

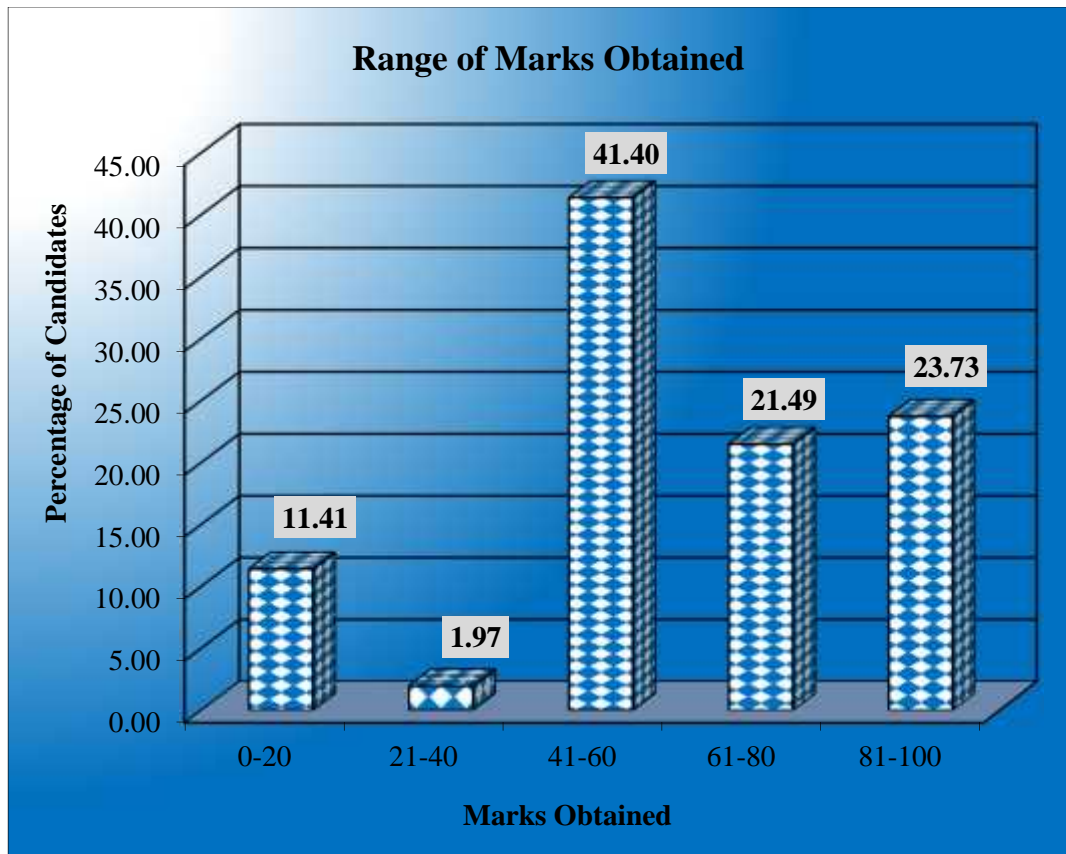
HISTORY

STATISTICS AT A GLANCE

| | |
|---|-------|
| Total Number of students who took the examination | 3,452 |
| Highest Marks Obtained | 100 |
| Lowest Marks Obtained | 1 |
| Mean Marks Obtained | 60.51 |

Percentage of Candidates according to marks obtained

| Details | Mark Range | | | | |
|--------------------------|-------------|--------------|--------------|--------------|---------------|
| | <i>0-20</i> | <i>21-40</i> | <i>41-60</i> | <i>61-80</i> | <i>81-100</i> |
| Number of Candidates | 394 | 68 | 1429 | 742 | 819 |
| Percentage of Candidates | 11.41 | 1.97 | 41.40 | 21.49 | 23.73 |
| Cumulative Number | 394 | 462 | 1891 | 2633 | 3452 |
| Cumulative Percentage | 11.41 | 13.38 | 54.78 | 76.27 | 100.00 |



B. ANALYSIS OF PERFORMANCE

PART I

Answer **all** questions

Question 1

[20]

- (i) Name *one* well-known revolutionary organization established in Bengal, in the early years of the twentieth century.
- (ii) How did the British Government implement the policy of Divide and Rule in the Morley – Minto Reforms of 1909?
- (iii) What was Sir Sayyid Ahmad Khan's main objective in establishing the Mohammedan Anglo-Oriental College?
- (iv) Why did Gandhiji form the Satyagraha Sabha in February, 1919?
- (v) What was the main objective of the Nehru Report?
- (vi) Why was the All India States People's Conference formed?
- (vii) What was the most important feature of the Government of India Act of 1935?
- (viii) Why did the Congress Ministries resign in 1939?
- (ix) What was the primary objective of Direct Action Day launched by the Muslim League?
- (x) Which international movement was based on the principles of Panchsheel?
- (xi) Why did Mussolini introduce the 'Battle of Wheat' programme?
- (xii) Mention the significance of the Enabling Law (March 1933).
- (xiii) Mention *any one* adverse effect of the Great Depression (1929) on the Japanese economy.
- (xiv) Name the original signatories of the Anti-Comintern Pact (1936).
- (xv) Give *any one* reason for the launch of Operation Overlord (1944) by the Allied Powers.
- (xvi) What is the *economic extension* of the Truman Doctrine known as?
- (xvii) What was the objective of the Berlin Blockade (1948-49)?
- (xviii) Name *any two* founder members of ASEAN.
- (xix) What important result did the Korean War have on the future powers of the UN General Assembly?
- (xx) Why did Nasser nationalize the Suez Canal?

