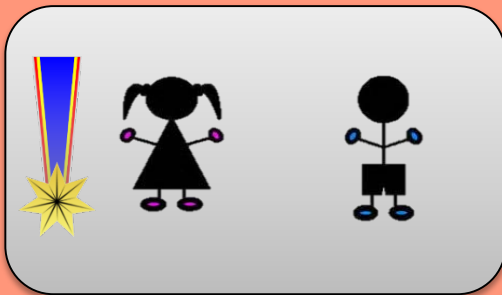
MARK RANGES : COMPARISON GENDER-WISE

Comparison on the basis of gender in top and bottom mark ranges

Marks Range	Gender	N	Mean	SE	t-value
Top Range (81-100)	Girls	1,245	90.5	0.15	2.30*
	Boys	372	89.8	0.28	
Bottom Range (0-20)	Girls	1	20.0	0.00	4.23*
	Boys	2	17.0	0.71	

*Significant at 0.05 level

Performance of girls was significantly better than the boys in the marks range of (81-100) and (0-20).



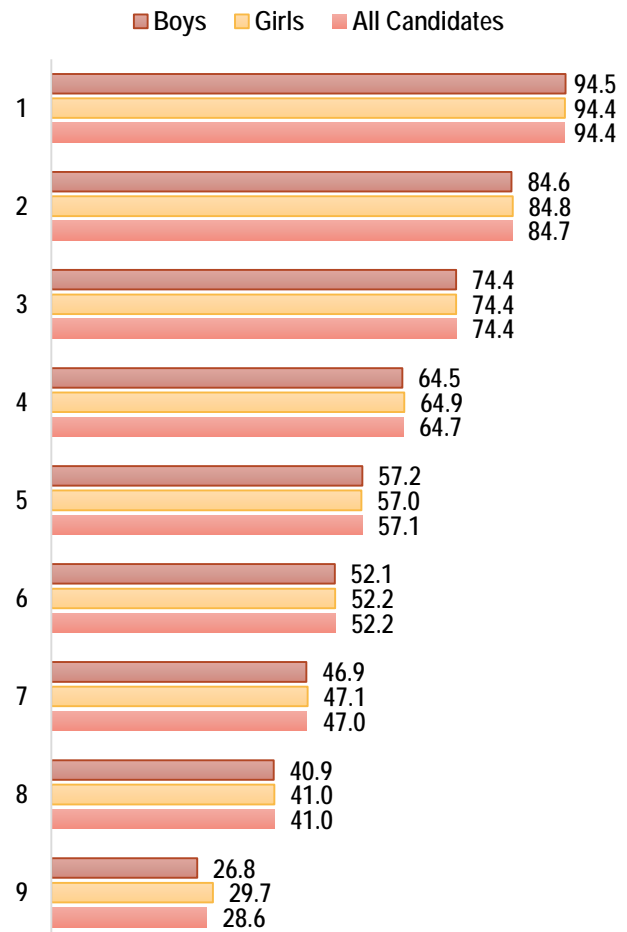


GRADES AWARDED : COMPARISON GENDER-WISE

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

Grades	Gender	N	Mean	SE	t-value
Grade 1	Girls	714	94.4	3.53	-0.01
	Boys	183	94.5	6.95	
Grade 9	Girls	44	29.7	4.39	0.43
	Boys	27	26.8	5.05	

In Grade 1 and Grade 9 no significant difference was observed between the average performance of girls and boys.



QUALITATIVE ANALYSIS

PART I (20 Marks)

Answer all questions.

Question 1

- (i) Name the first all-India peasant organisation. [20]
- (ii) What was the most important reform introduced at the provincial level, by the Government of India Act, 1935?
- (iii) Who said, “You give me blood, I will give you freedom.”?
- (iv) Name the first Chief Election Commissioner of independent India.
- (v) Name the leader of the Indian National Congress (O) party that was formed after the split in the Congress (1969).
- (vi) What is the historical significance of 25 June, 1975 in the context of Indian democracy?
- (vii) Where was the first Summit of the Non-Aligned Nations held?
- (viii) Why was the Indian government not prepared for the sudden attack on India by the Chinese army in 1962?
- (ix) Who began the Total Revolution (Sampoorna Kranti) Movement in Bihar (1974)?
- (x) Against which social evil was a campaign launched by the *Stree Sangharsh Organisation*?
- (xi) State *any one* reason why Mussolini helped General Franco in the Spanish Civil War.
- (xii) Mention *any one* serious tactical mistake made by the Japanese in the Second World War.
- (xiii) Name the policy on the basis of which communes were introduced in China.
- (xiv) Who was the African nationalist leader of the Kenya African Unity Party (KAU)?
- (xv) What was the main issue that led to a disagreement between the Allied Powers at the Potsdam Conference of 1945?
- (xvi) How did the fall of communism in East Europe impact the future of Germany, in October 1990?
- (xvii) Under which US President was the Civil Rights Act of 1964 passed?
- (xviii) What was Martin Luther King’s dream?
- (xix) What was the Balfour Declaration of 1917?
- (xx) Name the signatories of the Camp David Accord of 1979

