

# Analysis of Pupil Performance

ISC Year 2018  
Examination

Humanities  
&  
Commerce

# HISTORY



*Research Development and Consultancy Division*  
Council for the Indian School Certificate Examinations  
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**Year 2018**

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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) of the Research Development and Consultancy Division (RDCD) of the Council and her team, 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.

**October 2018**

**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](http://www.cisce.org).

The documents include 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 2018 have a 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 2018 Examinations, but also provide information on 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 teachers 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 2018 covers the following subjects: English (English Language, Literature in English), Hindi, History, Civics and Geography (History and Civics, Geography), Mathematics, Science (Physics, Chemistry, Biology), Commercial Studies, Economics, Computer Applications, Economic Applications, Commercial Applications.

Subjects covered in the ISC Analysis of Pupil Performance document for the Year 2018 include English (English Language and Literature in English), Hindi, Elective English, Physics (Theory), Chemistry (Theory), Biology (Theory), 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. M.K. Gandhi, Dr. Manika Sharma, Mrs. Roshni George and Mrs. Mansi Guleria who have done a commendable job in preparing this document.

*October 2018*

*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 2018 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 2018 Examination.

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

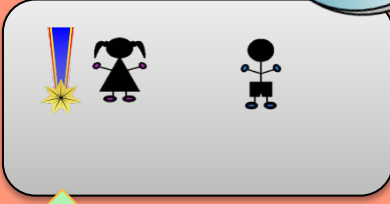
Given below is an example showing the comparison tables used in this section and the manner in which they should be interpreted.

**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.**



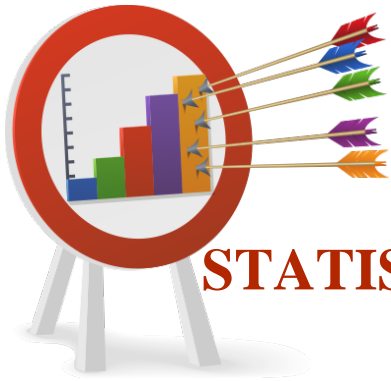
The results have also been depicted pictographically. In this case, the girls performed significantly better than the boys. This is depicted by the girl with a medal.

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.

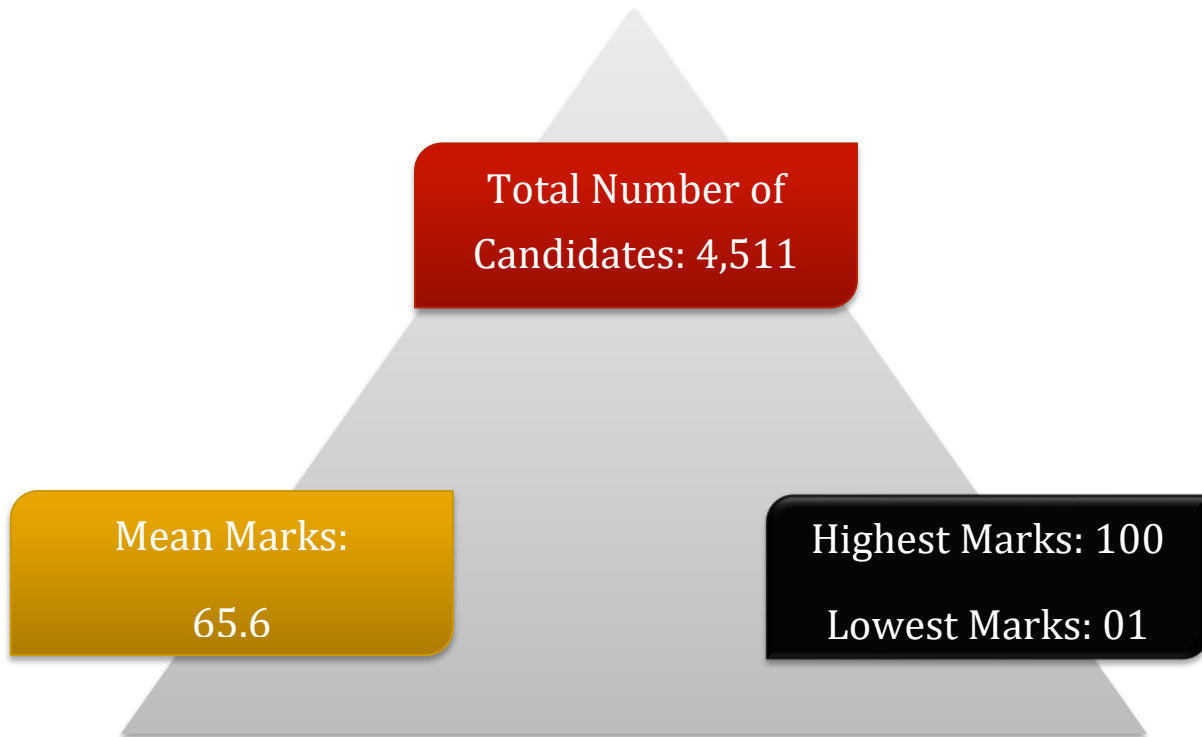
## Qualitative Analysis

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



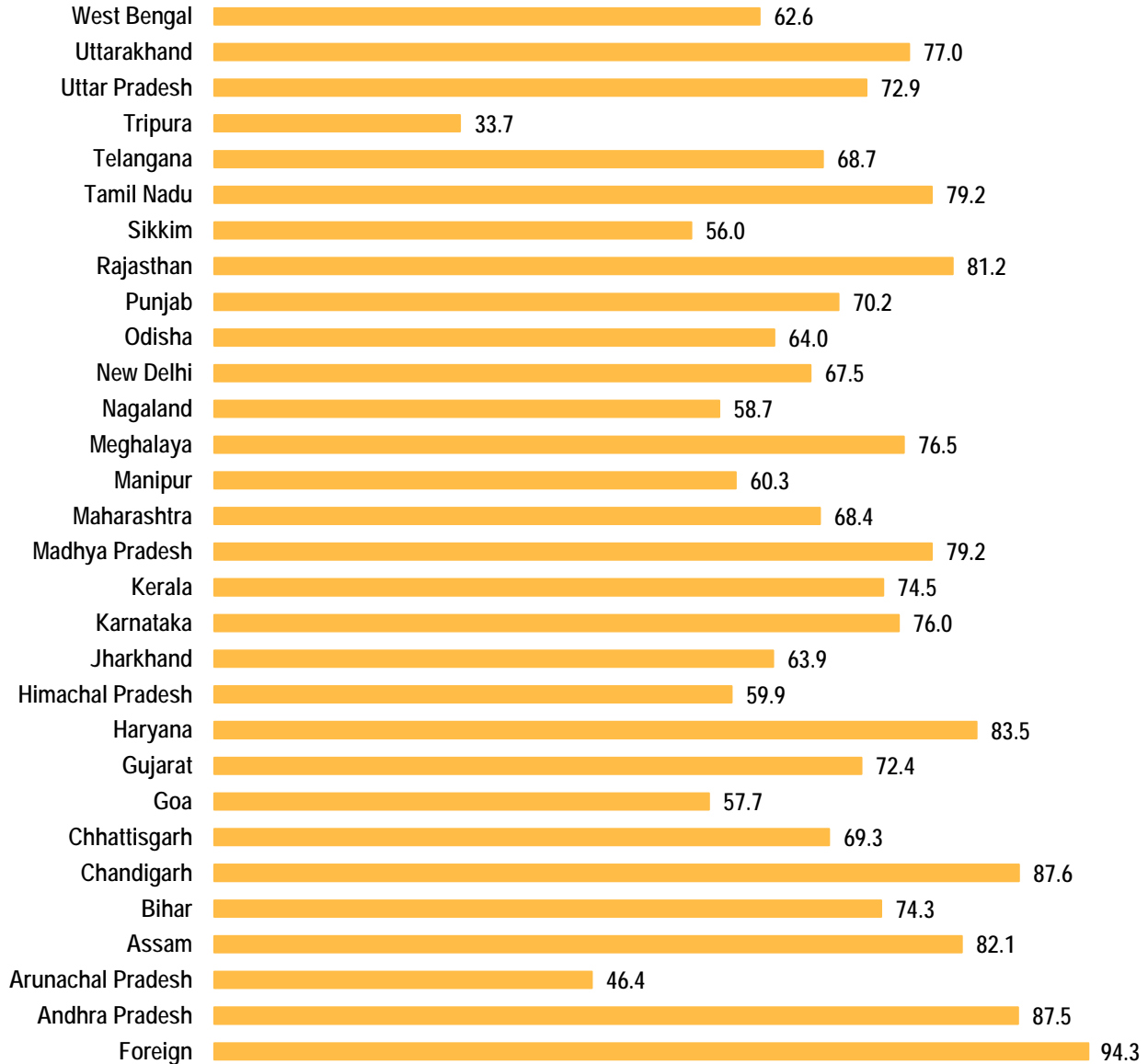
## STATISTICS AT A GLANCE







## PERFORMANCE (STATE-WISE & FOREIGN)



**The States/UTs of Chandigarh, Andhra Pradesh and Haryana secured highest mean marks. Mean marks secured by candidates studying in schools abroad were 94.3.**



