

B. ANALYSIS OF PERFORMANCE

PART I

Answer all questions

Question 1

[20]

- (i) Who laid the foundation of the Federation Hall in Bengal in 1905? What was its objective?
- (ii) Who was elected President of the Indian National Congress in Surat in 1907?
- (iii) Give *any one* example of Sir Sayyid Ahmad's efforts to spread Western sciences and culture among the Indian Muslims.
- (iv) Why were the Indian Muslims critical of the British after the First World War?
- (v) What was the most significant provision of the Nehru Report?
- (vi) What was the significance of the Khilafat Movement?
- (vii) Where did Gandhiji's first experiment with Satyagraha (1917) take place?
- (viii) Why did the British authorities arrest the Congress leaders on 9th August, 1942?
- (ix) What was the objective of setting up the All India States People's Conference?
- (x) Give *any one* reason for India's decision to follow the policy of Non-Alignment.
- (xi) Which event led to hyper inflation in Germany in 1923?
- (xii) What is the significance of the *Night of the Long Knives* incident?
- (xiii) Why did the property owners in Italy support the Fascists?
- (xiv) How did Hitler use the Reichstag Fire incident to strengthen his position?
- (xv) Give *one* example of Anglo-French appeasement of Hitler.
- (xvi) Why was the battle of Britain regarded as the first major turning point of the Second World War?
- (xvii) Which event during the Cold War marked the completion of the Iron Curtain in Europe in 1948?
- (xviii) In what way was the establishment of NATO a reversal of America's foreign policy?
- (xix) Why did the General Assembly adopt the 'Uniting for Peace Resolution'?
- (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) Ananda Mohan Bose was mistakenly referred to as Ananda Mohan Ghosh. There were many other answers based on guess work eg. Surendranath Banerjee, Tilak and other Congress leaders. The objective of the Federation Hall was confused with the meeting at the Town Hall.
- (ii) Most candidates wrote 'Rash Behari Bose' instead of 'Rash Behari Ghosh'.
- (iii) Most candidates attempted this question satisfactorily.
- (iv) Some candidates wrote about Muslim politics in general and the grievances of the Indian Muslims without any specific reference to the situation in Turkey and the humiliation of their spiritual head – the Sultan of Turkey.
- (v) Some candidates wrote 'Dominant Status or Dominion States' instead of 'Dominion Status'. The 'most significant' provision was interpreted wrongly by some other candidates. Many confused dominion status with Poorna Swaraj/complete Independence.
- (vi) In some cases the answer to Q(iv) was repeated and the causes leading to the launch of the Khilafat Movement were explained. There was no mention of the significance of the Movement or its impact on Hindu-Muslim relations in India.
- (vii) Several candidates overlooked the year (1917) in the question and mentioned South Africa. Some wrote Bihar but did not specify the place i.e. Champaran.
- (viii) A number of candidates wrote about the repressive methods adopted by the government without any reference to the Quit India Resolution/Movement.
- (ix) Most candidates did not know the difference between Princely/Indian States and British Indian Provinces. They attempted to 'deduce' the answer from the nomenclature of the organization. So the answers were vague generalisations in the context of the Freedom Struggle.
- (x) This part was answered correctly by most candidates.
- (xi) The date (1923) was specified in the question but it was overlooked/ignored by the candidates who mentioned the wall street crash/Depression of 1929 as the reason for hyper inflation in 1923.

Suggestions for teachers

- Objective revision exercises on important historical personalities & related events is a useful tool to minimize confusion and reinforce retention and factual recall.
- Concepts that tend to create confusion must be clearly explained.
- The importance of using correct constitutional terminology must be stressed. The differences between Dominion Status and Poorna Swaraj must be highlighted and the concepts clearly explained.
- The correlation between international events and political developments in India must be clearly established.
- Train students to read every question carefully and correctly and identify the key words. They must be taught to distinguish between the terms-causes, consequences and significance.
- Timelines must be used to develop a sense of chronology.
- A comparative study of the three Gandhian movements in a tabular form is an effective method to minimize errors.
- The distinctions between Indian States and British Indian provinces must be highlighted. A map should be used for a clearer understanding.
- Familiarize students with the dates of significant landmarks and turning points in history

- (xii) A detailed account of the incident was given by several candidates without any reference to the significance of the event.
- (xiii) The term 'Communism' was confused with 'Communalism' by several candidates.
- (xiv) Many candidates wrote partially correct answers. While many candidates stated that the Fire was used to arouse anti-Communist fears, they did not explain how these fears were exploited by Hitler to his advantage in the elections that followed.
- (xv) The Anglo-German Naval Agreement was mentioned as an example of the Anglo-French appeasement by some candidates.
- (xvi) Responses were by and large, satisfactory. A few candidates with a superficial understanding and knowledge of military history made major factual errors eg. Britain was defeated by Germany; Japan was defeated by Britain, etc.
- (xvii) Some students seem to think that the symbolic 'iron curtain' was a physical barrier. So they wrote about the 'Berlin Wall' instead of the Communist takeover of Czechoslovakia. A few merely mentioned Czechoslovakia without any reference to the event.
- (xviii) Many candidates did not understand the question. They explained the formation and objectives of NATO without any reference to the requirements of the question.
- (xix) Taking a cue from the question, many candidates merely mentioned 'peace'. They failed to develop it further in the context of the role of the Security Council, the veto power of the permanent members and their failure to deal with an international crisis.
- (xx) There were some vague answers dealing with the emotional reactions of the Arabs eg. "they were sad / unhappy / angry etc. Specific political / military / diplomatic responses were not mentioned in some cases.
- All the major battles mentioned in the Scope of syllabus, must be taught with specific reference to (i) causes (ii) consequences & (iii) significance. It is imperative to use maps as a teaching aid during a lesson on military history. War movies are an effective tool to generate and sustain interest in the topic.
 - The distinction between a physical barrier and an ideological divide must be emphasized. The concept of the Iron Curtain must be clearly explained.
 - Revision class exercises should include questions that stimulate a student's ability think logically and present inferential facts in a precise, systematic manner.
 - The Uniting for Peace Resolution must be taught against the backdrop of the Korean War.
 - The background to the Arab-Israel conflict must be comprehensively discussed for a better understanding of associated problems.
 - Enhancement of language skills and word power must be encouraged.