Comments of Examiners

- (i) Most of the candidates could answer this question correctly.
- (ii) A number of candidates wrote about the features of the Government of India Act 1935.
- (iii) This part was correctly answered by almost all the candidates.
- (iv) Majority of the candidates answered this part correctly. However, a few wrote only 'Sen' instead of writing the complete name 'Sukumar Sen'.
- (v) Many candidates wrote 'Kamaraj' in place of 'Morarji Desai'.
- (vi) A large number of candidates answered this part correctly.
- (vii) Many candidates wrote 'Bandung' instead of 'Belgrade'.
- (viii) Most candidates answered this question correctly.
- (ix) This part was correctly answered by majority of the candidates.
- (x) Some candidates wrote 'Domestic Violence' instead of writing 'Dowry death' or 'payment of Dowry'.
- (xi) A number of candidates were able to write this answer correctly. However, a few wrote that 'Mussolini helped General Franco because he was against France'.
- (xii) While many candidates attempted this part well a few made mistakes by writing 'the Japanese destroyed the ships of USA'.
- (xiii) Many candidates wrote 'land policy' or 'Agrarian policy' instead of writing 'Great Leap Forward'.
- (xiv) Most of the candidates were able to answer this part correctly.
- (xv) Few candidates got confused but majority answered correctly.
- (xvi) A few candidates by mistake wrote that 'Germany was divided' instead of writing that 'Germany was united' or that 'the Berlin Wall was broken'.
- (xvii) Many candidates wrote 'President Kennedy' instead of 'President Johnson'.
- (xviii) Some candidates quoted the speech instead of giving the specific answer.
- (xix) A number of candidates left out the most important part of the answer, that is 'The British supported a Jewish National home in Palestine'.
- (xx) Most of the candidates wrote names of the countries incorrectly. Several candidates wrote that Britain was a signatory to the Camp David Accord. Similarly, many candidates wrote other incorrect names of countries or their leaders.

Suggestions for teacher

- Teach names of organisations in a tabular form.
- Teach features of Provincial Autonomy separately.
- Teach names of the Political Parties and their leaders chronologically.
- Teach summits of NAM clearly.
- Emphasize the difference between the Bandung and the Belgrade Conference.
- Make a list of important women's organisation and the key issues on which they campaigned.
- Emphasize relevant facts like 'Mussolini helped General Franco to establish a third Fascist State' or 'to stop the spread of Communism'.
- Emphasis should be laid on the main features of the Great Leap Forward. Its significance in the History of China should be highlighted.
- Clearly explain main features of the Potsdam Conference.
- Give lot of practice in objective type questions.
- Ask students to read the question carefully before answering it.
- Emphasise on key aspects of the Balfour Declaration like British supported the Jewish demand for a homeland.
- Lay emphasis on names of the countries and their leaders who signed the Camp David Accord.

MARKING SCHEME

Question 1

(i)	All India Kisan Sabha, AIKS
(ii)	Provincial Autonomy.
(iii)	Subhash Chandra Bose / Netaji/S. C. Bose / S. Bose
(iv)	Mr. Sukumar Sen / Sukumar
(v)	Morarji Desai
(vi)	Mrs. Indira Gandhi imposed the Emergency / Emergency was imposed / The President signed the Proclamation of Emergency.
(vii)	Belgrade
(viii)	(1) Because China was considered to be a friendly power. (2) India and China had signed the Panchsheel based on the five principles of Peaceful Coexistence. (3) The Indian government/army was not prepared for the sudden attack. <i>(Any one)</i>
(ix)	Jayaprakash Narayan/ JP Narayan
(x)	Payment of Dowry/ dowry deaths / dowry murders.
(xi)	(1) to establish a third fascist power in Europe (2) to get naval bases in Spain with which to threaten France (3) to end the spread of Communism (4) as a dress rehearsal to try out new weapons and military formations. <i>(Any one)</i>
(xii)	(1) Did not realise the importance of aircraft carriers (2) concentrated on the production of battleships (3) split their forces (4) attacked with aircraft from all four aircraft-carriers simultaneously (5) brutal treatment of local populations (6) over-confident. <i>(Any one)</i>
(xiii)	The Great Leap Forward
(xiv)	Kenyatta/ Kenyatta / Jomo.
(xv)	(1) The future of Poland (2) No agreement was reached about Germany's long term future (3) Truman did not inform Stalin about the atomic bomb (4) Russian occupation of Germany east of the Oder-Neisse line (5) Five million Germans expelled from that area. <i>(Any one)</i>
(xvi)	Germany was finally reunited /breaking of the Berlin Wall.
(xvii)	President Johnson

(xviii)	He dreamt of an America in the future where everybody would be equal / where people will not be judged by the colour of their skin but by their character / abolition of racism / equal society.
(xix)	The British foreign minister announced that Britain supported the Jewish demand for a national homeland in Palestine.
(xx)	Carter, Sadat and Begin / USA, Egypt and Israel. <p style="text-align: right;">(Any two names)</p>

PART II (60 Marks)

SECTION A

Question 2

- (a) Under what national and international circumstances was the Cripps Mission sent to India in 1942? State *any four* proposals of the Cripps Mission Plan. [6]
- (b) Give an account of the repressive measures adopted by the Government to suppress the Quit India Movement. [6]

Comments of Examiners

- (a) Most of the candidates were able to answer this part correctly. Some candidates wrote extra points under ‘international circumstances’ and less points under ‘national circumstances’. In some cases, candidates got confused between the August offer and the proposals of the Cripps Mission.
- (b) In many cases, candidates gave a detailed account of how the Quit India Movement had spread instead of writing what the British had done to suppress the Movement. Some candidates wrote irrelevant matter like ‘mob turned violent’ ‘attacked police stations’ and ‘snapped electric wires’.

Suggestions for teachers

- Teach the circumstances leading to the Cripps Mission under the headings – External and Internal causes to make it clear to students.
- Highlight difference between the August offer and the Cripps Mission Proposal.
- Teach Quit India Movement under different headings like circumstances leading to the Movement, spread of the Movement and reaction of the government towards it.

MARKING SCHEME

Question 2

- (a) *The national and international circumstances which were responsible for sending the Cripps Mission to India in 1942:*
- (1) The war situation was critical, Germany had attacked Russia.
 - (2) The Japanese had launched a surprise attack on the American fleet at Pearl Harbour.
 - (3) The Japanese started moving towards India, it overran Burma and occupied Rangoon.
 - (4) This brought the war to India’s doorstep.

- (5) There was international pressure on the British.
- (6) The President of USA put pressure on the British.
- (7) The Chinese President Chiang Kai-shek put pressure on Britain to grant some concessions to the Indians.
- (8) British prestige suffered a blow with the fall of Hong Kong and Singapore.
- (9) The British government needed the cooperation of the Indians in the war effort.
- (10) They needed to end the political deadlock.