## GENDER-WISE COMPARISON



### GIRLS

Mean Marks: 67.7

Number of  
Candidates: 3,106



### BOYS

Mean Marks: 61.0

Number of  
Candidates: 1,405

### Comparison on the basis of Gender

Gender	N	Mean	SE	t-value
Girls	3,106	67.7	0.36	10.60*
Boys	1,405	61.0	0.53	

\*Significant at 0.05 level

**Girls performed  
significantly better than  
boys.**

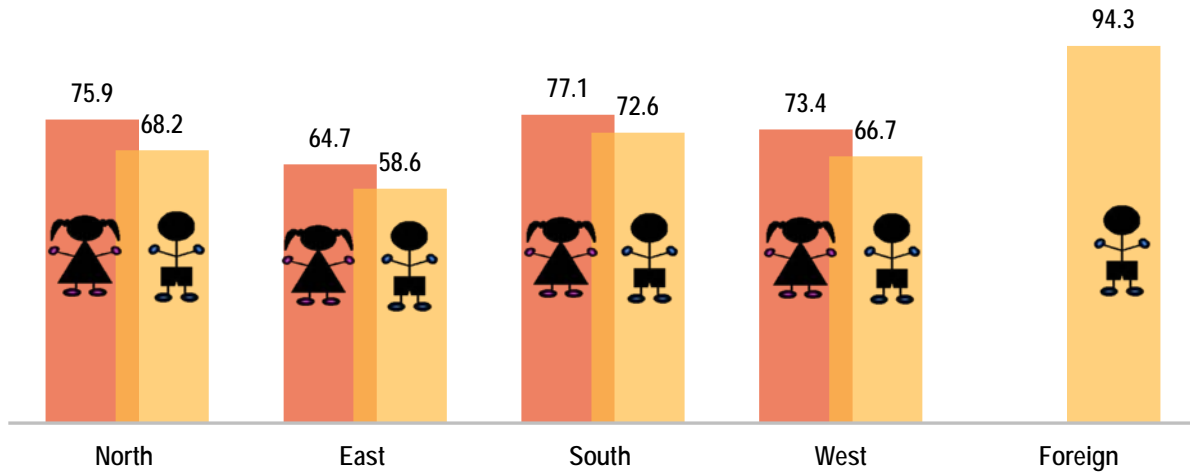




## REGION-WISE COMPARISON



## Mean Marks obtained by Boys and Girls-Region wise

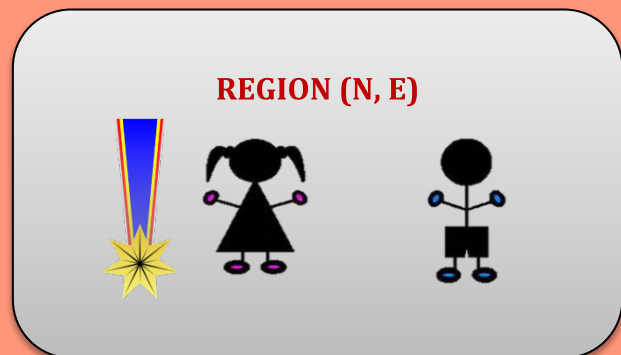


### Comparison on the basis of Gender within Region

Region	Gender	N	Mean	SE	t-value
North (N)	Girls	578	75.9	0.78	4.99*
	Boys	215	68.2	1.34	
East (E)	Girls	2,262	64.7	0.42	8.47*
	Boys	1,088	58.6	0.58	
South (S)	Girls	170	77.1	1.31	1.57
	Boys	54	72.6	2.57	
West (W)	Girls	96	73.4	1.87	1.88
	Boys	45	66.7	3.06	
Foreign (F)	Girls	-	-	-	-
	Boys	3	94.3	3.71	

\*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 difference was observed.**



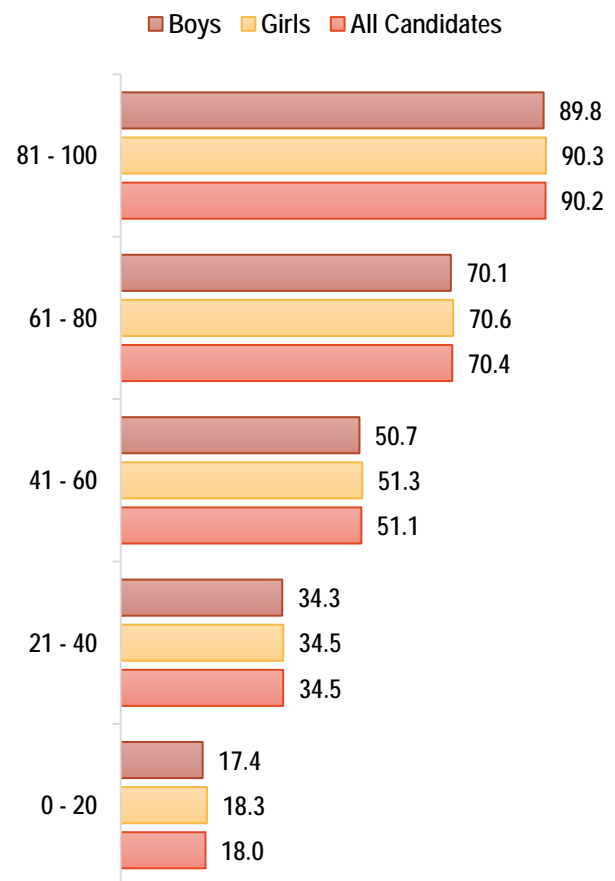


## MARK RANGES : COMPARISON GENDER-WISE

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	1,013	90.3	0.18	1.48
	Boys	286	89.8	0.34	
Bottom Range (0-20)	Girls	16	18.3	0.99	0.37
	Boys	8	17.4	2.34	

**No significant difference was found in the performance of girls and boys in the marks range of (81-100) and (0-20).**



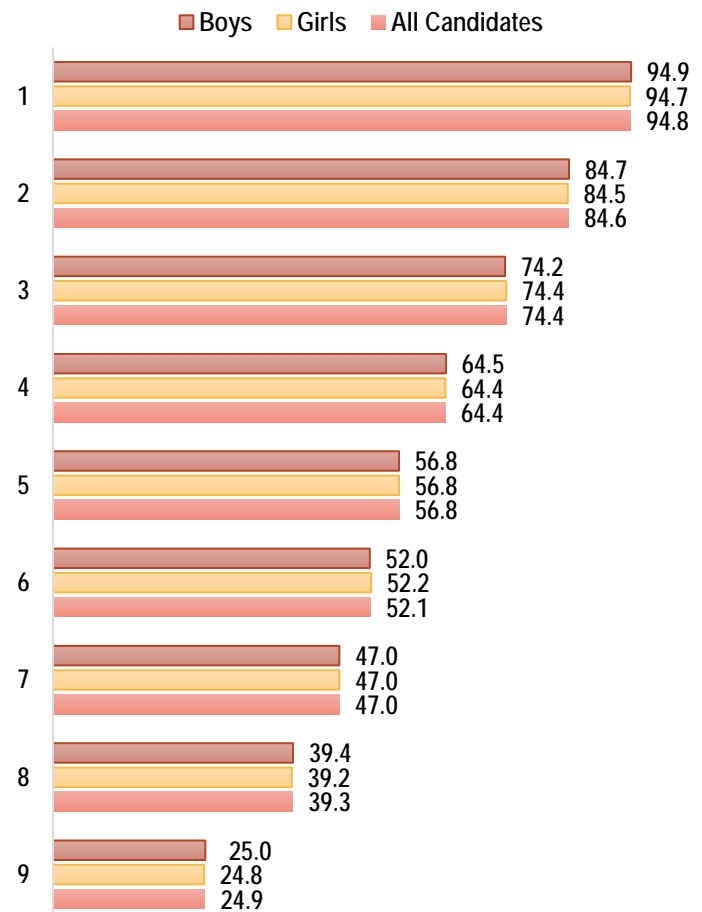


## GRADES AWARDED : COMPARISON GENDER-WISE

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

Grades	Gender	N	Mean	SE	t-value
Grade 1	Girls	555	94.7	0.14	-0.38
	Boys	136	94.9	0.28	
Grade 9	Girls	112	24.8	0.36	-0.47
	Boys	74	25.0	0.46	