Comments of Examiners

- (i) Some candidates got confused with revolutionary organization established in Bengal and Maharashtra. They wrote 'Abhinav Bharat' in place of 'Anushilan Samiti'.
- (ii) Many candidates did not mention 'Separate electorates', instead, they wrote 'to break the Hindu Muslim Unity'.
- (iii) Instead of writing 'to promote western education', some candidates wrote only 'education' while a few wrote, 'to enlighten the Muslims'.
- (iv) Many candidates did not mention Rowlatt Act. Instead, they wrote generally on Satyagraha as a principle of Gandhiji.
- (v) Some candidates got confused between 'Dominion Status' and 'Complete Independence'.
- (vi) Instead of writing 'to co-ordinate the political activities in different states', many candidates wrote, 'to fight against the British'.
- (vii) Instead of Provincial Autonomy' many candidates used the term diarchy.
- (viii) Most candidates were able to answer this question correctly.
- (ix) Some candidates did not have a clear idea about the objective of the 'Direct Action Day'.
- (x) Most of the students wrote the correct answer – NAM.
- (xi) Candidates were able to answer this question correctly.
- (xii) Most candidates answered this part correctly.
- (xiii) Majority of the candidates answered this question correctly.
- (xiv) A few candidates made the mistake of giving the answer as, 'Germany and Italy', instead of 'Germany and Japan'.
- (xv) Some candidates made the mistake of writing to 'attack France' instead of 'to liberate France from German Occupation'.
- (xvi) Some candidates wrote 'Mototov Plan' instead of 'Marshall Plan' or 'Economic Recovery Programme'.
- (xvii) Several candidates got confused between 'Berlin Blockade' and 'Berlin Wall'.
- (xviii) This question was answered correctly by most of the candidates.
- (xix) Many candidates failed to give the correct answer. They did not write that the Korean War enhanced the power of the General Assembly.
- (xx) While most candidates could answer this question correctly, a few wrote vague answers such as, 'it was an important route between Europe and Asia' instead of writing 'to finance the Aswan Dam'.

Suggestions for teachers

- Names of organisations can be taught in a tabular form with names of places and corresponding organizations.
- The concept of 'separate electorate should be clearly explained'.
- The specific contribution of Syed Ahmad Khan in the field of education should be emphasised.
- While teaching about Gandhi, distinction must be made between the 'concept' and the movement based on the 'concept'.
- Explain the difference between 'Dominion Status' and 'Complete independence'. Emphasis should be laid on terminologies.
- While teaching the provisions of various Acts, highlight the important provisions of each Act.
- Students should be explained that it was the dismal performance of the Muslim League in the elections to the Constituent Assembly and fear of future domination by the Congress, which made them resort to direct action.
- The difference between 'Marshall Plan' and 'Molotov Plan' should be made clear to students.
- Emphasise on the difference in dates between the two events (Berlin Blockade and Berlin Wall), so that mistakes can be avoided.
- The uniting for Peace Resolution' should be taught against the backdrop of the Korean War.
- Students should be asked to answer to the point instead of giving unnecessary details.

MARKING SCHEME

Question 1

- (i) Anushilan Samiti, Dawn Society, Anti Circular Society, Brati, Swadesh Bhandav, Suhrid and Sadhana.
- (ii) The British introduced the system of Separate Electorates / by which separate constituencies would be reserved for the Muslims / Muslims would vote only for Muslims and Muslims alone could be elected from separate constituencies.
(any one point)
- (iii) To spread (i) Western education/ (ii) Sciences amongst the Indian Muslims.
(any one point)
- (iv) To launch an agitation against the proposed Rowlatt Act / to oppose the Rowlatt Act.
- (v) To attain Dominion Status for India / self-government within the British Empire.
- (vi) To coordinate political activities in different states.
To wage popular struggles in the states against the autocratic rulers.
To organize movements for democratic rights.
- (vii) Introduction of Provincial Autonomy / Federal Government or Federation.
- (viii) The British Government had involved India in the Second World War without consulting the Central Legislature and the Provisional Government.
- (ix) The Congress had an overwhelming majority in the Constituent Assembly. It felt that it would be outvoted in the Assembly so it bid goodbye to constitutional methods./ It also wanted to obtain Pakistan by force.
- (x) NAM OR Non Aligned Movement.*(any one)*
- (xi) To achieve the goal of self-sufficiency / increase production of wheat.
- (xii) It made Hitler a dictator / the Weimar Constitution was abandoned / make laws without consulting the legislature. He could rule by decree.
- (xiii) 1. Exports shrank
2. Americans reduced their imports of silk
3. Prices fell
4. Blow for Japanese farmers
5. Extreme poverty
6. Unemployment
(any one point)
- (xiv) Germany and Japan

| | | |
|---------|--|-----------------|
| (xv) | <ol style="list-style-type: none"> 1. To liberate France from German occupation. 2. Allied Powers felt that time was ripe to invade Germany as Italy was eliminated. 3. U-boats had been brought under control. 4. Air superiority proved. 5. To open the Second Front. | (any one point) |
| (xvi) | Marshall Plan / European Recovery Programme. | |
| (xvii) | To force the Western forces to withdraw from West Berlin by reducing it to starvation point. | |
| (xviii) | Indonesia, Philippines, Malaysia, Singapore, Thailand | (any two) |
| (xix) | <ol style="list-style-type: none"> 1. The Uniting for Peace resolution. 2. Enhanced the powers of the General Assembly. 3. The General Assembly could in future, by-pass a Security Council veto. | (any one point) |
| (xx) | To finance the Aswan Dam/ America had refused to finance the Aswan Dam. | |

PART II

SECTION A

Question 2

Radical nationalism took place in the closing years of the 19th century and in the early years of the 20th century. In this context discuss:

- | | |
|--|-----|
| (a) The economic and political causes that led to the growth of this phase of the National Movement. | [8] |
| (b) The impact of international events. | [4] |
| (c) The methods adopted by the radical nationalists to achieve their objectives. | [4] |

Comments of Examiners

- (a) A number of candidates failed to identify the economic and political causes. Some candidates even wrote about the failure of the Moderates.
- (b) Most of the candidates were able to answer this part correctly. However, a few mixed up certain facts. For example, they wrote, 'Defeat of Russia by Ethiopia' and 'Defeat of Italy by Japan'.
- (c) Though a number of candidates mentioned the methods adopted by the radical nationalists to achieve their objectives, many failed to explain them.