Proposals announced by the Cripps Mission: (any 4 points)

- (1) Dominion status after the war.
- (2) A Constituent Assembly would be set up after the war.
- (3) Any Indian province / prince states if so desired, could remain outside the Indian Union.
- (4) It could negotiate directly with the British government.
- (5) Control of the Defence and Military affairs would remain with the British government during the war.
- (6) Provinces / princely states would be free to join the Indian Union.
- (7) Provisions would be made for the protection of minorities.
- (8) The Viceroy would retain autocratic powers/ veto powers.

(b) *The repressive measures adopted by the Government to suppress the Quit India Movement:*

- (1) As a preventive measure, the government arrested Gandhi and other Congress leaders.
- (2) The Congress was declared illegal.
- (3) The government unleashed a reign of terror.
- (4) The press was gagged.
- (5) The demonstrators were machine-gunned and bombed from the air.
- (6) Prisoners were brutally tortured.
- (7) Large numbers (about 90,000 people) were jailed without trial.
- (8) The police and secret police reigned supreme.
- (9) The army took over many towns and cities.
- (10) Large numbers (over 10,000 people) died in police and military firings.
- (11) Rebellious villagers had to pay fines.
- (12) They also had to undergo mass torture.
- (13) Villages were set on fire.
- (14) The Whipping Act was revived.

(Any six points)

Question 3

- (a) Explain the main features of the Mountbatten Plan. [6]
- (b) Why did the Congress agree to the proposal for the partition of India? [6]

Comments of Examiners

- (a) Many candidates got confused between the features of the Mountbatten Plan and the Cabinet Mission.
- (b) Most of the candidates were not able to write all the points required for answering. There were lot of repetitions in the answer.

Suggestions for teachers

- Ask students to learn provisions or features of various plans in a tabular form to avoid confusion.
- Tell students to learn sufficient points.

MARKING SCHEME

Question 3

(a) *Main features of the Mountbatten Plan:*

- (1) India would be partitioned and a new state of Pakistan would be created along with free India.
- (2) Pakistan would be formed with the Muslim majority provinces of Sind, Baluchistan, North-West Frontier Province, West Punjab and East Bengal.
- (3) The Legislative Assemblies of Bengal and Punjab would decide whether to join India or Pakistan.
- (4) Indian Dominion would be formed with the rest of British India, East Punjab and West Bengal.
- (5) A Boundary Commission would be formed to demarcate the exact boundary line between India and Pakistan.
- (6) Plebiscite / referendum / opinion poll would be conducted in North-West Frontier Province.
- (7) Sylhet district of Assam would decide whether they would join India or Pakistan through an opinion poll / plebiscite / referendum.
- (8) The princely states were given the option of joining either the new state of Pakistan or the old state of India or remaining independent.
- (9) The legislative assembly of Sind would take its own decision whether it would join India or Pakistan.
- (10) The plan also declared that the transfer of power would take place much earlier than June, 1948.
- (11) The British Parliament would pass an act for the transfer of power in India before 15 August, 1947.
- (12) It was for the two Dominions to decide what relations they would have with the British Commonwealth and with each other.
- (13) The existing treaties with the Princely States would come to an end.
- (14) The existing Constituent Assembly would continue to work to frame a Constitution for India.
- (15) A separate Constituent Assembly would be constituted to frame a Constitution for Pakistan.

(Any six points)

(b) *The Congress agreed to the proposal for the partition of India because:*

- (1) Refusal of the demand for Pakistan would amount to dividing the country into so many Pakistans.
- (2) Large-scale communal riots (Direct Action Day) had engulfed the whole country.
- (3) The League had joined the Interim Government to obstruct and not to cooperate / The Congress had bitter experience of working with the Muslim League in the interim Government / Obstructionist policies of the Muslim League made it difficult for the Congress.

- (4) A smaller India with a strong central authority was better than a bigger state with a weak centre.
- (5) Partition was the price for immediate independence.
- (6) There was a threat of civil war.
- (7) The leaders felt that partition would rid the Constitution of separate electorates and other undemocratic procedures.

(Any six points)

Question 4

- (a) Discuss the circumstances that led to the formation of the Janata Government in 1977. [6]
- (b) Why did the Janata Government fail? [6]

Comments of Examiners

- (a) Some candidates got confused between the JP Movement and the Janata Government. Many candidates wrote about the excesses of the Emergency, which was not sufficient.
- (b) Most of the candidates did not answer this part properly. A number of candidates did not mention the economic problems on the reversal of the Twenty Point Programme. In some of the answers, emphasis was on sympathy for Indira Gandhi rather than the drawbacks of the Janata Government.

Suggestions for teachers

- Give a chronological presentation of major events.
- Ask students to make a list of developments that led to a particular event.
- Reasons for the failure of the Janata Government should be linked with inefficiency and economic failure.
- More assignments on such topics should be given to students.
- Link the topic to present day politics.

MARKING SCHEME

Question 4

- (a) *The circumstances that led to the formation of the Janata Government in 1977:*
 - (1) On 18 January 1977, Mrs. Gandhi suddenly announced that elections to Lok Sabha would be held in March.
 - (2) She released political prisoners
 - (3) She also removed press censorship and other restrictions.
 - (4) Political parties were allowed to campaign freely.
 - (5) Opposition leaders announced the merger of Congress (O), Jan Sangh, Bharatiya Lok Dal (BLD) and Socialist Party to form the Janata Party.
 - (6) Some dissident leaders of the Congress (Jagjivan Ram, H.N. Bahuguna and Nandini Satpathy) who formed the Congress for Democracy (CFD) joined in.
 - (7) Support also came from the DMK, Akali Dal and CPI (M).
 - (8) The main issue during campaign was the excesses by the Congress during Emergency (E.g., forced sterilizations, demolition of slums and the restriction of civil liberties).
 - (9) The election was seen by the people as a referendum on the Emergency.