**No significant difference was observed between the average performance of girls and boys.**



# QUALITATIVE ANALYSIS

## PART I (20 Marks)

*Answer all questions.*

### Question 1

[20×1]

- (i) What was the significance of Attlee's Declaration of 20<sup>th</sup> February, 1947?
- (ii) Name the Indian nationalist leader who played a vital role in the integration of princely states with the Indian Union.
- (iii) Mention the principle on which the first general election in India (1952) was based.
- (iv) With reference to the Congress party in the 1960s, what is meant by the term *Syndicate*?
- (v) What is the significance of the Historic Eight Documents?
- (vi) Who was the first non-Congress Prime Minister of India?
- (vii) Why was *Operation Blue Star* launched?
- (viii) What are the five principles of peaceful co-existence mutually agreed upon by India and China known as?
- (ix) Mention the controversial issue that led to the outbreak of the First Indo-Pak War (1948-1949).
- (x) Name the Report (published in 1974) that deals with issues related to the status of women in India.
- (xi) Name *two* alliances signed between Italy, Germany and Japan.
- (xii) Explain the term *island hopping* with reference to the war in the Pacific.
- (xiii) Why was there a temporary truce between the KMT and CCP in 1936?
- (xiv) What part did the Mau Mau secret society play in the Kenyan struggle for freedom from British rule?
- (xv) Why did Stalin establish the Cominform?
- (xvi) Who introduced the policies of the Glasnost and Perestroika in the USSR?
- (xvii) Which organisation led the movement against communism in Poland?
- (xviii) Name the *two* democrat Presidents who were sympathetic to the demands of black Americans?
- (xix) Who wrote the book *The Feminine Mystique* that sparked off the Second Wave of American Feminism in the 20<sup>th</sup> century?
- (xx) What was the immediate reaction of the Arab states to the creation of the new State of Israel in 1948?

## Comments of Examiners

- (i) Majority of the candidates were able to answer this question. Some candidates, however, did not mention the complete date.
- (ii) Almost all the candidates answered this question correctly.
- (iii) Many candidates, instead of mentioning *Universal Adult Franchise* wrote *Democracy*. A few candidates wrote that all those above the age of 18 years were given the right to vote.
- (iv) Majority of the candidates were unable to answer this question. Most of the candidates wrote that the Syndicate were *old guards* or *senior members* of the Congress.
- (v) Many candidates did not mention that the Historic Eight documents formed the ideological base of the Naxal Movement. Some candidates confused *Naxal Ideology* with *Communist Ideology*.
- (vi) Most of the candidates were able to write the name of the first non-Congress Prime Minister of India. However, a few candidates mentioned *Jai Prakash Narayan* or *Charan Singh*.
- (vii) Majority of the candidates answered this question correctly. In some answer scripts there was lack of clear expression, such as, *to remove people from the temple*.
- (viii) Most of the candidates answered this question correctly. Some candidates, however, wrote all the Principles of Panchsheel instead of just mentioning *Panchsheel*.
- (ix) Majority of the candidates were unable to answer this question. A few candidates, however, wrote a detailed answer, which was not required.
- (x) Majority of the candidates did not write the full name of the report. Some candidates, instead of writing *Towards Equality Report* wrote only *Equality Report*.
- (xi) This question was correctly answered by most of the candidates. However, some candidates, instead of writing *Rome-Berlin-Tokyo Axis* wrote *Rome-Berlin Axis*. A few candidates wrote *Triple Alliance*.
- (xii) Several candidates wrote an incomplete answer. Majority of them missed out on key words such as *military campaign* and *Pacific Islands*. Many candidates did not mention the purpose of the campaign. Some candidates simply rephrased the question into an answer.
- (xiii) Majority of the candidates, instead of writing on the temporary truce between CCP and KMT, wrote about the tussle between the CCP and the KMT.

## Suggestions for teacher

- Take the help of a time line and teach the important dates and months of events.
- Clearly explain the concept of Universal Adult Franchise laying stress on terminologies.
- Explain the concept of ‘syndicate’ in such a manner that there is no vagueness in the answer written by the students.
- Emphasize on the importance of any document or ideology with its key points.
- Through oral and written tests make the students learn the important names.
- Clearly explain the main aim of ‘Operation Blue Star’.
- Ask students to memorize important names.
- Lay emphasis on important alliances to bring out the difference.
- Teach all major battles and events of the second World War separately highlighting their significance.
- Teach the concept of Island Hopping and explain why such a name has been given to the operation.
- Emphasize on the specific events, names of organisations and their role.
- Clearly explain the reasons why Stalin formed ‘Cominform’.
- Ensure that students are thorough with the topic on collapse of communism in Poland, Germany etc.
- Emphasise that Arab countries were completely hostile to the creation of Israel; hence declaration of war was the immediate reaction to the creation.
- Highlight the key words while teaching.



- (xiv) Only a few candidates were able to answer this question. Majority of the candidates gave details of the violent acts of the Mau Mau rather than specifying their attitude against the British land owners.
- (xv) Only a few candidates were able to answer this question. Many candidates did not write the specific meaning of the term *Cominform*. Some candidates wrote that Stalin did not want the non-communist countries to join Cominform.
- (xvi) Almost all candidates answered this question correctly. However, a few candidates mentioned *Stalin* instead of *Gorbachev*.
- (xvii) Majority of the candidates, instead of writing *Solidarity*, wrote incorrect names.
- (xviii) Most of the candidates correctly wrote Johnson and Kennedy. However, some candidates replaced Kennedy with Truman or Lincoln.
- (xix) A few candidates, instead of writing *Betty Friedan* wrote *Virginia Wolfe*. Some candidates also wrote the name of the book written by Betty Friedan.
- (xx) Majority of the candidates were able to answer this question. Some candidates, however, instead of writing the word *attacked* wrote that *the Arab States were not happy with the creation of Israel*.

- Give regular practice of objective type questions to students, especially on the names of books, authors and organisations, laying stress that their answers have to be to the point.
- Tell students to read the question carefully and answer accordingly, avoiding unnecessary details.

## MARKING SCHEME

### Question 1

(i)	The British Prime Minister set a deadline for the transfer of power to the Indians – June, 1948/ not later than 30 <sup>th</sup> June, 1948.
(ii)	Sardar Vallabhbhai Patel
(iii)	On the basis of Universal adult franchise/ suffrage.
(iv)	After the death of Nehru in 1964 a group of Congress leaders like Kamaraj, Atulya Ghosh, S. K. Patil, N. Sanjeeva Reddy, S. Nijalingappa, became powerful/  Since Nehru refused to name his political successor, the succession to the leadership of the parliamentary party and to the post of Prime Minister was facilitated by this group. / They were a group of powerful Congress leaders who dominated the Congress between 1967 to 1969.
(v)	These are 8 articles that provide the basis of Naxalite ideology / they were a series of articles written by Charu Majumdar which contained Naxal ideology, they formed the basis of Naxal Movement.
(vi)	Morarji Desai
(vii)	Operation Bluestar was launched to flush out the militants / overpower the Khalistan militants who had taken shelter within the precincts of the Golden temple at Amritsar.
(viii)	Panchsheel
(ix)	Kashmir issue/accession of Kashmir
(x)	Towards Equality Report
(xi)	Two pacts signed- <ul style="list-style-type: none"> <li>• Anti- Comintern Pact</li> </ul>

	<ul style="list-style-type: none"> <li>Rome- Berlin- Tokyo Axis/Tripartite Pact.</li> </ul>
(xii)	It was a process by which American General Mac Arthur recovered the Pacific Islands from the Japanese. / It began with landings in Solomon Islands / It was a long and bitter struggle and the islands were recovered one after another (throughout 1943-44) / Leap Frog method
(xiii)	KMT agreed to sign a fresh alliance with the CCP and form a national front against the Japanese/ CCP and KMT decided to come together against a common enemy-Japan
(xiv)	They started a terrorist campaign on European owned farms, when the British government failed to give into the demands of KAU (Kenya African Unity Party)./started a violent agitation against the repressive Government.
(xv)	To tighten his grip on the communist satellite states/ to provide aid to all communist countries.
(xvi)	Mikhail Gorbachev
(xvii)	Solidarity/Trade Union Movement of Poland
(xviii)	J. F. Kennedy and L. B. Johnson
(xix)	Betty Friedan/Friedan
(xx)	<ul style="list-style-type: none"> <li>Israel was immediately attacked by neighbouring Arab states</li> <li>Egypt, Syria, Jordan, Iraq and Lebanon attacked Israel</li> </ul>

## PART II (60 Marks)

### SECTION A

### Question 2

- (a) Why was there a change in the attitude of the British government towards India at the end of World War II? [6]
- (b) List the main proposals of the Cabinet Mission Plan. [6]

### Comments of Examiners

- (a) Majority of the candidates were unable to answer this question. Many candidates did not write the required six points. Some candidates wrote about the Quit India Movement and Cripps Mission. A few candidates laid emphasis on the positive impact of the war on the British instead of its negative impact, such as, the British began to pacify the Indians after the war.
- (b) A number of candidates were able to answer this question. However, some candidates, instead of writing the proposals of the Cabinet Mission Plan, wrote the proposals of the Cripps Mission or Mountbatten Plan.