Suggestions for teachers

- Discuss the economic and political causes separately.
- Emphasize on learning of correct facts.
- Give practice to students in writing such answers.
- Stress upon the need to explain each point.

MARKING SCHEME

Question 2

- (a) • Recognition of the true nature of the British rule.
- Economic – famines / plague / epidemics of 1896-1900, The Tariff Act, Cotton Duties Act and Government apathy / Dada Bhai's Poverty and Un British Rule in India. R.C. Dutt's 'Economic History of India' exposed the economic exploitation of India under the British rule.
- Political – disappointment with Act of 1892, curb on civil rights *(anti sedition law), arrest of Tilak, deportation of Natu brothers.
- Reactionary policies of Lord Curzon – Calcutta Corporation Act, Official Secrets Act, Indian universities Act (names only) Delhi Durbar, Partition of Bengal.
- (any two points with explanation or any four points)*
- (b) International events:
- International influences – humiliating treatment of Indians in South Africa / nationalist movements in China, Egypt, Turkey / Russia – Japan's victory over Russia / Abyssinia's defeat of Italy / Spectacular rise of modern Japan / Boer wars.
- (any four points)*
- (c) The methods adopted by the radical nationalists:
1. Swadeshi: Emphasis on use of goods made in one's own country
 2. Boycott of British goods to encourage Indian industries and create opportunities for employment.
 3. National Education – a national scheme of education was planned – national schools were opened – efforts were made to give education a national orientation in the vernacular languages.
 4. Passive resistance – people were asked not to cooperate with the government and boycott government service, courts, schools and colleges.

5. Revivalism – Revived self-respect by reviving India’s past glory – Shivaji festival, worship of Chandragupta Vikramaditya, Rana Pratap and Shivaji as national heroes.
6. Personal sacrifices – They were ready for self-sacrifice, suffering and hardships.
7. Mass involvement – they proposed to win freedom through mass action.

(any four point with explanation)

Question 3

- (a) Discuss the following factors and events that led to the establishment of the Muslim League (1906): [6]
- (i) Economic backwardness of the country.
 - (ii) The Hindi-Urdu controversy.
- (b) What were the principal demands of the Shimla Deputation? [4]
- (c) State *any two* objectives of the Muslim League. How did the British Government respond to its formation? [6]

Comments of Examiners

- (a) (i) Many candidates only focussed on educational backwardness of Muslims; economic backwardness of Muslims was not explained. Several candidates failed to correlate economic backwardness with the formation of the Muslim League.
- (ii) On the whole, this part was well attempted. However, in a few cases, candidates incorrectly wrote that ‘Hindus demanded that Urdu should be replaced by Hindi’/ some others wrote that ‘government ordered petitions to be written only in Hindi’.
- (b) Most candidates answered this part correctly. Some confused it with the objectives of the Muslim League.
- (c) Most candidates wrote the correct answer. In some cases, clarity was missing due to incorrect language.

Suggestions for teachers

- Economic factors responsible for the growth of communalism should be explained clearly.
- Students should be told to read the question very carefully before answering it.
- In the context of Hindi-Urdu controversy, explain to students that Hindi was not to replace Urdu. Instead, Hindus wanted permission to submit petitions in Hindi also, in addition to Urdu.
- Explain clearly the demands of the Shimla deputation and the objectives of the Muslim League.
- Emphasis should be laid on use of correct language.

MARKING SCHEME

Question 3

- (a) Factors that led to the establishment of the Muslim League (1906):
- (i) Economic backwardness of the country:
 - Due to the lack of modern industrial development, unemployment was an acute

problem in India.

- This led to an intense competition for existing jobs.
- This led the people to demand reservation in jobs on the basis of caste, creed or religion.
- This was used by the British to push further their policy of divide and rule
- and fan communal rivalry on the question of jobs in government service.

(any three points)

(ii) The Hindi-Urdu controversy:

1. U.P. was the centre of Muslim politics as it was a Muslim majority area.
2. In U.P., all petitions to government offices were written only in Urdu.
3. As early as 1868, some Benaras Hindus demanded the use of Devnagri script in government correspondence.
4. Syed Ahmed Khan supported the Muslims' claim for Urdu in this script controversy.
5. In 1900, Lt. Governor Macdonnell gave instructions that all petitions written in Devnagri, i.e. Hindi should be entertained along with the Urdu script petitions.
6. The Muslims organised protest meetings in different parts of the province.
7. Similarly, the Hindus also held meetings supporting the government stand.

(any three)

(b) The principal demands of the Shimla Deputation:

1. Separate electorates / Muslims would vote for Muslim candidates.
2. Weightage in representation on the basis of their position in India and not on numerical strength.
3. Separate representation in the Municipal.
4. University bodies.
5. Greater representation in Civil, Military and judicial services.
6. Muslim judges in the High Courts.
7. Government aid in founding a Muslim University.
8. Appointment by nomination should be given preference over elections / doing away with Competitive exam.
9. Influential groups within Muslims e.g. Landowners, lawyers to be given preference for appointment. *(any four points)*

(c) Objectives of Muslim League:

1. To promote among Indian Muslims feelings of loyalty towards British Government.
2. Remove misconceptions that may arise as to the intentions of government in relation to Indian Muslims

3. To protect the political and other rights of the Muslims.
4. To place before the government their needs and aspirations in mild and moderate language.
5. To prevent the rise of any feeling of hostility between Muslims and other communities without adversely affecting the objectives of the League.
6. To prevent educated Muslim Youth from joining the Congress.

(any two points)

Response of the British Government:

1. The British welcomed the formation of the League
2. They announced that they would protect the special interest of the Muslims.
3. The British used the League as an instrument to counteract the growing popularity of the Congress and the nationalist movement/ Congress.
4. They supported the League to prevent the emerging Muslim intelligentsia from joining the National Movement/Congress.
5. The British granted separate Electorates to the Muslims by the Act of 1909.