MARKING SCHEME

Question 1.

- (i) Ananda Mohan Bose,
To emphasize the indestructible unity of Bengal.
- (ii) Rash Behari Ghosh
- (iii) • MAO College / Aligarh Muslim University/Aligarh College
• Scientific Society
• Mohammedan Literary Society
• Mohammedan Educational Conference
- (iv) • Britain defeated Turkey in the First World War.
• Dismembered the Turkish Empire (breach of faith).
• The British abolished the Caliphate – office of the religious head of all Muslims.
- (v) To frame a constitution for the new Indian Dominion, acceptable to all parties.
- (vi) The Non-cooperation Movement merged with the Khilafat Movement strengthened the National Movement and / Hindu – Muslim unity.
- (vii) Champaran, Bihar
- (viii) The Quit India Resolution had been passed on the 8th August / The British arrested the leaders because they wanted to deprive the Quit India Movement of leadership / to curb the Quit India Movement.
- (ix) To coordinate the nationalist struggles in the Princely States.
- (x) To strengthen newly independent nations to preserve their independence / not to join the power bloc, enable these countries to save themselves from the domination of the Super Powers / promote international peace / to get economic assistance from both blocs / to focus on India's economic development.
- (xi) Occupation of the Ruhr by French troops.
- (xii) It enabled Hitler to eliminate his dangerous rivals – the SA (Storm Troopers)/ Ernst. Rohm. and secure his position./ Gained the support of the army (Reichswehr)
- (xiii) The Fascists would guarantee law and order that would help to protect preserve their property from the Communists.
- (xiv) Hitler used the fire to stir up fear of communism and as a pretext for banning the party.
- (xv) • German rearmament not checked
• No action against Hitler's occupation of the Rhineland
• No protest after the Anschluss.
• The Munich Pact – transfer of Sudetenland to Germany.

- (xvi) The Germans had been checked for the first time.
- (xvii) The Communist takeover of Czechoslovakia (1948)
- (xviii) The USA renounced her policy of isolation/adopted a policy of active involvement/pledged themselves in advance to military action.
- (xix) To effectively deal with a global crisis in the event of a political deadlock due to the veto-power of the permanent members of the security council.
- (xx) The new Jewish State was attacked by the Arab States. / They refused to accept the legality of Israel.

PART II
SECTION A

Question 2

Various factors were responsible for the rise of radical nationalism in India in the early years of the 20th century. In this context, explain the following:

- (a) The contributions of Tilak in popularising radical nationalistic ideas. [6]
- (b) The impact of Curzon's policies on the rapid growth of Radical Nationalism. [4]
- (c) The growth of revolutionary dispositions (1904 – 1907). [6]

Comments of Examiners

- (a) Some answers included unnecessary details of Tilak's career and achievements. The scope of the question was confined to (a) Tilak's contributions to the spread of radical nationalism (b) in the early years of the 20th century.
- (b) Many candidates gave a detailed account of the partition of Bengal and its development into the Swadeshi and Boycott Movement. They did not mention the other reactionary policies implemented by Curzon.
- (c) This subpart was not attempted by some candidates while others went beyond the requirement of the question and presented facts on revolutionary activities in the post WWI period. Some confused 'revolutionary dispositions' with 'radical nationalism'.

Suggestions for teachers

- An interactive session with the students will enable them to develop the necessary skills to identify the key words in the question, understand its requirements and present facts relevant to the question.
- Apart from the Partition of Bengal, all the other reactionary policies of Curzon must be clearly explained. The impact of these policies on the national movement must be highlighted.
- Advise students to restrict their answers to the time frame stipulated in the question.
- The difference between radical nationalists and the revolutionary groups following the 'cult of the bomb' must be clearly explained.

MARKING SCHEME

Question 2.

(a) The contributions of Tilak in popularising radical nationalistic ideas:

- He founded and edited (i) *Kesari* and (ii) *Mahratta*
- Preached nationalism in its columns and taught the people to become courageous, self-reliant and selfless fighters in the cause of India's independence.
- Organized Akharas and Lathi clubs.
- Established the Deccan Education Society/ Fergusson College – New English School.
- In 1893 he started using the traditional religious Ganpati festival to propagate nationalist ideas through songs and speeches.
- In 1895 he started the Shivaji festival to stimulate nationalism.
- Organized an all-Maharashtra campaign for boycott of foreign cloth.
- He initiated a no-tax campaign in Maharashtra. He asked the famine stricken peasants of Maharashtra to hold payment of land revenue if their crops had failed.
- Openly criticized the heartless behaviour of British officials during the plague epidemic in Poona.
- He gave the idea of Swaraj and popularized it through the slogan "Swaraj is my birthright and I shall have it."
- He was sentenced to 18 months imprisonment for protesting against British injustice.
- Became a living symbol of the new national spirit of self-sacrifice and courage.
- Propagated ideas of Swadeshi and Boycott.
- Assumed leadership of the Swadeshi and Boycott Movement.

[Any 6 points to be briefly explained]

(b) The impact of Curzon's policies on the rapid growth of Radical Nationalism:

Curzon's anti-Congress attitude convinced Nationalist leaders of the increasing hostility of the British Rule and the futility of expecting any progress under foreign rule. During his viceroyalty a number of Laws were passed attacking the existing political rights of the people. These included:

- Sedition Act of 1898 made it an offence to provoke anti-British feelings among Indians.
- Calcutta Corporation Act, 1899 – reduced the number of elected Indian Members.
- Indian Official Secrets Act, 1904 – restricted freedom of the Press.
- Universities Act, 1904- increased official control over Indian Universities.
- Partition of Bengal, 1905

(Any 4 points to be briefly explained)

- (c) The rise of revolutionary dispositions (1904 – 1907):
- They came up due to the frustration caused by the failure of the political struggle – failure of Swadeshi and Boycott Movements – Government repression.
 - Official arrogance and repression angered the Bengali youth (eg. Aurobindo Ghosh, Jatindranath Banerjee, etc) and filled them with consuming hatred for British Rule.
 - All legal avenues of peaceful protest and political action were blocked – option was to follow the cult of the bomb.
 - They were convinced that only force could combat force – inspired by methods of Irish terrorists Nihilists, ie; assassination of unpopular officials
 - 1904 Ganesh Savarkar organized Abhinav Bharat Society.
 - After 1905, several newspapers like *Yugantar/Sandhya* in Bengal and *Kal* in Maharashtra encouraged revolutionary disposition.
 - Anushilan Samiti – a secret society of young revolutionaries was established in Dacca.
 - Revolutionary societies were also established outside India by leaders like Madame Cama, Ajit Singh, V.D. Savarkar & others.
 - In 1907, an attempt was made on the life of the Lt. Governor of Bengal / Khudiram Bose & Prafulla Chaki, bombarded the carriage of an unpopular judge / they threw a bomb at Lord Hardinge.