### Suggestions for teachers

- Teach at least ten points on any topic.
- Lay emphasis on the sequence of events.
- Explain the provisions and important aspects of all plans along with the reaction of various political parties.
- Stress on in-depth study of the topics taught.

## MARKING SCHEME

### Question 2

- (a) Reasons for the change in the attitude of the British government towards India at the end of World War II:
- II World War had changed the balance of power in the world.
  - USA and USSR were now the two superpowers.
  - Both supported the cause of India's independence.
  - The war had diminished Britain's economic and military strength.
  - The British Indian government could no longer rely on Indians as the nationalist movements were getting stronger both within and outside India.
  - Soldiers in the British Indian army were inspired by the INA.
  - Naval Mutiny in Bombay
  - Strikes in the Indian Air Force.
  - Coming of Labour Party to power who were sympathetic to Indian aspiration for freedom
  - Britain needed to rebuild her economy.
  - Agitation among the Indian workers and peasants against the British.

- (b) Main proposals of the Cabinet Mission Plan:
- An all India Federation of British Indian provinces and the Princely states.
  - Limited powers of the Central government: Defence, Foreign Affairs and Communication.
  - Grouping of Provinces into A, B, C or Provinces divided into 3 groups:  
A – Madras, Bombay, CP, UP, Bihar, Orissa. }  
B – Punjab, Sindh, NWFP, Baluchistan } Optional  
C – Bengal, Assam }
  - Setting of Constituent Assembly consisting of 389 members -292 from provinces, 4 from territories governed by Chief Commissioners and 93 from princely states to frame the Indian Constitution.
  - Each group had the right to opt out of the Federal Union.
  - The constitution making body would conclude a treaty with Great Britain on matters related to transfer of power.
  - India given the option to remain in Commonwealth or withdraw from it.
  - Proposed the formation of an Interim Government with the support of all major political parties.
  - Powers other than those given to the Centre, were to be administered by the Provinces.

### Question 3

- (a) Examine the role of the Syndicate in the appointment of Lal Bahadur Shastri as Prime Minister of India. [6]
- (b) Give a brief account of the circumstances that led to the split in Congress, in 1969. [6]

## Comments of Examiners

- (a) Most of the candidates did not attempt this question. Amongst the few who did attempt it, some were unable to comprehend the question and tried writing a vague answer while others wrote on the role played by the Syndicate in the appointment of Indira Gandhi.
- (b) Majority of the candidates were unable to answer this question. Their arguments were either not as per the requirement of the question or lacked key facts. Some candidates wrote very lengthy answers.

### Suggestions for teachers

- Explain separately the role of the Syndicate in appointing Lal Bahadur Shastri and Indira Gandhi as Prime Ministers.
- Show video clippings and short films to the students for better retention.
- Emphasize on the chronological sequence of events.
- Give adequate written practice to the students on structured questions based on the topic.

## MARKING SCHEME

### Question 3

- (a) Role of the Syndicate in the appointment of Lal Bahadur Shastri as Prime Minister of India:
1. After Nehru died and there were fears that there would be turmoil in the Congress party on the issue of succession.
  2. Nehru being a true democrat had not named any successor.
  3. There were two main contenders for the Prime Minister's job- Morarji Desai and Lal Bahadur Shastri.
  4. Desai was experienced, senior and a sound administrator known for his righteousness but was also rigid and inflexible, arrogant in outlook. He was a right winger and quite unpopular with many of the Congressmen. On the other hand, Shastri was mild and malleable, highly respected and incorruptible.
  5. The succession occurred under a group of Congress leaders known as the Syndicate, an informal name given to a group of powerful and influential leaders from within the Congress.
  6. The group was formed in 1963 and it was led by K. Kamraj, and the regional party bosses- Atulya Ghosh of Bengal, S.K. Patil of Bombay; N. Sanjeeva Reddy of Andhra Pradesh and S. Nijalingappa of Mysore (Karnataka). Kamraj was also the Congress Party President.
  7. Desai was unacceptable to them. Shastri was acceptable as he would keep the Congress party united.
  8. They also hoped that he would be more amenable to their wishes and not challenge their authority.
  9. They also wanted to avoid a contest which would lead to factionalism within the party.
  10. Kamraj announced that Shastri was more acceptable.
  11. Kamraj was supported by a large number of Chief Ministers.
  12. Nehru had come to rely increasingly on Shastri in his later days instead of Morarji Desai whom he saw as a threat. Kamraj felt that the succession should have a certain continuity.
  13. The Syndicate had stage managed the decision.
  14. Desai was asked to withdraw his candidature. He accepted it and retired in a graceful manner
  15. Shastri was elected unopposed as the parliamentary leader in 1964.

	<p>16. Desai was dropped from the Cabinet by the Syndicate as he wanted the number 2 position.</p> <p>17. There was a clamour to include Nehru's daughter- Indira Gandhi, Shastri complied and gave her the Information and Broadcasting portfolio</p> <p>18. Shastri had a limited political mandate and did not make any major changes. On the whole, he kept a low political profile and did not interfere in the working of the others. (any six points)</p>
(b)	<p>Brief account of the developments leading to the Congress split in 1969:</p> <ol style="list-style-type: none"> <li>1. There was tension within the Congress over the unsettled question of ministerial and organisational wings.</li> <li>2. Though, Indira Gandhi had acquired some control over the government after the debacle of the Syndicate in 1967 elections she hardly had any organisational base in the party.</li> <li>3. Moreover, with the re-election of the Syndicate leaders in the by- elections, they joined hands with Morarji Desai.</li> <li>4. They now asserted that the party and its Working Committee should be the only body to formulate policies and the government should be accountable to the party organs.</li> <li>5. They would not let Indira Gandhi meddle in the party affairs.</li> <li>6. Kamraj even after his retirement from party Presidentship would not allow Indira Gandhi to elect a friendly person to succeed him. Nijalingappa succeeded Kamraj.</li> <li>7. Indira Gandhi was not able to have some of her people elected to the Working Committee.</li> <li>8. During 1968-69, the Syndicate members tried to plot to <i>dislodge Indira from the office of the PM.</i></li> <li>9. She tried to avoid an open conflict and a split and tried to accommodate the Syndicate and Morarji in the cabinet and in the policy making.</li> <li>10. Gradually Indira attempted to assert her position within the government and the party. <i>She chose her trusted group of advisers from outside the party.</i></li> <li>11. She now faced two challenges. The question now was how to handle the protests and violence and how to reverse the party decline and regain its popular appeal.</li> <li>12. The initial response of the Congressmen to the drubbing that the party had received after 1967 elections was to turn towards the Left. Indira Gandhi adopted a very bold strategy such as <i>a Ten Point Programme in 1967.</i></li> <li>13. <i>The right wing of the party represented by Nijalingappa and Desai, only formally accepted the Ten Point Programme and were determined to stall its implementation.</i></li> <li>14. Both wings started relying on outside support. <i>The Young Turks (Leftists in the Congress) started looking for support of Communists and Left Parties whereas the Rightists looked for support to Jana Sangha and Swatantra Party.</i></li> <li>15. She projected herself as upholder of socialism and secularism, as being pro poor and for the welfare and development of the nation.</li> <li>16. Initially she adopted a cautious and non- partisan approach in the heated debates between the party members. But she was sensitive the people's mood and she became</li> </ol>