(any two points)

Question 4

- (a) Why was the Simon Commission sent to India in 1927? How did the Indians react to it? [6]
- (b) Give an account of the significant developments in the National Movement from the Lahore Session of the Congress in 1929 to the suspension of the Civil Disobedience Movement in 1931. [10]

Comments of Examiners

- (a) Some candidates gave only one reason as to why the Simon Commission was sent to India. Reaction of the Indians to the Simon Commission was well answered by most of the candidates.
- (b) Most of the candidates could cover the time period given in the question. However, a few got confused and wrote about the Non-Cooperation Movement. In a few cases, there was repetition of facts.

Suggestions for teachers

- All the reasons responsible for sending the Simon Commission to India need to be explained.
- While teaching the three mass movements under Gandhiji, the time frame must be clearly pointed out.
- Students should be cautioned against repeating.

MARKING SCHEME

Question 4

- (a) (i) 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) Nationalist Leaders were impatient for reforms.
- (ii) 1) All the members of the Commission were Englishmen – this was highly resented by the Indians / resented all-White Commission.
- 2) The Congress decided to boycott the Commission at every stage and every form.
- 3) The Muslim League and Hindu Mahasabha decided to support the Congress decision.
- 4) An all India hartal was organised on the day the Commission reached Bombay.
- 5) Wherever the Commission reached, it was greeted with hartals
- 6) Black flag demonstrations under the slogan “Simon go back”.
- 7) Lajpat Rai injured and succumbed while leading protest.
- The government used brutal suppression to crush the protest movement.

(any four points)

- (b) Important decisions taken at the Lahore Session:
- The Congress passed a resolution of Poorna Swaraj / Complete Independence as Congress objective.
 - All talk of Dominion status was now over.
 - Congress boycotted the First Round Table Conference.
 - 26th January 1930 was fixed as the First Independence Day to be celebrated every year, till we attained independence.
 - 31st December 1929 the newly adopted tricolour flag of freedom was hoisted.
 - Congress announced the launching of the Civil Obedience Movement to attain Poorna Swaraj.
 - Gandhi demanded 11 points which were rejected.
 - Took the decision to launch the Movement with the Dandi March on 12th March 1930.
 - Gandhi led the March with 78 followers from Sabarmati Ashram.
 - 6th April 1930 he reached Dandi and broke the Salt Law by picking up salt.

- It was followed by the breaking of Civil Laws in different parts of India.
- Forest laws were broken in Maharashtra, M.P. and Karnataka.
- Refused to pay the Chowkidari Tax in Eastern India.
- NWFP – Khan Abdul Gaffar Kahn started “*Khudai Khidmadgar*”.
- Rani Gidileu responded to Gandhiji’s call.
- Participation of women.
- *Hartals* and demonstrations throughout the country.
- Boycott of foreign goods, liquor and any part of the British programme.
- Mass participation / spread of the movement throughout India.
- Garhwali soldiers refused to open fire on mass demonstrators.
- Failure of the First Round Table Conference.
- Signing of the Gandhi – Irvin Pact and Suspension of the movement.

Question 5

- (a) What historic announcement did the British Prime Minister Clement Atlee make on 20th February, 1947? [2]
- (b) Enumerate the main provisions of the Indian Independence Act. [8]
- (c) Why did the Congress accept partition? [6]

Comments of Examiners

- (a) Some candidates wrote the incorrect date. Instead of writing the exact date, 30th June, 1948, they wrote August, 1947.
- (b) A number of candidates got confused between the Mountbatten Plan and the Indian Independence Act.
- (c) This part was well attempted by most candidates. In a few cases, candidates gave only two reasons instead of three, as to why the Congress accepted partition.

Suggestions for teachers

- Some dates need to be specifically mentioned as they are very important.
- Differences between the Mountbatten Plan and the Indian Independence Act should be highlighted. Frequent class tests should be conducted to avoid mistakes.

MARKING SCHEME

Question 5

- (a) • The historic announcement made by Atlee on 20th February 1947 was that the British would transfer power by 30th June 1948.
- Lord Wavell was to be replaced by Lord Mountbatten.
- (b) Main provisions of the Indian Independence Act:
- 1) It provided for the creation of two independent dominions, India and Pakistan.
 - 2) Each dominion was to have a Governor General.
 - 3) The Constituent Assembly of each Dominion was to serve as the Central Legislature.
 - 4) Princely States would become independent.
 - 5) All British powers in relation to the Princely States were terminated.
 - 6) All treaties signed between Princely States and British Government to come to end.
 - 7) Princely States had the freedom to join India or Pakistan.
 - 8) The office of the Secretary of State was abolished.
 - 9) Provision was made for the division of the Indian army and sharing of assets between the two dominions.
 - 10) Provision was also made to safeguard the interest of the existing officers appointed by the Secretary of State/ provide alternative jobs.
 - 11) The Governor General was given the necessary powers for bringing the Act into effective operation.
- (any four points)*
- (c) 1) Communal riots had taken a serious turn as a result of 'Direct Action' by the Muslim League.
- 2) Experience of the Congress of working with the Muslim League in the interim government was not good.
- 3) The only alternative to partition was a weak federation.
- 4) A smaller India with a strong central authority was better than a bigger state with a weak centre.
- 5) The Congress saw it as an opportunity to get rid of separate electorates.
- 6) Further delay in the transfer of power could find India in the midst of a civil war.
- 7) Congress was in a hurry to get the British out of India as it was instigating the princely states not to accede to India.

Question 6

- (a) With reference to the conflict between India and Pakistan after the partition, explain the following: [8]
- (i) The refugee problem
 - (ii) Problems arising from transfer of assets
 - (iii) The causes of the Indus River Waters dispute
 - (iv) The resolution of the Indus River waters dispute
- (b) Why did India follow a policy of Non-alignment under Nehru? [4]
- (c) State the aims of NAM. [4]

Comments of Examiners

- (a) (i) Many candidates gave a very general account of the problem. Specific details pertaining to the refugee problem were missing in many answers.
- (ii) Most candidates were thoroughly confused in this answer – they could not differentiate between ‘personal asset’ and ‘national asset’. For example, several candidates wrote about household items instead of printed currency, coins, postal and revenue stamps, etc.
- (iii) Some candidates failed to interpret the question. They did not seem to have any idea regarding the causes of the Indus River Waters Dispute.
- (iv) Most candidates wrote the correct answer in this part.
- (b) Only one or two reasons as to why India followed the policy of non-alignment were given by many candidates.
- (c) Many candidates wrote the principles of Panchsheel instead of writing the aims of the Non-Aligned Movement.