- (10) JP Narayan also campaigned against the Congress.
- (11) The Janata Party and its allies won a huge majority (350/542 seats) in the Lok Sabha.
- (12) The Congress did not do well (154 seats).
- (13) The Congress was virtually wiped out in North India.
- (14) Mrs Gandhi and Sanjay Gandhi were both defeated.
- (15) However, the Congress did well in the South.
- (16) After the election there was a tussle for the post of the Prime Minister among three leaders (Morarji Desai, Charan Singh and Jagjivan Ram).
- (17) Finally, with the support of JP, the issue was settled in favour of Morarji Desai.

(Any six points)

(b) *Reasons for the failure of the Janata Government:*

- (1) There was infighting and a power struggle for leadership.
- (2) By the end of 1977, political support for the Janata Party began to decline.
- (3) There was non-performance in administration.
- (4) There was a lack of implementation of policies.
- (5) They did not have a unified socio-economic programme.
- (6) The Janata Party could not manage the social tensions in the rural areas / atrocities were committed by landlords on Dalits, e.g., the Belchi massacre.
- (7) The increasing assertiveness of the Dalits could not be managed by the Janata Government.
- (8) There was a revival of violence between Hindus and Muslims.
- (9) Strikes and violence spread to university campuses.
- (10) The economic policy of the government was defective.
- (11) Emphasis was laid on small scale industries, decentralisation and subsidies to rich farmers (any one example).
- (12) The economy showed signs of stagnation.
- (13) Severe droughts and famines in some areas affected agricultural production in 1978-79.
- (14) By 1978, the different ideologies of the Janata Party – communal agenda of the Jana Sangh almost paralyzed the government both at the centre and in the states.
- (15) The Janata Party's preoccupation with Mrs. Gandhi's Emergency excesses led to inaction.
- (16) There was forcible reversion of the 20-Point Programme.
- (17) There were mutinies by policemen and paramilitary forces.
- (18) There was price in fuel (petrol/kerosene) and essential commodities – the inflation had gone beyond 20%.
- (19) Charan Singh's deficit budget.

(Any six points)

Question 5

Discuss the causes and consequences of the Indo-Pak war of 1971.

[12]

Comments of Examiners

Many candidates discussed the causes quite well. In some cases, causes of the 1948 and the 1965 Indo-Pak wars were also given.

Regarding the consequences, many candidates failed to give an appropriate answer. Most of the candidates could not write six different consequences. Some candidates even wrote the course of the war, which had not been asked.

Suggestions for teachers

- Always refer to authentic reference books.
- Causes of the 1971 war should be linked to the problems faced by the people of East Pakistan and the dictatorial role played by the West Pakistan leaders.
- Consequences should be related to the creation of Bangladesh and enhancement of India's prestige.

MARKING SCHEME

Question 5

Causes (6 points)

- (1) Rapidly deteriorating relations between West Pakistan and East Pakistan.
- (2) Religion was not enough to bring together the Punjabi-speaking part of West Pakistan with the Bengali-speaking East Pakistan.
- (3) Pakistan's army and bureaucracy discriminated against East Pakistan.
- (4) Consequently, the people of East Pakistan developed a strong movement for democracy in Pakistan and greater autonomy for East Pakistan.
- (5) The Awami League (AL), a hugely popular nationalist party, thrived on widespread Bengali disaffection against the West Pakistani brutal domination.
- (6) In December 1970 the 1st General Elections in Pakistan with 2 major parties contesting – Awami League (East Pakistan) and Pakistan People's Party (PPP) (West Pakistan).
- (7) The Awami League won in the East and the PPP in the West.
- (8) Overall the AL had a simple majority in the Pakistan Parliament.
- (9) Therefore, Sheikh Mujibur Rahman, the AL chief, claimed the right to form a government on the basis of the federal structure.
- (10) This was refused by the West Pakistani government (of General Yahya Khan and Zulfikar Ali Bhutto).
- (11) There was total strike and widespread dissidence (civil disobedience) in East Pakistan.
- (12) There was a brutal military assault.
- (13) There was mass arrest of dissidents and their leaders like Mujibur Rahman.

- (14) The result was a civil war.
- (15) The Awami League leaders managed to escape to Calcutta and formed a government in exile.
- (16) It organised the Mukti Bahini (Freedom Brigade) to liberate 'Bangladesh' from Pakistan.
- (17) They launched a fierce underground movement.
- (18) There was a wave of sympathy for the people of East Bengal and a strong demand for swift action against Pakistan.
- (19) But India did not want to do anything which could lead to accusations that it was violating international norms.
- (20) Mrs Gandhi felt that international opinion had to be educated about the plight of the refugees.
- (21) In the meantime India bore the brunt of cross-border unrest.
- (22) A large number (more than 8 million) refugees entered the Indian states (West Bengal, Assam, Meghalaya, Tripura).
- (23) It was a heavy financial burden on the Indian government.
- (24) Indira Gandhi provided moral and material support (including weapons and military training) to the Bangladeshi secessionist movement / Mukti Bahini.
- (25) USA and China were hostile to India / supported Pakistan.
- (26) In August 1971 India solicited Soviet support by signing a 20-year Treaty of Peace and Friendship.
- (27) In December 1971 full-scale war broke out with Pakistani air-attacks on Punjab and Rajasthan, followed by ground attack on Jammu and Kashmir.
- (28) India took this as a declaration of war and attacked Pakistan on both western and eastern fronts.
- (29) The Indian army had begun preparations / training for war from the beginning of the crisis.