- convinced that the party and the country could flourish under left of centre programme and policies.
17. She now chose ministers loyal to her and started *forging wider progressive alliances for which she needed to project more assertively her own ideological image* directly to the people over the heads of colleagues and party men.
  18. *The catalyst to the split came in the summer of 1969, when President of India - Zakir Hussain died halfway through his term.*
  19. *The Syndicate wished to replace him with one of their own: N. Sanjiva Reddy despite Indira Gandhi's opposition.*
  20. Hemmed in by the Syndicate, and threatened by Desai, the PM now sought to mark her own identity. This was done on the advice of *P.N. Haskar. He advised her to clip Desai's wings.*
  21. *She divested Morarji Desai of his Finance portfolio.* This she did so that *she could go ahead with nationalization of banks.* as he was opposed to it.
  22. She wished to *project herself as a national figure who needed Congress less than it needed her.*
  23. *After having nationalized the banks, she abolished privy purses.* She described it as the most important step towards democratization of society. Privileges of the princes—their annual privy purse in proportion to the size of the state and exemption from central taxes and import duties was now done away with. The common people welcomed her announcements. Her popularity soared.
  24. In the Presidential elections of 1969, *The Jana Sangha put up C.D. Deshmukh as the President candidate. V.V. Giri, the then Vice-President stood as an independent candidate. The PM wanted to support V.V. Giri.*
  25. At this stage the Syndicate made a blunder and asked the Jana Sangha to vote for Sanjiva Reddy when C.D. Deshmukh was eliminated in the first round. Indira immediately accused the Syndicate of having struck a deal with communalist forces in order to oust her from power.
  26. 4 days before the election she asked for a *'vote of conscience'.* *This was a call to the party members to defy their organization and vote for the rival candidate which they did.* In the end Giri won.
  27. Now commenced a bitter exchange of letters between the PM and the Congress Party President.
  28. She declared that it was not a clash of personalities or a fight for power but a conflict between those who were for socialism, secularism, democracy and debate and those who were for status quo.
  29. The Syndicate accused her of desiring to concentrate all powers in her hands and trying to establish a Communist dictatorship.
  30. *The defeated and humiliated Syndicate took disciplinary action.* Thus Mrs Gandhi was expelled from the party
  31. By this time many MPs had thrown their lot with her.
  32. *1969- Split in the Congress took place leading to the formation of Congress (O) and Congress (R).* Indira Gandhi was expelled from the party for violating party

discipline by the Syndicate. 446/ 705 members walked out with her. *The leaders of Congress (O)- Organisation were Kamraj and the other Syndicate leaders.*

33. Slowly and carefully, she side-lined the Syndicate. Many members joined the PM Indira Gandhi's Congress (R).

(any six points)

## Question 4

- (a) Trace the developments leading to the rise of the Naxal Movement in West Bengal. [6]
- (b) What measures did the government adopt to suppress the Naxal Movement? [6]

### Comments of Examiners

- (a) Majority of the candidates were unable to trace the developments leading to the rise of the Naxal Movement in West Bengal. Many candidates did not mention the 5<sup>th</sup> schedule and the 9<sup>th</sup> schedule. Some candidates started the answer from the formation of CPI and its division. A few answer scripts did not have specific facts and some candidates repeated the points.
- (b) Many candidates did not write all the six measures required in the answer. Some candidates mentioned the positive measures adopted by the government to rehabilitate the Naxals, which was out of the preview of the question.

### Suggestions for teachers

- To establish a link between the cause and the effect of the Naxal Movement, explain the background of the Naxalite Movement and the various factors leading to it.
- Explain in detail, the reasons for the government to take action against the Naxalites and also provide the students with relevant material on the topic for them to refer to.
- Stress on the main points of the topics while teaching in the class.
- Ensure that students get regular practice in writing answers.

## MARKING SCHEME

### Question 4

- (a) Development leading to the rise of the Naxal Movement in 1967, in West Bengal:
- Naxalbari is a village in West Bengal where some members of Communist Party of India initiated an uprising in the year 1967.
  - Non-implementation of the Fifth Schedule. According to this Schedule, all forest reserves and lands that are inhabited by scheduled tribes are to be administered by the Tribal Advisory Council independent of the State Government.
  - Mismanagement of forests by the government led to the influx of moneylenders in the tribal areas.
  - Legislation had been passed giving rights to pharmaceutical companies to mine and used these lands to set up their factories and production units.
  - The local inhabitants were evicted.
  - The failure to implement the provisions of the Ninth Schedule or Land Ceiling Act which stated that how much land a single individual could hold.
  - The excess lands were to be requisitioned and redistributed by the government among peasants for the purpose of cultivation

	<ul style="list-style-type: none"> <li>• The share-croppers, under tenants and small cultivators were denied their basic rights with regard to security of tenure, payment of fair wages</li> <li>• Economic disparity was larger in tribal areas</li> <li>• Tenancy reforms introduced by the government had loopholes in its implementation. There was a widening gap between the rich and the poor.</li> <li>• The educated youth became the biggest supporters of Naxal Movement as a large number of youth involved in the movement are engineering and medical students.</li> <li>• The CPI(M) had been active in organizing the peasants for sometime in North Bengal.</li> <li>• Kanu Sanyal initiated a violent uprising to distribute land to the landless peasants.</li> <li>• According to Charu Majumdar, Mao had taught that revolutionary violence is the only answer to counter injustice. Therefore, he advised the peasants to resort to violence.</li> <li>• The Naxals were influenced by Charu Majumdar's Eight Historic Documents.</li> </ul>
(b)	<p>Measures taken by the government to suppress the Movement:</p> <ul style="list-style-type: none"> <li>• The government organized operations by the police to apprehend leaders and supporters of Naxalbari movement.</li> <li>• The Central government brought in the Army to suppress the movement/Steeple chase operation</li> <li>• Illicit weapons, ammunitions and explosives were seized.</li> <li>• Beyond West Bengal, Government action was conducted in the neighbouring states of Bihar and Orissa where many naxalites were believed to have fled.</li> <li>• One of the foremost leaders, Charu Mazumdar was arrested, who later died in police custody.</li> <li>• Various anti-terror acts have been used to curb Naxal violence, e.g. Prevention of Violent Activities Act (1970).</li> <li>• In the disturbed areas police arrested young men and women (17-25 years) suspected to have links with the Maoist and tortured them.</li> <li>• Guerrilla squads were organised by the police as counter action against resistance groups.</li> </ul>

## Question 5

- (a) State the objectives of the Khalistan Movement under the leadership of the Akali Dal. **[6]**
- (b) Discuss the consequences of the Khalistan Movement. **[6]**



## Comments of Examiners

- (a) Majority of the candidates either wrote the general demands of the Akali Dal or the grievances of Punjab instead of focussing on the Khalistan Movement. Some candidates wrote about the circumstances leading to the Movement
- (b) Most of the candidates, instead of writing all the consequences of the Khalistan Movement emphasized on the Blue Star Operation.

### Suggestions for teachers

- Explain the entire Khalistan Movement based on the demands of the Anandpur Saheb Resolution.
- Teach the objectives and consequences of the Movement separately.
- Teach each topic in its entirety which will give a comprehensive idea to the students, about the causes, events and consequences.
- Advise the students to read the question carefully before answering it.