Suggestions for teachers

- Division of assets must be taught very specifically with reference to railways, finance, etc.
- Teachers need to clearly distinguish between reasons, aims and principles of NAM so that students do not get confused.
- Differences between the principles of Panchsheel and the aims of NAM should be clearly explained to students.

MARKING SCHEME

Question 6

- (a) (i) Refugee problem:
- 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) Non-Muslims left behind property of 500 crores in West Pakistan.
 - 3) Muslims losses in India about 100 crores
 - 4) Claims and counter claims discussed and some kind of settlement arrived at.
 - 5) By 1951, problem of rehabilitation of the West Punjab refugees had been tackled at great cost for the newly independent India.

- 6) But the exodus from East Pakistan continued for longer and put pressure on the state of West Bengal, Tripura and Assam.
- 7) 1950 PMs of both countries signed Nehru-Liaquat Pact to solve problems of minorities.
- 8) Migration of Hindus continued from East Pakistan.

(any two points)

(ii) Transfer of Assets:

- 1) There was sharing of assets and liabilities / of all the monetary and liquid assets, Pakistan got 17.5% while India's share was 82.5%. (India's share was much larger than Pakistan's)
- 2) Liquid assets included printed currency stocks, coins, postal and revenue stamps, gold reserves, assets of RBI.
- 3) Of all the movable and non-liquid assets, there was to be a division in the ratio of 80:20 between India and Pakistan.
- 4) Jute Mills and factories remained in India while jute growing areas went to Pakistan.
- 5) Army was to be divided.
- 6) Railway stock and government vehicles were divided in proportion.
- 7) India was to pay 55 crores to Pakistan at the time of independence which it refused to pay when Pakistan invaded Kashmir.

(any two points)

(iii) Indus Waters Dispute:

- 1) The Indus Waters dispute arose because Indus and its tributaries flowed through India and Pakistan.
- 2) West Pakistan and West India were both dependent on its tributaries for water, power supply and irrigation.
- 3) These rivers rise in India and the head works of their canal systems are also in India.
- 4) Partition cut through a complex and unified system of canals.

(any two points)

(iv) The resolution of the Indus Waters Dispute:

- 1) Initially, India and Pakistan signed interim agreements for the sharing of waters.
- 2) But in 1950s, the Indian government had plans to carry water from these rivers to irrigate Rajasthan Desert.
- 3) Afraid that this would deprive them of their share of river waters.
- 4) Pakistan protested strongly and blamed India for natural calamities like floods and droughts.

- 5) In 1951, the chairman of the Tennessee Valley suggested a common programme for both countries to jointly develop the Indus Water system.
- 6) Discussions followed by major role being played by World Bank Chairman, Eugene Black / World Bank.
- 7) Amicable solution found with Indus Water's Treaty in 1960.
- 8) Pakistan to have use of Western Rivers – Indus, Jhelum and Chenab and India to have exclusive right over eastern rivers – Ravi, Beas and Sutlej.
- 9) Indus Water's Commission set up to settle any disputes and act as a common forum of discussion / Indian people were unhappy due to small share of river water.
- 10) World Bank helped Pakistan by organising massive loans for building strong dams and irrigation canals in Pakistan / India's contribution towards the construction of the canals was fixed at 83.3 crores.
- 11) Despite wars and other problems, both countries have adhered to this agreement.

(any two points)

(b) Reasons for following the policy of Non-Alignment Movement:

- 1) Reaction against Cold War.
- 2) System of Military Alliances like NATO and WARSAW.
- 3) Desire of Asian and African nations to assert national independence / preserve their newly acquired freedom.
- 4) Economic development of Asian and African countries in the wake of their poverty and underdevelopment.
- 5) Need for financial assistance from both power blocks.
- 6) Need for peace for real development.
- 7) Arms race between the two power blocks dangerous for world peace.
- 8) They would strengthen UNO by being non-aligned.
- 9) To avoid war.

(any four points)

(c) Aims of Non Alignment Movement:

- 1) Abolition of Imperialism / colonialism
- 2) Self-determination / natural equity / freedom of all nations
- 3) Maintenance of international peace and security
- 4) Prevent war

- 5) End to racism
- 6) Disarmament / opposed to possession of nuclear weapons.
- 7) Helping the UN to carry out its functions effectively
- 8) Creation of new international economic order / demanded reforms in international monetary matters, technology and foreign investment.
- 9) Protection of the environment through global cooperation.
- 10) Cultural equality
- 11) Enforcement of human rights.

(any four points)

SECTION B

Question 7

- (a) Give a brief account of the circumstances of the backstage deal that enabled Hitler to come to power legally in 1933. [4]
- (b) Discuss the changes brought about by Hitler in the following spheres of life of the people of Germany: [8]
 - (i) Educational
 - (ii) Cultural
- (c) What extreme measures did Hitler adopt against the Jews? [4]

Comments of Examiners

- (a) Many candidates failed to comprehend the question. Some wrote about the weaknesses of the Weimar Republic instead of writing about the role of the right-wing politicians. The 'backstage deal' was not mentioned in several cases.
- (b) (i) Most of the candidates wrote the answer correctly. However, in a few cases, positive points were highlighted rather than writing how Hitler controlled the cultural and educational life of the people.
- (ii) Several candidates got confused and wrote about the religious policy of Hitler. Some even wrote about Hitler's policy towards the Jews.

Suggestions for teachers

- Emphasis must be laid on the backstage deal.
- More written practice needs to be given to students.
- Students can be encouraged to watch films on Hitler.
- The difference between 'culture' and 'religion' must be explained to students.
- Students must be asked to read the question carefully.

- (c) Most candidates answered this part correctly. They seemed to have a clear understanding of his anti-Jewish Policy. In a few cases, there was repetition and overlapping of points.

