

**ISC**

**Year 2019  
Examination**

# Analysis of Pupil Performance

## POLITICAL SCIENCE



Pioneering Excellence in Education since 1958

**Research Development and Consultancy Division**  
**Council for the Indian School Certificate Examinations**  
**New Delhi**

**Year 2019**

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

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

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

**October 2019**

**Gerry Arathoon**  
**Chief Executive & Secretary**

# PREFACE

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

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

In addition to a detailed qualitative analysis, the Analysis of Pupil Performance documents for the Examination Year 2019 also have a component of a detailed quantitative analysis. For each subject dealt with in the document, both at the ICSE and the ISC levels, a detailed statistical analysis has been done, which has been presented in a simple user-friendly manner.

It is hoped that this document will not only enable teachers to understand how their students have performed with respect to other students who appeared for the ICSE/ISC Year 2019 Examinations, but also provide information on how they have performed within the Region or State, their performance as compared to other Regions or States, etc. It will also help develop a better understanding of the assessment/ evaluation process. This will help teachers in guiding their students more effectively and comprehensively so that students prepare for the ICSE/ ISC Examinations, with a better understanding of what is required from them.

The Analysis of Pupil Performance document for ICSE for the Examination Year 2019 covers the following subjects: English (English Language, Literature in English), Hindi, History, Civics and Geography (History and Civics, Geography), Mathematics, Science (Physics, Chemistry, Biology), Commercial Studies, Economics, Computer Applications, Economic Applications, Commercial Applications.

Subjects covered in the ISC Analysis of Pupil Performance document for the Year 2019 include English (English Language and Literature in English), Hindi, Elective English, Physics (Theory), Chemistry (Theory), Biology (Theory), Mathematics, Computer Science, History, Political Science, Geography, Sociology, Psychology, Economics, Commerce, Accounts and Business Studies.

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

I would also like to thank the RDCD team of Dr. M.K. Gandhi, Dr. Manika Sharma, Mrs. Roshni George and Mrs. Mansi Guleria who have done a commendable job in preparing this document.

**October 2019**

***Shilpi Gupta***  
**Deputy Head - RDCD**

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# INTRODUCTION

This document aims to provide a comprehensive picture of the performance of candidates in the subject. It comprises of two sections, which provide Quantitative and Qualitative analysis results in terms of performance of candidates in the subject for the ISC Year 2019 Examination. The details of the Quantitative and the Qualitative analysis are given below.

## Quantitative Analysis

This section provides a detailed statistical analysis of the following:

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

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

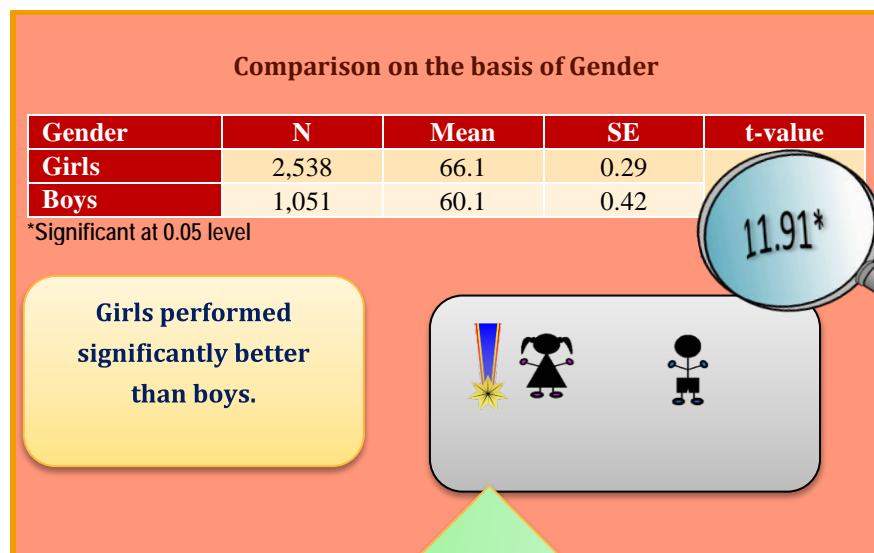
## Understanding the tables

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

t-test has been used to observe significant differences in the performance of boys and girls, gender wise differences within regions (North, East, South and West), gender wise differences within marks ranges (Top and bottom ranges) and gender wise differences within grades awarded (Grade 1 and Grade 9) at the ISC Year 2019 Examination.