## MARKING SCHEME

### Question 5

(a)	<p>Objectives of the Khalistan Movement:</p> <ul style="list-style-type: none"><li>• In Punjab, a Movement started known as Khalistan Movement which wanted to create a separate Sikh country.</li><li>• The movement reached its zenith in 1970s and 1980s.</li><li>• The Akali Dal led a series of peaceful mass demonstration to present its grievances to the Central government.</li><li>• The demands of the Akali Dal were based on the Anandapur Saheb Resolution which was adopted by the party in October, 1973.</li></ul> <p>The Resolution had seven Objectives:</p> <ul style="list-style-type: none"><li>• The transfer of the federally administered city of Chandigarh to Punjab.</li><li>• The transfer of Punjabi-speaking and contiguous areas of Haryana to Punjab.</li><li>• Decentralization of states under the existing constitution, limiting the Central government's role.</li><li>• The call for land reforms and industrialisation of Punjab, along with safeguarding the rights of the weaker sections of the population.</li><li>• The enactment of an all-India Gurudwara (Sikh house of worship) Act.</li><li>• Protection of minorities residing outside Punjab, but within India</li><li>• Reservation of government's recruitment quota restricting the number of Sikhs in armed forces.</li><li>• The resolutions thus demanded that after the formation of a compact state with adjoining Sikh minority territories, the Union shall have Jurisdictions over the state only with respect to five subjects, namely, Defence, External Affairs, Posts and Telegraphs, Currency and Railways.</li><li>• The Hindus wanted Hindi to be the State language while Sikhs wanted Punjabi in Gurmukhi Script to be the official language.</li></ul>
(b)	<p>Consequences of the Khalistan Movement:</p> <ul style="list-style-type: none"><li>• Practically, the whole Union List and a good number of items of the Concurrent List were thus ousted from the control of the Central government.</li></ul>

- The other Sikhs did not support the Akali demand.
- The Akhals failed to win over the support of the Sikh President of India
- They could not win over the Sikh Chief Minister of the state of Punjab to their side.
- In the 1980s, some of the members of Khalistan turned to militancy.
- This resulted in counter militancy operations by the Indian security forces.
- In one such operation, Operation Blue Star in June 1984 Indian forces entered the Holy Golden Temple to overpower the militants who took shelter there. Death of Bhindranwale and Amrik Singh.
- The operation led to loss of lives on both sides.
- The Sikhs started widespread criticism of the Indian government.
- In the meantime, Prime Minister Indira Gandhi was assassinated.
- There were large scale disturbances started and a number of Sikhs were killed.
- After the assassination of Indira Gandhi an agreement called the ‘Punjab Accord’ or Rajiv – Longwal Accord took place.
- Longowal was assassinated.
- It was then decided that the Anandapur Saheb Resolution would be referred to the Sarkaria Commission.
- It was also decided that some Hindi-speaking areas of Punjab would be transferred to Haryana.
- The accord recognized the religious, territorial and economic demands of the Sikh that were thought to be non-negotiable under Indira Gandhi’s tenure.
- Operation Black Thunder was launched by the Central Government in 1988 to flush out remaining militants in a more organised way.

## Question 6

Discuss the *causes* and *consequences* of the Indo-Pak war of 1965.

[12]

### Comments of Examiners

A number of candidates started the answer from the 1<sup>st</sup> Indo-Pak war and concluded with the 1971 Indo-Pak war. Some candidates, instead of writing on Indo-Pak war of 1965, wrote on the 1947-48 war. A few candidates wrote on the invasion of Kashmir by Pakistani infiltrators under the leadership of General Tariq.

### Suggestions for teachers

- Make a flow chart to teach the Indo-Pak wars emphasizing on their dates, causes, events and consequences.
- Lay stress on the importance of chronology and timeline of these wars.
- Refer to specimen papers and previous years’ ISC question papers to make the students aware of the pattern of the questions.

## MARKING SCHEME

### Question 6

Causes and consequences of the Indo-Pak war of 1965:

Causes:

- The Kashmir issue had been simmering for years with Pakistan demanding reopening of the question and India maintaining that Kashmir being a part of India was a settled fact.
- Sheikh Abdullah met Chou Enlai in Algeria to discuss the future of Kashmir.
- In 1965, the followers of Sheikh Abdullah and other dissident leaders created a great deal of unrest in the Kashmir Valley.
- The Pakistan leadership thought that the situation was ripe for an intervention.
- Especially as Pakistan had acquired US arms.
- The Pakistani government wanted to face India militarily before India could recover from her debacle of 1962.
- Pakistan tested India's response to a military push by occupying in April 1965, a part of the disputed territory in the Marshy Rann of Kutch, bordering the Arabian Sea and Gujarat.
- There was a military clash but India's response was weak and hesitant.
- On British intervention, the two sides agreed to refer the dispute to international arbitration.
- Unfortunately, the Rann of Kutch conflict convinced Pakistan that India was unprepared for war.
- They paid no heed to Shastri's statement that when India would fight it would be 'at a time and place of its own choosing'.
- In August, the Pakistani government sent well-trained infiltrators into the Kashmir valley hoping to foment a Pro-Pakistani uprising there and thus create conditions for military intervention.
- Shastri now ordered the army to cross the ceasefire line and seal the passes through which the infiltrators were coming.
- He asked the army to occupy strategic posts such as Kargil, Uri and Haji Pir.
- Unlike in 1962, the entire country rallied behind the government.
- On 7 September, Pakistan launched a massive tank and infantry attack in the Chhamb sector in the south-west of Jammu and Kashmir.
- Threatening India's only road link with Kashmir.
- Shastri immediately ordered the Indian army to not only defend Kashmir  
But also to move across the border into Pakistan towards Lahore and Sialkot.

*(any six points)*

Consequences:

- Under pressure from the U N Security Council, both combatants agreed to a ceasefire.
- War was inconclusive.
- Only effective result was 'invasion by infiltration' of Kashmir had been foiled.
- Enormous loss of lives, economic loss and that of costly military equipment.
- Resources urgently needed for economic development drained;
- Defence budgets rose.
- India believed she had recovered some of the lost pride and confidence of 1962.
- India emerged from the conflict more united, politically stronger.
- The infiltrators had not received support from the Kashmiris.
- Indian secularism had won its first major test since 1947-48.
- Indian Muslims supported the war; Muslim soldiers fought bravely.
- Shastri became a national hero and a dominating political figure.

- Subsequently to the ceasefire agreement, under the good offices of the Soviet Union,
- General Ayub Khan, the president of Pakistan and Shastri met in Tashkent on 4 June, 1966 and signed the Tashkent declaration.
- By this, both sides agreed to withdraw from all occupied areas and return to their pre-war August positions.
- After signing the Tashkent Agreement, Shastri died the same night under mysterious circumstances. (any six points)

## SECTION B

### Question 7

With reference to the aggressive foreign policies of Italy and Japan, explain how the following events made war more likely and worldwide in scope:

- (a) Italy's invasion of Abyssinia. [6]
- (b) Attack on Pearl Harbour - motives, events and impact. [6]

### Comments of Examiners

- (a) Some candidates wrote an elaborate account of the causes of the Abyssinian invasion rather than on the failure of collective security and Mussolini's gradual closeness to Hitler. They were unable to differentiate between the motives and how it made the war inevitable. Hence, they elaborated on the motives.
- (b) Most candidates answered this part of the question well but some candidates wrote very detailed answers. A few candidates wrote the motives but did not write the events and the impact of the attack on Pearl Harbour. The three parts of the answer were not clearly demarcated in some answer scripts.

### Suggestions for teachers

- Teach the Pearl Harbour incident in detail.
- Dissuade students from doing selective study.
- Give a lot of written practice to students.
- Instruct students to analyse facts and understand the question before attempting it.

## MARKING SCHEME

### Question 7

- |     |  |
|-----|--|
| (a) | <p>Italy's invasion of Abyssinia:</p> <ul style="list-style-type: none"> <li>• Italy invaded Abyssinia in 1935 because her existing colonies in East Africa were not rewarding, Italy was suffering from economic depression, a victory would boost its sagging morale and would avenge the defeat of 1896. <i>(any one)</i></li> <li>• The League condemned Italy as an aggressor.</li> <li>• Partial Economic Sanctions were imposed on Italy by Britain and France but did not include ban on coal and oil. Hence, no serious obstacle to Italy's war efforts.</li> <li>• League's prestige received further blow when it was revealed that Britain and France offered Italy a larger portion of Abyssinia than what they would have received through conquest.</li> <li>• Britain/France followed appeasement to retain Mussolini as an ally against Hitler.</li> <li>• Both Britain and France were economically and militarily weak.</li> <li>• They were also hoping to revive the Stresa Front.</li> </ul> |
|-----|--|