[Any 6 points to be briefly explained]

Question 3

- (a) Discuss the events leading to the establishment of the Muslim League with reference to the following: [10]
- (i) The Hindi Urdu controversy.
 - (ii) The demands of the Shimla deputation.
- (b) State *three* important objectives of the Muslim League when it was formed. What was the British government's attitude towards the League? [6]

Comments of Examiners

- (a) (i) In some cases the facts were reversed – candidates wrote that Hindi was the official language and the Muslims demanded the inclusion of Urdu. Some stated that the government replaced Urdu with Hindi. This indicates superficial study and lack of logical thinking. In other cases, the sequence of events was not developed to explain how it led to the formation of the Muslim League.
- (ii) Candidates wasted precious time and energy by giving a detailed account of the Shimla deputation instead of focusing on the requirement of the question i.e., demands of the Deputation. Some mentioned only one demand i.e., separate electorates. The other demands were either not listed or specifically stated.
- (b) Some candidates wrote that one of the objectives of the Muslim League was to counteract the influence of the Congress. The question however, was confined to the objectives at the time of its inception. Many candidates did not include facts related to the use of the League as an instrument of the British policy of Divide and Rule.

Suggestions for teachers

- Discourage rote learning without any understanding of the topic.
- Encourage student to develop answers in a logical sequence.
- Proposals/plans/features of Commissions/Acts and the demands of deputation, political parties, etc. should be listed point wise.
- Objective revision tests at regular intervals can facilitate retention.
- The attitude of the British government should be explained in the context of its policy of Divide and Rule.

MARKING SCHEME

Question 3.

- (a) Hindi – Urdu controversy:
- (i)
- In UP, petitions could be submitted to offices and courts in Urdu only.
 - The Hindus protested against this and demanded inclusion of Hindi in the administration.
 - The government issued an order instructing officers and courts to accept petitions written in Hindi also.
 - This angered the Muslims who organised protest meetings throughout the province.
 - Nawab Mohsin-ul-Mulk, secretary of the M.A.O. College Trust, severely criticised the government for granting equal status to Hindi and Urdu in U.P.
 - The Hindus also held meetings to meet the challenge. Relations between the two communities deteriorated.
 - The controversy continued for months.
 - The Governor of U.P. warned that all special concessions to the Muslims would be withdrawn if the hostility continued.
 - The Muslims now felt the need to organise themselves on a national basis like the Congress, to present and agitate for their demands and protect their interests.

(Any five points to be briefly explained)

(ii) The Shimla Deputation – Demands:

A Muslim Deputation led by Aga Khan met the Viceroy, Lord Minto and presented the following demands:

1. Separate Electorates – Muslims would vote for Muslim candidates.
2. Weightage in Representation on the basis of their position in India about a hundred years back and not on numerical strength.
3. Separate representation in the Municipal and University Bodies.
4. Greater representation in Civil, Military and Judicial Services.
5. Muslim judges in the High Courts.
6. Government aid in founding a Muslim University.

(Any five points to be briefly explained)

- (b)
- To promote among Indian Muslims feelings of loyalty towards the British government.
 - Remove misconceptions that may arise as to the intentions of Government in relation to Indian Muslims.
 - To protect the political and other rights of the Muslims and to place before the Governments their needs and aspirations in mild and moderate language.
 - To prevent the rise of any feeling of hostility between Muslims and other communities without adversely affecting the objectives of the League.

(Any three points)

- The British welcomed the promotion of the League.
- They announced that they would protect the special interests of the Muslims.
- The British used the League as an instrument to counteract the growing power of the Congress and the national movement. / Divide and Rule.
- They supported the League to prevent the emerging Muslim intelligentsia from joining the National Movement.
- Granted the Muslims separate electorates (Act of 1909)

(Any three points)

Question 4

- (a) Why was the Simon Commission sent to India in 1927? How did the Indians react to it? [4]
- (b) Give an account of the significance, events and developments of the Civil Disobedience Movement from the Dandi March in 1930 to the signing of the Gandhi-Irwin Pact in 1931. [8]
- (c) Highlight the main features of the Gandhi-Irwin Pact that led to the suspension of the Civil Disobedience Movement. [4]

Comments of Examiners

- (a) Some candidates did not attempt the first part of the question. Many gave only one reason while others confused the Government of India Act 1919 with the Act of 1909.
- (b) Several candidates confused the Civil Disobedience Movement with the Non-Cooperation Movement.
- (c) Many answers were not comprehensively presented. All the terms agreed upon by both the signatories should have been listed.

Suggestions for teachers

- Develop in students the habit of focussing on the key words, eg. why/ how/ when/ which/ who/ what/ mention/ explain, etc. Drill exercises like working out previous years' ISC question papers will reinforce this habit.
- Important developments during the Gandhian phase must be taught comprehensively. A comparative study of the three Gandhian Movements presented in a tabular format should include the following:
 - (i) Causes (ii) Objectives
 - (iii) Programme (iv) Progress
 - (v) Results (vi) Significance.
- Emphasize the fact that a pact is an agreement between two individuals/ parties/ countries, etc. Therefore, the decisions taken by *both* sides must be stated.

MARKING SCHEME

Question 4.

- (a)
 - 1) The Act of 1919 had provided for the appointment of a Commission to enquire into the working of the constitutional reforms introduced by that Act.
 - 2) The British government appointed the Simon Commission to examine the question of further constitutional reforms.
 - 3) General elections was due in England in 1929 and the Conservative government did not want to leave the appointment of the Commission to its successor government which would in all probability, be a Labour government.
 - 4) All the members of the Commission were Englishmen – this was highly resented by the Indians.
 - 5) The Congress decided to boycott the Commission at every stage and every form.
 - 6) The Muslim League and Hindu Mahasabha decided to support the Congress decision.
 - 7) An all India Hartal was organised on the day the Commission reached Bombay.
 - 8) Wherever the Commission reached, it was greeted with hartals and black flag demonstrations under the slogan “Simon go back”.