Consequences (6 points)

- (1) Creation of independent Bangladesh.
- (2) Unilateral declaration of ceasefire by India.
- (3) Twenty-four hours later General Yahya Khan declared ceasefire as well.
- (4) On release from prison, Rahman became the first President and later Prime Minister of Bangladesh.
- (5) The balance of power in south-east Asia was altered with India emerging as an important power.
- (6) It was a resounding victory for India as a secular democracy.
- (7) The humiliating memory of 1962 was wiped out and India's pride and self respect was restored.
- (8) A big blow had been given to the two-nation theory.
- (9) The refugee problem was also addressed as they could return home.
- (10) It was a personal victory for Indira Gandhi / she rode high on a wave of popularity.
- (11) In June 1972, the Shimla Declaration was signed to deal with outstanding problems between the 2 countries.

- (12) Any one term – Recognition of the line of control in Kashmir by Pakistan / return of captured territories by India / Disputes between the two countries to be decided bilaterally / exchange of POWs.
- (13) General Sam Maneckshaw was made the first Field Marshall of India.
- (14) India had asserted her independence in foreign affairs.

Question 6

- (a) What were the main features of the *Towards Equality Report* (1974)? [6]
- (b) Discuss briefly the efforts made by various Women’s Movements in India, to root out the social evils of: [6]
- (i) Dowry
- (ii) Domestic violence in the 1970s and 1980s.

Comments of Examiners

- (a) This question was not answered correctly by most of the candidates. Many candidates wrote about the features of the report, while others gave a detailed account of domestic violence and the problems faced by women related to dowry.
- (b)(i) Instead of writing about the steps that have been taken to root out the evil of dowry, many candidates wrote about the harassment faced by women.
- (ii) A large number of candidates did not emphasise on efforts made by various Women’s Movements to deal with the problem of domestic violence in the 1970’s and 80’s. Repeated reference was made to the phrase ‘kitchen fire’.

Suggestions for teachers

- Prepare various short answer questions on the topic to give practise to the students.
- Help students in learning names of important Women’s Organisation and the agitations that they carried out.
- Ask students to surf the internet to find out the level of agitation that these organizations carried out.

MARKING SCHEME

Question 6

- (a) *The main features of the Towards Equality Report (1974):*
- (1) Laid the foundation of the women’s movement in India.
 - (2) It investigated the non-implementation of the constitutional guarantee of gender equality and women’s rights.
 - (3) It highlighted discriminatory practices.
 - (4) There was a deterioration in the condition of women since 1911.
 - (5) There were widening gender disparities in all aspects of life.
 - (6) It brought to light the issue of declining sex-ratio.
 - (7) It pointed out the overall inferior position of women vis-à-vis men.
 - (8) It highlighted the need to examine the present law against dowry.

	<p>(9) It suggested that the loopholes in the law be done away with / suggested reforms.</p> <p style="text-align: right;"><i>(Any six points)</i></p>
(b)	<p><i>Efforts made by various women's movements in India, to root out dowry and domestic violence in the 1970s and 1980s:</i></p> <ol style="list-style-type: none"> (1) The twin issues of domestic violence and dowry harassment became the focus of different kinds of women's movements in the 1970s. (2) In Maharashtra, Gandhian Sarvodaya workers led a militant anti-liquor campaign to address heavy drinking as the main cause of domestic violence. (3) In the mid-1970s 'autonomous' women's groups mushroomed in urban centres. (4) Women's groups such as Progressive Women's Organisation in Osmania University, Hyderabad, Purogami Stree Sangathana in Pune and Stree Sangathana in Bombay) conducted anti-dowry and anti-dowry death campaigns. (5) The UN declaration of 1975 as the International Women's Year added to their activities. (6) A delegation of the Mahila Dakshata Samiti met the then Prime Minister, Charan Singh. (7) He assured them that measures to stop the maltreatment of women for dowry would be introduced in the next parliamentary session. (8) The Samiti also met the Inspector General of Police (Delhi). (9) He agreed to set up a standing committee headed by a superintendent of police to deal with cases of dowry harassment. (10) Manushi under Madhu Kishwar, Stree Sangharsh and the Mahila Dakshata Samiti played an important role in anti-dowry campaigns. (11) Widespread rallies were taken out. (12) Street plays were enacted. (13) Demonstrations before the houses of dowry victims took place. (14) Demands were made for legal reforms. (15) Demonstrations were made before the workplaces of the victim's husbands and their families. (16) In 1981 a women's organisation (Janwadi Mahila Samiti) launched a door-to-door campaign on the same issue. (17) However, women's feelings of inadequacy continued. (18) Dying declarations of dowry victims were to be treated as evidence. (19) Suicides and accidental kitchen fire deaths of newly married women were to be investigated as suspected murders. <p style="text-align: right;"><i>(Any six points)</i></p>

SECTION B

Question 7

- (a) State the main aims of Hitler's foreign policy and his plans to fulfil these aims. [6]
- (b) Give an account of the successful events of Hitler's policy between 1933 and 1938. [6]

Comments of Examiners

- (a) While many candidates answered this question well, some could not write all the required points for the aims of Hitler's foreign policy.
- (b) A number of candidates answered this part correctly. Some candidates however, went beyond 1938. In a few cases, candidates wrote about 1934 Anschluss, which was unsuccessful.

Suggestions for teachers

- Refer to reference books and give additional facts.
- Create interest by supplementing textual matter with films and documentaries on World War II.
- Tell the students to answer according to the question and not write anything beyond.
- Prepare a date wise sequence of events so that students can relate a particular foreign policy with the date.

MARKING SCHEME

Question 7

- (a) *Main aims of Hitler's Foreign Policy and his plans to fulfil them:*
- (1) Make Germany into a great power again
 - (2) Undo the Versailles settlement
 - (3) Increase the armed strength of Germany
 - (4) Bring all Germans within the Reich
 - (5) 'Lebensraum' – conquest of territories in East Europe to gain living space for German people.
 - (6) Destroy Communism.
 - (7) Get colonies in Africa.
 - (8) Establish naval bases in and around the Atlantic.
 - (9) Recover lost territory such as the Saar and the Polish Corridor.
- (Any six points)*
- (b) *The successful events of Hitler's policy between 1933 and 1938:*
- (1) Hitler withdrew Germany from the Disarmament Conference and the League of Nations – used the excuse that France refused to let Germany have parity of armaments.
 - (2) Hitler signed a ten-year non-aggression pact with the Poles – it allayed Polish suspicions and ruined the 'Little Entente'.