	<ul style="list-style-type: none"> <li>• They also wanted to use Italy as an ally against Germany.</li> <li>• The league and its idea of collective security were discredited.</li> <li>• Mussolini was annoyed by the sanctions.</li> <li>• Mussolini drew closer to Hitler, how had neither criticized the invasion nor applied sanctions.</li> <li>• Mussolini withdrew his objection to Anschluss.</li> <li>• Mussolini's foreign policy began to be dominated by Hitler.</li> <li>• Taking advantage of the new found friendship, Hitler immediately remilitarized Rhineland.</li> </ul>
(b)	<p>The Motives, Events and Impact of the Japanese attack on Pearl Harbour:</p> <p><b>Motives:</b></p> <ul style="list-style-type: none"> <li>• The USA was brought into the war by the Japanese attack on Pearl Harbour (their naval base in the Hawaiian Islands) on 7 December, 1941.</li> <li>• Until then, the Americans still intent on isolation, had remained neutral</li> <li>• After the Lend-Lease Act (April 1941) they had provided Britain with massive financial aid.</li> <li>• Since both Britain and Holland were in no fit state to defend their possessions, the Japanese prepared to attack, though they would probably have preferred to avoid war with the USA.</li> <li>• However, relations between the two states deteriorated steadily.</li> <li>• The Americans assisted the Chinese, who were still at war with Japan</li> <li>• When the Japanese persuaded Vichy France to allow them to occupy French Indo-China (where they set up military bases), President Roosevelt demanded their withdrawal</li> <li>• Placed an embargo on oil supplies to Japan (26 July 1941)</li> <li>• Long negotiations followed, in which the Japanese tried to persuade the Americans to lift the embargo.</li> <li>• But stalemate was reached when the Americans insisted on a Japanese withdrawal both from Indo-China and from China itself.</li> <li>• When the aggressive General Tojo became Prime Minister (16 October), war seemed inevitable.</li> <li>• Japan was running short of raw material.</li> </ul> <p style="text-align: right;"><i>(any four points)</i></p> <p><b>Events:</b></p> <ul style="list-style-type: none"> <li>• There was no declaration of war</li> <li>• 353 Japanese planes arrived undetected at Pearl Harbour</li> <li>• In two hours, destroyed 350 aircraft and five battleships.</li> <li>• 3700 men were killed or seriously injured.</li> </ul> <p style="text-align: right;"><i>(any one point)</i></p> <p><b>Impact:</b></p> <ul style="list-style-type: none"> <li>• It gave the Japanese control of the Pacific</li> <li>• By May 1942, they had captured Malaya, Singapore, Hong Kong, and Burma (all parts of the British empire) and Dutch East Indies, the Philippines,</li> <li>• Two American possessions, Guam and Wake Island were captured.</li> <li>• It caused Hitler to declare war on the USA.</li> </ul> <p style="text-align: right;"><i>(any one point)</i></p>

## Question 8

- (a) Give a brief account of the post-war struggle between the KMT and the CCP. [6]  
(b) Explain the causes for the victory of the Communists. [6]

### Comments of Examiners

- (a) Most of the candidates wrote a very detailed answer, beginning from the time of Dr. Sun Yat Sen. They were unable to comprehend the question, which clearly stated 'Post War struggle between the CCP and KMT'. Some candidates gave a detailed account of the Long March.
- (b) Most candidates were able to write the required six points. However, some candidates wrote less than six points.

### Suggestions for teachers

- Teach as many points as possible on every topic.
- Train students to answer questions according to their requirements.
- Give sufficient written practice to students on questions framed differently on the same topic. This will help them understand the requirement of the question.

## MARKING SCHEME

### Question 8

- |     |  |
|-----|--|
| (a) | <p>Brief account of the post-war struggle between the KMT and the CCP:</p> <ul style="list-style-type: none"><li>• During the ten years following the Long March the communists continued to gain support, while Chiang and the KMT steadily lost popularity.</li><li>• When the Japanese were defeated in 1945, the KMT and the CCP became locked in the final struggle for power.</li><li>• The Americans helped the KMT to take over all areas previously occupied by the Japanese, except Manchuria, which had been captured by the Russians.</li><li>• Here the Russians obstructed the KMT and allowed CCP guerrillas to move in; as soon as the KMT armies came under direct pressure they began to disintegrate.</li><li>• In 1949 the communists took Beijing.</li><li>• Chiang fled to Taiwan, leaving Mao in command of Mainland China.</li><li>• In October 1949, in Beijing Mao proclaimed the new People's Republic of China with himself as both Chairman of the CCP and President of the Republic.</li></ul> <p style="text-align: right;"><i>(any six points)</i></p> |
| (b) | <p>The causes for the victory of the Communists:</p> <ul style="list-style-type: none"><li>• The inefficiency and corruption of the Kuomintang in the government/much of the financial aid from the American went into the pockets of corrupt KMT officials.</li><li>• They supported the interests of the industrialists, bankers and landed gentry.</li><li>• No improvement in the factory conditions. The plight of the workers in the factories and industrial units was pathetic. Child labour and low wages to women was practiced.</li><li>• Condition of the peasants was deplorable.</li><li>• High taxation was continued despite the droughts and bad harvests.</li><li>• Unable to stop Japanese invasion of Manchuria and further occupation of Chinese territory by the Japanese.</li></ul>   |

- The Communists won popular support because of their land policy. They seized estates of rich landlords and redistributed them among the peasants. Rents were restricted, and land was available for cultivation even to the poorest peasant.
- Communist armies were well disciplined.
- They were respectful towards civilians and specially women.
- The administration was honest and fair.
- CCP leaders were shrewd enough to take advantage of KMT weaknesses.
- Leaders like Mao Zedong and Zhou En lai were completely dedicated.
- The Communists generals had prepared their armies carefully.
- KMTs policy of paying for the wars by printing extra money resulted in galloping inflation.
- Army was poorly paid and were allowed to loot the countryside
- KMT troops gradually became disillusioned and began to join the CCP.
- KMT officials tried to terrorize the local population into submission.
- Chiang made some tactical blunders like not ordering his army to retreat.

## Question 9

The basic cause of conflict lay in the differences of principles between the communist and democratic states. In this context, explain how the following events led to the development of the Cold War:

- (a) The Truman Doctrine. [6]
- (b) The Marshall Plan. [6]

### Comments of Examiners

- (a) This part was answered well by most of the candidates. Some candidates, however, wrote on the Marshall Plan in place of the Truman Doctrine.
- (b) Majority of the candidates were able to write on the Marshall Plan.

### *Suggestions for teachers*

- Teach these topics in a chronological order so that students can differentiate between events and avoid over lapping of facts.
- Highlight the main features of the Marshall Plan and avoid unnecessary details and examples.

## MARKING SCHEME

### Question 9

- (a) The Truman Doctrine:
- This sprang from events in Greece where Communists were trying to overthrow the monarchy.
  - British troops had restored the monarchy, but they could no longer support it.
  - As the communists received help from Albania, Bulgaria and Yugoslavia
  - Ernest Bevin, the British Foreign Minister, appealed to the U.S.
  - Truman announced in March 1947, that the USA ‘would support free peoples who are resisting subjugation by armed minorities or by outside pressures.’
  - Greece immediately received massive amounts of arms and other supplies.

	<ul style="list-style-type: none"> <li>• And by 1949, the communists were defeated.</li> <li>• Turkey, which also seemed under threat,</li> <li>• Received aid worth about \$60 million.</li> <li>• The Truman Doctrine made it clear that the US had no intention of returning to isolation as she had after the First World War.</li> <li>• She was committed to a policy of containing communism.</li> <li>• Not just in Europe, but throughout the world, including Korea and Vietnam.</li> </ul> <p style="text-align: right;"><i>(any six points)</i></p>
(b)	<p>The Marshall Plan:</p> <ul style="list-style-type: none"> <li>• Announced in June 1947</li> <li>• Was an economic extension of the Truman Doctrine</li> <li>• American Secretary of state, Marshall, produced his European Recovery Programme.</li> <li>• The Plan offered economic and financial help wherever it was needed.</li> <li>• ‘Out policy’, he declared, ‘is directed not against any country or doctrine but against poverty, desperation and chaos’.</li> <li>• Other than humanitarian concerns, a prosperous Europe would provide lucrative markets for American exports.</li> <li>• But the political aim was that communism was less likely to gain control in a flourishing Western Europe.</li> <li>• By September, 16 European nations had drawn up a joint plan for using American aid.</li> <li>• During the next few years over \$13 billion of Marshall Aid flowed into Western Europe.</li> <li>• Fostering the recovery of agriculture and industry.</li> <li>• Molotov condemned it as ‘Dollar Imperialism’</li> <li>• USSR rejected the offer and its satellite states, including Czechoslovakia which was showing interest, were not allowed to take advantage</li> <li>• The ‘Iron Curtain’ seemed a reality</li> </ul> <p style="text-align: right;"><i>(any six)</i></p>

## Question 10

- (a) Give an account of the factors that led to emergence of the *Second Wave Feminist Movement* in the USA, in the 1960s. What was its impact on the status of women in America? **[6]**
- (b) Evaluate Dr. Martin Luther King’s role in the Civil Rights Movement in the USA. **[6]**



## Comments of Examiners

- (a) Most candidates wrote a satisfactory answer. However, some candidates, instead of mentioning other Acts, either wrote long accounts of the oppression suffered by women or elaborated on National Organisation for Women and its role.
- (b) Most of the candidates were able to write the required points on Martin Luther's role. However, some candidates wrote an elaborate account of only the Montgomery Bus Boycott without mentioning the other contributions.