9) The government used brutal suppression to crush the protest movement.

(any 4 points including at least one point from 1 to 3)

- (b)
- 1) The Lahore session of the Congress in 1929, passed a historic resolution, declaring Poorna Swaraj (Complete independence) as its goal.
 - 2) On 31st December 1929, the newly adopted Indian tricolour flag was hoisted.
 - 3) 26th January 1930 was fixed as the first Independence Day, to be celebrated every year with people taking the Pledge of Independence.
 - 4) The Congress also announced the launching of a Civil Disobedience Movement under Gandhi's leadership.
 - 5) Gandhi presented the 11-point charter of demands which was ignored by the government.
 - 6) The Civil Disobedience Movement was launched by Gandhi on 12th March 1930 with the historic Dandi March.
 - 7) With 78 chosen followers, Gandhi walked from Sabarmati Ashram to Dandi, a village on the Gujarat sea coast.
 - 8) On 6th April, Gandhi reached Dandi where he picked up a handful of salt as a symbolic gesture of violation of the salt law and defiance of British rule.
 - 9) The programme of the movement involved violation of salt laws, boycott of liquor, boycott of British goods, non-payment of taxes and revenue and violation of other laws, eg. Forest laws.
 - 10) The movement spread rapidly throughout the country.
 - 11) Women responded sympathetically to Gandhi's call and participated actively.
 - 12) In the NWFP, Abdul Ghaffar Khan (Frontier Gandhi) organised a brigade of Pathan volunteers – the Khudai Khidmatgars and started an anti-government movement that included non-payment of taxes.
 - 13) The Garhwali soldiers in Peshawar refused to open fire on non-violent mass demonstrators. This was an indication that nationalism had penetrated the British Indian army, the chief instrument of British rule.
 - 14) In the North East, Rani Gaidilieu of Nagaland, revolted against British rule.
 - 15) The government used ruthless repressive methods to crush the movement – lathi charges, firing, imprisonment, censorship.
 - 16) The Congress leaders boycotted the First round Table Conference in 1930, in London.
 - 17) The First Round Table Conference failed.
 - 18) The government realised the urgent need to persuade the Congress to attend the Second Round Table Conference. Irwin and Gandhi negotiated a settlement in March 1931– the Gandhi Irwin Pact.

- (c) The main features of the Gandhi-Irwin Pact that led to the suspension of the Civil Disobedience Movement:
- The Government decided to release non – violent political prisoners.
 - Granted remission of all fines not yet collected.
 - Conceded the right to make salt for consumption, in villages along the coast.
 - Agreed to give back to Congressmen their confiscated properties
 - To permit peaceful picketing of liquor and foreign cloth shops
 - Gandhiji decided to suspend the Civil Disobedience Movement
 - Agreed to take part in the deliberations of the Second Round Table Conference.

Question 5

- (a) Several changes in circumstances after the end of the war in 1945, led to a change in the attitude of the British Government towards India. Explain. [6]
- (b) State the main provisions of the Cabinet Mission Plan. [6]
- (c) How did the League react to the proposals of the Cabinet Mission Plan? [4]

Comments of Examiners

- (a) The various changes in circumstances were not systematically presented by several candidates. Only one or two points were explained in detail.
- (b) Some provisions of the Cabinet Mission Plan were confused with those of the Mountbatten Plan. In some cases there were factual errors in the provision related to grouping of provinces.
- (c) Candidates were required to discuss the reactions of the Muslim League only to the proposals of the Cabinet Mission Plan but some also included the reactions of the Congress.

Suggestions for teachers

- Advise students to write different points instead of writing the same point differently. Marks are not awarded for repetitive answers.
- Prepare or ask students to prepare a tabular, comparative representation of the terms/proposals of the Cabinet Mission Plan and the Mountbatten Plan. Highlight the differences.

MARKING SCHEME

Question 5.

- (a) Changed attitude of the British Government:
1. World War II had changed the balance of power in the world. USA and USSR emerged as super powers.
 2. Both supported India's demand for freedom./international pressure
 3. The war had shattered Britain's economic and military powers.

4. Post war economic reconstruction was an urgent necessity.
5. The British Indian Government could no longer depend on Indian personnel in the administration and the armed forces to suppress national movements. / intense Indian nationalism.
6. Soldiers in the British Indian army were inspired by patriotic ideas.
(Example: INA, Naval mutiny in Bombay, Strikes in the Indian Air Force).
7. The Labour Party (Clement Atlee) in power in England were sympathetic to Indian aspirations for freedom.
8. The British Government was grateful for India's support during the war.
9. The INA trials generated powerful anti-British feelings.
10. India on the brink of a Civil War – (communal tensions)

(Any three points)

(b) The main provisions of the Cabinet Mission Plan.

- 1) An All India Federation of British Indian Provinces and Princely States was formed.
- 2) Limited powers for Central government-defence; foreign affairs; communication
- All other subjects / departments to be under the control of the provinces.
- 3) Grouping of Provinces
- 4) { A- Madras, Bombay Central Province, United Province, Bihar, Orissa
B- Punjab, Sind, NWFP, Baluchistan
C-Bengal, Assam
- 5) Constituent Assembly to frame the Indian Constitution.
- 6) Federal Union with three tiers: Union Centre, Regional groups of Provinces, Provinces.
- 7) Provinces were free to form regional unions
- 8) They could frame provincial constitutions
- 9) India given an option to remain in or withdraw from Commonwealth
- 10) Formation of Interim Government at Centre headed by Viceroy.

(c) How did the League react to the proposals of the Cabinet Mission Plan?

Reaction of Muslim League:

- Criticized the Plan because creation of Pakistan was not explicit
- Jinnah interpreted regional grouping of provinces as defacto-recognition of demand for Pakistan.
- Accepted proposal in June 1946.

(Any two points)

Question 6

- (a) Discuss the origin of the Kashmir problem and the events that culminated in its accession to the Indian Union. [6]
- (b) Give a brief account of the conflict between India and Pakistan that arose as a result of partition, with specific reference to the following: [10]
- (i) Indus waters dispute.
 - (ii) Refugee problem.