- (3) The Saar was returned to Germany (January 1935) after a plebiscite.
- (4) In 1935 the first breach of the Versailles Treaty was made with the reintroduction of conscription.
- (5) Failure of the Stresa Front due to the Anglo-German Naval Agreement (June 1935).
- (6) 1936: the recovery of the Rhineland – sent troops into the demilitarised zone - a breach of both Versailles and Locarno.
- (7) 1936: the Rome-Berlin Axis
- (8) Successful participation in the Spanish Civil War.
- (9) 1937: the Anti-Comintern Pact with Japan (also joined by Italy in 1937).
- (10) 1938: achieved Anschluss with Austria, now there was no opposition from Italy – Austrian Nazis staged demonstrations – Schuschnigg called for a plebiscite – Hitler decided to act in case the verdict went against union – German troops moved into Austria.
- (11) Munich Pact: It was a four-nation conference. It was convened by Mussolini. The Sudetenland was to be handed over to Germany immediately.

(Any six points)

Question 8

- (a) Discuss the initial achievements of Kwame Nkrumah in the field of internal and external affairs of Ghana. [6]
- (b) Explain the reasons for Nkrumah's downfall and eventual overthrow from power in 1966. [6]

Comments of Examiners

- (a) In this question, some candidates only wrote the initial achievements of Kwame Nkrumah in the field of 'internal affairs' of Ghana and forgot to write on the 'external affairs'.
- (b) This part of the question was answered correctly by most of the candidates.

Suggestions for teachers

- Highlight different sub parts of a topic while teaching.
- Show a Power Point presentation on Nkrumah's internal and external achievements to students.

MARKING SCHEME

Question 8

- (a) *Initial achievements of Kwame Nkrumah in the field of internal and external affairs of Ghana.*
 - (1) He was a socialist in outlook
 - (2) During his tenure economic progress could be seen through a higher standard of living.
 - (3) Production of cocoa doubled.
 - (4) Forestry, fishing and cattle-breeding expanded
 - (5) The country's modest deposits of gold and bauxite were more effectively exploited.

- (6) A dam was built on the Volta River in 1961, to provide water for irrigation and hydro-electric power
- (7) Enough electricity was produced for the towns
- (8) Electricity was also produced for the new bauxite smelting plant.
- (9) Government money was provided for village projects.
- (10) Nkrumah also gained prestige internationally.
- (11) He strongly supported the pan-African movement (to make the world feel the presence of African power).
- (12) He formed an economic union with Mali and Guinea.
- (13) He supported the Organization of African Unity.
- (14) He played an important role in keeping Ghana in the Commonwealth.
- (15) He forged links with the USSR, East Germany and China.
- (16) He was a founder member of NAM.

(Any six points)

(b) *The reasons for Nkrumah's downfall and eventual overthrow from power in 1966:*

- (1) He tried to introduce industrialization too quickly.
- (2) He borrowed vast amounts of capital from abroad (hoping to balance the budget from increased exports).
- (3) Unfortunately, Ghana was still uncomfortably dependent on cocoa exports, and a steep fall in the world price of cocoa left her with a huge balance of payments deficit.
- (4) The smelting plant was a disappointment.
- (5) The American corporation that built it insisted on buying bauxite from abroad instead of using Ghanaian bauxite.
- (6) He began to abandon parliamentary government in favor of a one-party state.
- (7) He favoured personal dictatorship.
- (8) From 1959 onwards, opponents could be deported or imprisoned for up to 5 years without trial.
- (9) In 1964 all parties except Nkrumah's were banned
- (10) No criticism was allowed even within his own party.
- (11) He built up the image of himself as the 'father of the nation'.
- (12) Numerous statues of his were erected which people found absurd.
- (13) He was believed to have amassed a personal fortune through corrupt means.
- (14) The army seized control when Nkrumah was on a visit to China in 1966.
- (15) The American CIA gave the coup its full support, as the USA was against his links with the Communists.
- (16) The people accused the government for investing in unnecessary projects.

(Any six points)

Question 9

Explain the deepening of the crisis in East-West relations during the Cold War with reference to:

- (a) The Communist takeover of Czechoslovakia (1948). [6]
(b) The Berlin Blocade (1948-49). [6]

Comments of Examiners

- (a) This part of the question was answered well by most of the candidates. However, some candidates were not able to write all the required points. A few candidates were confused with the names of the leaders.
- (b) This was a well attempted question. However, some candidates wrote a very detailed answer, much in excess of what was required. A few candidates got confused between 'Berlin Wall' and 'Berlin Blocade'.

Suggestions for teachers

- Emphasis should be laid on names of important leaders.
- Create awareness of the political situation of that period.
- Highlight the difference in the events of Berlin Blocade and Berlin Wall.
- Give regular revision tests.

MARKING SCHEME

Question 9

(a) **The Communist takeover of Czechoslovakia (1948)**

- (1) It was the only remaining democratic state in Eastern Europe.
- (2) It had a coalition government of communists and other left-wing parties in 1946.
- (3) The communists had won 38 per cent of the votes and held a third of the cabinet posts.
- (4) Prime Minister Gottwald was a communist, but President Benes and foreign minister, Masaryk, were non-communists. It was the only bridge between the East and the West.
- (5) A crisis arose early in 1948: elections were due in May.
- (6) There were signs that the communists were going to lose the elections as they had rejected the Marshall Plan.
- (7) The communists decided to act before the elections and took control of the unions and the police in an armed coup.
- (8) All non-communist ministers with the exception of Benes and Masaryk resigned.
- (9) A few days later Masaryk's body was found. It was described as suicide, but later reports proved that it was murder.
- (10) The elections were held in May but only the communists were allowed to contest.
- (11) Benes resigned and Gottwald became the President.
- (12) The western powers and the UN protested but could not take any action against Russia because they could not prove Russian involvement
- (13) Thus the 'Iron Curtain' was complete.
- (14) The bridge between East and West was destroyed.
- (15) Stalin supported the Czech communists and moved several Russian divisions in Austria up to the Czech frontier.