### Suggestions for teachers

- Teach the Feminist Movement with the help of audio visual aids.
- Clearly explain the causes of Feminism and its three stages.
- Research the topic well to give extra information to the students.
- Show films and documentaries on Martin Luther.
- Advise the students to write a balanced answer avoiding unnecessary details.

## MARKING SCHEME

### Question 10

(a) Second Wave Feminist Movement in the USA in the 1960s:

- The series of political campaigns for reforms on issues such as domestic violence, maternity leave, equal pay, women's suffrage, sexual harassment, and sexual violence, all fall under the label of feminism and the feminist movement.
- The movement's priorities may vary among nations and communities, but every woman today deserves equal rights.
- The movement began in the western world in the 19<sup>th</sup> century.
- Feminist Movement has gone through three waves.
- Impact of the Feminine Mystique
- Betty Friedan's activism/under her leadership women's issues were taken up.
- Second-wave feminism attempted to further combat social and cultural inequalities. Although during the first wave of feminism, the women that rebelled consisted of middle class white women.
- However, the second wave brought in women of color and women from other developing nations that were seeking for solidarity.
- During this phase, the Women's Health movement also emerged which put forth the drawbacks of the United States Health Care system which was failing women.

#### **Impact**

- This wave saw the passage of the Equal Employment Opportunity Act of 1972.
- The government through the different legislations has tried to do away with gender discrimination.
- President J.F. Kennedy brought in the Equal Pay Act which was passed by the US Congress in 1963. According to this act, the employer may not pay lower wages to the employees of one gender that it pays to the other gender employees within the same establishment with equal skill, responsibility and similar working conditions.

	<ul style="list-style-type: none"> <li>• President Lyndon B. Johnson successfully brought in the Civil Rights Act of 1964. It outlawed discrimination based on race, colour, religion, sex or national origin. It also ended unequal application of voter registration requirements.</li> <li>• The National Organization for Women is an American feminist organization which tirelessly has been working for the cause of women.</li> <li>• They worked for the right of American women to get abortions and issues, ending violence against women and getting economic justice,</li> <li>• Racial justice and adoption of the ERA were among its major issues.</li> <li>• ERA failed to become an Act/Dead letter.</li> </ul>
(b)	<p>Dr. Martin Luther King's role in the Civil Movement in the USA:</p> <ul style="list-style-type: none"> <li>• Dr. Martin Luther King is regarded as America's leading advocate of non-violence and one of their greatest leaders. His contributions are manifold:</li> <li>• In 1955, he was recruited to serve as a spokesperson for the Montgomery Bus Boycott which was a campaign by the Afro American population to force integration of the city's bus lines. Subsequently, the US Supreme court ruled that racial segregation in transportation was unconstitutional.</li> <li>• In 1957, he was elected President of the Southern Christian Leadership Conference to spearhead the Civil Rights Movement.</li> <li>• In 1963, he led a coalition of Civil Rights groups in Birmingham, Alabama. In the same year, he led the 'March on Washington'.</li> <li>• It was during this march that he delivered his famous speech, 'I Have A Dream'.</li> <li>• The Time magazine named him, "Man of the Year"</li> <li>• Due to his efforts, in 1964 was passed the Civil Rights Act by the US Congress which eliminated legalized racial discrimination in the United States.</li> <li>• The following year, 1965 saw the US Congress pass the Voting Rights Act which allowed the Afro-American to vote.</li> <li>• Post 1965, Dr. King led several campaigns towards economic justice and international peace.</li> <li>• In 1964, Martin Luther was awarded the Nobel Peace Prize for the major part that he played in removing racial discrimination.</li> <li>• In 1966, he led a campaign against segregated housing in Chicago.</li> <li>• He began the Poor People's Campaign in 1967, which aimed at alleviating poverty among black people and other disadvantaged groups.</li> <li>• He criticised America's involvement in Vietnam, which upset President Johnson.</li> </ul>

## Question 11

With reference to the Israeli-Palestine conflict in the Middle East, discuss the causes, course and consequences of the *Six Day War* of 1967. [12]

## Comments of Examiners

Several candidates did not mention relevant points on the consequences of the war. Some candidates, instead of writing on the Six Day War of 1967, wrote on the Suez War.

### Suggestions for teachers

- Train students to present facts in a systematic and logical sequence.
- Teach different wars separately, explaining each war clearly.

## MARKING SCHEME

### Question 11

The causes, course and consequences of the Six Day War of 1967:

#### Causes:

- In Iraq, a new government came to power in 1963, influenced by the Ba'ath Party of Syria.
- Supporters of the Ba'ath believed in Arab independence and unity, social reform and better treatment for ordinary people.
- Iraq was prepared to cooperate with Egypt
- In June 1967, their president, Aref, announced that their goal was to wipe Israel off the map.
- In Syria, the Ba'ath party came to power in 1966.
- It supported El Fatah, the Palestinian Liberation Movement, whose leader was Yasser Arafat.
- The Syrians also began to bombard Jewish settlements from the Golden Heights.
- In Egypt, Colonel Nasser was very popular because of his leadership of the Arab world and his socialist policies.
- Egypt experienced internal stability, land redistribution and industrialisation.
- The Aswan Dam project provided electricity and water for irrigation.
- With all going well at home, the prospect of effective help from Iraq and Syria, Nasser decided that the time was ripe for another attack on Israel.
- He began to move troops up to the frontier in Sinai.
- And closed the Gulf of Aqaba.
- The Russians encouraged Egypt and Syria.
- And kept up a flow of anti-Israeli propaganda, because Israel was supported by the U.S.
- Their aim was to increase their influence in the Middle East at the expense of the Americans and Israelis.
- They hinted that they would send help if war came.
- Syria Jordan and Lebanon, also massed troops, along their frontiers with Israel.
- While contingents from Iraq, Saudi Arabia and Algeria joined them.

(any six)

#### Course:

- The Israelis decided that the best policy was to attack first rather than wait to be defeated.
- They launched a series of devastating air strikes
- The air strikes destroyed most of the Egyptian air force on the ground
- Israeli troops moved with remarkable speed.

- Captured the Gaza strip
- And the whole of Sinai from Egypt
- They also captured the rest of Jerusalem and the West bank from Jordan
- Captured Golan Heights from Syria
- The Arabs had no choice, but to accept a U.N. ceasefire order
- It was all over in less than a week.
- The slow and ponderous Arab troop build-up gave the Israelis plenty of warning.
- Israel enjoyed superiority in the air.
- Inadequate Arab preparations and communications.

**Consequences:**

- The Israelis ignored a U.N. order to return the captured territory.
- This acted as a series of buffer zones between Israel and the Arab states, which meant it would be much easier to defend Israel.
- A million extra Arabs now found themselves under Israeli rule.
- Many of these were living in the refugee camps set up in 1948 on the West Bank and in the Gaza strip.
- It was a humiliation for the Arabs, especially for Nasser
- Nasser who now realised that the Arabs needed outside help if they were ever to free Palestine
- The Russians had sent no help
- To try and improve their relations with Egypt and Syria, the Russians began to supply them with modern weapons.

## GENERAL COMMENTS

### Topics found difficult by candidates

- Question 1(xii):Island Hopping.
- Question 1(xiv):Role of Mau Mau secret society.
- Question 1(xvii):Solidarity and its role against Communism.
- Question 3 (a): Role of syndicate in appointing Shastri as P.M.
- Question 4:The Naxal Movement.
- Question 8:Post War struggle between CCP & KMT
- Question 10 (a):Second Wave Feminist Movement and its impact.

### Concepts in which candidates got confused

- Cabinet Mission Proposal and Cripps Mission Proposal.
- First and Second Wave Feminist Movement in the USA in the 1960's
- Indo Pak Wars - 1948, 1965, 1971
- Six Day war/Suez War/Yom Kippur War.
- Objectives of the Khalistan Movement and development of the Movement.

### Suggestions for candidates

- Read reference books and surf various websites related to history.
- Watch films and videos on various topics.
- Relate topics to present day situations.
- Do not resort to selective study.
- Use maps and timelines for better understanding.
- Read and comprehend questions carefully.
- Solve past years' ISC question papers.
- Make a question bank on short answer questions topic wise.
- Write answers in points.
- Avoid irrelevant details.
- Study on a regular basis.
- Practice time management skills.