Comments of Examiners

- (a) Many candidates did not attempt this question, but those who did, scored high marks.
- (b) (i) There was some confusion over the tributaries, arising from inadequate knowledge of the geographical features of the region.
- (ii) In many answers, there was far too much emphasis and elaboration on the communal issues. The other vital aspects of the refugee problem were not explained by many candidates.

Suggestions for teachers

Supplement text book contents with adequate material. Students may be asked to download information from relevant websites suggested by the teacher.

– A map must be used while explaining this topic for better understanding and recall.

These topics should be taught under the following heads:

- the various aspects of the problem;
- measures adopted to resolve the conflict;
- degree of success of these measure.

MARKING SCHEME

Question 6.

- (a)
1. Kashmir bordered India and Pakistan.
 2. The Maharaja was Hindu while 75% of the population were Muslims.
 3. Kashmir strategically very important to both India and Pakistan.
 4. A popular movement led by Sheikh Abdullah wanted integration with India.
 5. But the Maharaja did not sign the instrument of Accession, hoping to stay independent. He feared democracy in India and communalism in Pakistan.
 6. In August 1947, the government of India felt that the Kashmiri people should decide which dominion they wanted to join.
 7. Since October 1947, several Pakistan sponsored incursion of Pathan tribes men (helped by regular officers of the Pakistan army), led by the self-styled General Tariq, took place.

8. The invaders rapidly pushed towards Srinagar, and the ill-trained state forces proved no match for them.
9. On 24th October, the Maharaja appealed to India for assistance.
10. Nehru did not insist on accession but was pressurized by Mountbatten and Patel and Sheikh Abdullah also for uniting with India.
11. On 26th October 1947, the Maharaja acceded to India.
12. Sheikh Abdullah was installed as head of the State administration.
13. India announced a referendum to be held once law and order was restored.
14. Indian troops air lifted to Kashmir.
15. Srinagar was saved and the raiders driven out of the valley but
16. Retained control of the North West part of the State which Pakistan calls Azad Kashmir and India calls Pakistan occupied Kashmir.
17. The conflict continued for some months.
18. The government of India agreed in December 1947 to refer the matter to the Security Council of the UNO.
19. The security Council tended to side with Pakistan.
20. In accordance with a UN resolution, both India and Pakistan accepted a ceasefire line (the state remains effectively divided along this line).
21. However, UN mediation proved fruitless.
22. In 1951, the UN provided for a referendum once Pakistan had withdrawn its forces.
23. But Pakistan has not done so and the resolution remains a dead letter.
24. In view of Pakistan's presence, the question of a plebiscite is dead as far as the government of India is concerned.
25. In 1951, a constituent Assembly met in J and K to frame a constitution.
26. The accession of Kashmir to India was ratified by the constituent Assembly
27. In 1956, it adopted a constitution legalizing the status of J and K as a unit of the Indian Union.
28. Since then J and K has remained the main obstacle in the relations of India and Pakistan. India regards Kashmir's accession as final and irrevocable.
29. Pakistan continues to deny this claim.
30. India has fought two wars with Pakistan over Kashmir and has accused Pakistan of encouraging militancy in the state.

- (b) (i) Indus waters dispute:
1. The Indus river dispute arose because of West Pakistan's dependence on the Indus and its tributaries for water supply, hydel power and irrigation.
 2. However, these rivers rise in India, and the head-works of their canal system are also in India.
 3. Partition cut through what had been a complex and unified system of canals.
 4. Initially, India and Pakistan signed interim agreements for the sharing of the waters.

5. But in the 50's the Indian government revealed plans to carry water from these rivers to irrigate a large part of the Rajasthan desert (now the IGN in Ganganagar district).
6. Afraid that this would deprive them of their share of the river waters, Pakistan protested strongly and blamed India for natural calamities like droughts and floods.
7. In 1951, chairman of the Tennessee Valley authority suggested a common programme for both countries to jointly develop the Indus waters system.
8. Prolonged negotiations followed in which an important role was played by chairman of the World Bank, Eugene Black.
9. An amicable solution was found in 1960 with the Indus Waters; Treaty
10. Pakistan to have use of the Western rivers (Indus, Jhelum, Chenab) while India was to have the use of the Eastern rivers (Ravi, Beas, Sutlej)
11. The Indus waters Commission was set up to settle any disputes and act as a common forum for discussions.
12. The World Bank also helped Pakistan by organising massive loans for building of strong dams and irrigation canals in Pakistan.
13. Despite wars and other problems, both countries have adhered to this agreement.

(ii) Refugee problems:

1. By mid 1948, about 5.5 million non-Muslims had moved into India and a very large number of Muslims left India for Pakistan.
2. According to the Government of India, the non-Muslims left behind them property worth 500 crores in West Pakistan.
3. The Muslim losses in India is put at Rs.100 crores.
4. Claims and counter claims were discussed and some kind of settlement arrived at.
5. By 1951, the problems of the rehabilitation of the West Punjab refugees had been tackled, though at great cost.
6. But the exodus from East Pakistan continued for longer and put pressure on the states West Bengal, Tripura, and Assam.
7. Eventually, the Prime Ministers of both countries signed, the Nehru-Liaquat Pact in 1950 to resolve the problems of minorities.
8. But the migration of Hindus continued from East Pakistan.

SECTION B

Question 7

By the end of 1932, the Weimar Republic seemed to be on the verge of collapse. Meanwhile, Hitler and the Nazis had been carrying out a propaganda campaign setting out Nazi solutions to the problems. In this context, answer the following:

- (a) What were the economic problems facing the Weimar Republic? [8]
- (b) What made the Nazis so popular? [8]

Comments of Examiners

- (a) In some cases, instead of discussing the economic problems only (as per the requirement of the question), all the problems of the Weimar Republic were included in the answer. Time and focus was lost, resulting in a sketchy presentation of the economic problems. In several cases, the sequence of events was not followed.
- (b) Some candidates did not know the difference between (i) workers and farmers and (ii) industrialists and landowners.

Suggestions for teachers

- The need to focus on the key issues in the question must be reiterated at regular intervals. Specific key points must be listed and then explained.
- Guide students to present facts in a systematic, logical sequence.
- The different sections of people in Germany must be listed and their problems and aspirations defined. The specific measures adopted by Hitler to win their loyalty and gratitude must be explained, one section at a time – not generally.