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

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



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

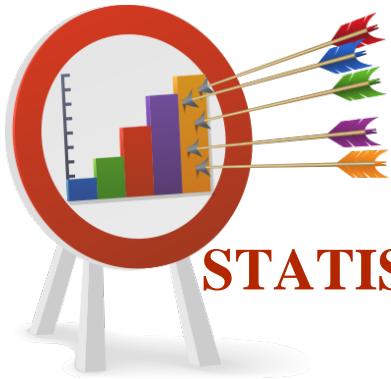
The results have also been depicted pictographically. In this case, the girls performed significantly better than the boys. This is depicted by the girl with a medal.

## Qualitative Analysis

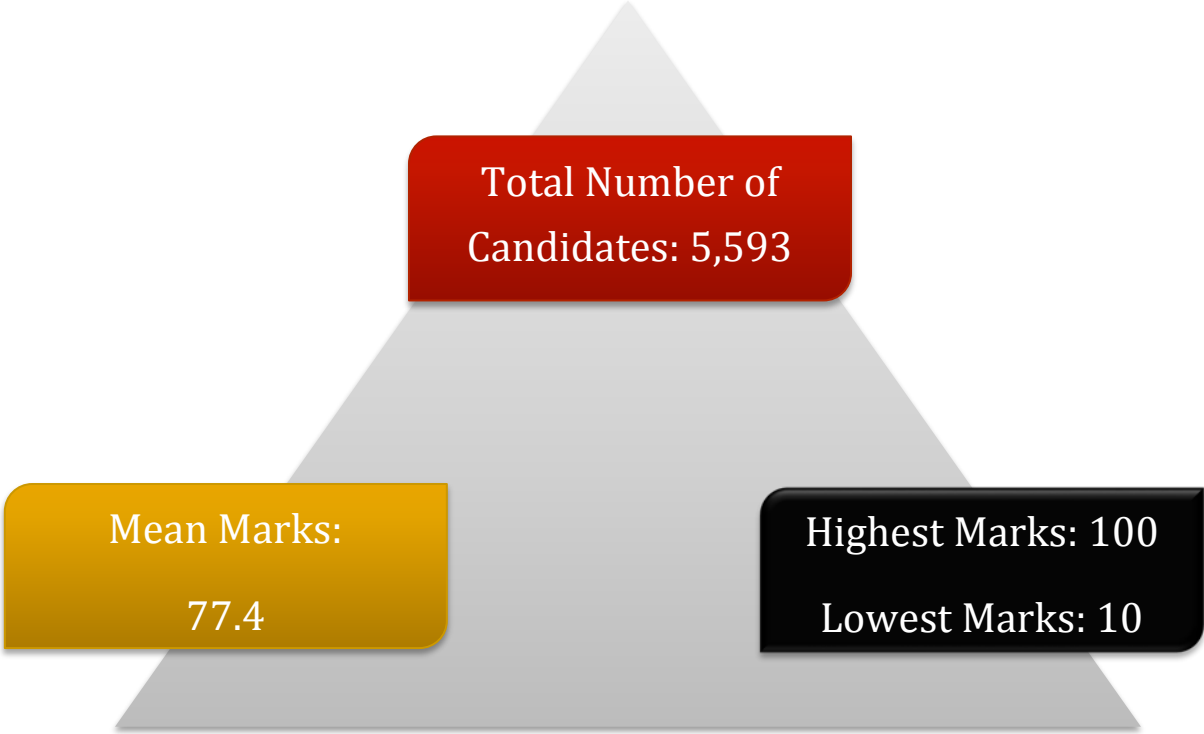
The purpose of the qualitative analysis is to provide insights into how candidates have performed in individual questions set in the question paper. This section is based on inputs provided by examiners from examination centres across the country. It comprises of question wise feedback on the performance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