(Any six points)

(b) **The Berlin Blocade (1948-49)**

- (1) It marked the climax of the Cold War.
- (2) At the end of the Second World War, Germany and Berlin were each divided into four zones.
- (3) The three western powers did their best to organize the economic and political recovery of their zones.
- (4) Stalin was determined to make Germany pay for the losses in the Second World War.
- (5) He started draining its resources away to USSR.
- (6) In 1948 the three western zones united.
- (7) There was a lot of prosperity in the Western zone while the Russian zone suffered from poverty.
- (8) The West ended price controls in their zone.
- (9) They introduced a new currency in West Berlin
- (10) The Soviets felt annoyed to have two currencies in the same city.
- (11) They felt embarrassed by the contrast between the prosperity of West Berlin and the poverty of East Berlin.
- (12) Therefore, the Soviet government blocked all road, rail and canal links between West Berlin and West Germany.
- (13) The West was equally determined to hold on and they decided to fly supplies in
- (14) They rightly judged that the Soviets would not risk shooting down the transport planes.
- (15) Thus, the West Berliners fed and warm right through the winter.
- (16) In May 1949 the USSR admitted failure by lifting the blockade.
- (17) It gave a psychological boost to the western powers.
- (18) It worsened relations with USSR.
- (19) It meant that Germany would remain divided in future.
- (20) The western powers came together to co-ordinate their defenses by forming the NATO.

Question 10

Discuss the main features of *Apartheid* in South Africa and give a brief account of the [12] opposition to Apartheid within South Africa.

Comments of Examiners

A number of candidates were able to write the features of Apartheid correctly. However, they made mistakes in writing about the opposition to Apartheid.

Some candidates wrote about other countries like the USA, instead of confining their answer to South Africa.

Suggestions for teachers

- Help students in identifying specific requirements of the question. For this regular written practice of answers is required.
- Encourage students to develop the habit of reading.
- Encourage students to frame questions on the topic.

MARKING SCHEME

Question 10

Main Features:

- (1) There was complete separation of blacks and whites at all levels.
- (2) According to the Afrikaner Nationalist Party and the Dutch Reformed Church, Whites were the Master Race, Blacks were the inferior race.
- (3) In 1948 the Nationalists won on the promise to preserve racial purity from the Black menace.
- (4) Complete segregation - there were separate buses, coaches, trains, cafes, toilets, park benches, hospitals, beaches, picnic areas, sports and even churches.
- (5) Racial identification – racial classification and an identity card was given to every person.
- (6) No marriage and sexual relations between the races - police spied on anybody suspected of breaking the rules.
- (7) Blacks lost all political rights
- (8) Blacks lost their representation in parliament.
- (9) Black children went to separate schools and were given a much inferior education.
- (10) In 1959 the Bantu Self-Government Act was passed. Which created African homelands. Called Bantustans, they were based on the original African reserves.
- (11) In country areas blacks had to live in special reserves
- (12) In urban areas they had separate townships built at a distance from the white residential areas.
- (13) If an existing black township was thought to be too close to a 'white' area, the whole community was uprooted and 're-grouped' somewhere else.
- (14) Complete separation of labour was not possible or the economy would have collapsed.

(Any six points)

Opposition to Apartheid inside South Africa:

- (1) Chief Albert Luthuli, the ANC leader, organized a protest campaign which was brutally suppressed by the police.
- (2) Luthuli was stripped of his chieftaincy
- (3) In 1955 the ANC formed a coalition with Asian and coloured groups.
- (4) They held a massive open-air meeting at Kliptown (near Johannesburg) and announced a freedom charter
- (5) The meeting was broken up by the police.
- (6) The Church leaders and missionaries protested against Apartheid.
- (7) In 1957 the Johannesburg bus boycott was organised to protest against the increase in fares on certain bus routes.
- (8) In 1960 the Sharpsville Demonstration took place to protest against the pass laws.
- (9) It resulted in a great massacre.
- (10) It was an important turning point in the Anti-Apartheid Movement.
- (11) From now on violence was met with violence.
- (12) A small action group of the ANC, known as *Umkhonto we Sizwe* (Spear of the Nation), was launched
- (13) They organized a campaign of sabotaging strategic targets.
- (14) Police arrested most of the black leaders, including Mandela.
- (15) In 1963, Mandela was sentenced to life imprisonment.
- (16) Protests increased in the 1970s because wages of Africans did not increase.
- (17) In 1976 the Soweto massacre took place.
- (18) Anyone who objected to the apartheid laws, was accused of being a communist and severely punished.

(Any six points)

Question 11

- (a) Give a brief account of the conflict in Palestine *after the First World War* that led to the outbreak of the Arab-Israel War in 1948. [6]
- (b) Discuss the causes and results of the Yom Kippur War (1973). [6]

Comments of Examiners

- (a) Many candidates started the answer from the 71 A.D. and wrote about Mac Mahon correspondence and Sykes Picot Agreement which was not required. Candidates did not write about the Palestinian conflict after the First World War, as asked in the question.
- (b) Most of the candidates gave detailed accounts of the causes and the events but failed to give required explanation for the result. Several candidates wrote in detail about the Camp David Accord instead of the results of the Yom Kippur War.

Suggestions for teachers

- Use innovative methods to generate an interest in the topic. A time line should be given to students to give them a clear idea of the chronology.
- Revise difficult concepts and regularly conduct tests.
- Give written practice of the causes and results.
- While teaching, emphasise change in the Egyptian President and his new approach.