MARKING SCHEME

Question 7.

- (a) Economic problems facing the Weimar Republic:
- In 1919 Germany was close to bankruptcy due to the enormous expense of the war.
 - Her attempt to pay reparations instalments made matters worse
 - In 1922, Germany declared that she could not make any further payments.
 - In January 1923, French troops occupied the Ruhr. German industry in Ruhr was paralysed
 - This resulted in galloping inflation and fall of the mark.
 - Economic prosperity of Weimar Republic was largely dependent on American loans.
 - The Wall Street crash shattered the US Economy – US stopped giving further loans – began to call in many of the short term loans
 - Many banks closed down
 - German exports were severely reduced because industrial boom had led to worldwide overproduction.
 - Factories were closed down.
 - unemployment rose to nearly 4 million by the end of 1931.
 - To deal with the crisis, Chancellor Bruning adopted radical measures like – reduce social services, unemployment benefit, salary and pension, reparation payment stopped and high tariffs were introduced.
 - Measures did not produce quick results.
 - Government lost support of all groups in society and by the end of 1932 was on the verge of collapse.

(b) The Nazis became popular because:

- Offered national unity
- Self-sufficiency
- prosperity
- full employment (eg. schemes of public works, etc).
- Increased exports
- Reduced imports
- Promised to overthrow humiliating Versailles Settlement.
- Nazi private army (SA) became attractive employment opportunity for young unemployed Germans.
- Strength through joy organisation made the workers happy.
- Anti-Communist policies reassured industrialists and
- Wealthy land owners fearful of Communist Revolution.
- Farmers supported Hitler because of the declared aim of self-sufficiency
- Hitler's extraordinary political abilities: tremendous energy, will power oratorical skills impressive philosophy (Mein Kampf). Was perceived as a sort of saviour (Messiah).
- Contrast in Weimar Republican Party and Nazi Party: while WRP was respectable, but dull and ineffective, the Nazi Party promised strong decisive Government and restoration of national pride.
- Deciding factor: Economic crisis and the inability of the Republic to deal with it.
- His handling of the incident of the Night of the Long knives won him the support of the Reichswehr.

(any eight points)

Question 8

- (a) Describe the changes in Mussolini's foreign policy towards Germany from 1934 to 1940. [10]
- (b) How did Mussolini's involvement in World War II eventually lead to his downfall? [6]

Comments of Examiners

- (a) Many candidates merely reproduced, verbatim, the textual contents on Mussolini's foreign policy, whereas the question specified 'changes' in his policy towards Hitler during the period 1934-1940. Several answers also included an elaborate account of the motives for the Abyssinian invasion.
- (b) The answers given by many candidates were incomplete. Many valid points were missing. Some responses suggest superficial or selective study.

Suggestions for teachers

- Encourage and motivate students to read and understand the question correctly and then develop the answer with appropriate facts, logically and systematically.
- Every aspect of a topic as defined by the Scope of the Syllabus must be comprehensively taught. The tragic consequences of Mussolini's aggressive foreign policy and his involvement in the war must be linked to his downfall.

MARKING SCHEME

Question 8.

- (a) The changes in Mussolini's foreign policy towards Germany from 1934 to 1940:
- 1934- 1940: Mussolini's attitude towards Hitler changed from extreme suspicion to increasing dependence on him.
 - 1934: Mussolini supported the Austrian government of Chancellor Dollfuss/When Dollfuss was murdered by Austrian Nazis encouraged by Hitler – Mussolini sent troops to the Brenner Pass / Hitler's first attempt at Anchluss failed due to Musollini's intervention.
 - Clear warning to Hitler not to proceed.
 - 1935, when Hitler announced conscription, Mussolini joined Britain and France in the Stresa Front and condemned Hitler.
 - But disillusioned by Anglo-German Naval Agreement – became suspicious of Britain's selfish motives – could no longer depend on Britain's friendship.
 - 1935: Mussolini's attack on Abyssinia (no need for a detailed account of the invasion, only how it marked a turning point in his policy towards Germany)
 - League announced sanctions against Italy
 - Britain and France keen not to antagonize Italy imposed half-hearted sanctions
 - Mussolini angered by the sanctions
 - Began to draw closer to Hitler who had not criticized the invasion nor applied sanctions.
 - 1936: Spanish Civil War, Mussolini along with Hitler sent troops to help General Franco/hoping to set up a third Fascist state in Europe/naval bases in Spain to attack France

- 1936; Rome-Berlin Axis Pact,
- 1937 Italy joined Japan and Germany in the Anti-Comintern Pact
- 1938 : Mussolini dropped objections to Anschluss: Hitler successfully achieved the union of Austria and Germany
- 1938 Mussolini's popularity revived at Munich Conference: he produced the plan for the handover of the Sudetenland
- 1939 Mussolini tried to emulate Hitler's takeover of Czechoslovakia by pointless invasion of Albania
- 1939: Mussolini signed Pact of Steel with Germany which promised assistance in the event of war
- Mussolini joined the war in 1940, hoping to gain territories in France and North Africa

(Any ten points)

(b) Mussolini's involvement in World War II eventually lead to his overthrow:

- Italy could not deal with the expenses involved in sustaining the war.
- The War highly unpopular in Italy/ Italian people disliked dependence on Germany
- Italian army inefficient and badly equipped
- Declaration of war against US
- Italian public suffered hardships – increased taxes, shortages, bombing raids on major cities
- Resentment and anger among people.
- Italian army suffered a series of defeats, culminating in surrender of Italian troops in N Africa
- Allied invasion of Sicily (1943) – Fascist Grand Council voted against Mussolini
- King then dismissed him and Fascism collapsed with his overthrow

(any six points)

Question 9

- (a) What were Hitler's motives for the invasion of Russia in 1941? Give a brief account of the invasion and Hitler's failure to achieve his objective by the end of 1941. [6]
- (b) Why did Japan attack Pearl Harbour in 1941? What was its significance? [6]
- (c) Mention *any two* important reasons for Japan's defeat in the Second World War. [4]

Comments of Examiners

- (a) Some candidates did not state the motives for the Russian campaign. There was a general tendency to unnecessarily elaborate on the effects of the winter operations ignoring the other important aspects.
- (b) Responses were not satisfactory because many candidates did not know the facts. The economic compulsions behind the attack on Pearl Harbour were not mentioned. In several cases, the attack was discussed in detail (which was not required) while the significance was overlooked.
- (c) Many candidates only discussed the bombing of Hiroshima and Nagasaki and its impact. The second cause was not mentioned.