MARKING SCHEME

Question 7

- (a) Brief account of the circumstances that enabled Hitler to come to power legally in 1933.

Back stage deal that brought Hitler to power –

1. After November 1932, a small clique of right wing politicians with support from the Reichswehr (army) decided to bring Hitler into a coalition government with the Nationalists.
2. The main conspirators were Papen and General Schleicher...they were afraid of the Nazis attempting to seize power by a coup.
3. They believed they could control Hitler inside the government.
4. The Nationalists had only 37 seats in the Reichstag in 1932 and hoped to get a majority with Nazi votes.
5. Better chance of controlling the Communists.
6. Complicated manoeuvring with wealthy businessmen.
7. President Hindenburg persuaded to appoint Papen as Chancellor and Hitler as Vice-Chancellor...
8. But Hitler would settle for nothing less than the post of Chancellor.
9. Hitler able to come to power legally because all other political parties failed to recognise danger and failed to unite in opposition...
10. Nationalists made the fatal mistake of inviting Hitler into power.

(Any four points with explanation.)

- (b) Changes brought about by Hitler in the following spheres:

(i) Educational:

- 1) The education system was closely controlled so that children could be indoctrinated with Nazi opinion.
- 2) (a) School textbooks were often rewritten to fit in with Nazi theory.
(b) History was distorted to fit in with Hitler's view that great things could only be achieved by force.
(c) Human biology was dominated by the Nazi race theory. *(Any one of a, b, c + three other points.)*
- 3) Teachers, professors were closely watched so that they do not deviate from party lines and lived in fear.
- 4) The system was supplemented by the Hitler Youth which all boys had to join at 14; girls joined the League of German Maidens.
- 5) They all learned that their first duty was to obey Hitler; the favourite slogan was 'The fuhrer is always right'.
- 6) Children were even encouraged to betray their parents to the Gestapo (secret police).

(any four points)

(ii) Cultural life:

- 1) All communications and the media were controlled by the Minister of Propaganda, Dr Joseph Goebbels.
- 2) Radio, newspapers, magazines, books, theatre, films, music and art were all supervised. By the end of 1934, about 4000 books were on the forbidden list because they were un-German.
- 3) It was impossible to perform the plays or the music of communists or Jews.
- 4) Writers, artists and scholars were harassed until it became impossible to express any opinion which did not fit in with the Nazi system.

(any four points)

(c) Escalation of Campaign against Jews:

- 1) The worst aspect of the Nazi system was Hitler's anti-Semitic / anti-Jewish policy.
- 2) Hitler used the Jews as a scapegoat for everything – the humiliation at Versailles, the depression, unemployment and communism and claimed that there was a world Jewish plot.
- 3) Lots of Germans were in such a desperate economic situation that they accepted the propaganda and were not worried to see thousands of Jews being removed from their jobs as lawyers, doctors, teachers and journalists.
- 4) The campaign was given legal status by the Nuremberg Laws (1935) / it deprived the Jews of their German citizenship, forbade them to marry non-Jews and ruled that even a person with only one Jewish grandparent would be classed as a Jew.
- 5) Later, the policy became more extreme. Jews were harassed in every possible manner, their property was attacked and burnt, shops looted, synagogues destroyed, and Jews themselves herded into concentration camps.
- 6) Eventually, Hitler intended to exterminate the entire Jewish race – his *final solution*. It is believed that by 1939, over 5 million Jews had been murdered, most of them in gas chambers of the concentration camps.
- 7) The *Holocaust*, was probably the worst crime against them.

(Any four points)

Question 8

Aggressive nationalism in Italy and Germany eventually led to the outbreak of the Second World War. In this context, discuss the following:

- | | |
|--|-----|
| (a) Italy's invasion of Abyssinia (1935). | [6] |
| (b) Introduction of conscription by Hitler. | [4] |
| (c) Germany's Anschluss with Austria (1938). | [6] |

Comments of Examiners

- (a) In a number of answers, more emphasis was laid on the aims but very little was written about the consequences.
- (b) Very few candidates answered this part correctly. Most candidates could not write how conscription was put into effect by Hitler. For e.g. candidates did not write about 'the increase in the size of the army' or 'the Anglo-German Naval Agreement'.
- (c) While most candidates could answer this part correctly, a few wrote about the 1934 Anschluss with Austria, instead of 1938.

Suggestions for teachers

- Motives for conquests and events following them must be explained separately.
- A detailed account of conscription should be given to students.
- Explain the two Anschluss with Austria separately - one as a failure and one as a success.

MARKING SCHEME

Question 8

- (a) Italy's invasion of Abyssinia (1935):

- 1) 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 / would avenge the defeat of 1896.
- 2) The League condemned Italy as an aggressor.
- 3) 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.
- 4) Britain/France followed appeasement to retain Mussolini as an ally against Hitler.
- 5) Mussolini was annoyed by the sanctions.
- 6) Mussolini drew closer to Hitler, who had neither criticized the invasion nor applied sanctions.
- 7) Mussolini withdrew his objection to Anschluss.
- 8) Mussolini's foreign policy began to be dominated by Hitler.

(Any six points which include one aim)

- (b) Introduction of conscription by Hitler.

- 1) Hitler's first successful breach of Versailles came in March 1935 when he announced the reintroduction of conscription.
- 2) His excuse was that Britain had just announced air force increases and France had extended conscription from 12 to 13 months (their justification was German rearmament).
- 3) Much to their alarm, Hitler told his startled generals and the rest of the world that he would build up his peacetime army to 36 divisions (about 600000 men).
- 4) Although, the Stresa Front condemned this violation of Versailles, no action was taken.

- 5) By the end of 1938, the army stood at 51 divisions (about 800000 men) plus reserves, there were 21 large naval vessels, battleships, cruisers and destroyers, many more under construction, and 47 U- boats. A large air force of over 5000 aircraft had been built up.

(c) Germany's Anschluss with Austria.