MARKING SCHEME

Question 11

- (a) *The conflict in Palestine after the First World War that led to the outbreak of the Arab-Israel War in 1948:*
- (1) British involvement: the Balfour Declaration was made supporting the idea of a Jewish national home in Palestine.
 - (2) In 1919 Palestine became a British mandate
 - (3) Large numbers of Jews began to arrive in Palestine.
 - (4) The Arabs protested bitterly to the British and demanded (a) an independent Palestine for the Arabs, and (b) an end to the immigration of Jews.
 - (5) The British were hopeful of a compromise and peaceful co-existence of Jews and Arabs in Palestine.
 - (6) There was Nazi persecution of Jews in Germany after 1933
 - (7) This caused a flood of refugees.
 - (8) By 1940 about half the population of Palestine was Jewish.
 - (9) From 1936 onwards there were violent protests by Arabs and an uprising.
 - (10) The British suppressed it with brutality.
 - (11) In 1937 the British Peel Commission proposed dividing Palestine into two separate states.
 - (12) The Arabs rejected the idea.
 - (13) The British tried again in 1939, offering an independent Arab state within ten years, and Jewish immigration limited to 10 000 a year; this time the Jews rejected the proposal.
 - (14) The Second World War exodus of Jewish refugees from Hitler's Europe seeking refuge from Nazi persecution.
 - (15) The British did not support their entry into Palestine.
 - (16) The British tried again in 1939, offering an Arab state within 10 years and Jewish immigration limited to 10,000 a year.
 - (17) This time the Jews rejected the proposal.
 - (18) In 1945 the USA pressed Britain to allow 100,000 Jews into Palestine.

- (19) The British, not wanting to offend the Arabs, refused.
- (20) The Jews decided to fight for their 'national home'.
- (21) They began terrorist campaigns against both Arabs and British. (Eg., the blowing up of the King David Hotel in Jerusalem)
- (22) The British retaliated by refusing Jewish immigrants to land.
- (23) The British, unable to cope after World War II, asked the United Nations to deal with the problem.
- (24) In November 1947, the UN voted to divide Palestine roughly into half to form an independent Jewish state.
- (25) In May 1948 new state of Israel was created.
- (26) Fighting began between Jews and Arabs.
- (27) The British withdrew all their troops.

(Any six points)

(b) *Causes (3 points)*

- (1) In the aftermath of the Six Days War (1967) the considerable loss of territories by the Arab States (Egypt, Syria, Jordan) was a cause for Arab anger.
- (2) Pressure was being brought on the Arab States by the PLO under its leader, Yasser Arafat, for some further action against Israel.
- (3) Further stimulus added by terrorist attacks (hijacking, bombing, murder) perpetrated by an extreme faction of the PLO.
- (4) King Hussein of Jordan responded by expelling all PLO members based in Jordan.
- (5) Anwar Sadat of Egypt was increasingly convinced of the need to have a peace settlement with Israel.
- (6) Egypt was facing economic problems
- (7) However, terrorist attacks continued, reaching a horrifying climax when some members of the Israeli team were murdered at the 1972 Munich Olympics.
- (8) He was worried about world opinion turning against the Palestinian cause because of the PLO's terrorist acts.
- (9) He wanted to win the support of the Americans for the Arabs, so that they would persuade the Israelis to agree to a peace settlement.
- (10) However, the Americans refused to get involved.
- (11) Sadat was prepared to work with either USA or USSR.
- (12) Together with Syria, Sadat decided to attack Israel again, hoping that this would force the Americans to act as mediators.
- (13) The Egyptians were feeling more confident because they had modern Russian weapons and training.
- (14) On October 6, 1973, Egyptian and Syrian forces attacked on the feast of Yom Kippur, a hoping to catch the Israelis off guard.

Results (3 points)

- (1) Israeli victory at a heavy price in terms of losses because of initial lack of preparedness.
- (2) Resignation of Israeli Prime Minister Golda Meir.
- (3) Ceasefire was declared under the auspices of the USA, the USSR and the UN.

- (4) Syria was isolated and defeated.
- (5) Sadat was successful in getting US involvement.
- (6) Egyptian and Israeli leaders came together in Geneva for peace talks, though not in the same room.
- (7) The Israelis agreed to withdraw their troops from the Suez Canal.
- (8) The Egyptians reopened the canal in 1975, but not to Israeli ships.
- (9) The Arab oil-producing states tried to bring pressure to bear on the US and Western European states by reducing oil supplies and raising its prices.
- (10) This caused serious oil shortages in the industrialised world.
- (11) Producers looked on their action as a way of preserving resources.
- (12) The Organisation of Petroleum Exporting Countries (OPEC) began to raise oil prices substantially.

GENERAL COMMENTS

Topics found difficult by candidates

- Question 4: Formation of the Janata Government (1977)
- Question 6 (a): Towards Equality Report – Main features
- Question 6 (b): Efforts made by various women’s movement to root out social evils.
- Question 8 (a): Kwame Nkrumah’s achievements in external affairs of Ghana.
- Question 11 (a): The conflict in Palestine.

Concepts in which candidates got confused

- Features of the Mountbatten Plan with those of the Cabinet Mission Plan.
- Cripps Mission proposals and Cabinet Mission.
- Repressive measures adopted by the British Government to suppress the Quit India Movement.
- Kashmir issue and Indo-Pak War (1971).
- Anti-Apartheid movement in South Africa and the Civil Rights Movement in the U.S.
- Berlin Wall and Berlin Blockade.
- Results of the Yom Kippur War and the Camp David Accord.

Suggestions for candidates

- Read reference books, surf the internet to collect information.
- Watch videos on topics given in the Syllabus
- Relate the topics to present day situations
- Frame questions and do regular written practice of answers
- Develop a broader understanding of the topic
- Write answers in points
- Avoid irrelevant details
- Study on a regular basis and not just before the examination
- Solve previous years’ ISC Question Papers.