Suggestions for teachers

- A film on the Pearl Harbour attack may be shown to the students.
- There are several good movies on World War II. Military history lessons may be developed around them.
- It is necessary to arouse and sustain the interest of the students for better understanding, retention and recall.

MARKING SCHEME

Question 9.

- (a) Hitler's motives for attacking the Soviet Union.

- Hitler's hatred of Communism:
- Desire for lebensraum (living space) for the growing German population
- Feared that Russia might attack Germany while she was still occupied in the West
- Hope that this would stimulate Japan to attack Russia in the Far East
- This might prevent USA entering the war

Brief account of invasion:

- 3 pronged attack towards Leningrad, Moscow and the Ukraine
- Russians caught by surprise – German blitzkrieg successfully penetrated into Russia capturing important cities
- Russians began retreating/scorched earth policy – caused German supply line problems
- Germans failed to capture Leningrad and Moscow
- Hitler failed to provide for winter offensive: onset of autumn and winter
- better equipped Russians were able to fight back
- Hitler changed his plan: concentrate on drive to the South to capture the Caucasus oil fields

(b) Japan's motives for attack on Pearl Harbour:

- Japan facing shortage of raw materials
- due to continued war in China
- wanted raw materials of South East Asia
- European empires under attack from Germany, in no condition to defend their possessions
- Only country which could prevent Japan was USA
- Sending help to Chiang Kai Shek in China
- July 1941, Japan occupied French Indo-China
- USA placed trade embargo on Japan
- insisted on withdrawal from China and Indo-China
- Negotiations with US failed
- Japan determined to get these resources by force,
- Raid on Pearl Harbour
- 7th December, 1941/surprise attack by Japanese aircraft destroyed large number of planes and battleships
- President Roosevelt declared war on Japan

Significance of Pearl Harbour attack:

- It gave the Japanese control over the Pacific
- By May 1942, the Japanese forces had captured South Asia and major American islands in the Pacific
- It caused Hitler to declare war on USA
- War became a global war
- the Axis now faced the resources of USA, British empire and Russia.
- the raid did not destroy the US aircraft carriers
- these would play a major role in the eventual defeat of Japan

(Any six points)

(c) Important reasons for Japan's defeat in the Second World War:

- Shortage of raw materials
- Took on too much – far beyond their basic capacity – Bombing of Pearl Harbour – entry of US
- Limited industrial power
- Concentrated too much on producing battle ships

- Under estimated the importance of aircraft carriers.
- Could not match the combined resources of the Allied Powers.
- Bombing of Hiroshima and Nagasaki.

Question 10

- (a) Discuss the reasons for the *thaw* in the Cold War in the 1950s. Give examples to show that the *thaw* was only partial. [6]
- (b) What led to a permanent relaxation of tensions (*détente*) in the 1970s? [4]
- (c) Why did many European world leaders develop the idea of greater cooperation and unity in Western Europe after World War II? [6]

Comments of Examiners

In parts (a) and (b), The “thaw” in the Cold war was confused with “partial” thaw and “Détente” by some candidates.

(c) Some candidates could not understand this question in the context of the Cold war and post-World War II developments. Hence the answers were vague generalisations and lacked specificity.

Suggestions for teachers

- The ‘partial’ nature of the thaw must be emphasized. Conceptual clarity is a must. The difference between ‘thaw’ and ‘détente’ must be clearly explained.
- Short, objective class tests including multiple choice questions would be useful to reinforce comprehension and retention of facts.
- A timeline must be used. The causal relation between historical, contemporary developments must be established.

MARKING SCHEME

Question 10.

- (a) (A)
- Death of Stalin (1953)
 - New leaders like Bulganin, Khrushchev wanted to improve relations with USA.
 - Both sides had developed the hydrogen bomb-even a minor crisis could lead to a nuclear war.
 - Khrushchev was convinced that “peaceful co-existence” with the west was the one and only option to prevent a nuclear war.
 - Khrushchev believed that communist domination would be established not by war but by the recognition of the superiority of the Soviet economic system

- Neutral states could be won over by lavish economic aid.
- McCarthy was discredited (1954) and the anti communist hysteria in the USA declined.
- President Eisenhower proposed development of friendly ties with the Russians.
- However “thaw was only partial.

(Any four points)

- (B) 1. Ruthless suppression of Hungarian uprising by Soviet Union showed limits of freedom of satellite states.
2. Warsaw Pact (1955) signed between USSR and satellite states to counter act the increasing power of NATO (West Germany joined NATO).
3. Both sides continued to build nuclear arms/ Russian lead in making ICBM and Sputnik: USA responded in kind
4. 1961: The Berlin wall was erected when Kennedy refused to withdraw from Berlin.

(Any two points)

(b) Détente in the 1970s- Reasons:

1. The Cuban missile crisis had brought USA and USSR to their senses and made them conscious of the terrifying implications of a nuclear war.
2. The process of Détente was set in motion.
3. Both sides were sickened by the horrors of the Vietnam war.
4. USSR: The expenses of keeping up with the Americans was crippling.
5. Urgent need to reduce defence expenditure: divert and utilise funds for the economic recovery of the USSR and satellite states; raising living standards to western levels. Communist block threatened by economic unrest.
6. Relations between communist China and USA began to improve in 1971. Russians who were in bad terms with China did not want to be isolated.
7. USA: Realised that there were better options of dealing effectively with communism. Military power had limitations; had proved a failure in Vietnam; signs of preference for the return to isolationism.
8. China: Anxious about its isolation; nervous about American intentions in Vietnam; unhappy with increasing tensions with USSR.
9. Nations of Western Europe: Fears that they would have to bear the brunt in the event of nuclear attack.
10. Policy of ‘ Ostpolitik’ adopted by West Germany (better relations with Eastern Europe)

(Any 4 points)

(c) Support for greater unity in Europe:

1. Best way for Europe to recover from the ravages of World War II- pool resources and work together for mutual benefits.
2. Individual states too small and economies too weak to be economically viable and survive in a world dominated by the superpowers: USA and USSR
3. A united western Europe could effectively combat the threat of communism from Russia and influence of US (Third force).
4. European unity would help Germany to gain quicker recognition and acceptance as a responsible nation.
5. It would establish peace and stability in Europe.
6. Franco-German rivalry would come to an end.