- 1) Austrian Nazis staged huge demonstrations in Vienna, Graz and Linz, which Schuschnigg's government could not control.
- 2) Schuschnigg announced a plebiscite to decide whether or not Austria should remain independent.
- 3) Hitler decided to act before voting took place, in case it went against the union.
- 4) German troops moved in and Austria became a part of Germany.
- 5) It was a victory for Germany.
- 6) It dealt a severe blow to Czechoslovakia, which could now be easily attacked from all sides.

(Any 3 points)

Question 9

In the context of the Second World War, discuss the following:

- (a) Hitler's final miscalculation over Poland. [4]
- (b) The causes and consequences of the German invasion of Russia (1941). [6]
- (c) Any *three* reasons for the defeat of the Axis Powers in the Second World War. [6]

Comments of Examiners

- (a) Most candidates failed to comprehend the question. The reason why it was a miscalculation was not answered by majority of the candidates. They simply wrote about Hitler's invasion of Poland, using the Blitzkrieg method.
- (b) Many candidates wrote only one cause for German invasion of Russia (1941). For the consequences also, several candidates wrote just one fact. Some candidates elaborated too much on the winter campaign.
- (c) Reasons for the defeat of the Axis Powers were well attempted by many candidates. However, in a few cases, the heading and the explanation did not match for e.g. under the heading, "Axis Powers took on too much", the explanation given was that USA was very powerful so Axis Powers could not handle it.

Suggestions for teachers

- Explain the developments chronologically, leading to the invasion of Poland in 1939.
- Germany's final miscalculation, particularly, related to Britain's policy of appeasement, should be explained clearly.
- All the major causes should be taught with specific reference to causes, consequences and significance.
- Students should be told to write the main heading and then explain it.

MARKING SCHEME

Question 9

(a) Hitler's final miscalculation over Poland:

- 1) In April 1939, Hitler demanded the return of Danzig.
- 2) Poles convinced that German demands were only a preliminary to an invasion.
- 3) With British support, the Polish rejected German demands.
- 4) Refused to attend a conference and the British pressure on the Poles to surrender Danzig was to no avail.
- 5) Hitler went ahead and signed a Non-aggression pact with USSR.
- 6) He agreed to divide Poland as he was convinced, that with Russia neutral, Britain and France would not risk intervention.
- 7) When the British ratified their guarantee to Poland, Hitler took it as a bluff.
- 8) When the Polish still refused to negotiate, a full-scale German invasion began on 1st September 1939.
- 9) Chamberlain still in a mood to appease suggested that if German troops were withdrawn, a conference could be held, the Germans did not respond and Chamberlain sent an ultimatum to Germany.
- 10) When this expired on 3 September, Britain declared war on Germany – followed by France – led to outbreak of the Second World War.

(any four points)

(b) The causes and consequences of the German invasion of Russia (1941).

Causes:

- 1) Hitler's hatred of communism.
- 2) Desire for lebensraum (living space) for the growing German population.
- 3) Fear that Russia might attack Germany while she was still occupied in the in the West.
- 4) Hope that this would stimulate Japan to attack Russia in the Far East.
- 5) This might prevent USA from entering the war. *(any three points)*

Consequences:

- 1) Important Russian cities like Riga, Smolensk and Kiev were captured.
- 2) Germans failed to capture Leningrad and Moscow.
- 3) They were severely hampered by the heavy rains of October which turned the Russian roads into mud
- 4) Severe frosts of November and December when in some places the temperature fell to minus 38 degrees centigrade
- 5) The Germans had inadequate winter clothing because Hitler had expected the campaigns to be over before winter

- 6) Even in the spring of 1942, no progress was made in the north and centre as Hitler decided to concentrate on a major drive south-eastwards towards the Caucasus to seize the oil-fields.
- 7) Russians began retreating/scorched earth policy/cause German supply line problems.

(c) Reasons for the defeat of the Axis Powers in the Second World War:

1. Shortage of raw materials:
 - Both Italy and Germany had to import supplies
 - Germany was short of rubber, cotton, nickel and later oil
2. The allies learnt from their mistakes and early failures
 - By 1942, the Allies knew how to check Blitzkrieg.
 - They understood the importance of air support and aircraft carriers.
 - Built up air and naval superiority which won the battles of the Atlantic and Pacific.
3. The Axis powers took on more than they could handle
 - Hitler did not realize that war against Britain involved the British Empire as well.
 - German troops would be thinly spread on various fronts.
 - Japanese operations were also widely spread on various fronts, beyond their capacity.
 - The combined resources of the USA, USSR and British Empire.
 - The longer the war lasted, the less chance the Axis had of victory.
 - The Japanese and Germans could not match the industrial production, manpower / human resources of the Russians and the Americans.
 - The Axis powers made serious tactical mistakes.
 - The Japanese concentrated on battleships more than aircraft carriers.
 - Hitler did not make adequate preparations for a winter campaign in Russia and refused to retreat.
 - Hitler did not develop jet aircraft which might have resorted German air superiority

(any four points with explanation)

Question 10

The period after the Second World War was marked by tension and cooperation. Answer the questions below, with reference to this statement:

- (a) Why was there a *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 promote the idea of greater economic cooperation and unity in Western Europe after the Second World War? [6]

Comments of Examiners

- (a) Some candidates wrote less reasons for the thaw in the Cold War and elaborated more on the examples.
- (b) In many cases, the reasons for détente were not written according to countries. Some candidates failed to distinguish between 'thaw' and 'détente'.
- (c) Many candidates gave only one reason for greater economic unity in Europe. Several candidates wrote about 'Benelux Union' and a general note on the formation of EEC instead of writing the reasons for its formation.

Suggestions for teachers

- A clear explanation of what is thaw, signs of thaw, followed by an explanation of why it was partial should be given in order to make the students understand the topic.
- Difference between 'thaw' and 'détente' must be explained. Reasons for détente should be taught according to countries.
- The students should be instructed to read the question carefully before answering it.