(Any three points + explanation)

Question 11

- (a) Discuss the causes and results of the Suez War in 1956. [10]
- (b) What were the reasons for the Civil War in Lebanon in 1975? [6]

Comments of Examiners

- (a) Many candidates knew the facts but they were presented in a haphazard manner. A logical sequence of events was not followed.
- (b) There was some confusion over the categories of the Muslim & Christian groups in Lebanon.

Suggestions for teachers

- Adequate practice in writing skills - presenting facts in a systematic, logical sequence is a must.
- The fundamental religious discord among the Lebanese and its escalation in the context of the Palestinian problem must be clearly explained.

MARKING SCHEME

Question 11.

- (a) The causes and results of the Suez War in 1956:

Causes:

- Colonel Nasser was aggressively in favour of Arab unity and independence, including liberation of Palestine from the Jews. He organised guerrilla fighters known as Fedayeen to carry out sabotage and murder inside Israel.
- He refused to renew the Treaty with Britain which had earlier allowed the British to keep troops at Suez.

- Nasser sent troops to Algerian Arabs in their struggle against France and prodded other Arab States into opposing the British sponsored Baghdad Pact.
- He signed an Arms deal with Czechoslovakia for Russian fighters, bombers and tanks, and Russian military experts went to train the Egyptian army.
- The Americans were outraged at this, since it meant that the west no longer controlled arms supplies to Egypt. Egypt now became part of the Cold War.
- The US refused to fund the Aswan Dam project.
- Crisis point was reached when Nasser immediately retaliated by nationalizing the Suez Canal.
- Anthony Eden, the British Conservative Prime Minister believed that Nasser was on the way to forming a united Arabia under Egyptian control and communist influence, which could cut off Europe's oil supplies at will.
- Secret talks took place between the British, French and Israelis and a plan was hatched: Israel would invade Egypt across the Sinai peninsula, whereupon British and French troops would occupy the Canal Zone on the pretext that they were protecting it from damage in the fighting.
- The War began with an invasion of Egypt by Israel and landing of British and French troops.

Outcome:

- A triumph for Nasser – his prestige as leader of Arab Nationalism against interfering Europeans was greatly increased
- He became a national hero.
- Egyptians blocked the Canal, Arabs reduced oil supplies to Western Europe – Russian aids replaced USA
- British action lost them an ally in Iraq
- Britain was now weak and unable to follow a foreign policy independently of USA
- Algerians were encouraged and achieved their independence from France in 1962

(b) Reasons for the breakout of Civil War in Lebanon.

1. Religious Differences:

The potential for the trouble was there from the beginning, since the country was a bewildering mixture of different religious groups, some Muslim, some Christian, which had developed independently, separated from each other by mountain ranges.

- There were four main Christian groups:
Maronites, Greek Orthodox, Roman Catholic, Armenians.
- There were three Muslim groups:
Shia, Sunni, Druze

There was a long history of hatred between Maronites and Druze.

Tension kept in check so far by the constitution (gave fair representation to all groups)

2. The presence of Palestinian refugees from Israel –

This complicated the situation even more. By 1975 there were at least half a million of them living in squalid camps away from the main centres of population being left wing and Muslim, alarmed conservative and Christian Maronites who looked on the Palestinians as a dangerous destabilising influence.

Fear of constant interference by Syria (chief supporter of PLO with headquarters in Lebanon).

3. A dispute between Muslims and Christians over fishing right:

This upset the delicate balance. It began as an apparently minor incident, but it escalated when some Palestinians sided with the Muslims, and a group of right-wing Christians known as the Phalage began to attack Palestinians. Soon a full scale civil war developed; the Maronites saw it as a chance to expel the Palestinians who had formed an alliance with the Druze.

GENERAL COMMENTS:

(a) Topics found difficult by candidates in the Question Paper:

Q1 (i) The objective of laying the foundations of the Federation Hall.

Q 1 (ix) Objective of the All India States People's Conference.

Q 1 (xi) Event leading to hyper inflation in Germany in 1923.

Q 1 (xii) Significance of the Night of the Long Knives.

Q 2 (c) Growth of revolutionary dispositions.

Q 2 (b) The impact of Curzon's policies.

Q 3 (a) Demands of the Shimla Deputation.

Q 4 (a) Reasons for sending the Simon Commission to India.

Q 6 (a & b) Kashmir problem, Indus waters Dispute, Refugee problem.

Q 8 (b) Mussolini's involvement in WWII leading to his downfall.

Q 9 (b) Reasons for Japan's attack on Pearl Harbor.

Q 10 (a) Examples of Partial thaw.

Q 10 (c) Greater cooperation and unity in Western Europe after WWII.

(b) Concepts between which candidates got confused:

Q 2(c) Radical nationalism and revolutionary dispositions.

Q 3(a) Demands of the Shimla Deputation and objectives of the Muslim League.

Q 10(a,b) Thaw and Détente.

Q1.(xiii, xiv) Communism and Communalism.

Q 1.(v) Dominion Status and Poorna Swaraj.

(c) Suggestions for students:

- An in depth study of the course content on the lines defined by the Scope of Syllabus and should be done.
- Study on a regular basis and avoid last minute preparation.
- Answers must be presented in a logical, systematic manner. Rambling lengthy answers with irrelevant, vague, repetitive points must be avoided.
- Objective answers must be concise, precise – to the point and comprehensive.
- Work out past years papers.
- Read the question carefully & correctly, identify its requirements and answer accordingly.
- Subheadings and key points must be clearly mentioned and then explained.
- All the questions from Part 1 and five questions from Part II must be attempted and completed on time. Time management skills must be developed.
- Presentation must be neat and tidy. Handwriting **MUST** be legible.
- Look up websites suggested by the teacher to supplement textual knowledge.
- Historical movies, plays, novels, contemporary literature, travel, exploration of historical sites, museums etc. can add a third dimension to the study of history.