MARKING SCHEME

Question 10

(a) Causes:

1. Death of Stalin (1953)
 2. New leaders like Bulganin, Khrushchev wanted to improve relations with USA.
 3. Both sides had developed the hydrogen bomb-even a minor crisis could lead to a nuclear war.
 4. Khrushchev was convinced that "peaceful co-existence" with the west was the one and only option to prevent a nuclear war.
 5. Khrushchev believed that communist domination would be established not by war but by the recognition of the superiority of the Soviet economic system.
 6. Neutral states could be won over by lavish economic aid.
 7. McCarthy was discredited (1954) and the anti-communist hysteria in the USA declined.
 8. President Eisenhower proposed development of friendly ties with the Russians.
- However "thaw was only partial(*any four points*)

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 counteract 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.

(two examples)

| | |
|-----|--|
| (b) | <p>Détente in the 1970s- Reasons:</p> <ol style="list-style-type: none"> 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. The process of Détente was set in motion. 2. Both sides were sickened by the horrors of the Vietnam war. 3. USSR: The expenses of keeping up with the Americans was crippling. 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 bloc threatened by economic unrest. 4. Relations between communist China and USA began to improve in 1971. Russians who were on bad terms with China did not want to be isolated. 5. 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. 6. China: Anxious about its isolation/ nervous about American intentions in Vietnam; unhappy with increasing tensions with USSR. 7. Nations of Western Europe: Fears that they would have to bear the brunt in the event of nuclear attack. 8. Policy of ‘ Ostpolitik’ adopted by West Germany (better relations with Eastern Europe) <p style="text-align: right;"><i>(Any four points)</i></p> |
| (c) | <p>Support for greater unity in Europe:</p> <ol style="list-style-type: none"> 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-Germany rivalry would come to an end. <p style="text-align: right;"><i>(any three points)</i></p> |

Question 11

With reference to the conflict in the Middle East, answer the following questions:

- | | | |
|-----|--|-----|
| (a) | Give a brief account of the Arab-Israel conflict in Palestine after the First World War and explain how it led to the outbreak of war in 1948. | [8] |
| (b) | State the results of the Arab-Israel war (1948-49). | [4] |
| (c) | What were the main points agreed upon in the Camp David Peace Accord (1979)? | [4] |

Comments of Examiners

- (a) Many candidates wrote about the Arab-Israeli conflict from 78 A.D. instead of writing from the First World War. A lot of time was wasted by many candidates in giving unnecessary details.
- (b) Instead of writing the results of the Arab-Israeli conflict of 1948-49, some candidates wrote about other wars like, the Suez War of 1956.
- (c) This part was answered well by the most of the candidates. However, a few candidates wrote only one point correctly.

Suggestions for teachers

- Students should be encouraged to write according to the requirements of the question. Time-line for such topics is a must.
- Audio-Visual aids can be used while teaching about various Wars.
- Causes and consequences of different wars should be taught in a tabular form.

MARKING SCHEME

Question 11

(a) Causes:

1. After 1919, when Palestine became a British mandate, a large number of Jews began to arrive in Palestine.
2. The Arabs began to protest to the British, demanding an independent Palestine and an end to Jewish immigration.
3. The British hoped to persuade the Jews and the Arabs to live peacefully in the same state.
4. Nazi persecution of the Jews after 1933 led to a flood of refugees to Palestine.
5. The Peel Commission proposed dividing Palestine into two separate states in 1937.
6. In 1945 the US pressurized Britain to allow 100, 000 Jews into Palestine.
7. The Jews were determined to fight back. They started terrorist's campaign against the Arabs and the British.
8. Britain unable to cope with the situation, asked the UN to deal with the situation.
9. November 1947: the U.N. voted to partition Palestine roughly into halves, to form an independent state. Fighting began between the Jews and the Arabs.
10. May 1948, Jewish leader, Ben Gurion, declared the independence of the new state of Israel. It was unanimously attacked by Egypt, Syria, Iraq and Lebanon.
11. The British withdrew all their troops from Palestine.

(any eight points)

(b) Results of the conflict:

1. Israelis ended up with about three-quarters of Palestine.
2. Egyptian port of Eilat on the Red Sea.
3. The Palestinian Arabs became the innocent victims who found themselves without a state or a homeland /some were in the new Jewish state of Israel / others who lived in the area seized by King Abdullah, found themselves living in Jordan.

4. After some Jews had slaughtered the entire population of an Arab village in Israel, nearly a million Arabs fled into Egypt, Lebanon, Jordan and Syria where they had to live in miserable refugee camps.
5. Jerusalem was divided between Israel and Jordan.
6. The USA, Britain and France guaranteed Israel's frontiers.
7. The Arab states did not regard the ceasefire as permanent. They would not recognize the legality of Israel, and they regarded this war as only the first round in the struggle to destroy Israel and liberate Palestine.

(any four points)

(c) The main points agreed upon in the Camp David Peace Treaty:

With Carter acting as intermediary, the talks led to a peace treaty being signed in Washington March 1979). The main points were:

1. The state of war which had existed between Egypt and Israel since 1948 was now ended.
2. Israel promised to withdraw its troops from Sinai;
3. Egypt promised not to attack Israel again.
4. Guaranteed to supply her with oil from the recently opened wells in southern Sinai;
5. Israeli ships could use the Suez Canal.

(any two points)

GENERAL COMMENTS:

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

- Economic causes leading to the growth of Radical Nationalism.
- Economic backwardness of the country leading to the formation of the Muslim League.
- Refugee problem
- Transfer of assets (between India and Pakistan post-independence).
- Cultural changes introduced by Hitler
- Circumstances while brought Hitler to power
- Hitler's final miscalculation over Poland
- Introduction of conscription by Hitler.

(b) Concepts between which candidates got confused:

- Economic and political causes leading to the growth of Radical Nationalism
- Economic backwardness of the country leading to the establishment of the Muslim League.
- Germany's Anschluss with Austria (1938) with 1934 Anschluss.
- Aims of NAM with Panchsheel.
- Cultural and religious policies of Hitler.

(c) Suggestions for candidates:

- An in depth study of the course content, on the lines defined by the Scope of Syllabus 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 and correctly, identify its requirements and answer accordingly.
- Subheadings and key points must be clearly mentioned and then explained.
- 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 another dimension to the study of history.