# QUANTITATIVE ANALYSIS



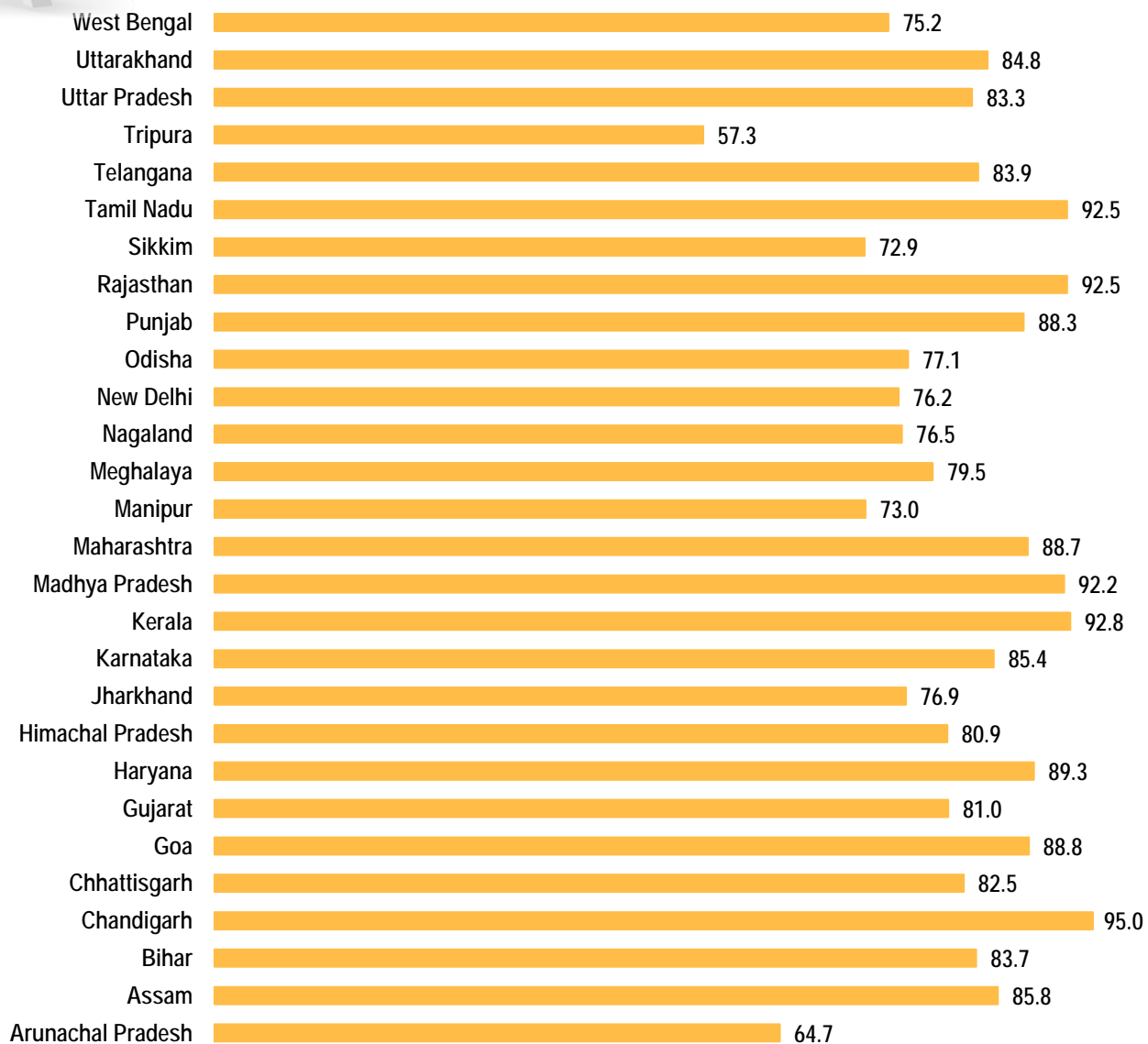
## STATISTICS AT A GLANCE







## PERFORMANCE (STATE-WISE)



**The States/ UTs of Chandigarh, Kerala, Rajasthan and Tamil Nadu secured highest mean marks.**



## GENDER-WISE COMPARISON



### GIRLS

Mean Marks: 79.1

Number of  
Candidates: 3,889



### BOYS

Mean Marks: 73.5

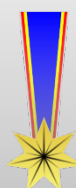
Number of  
Candidates: 1,704

### Comparison on the basis of Gender

Gender	N	Mean	SE	t-value
<b>Girls</b>	3,889	79.1	0.29	10.18*
<b>Boys</b>	1,704	73.5	0.47	

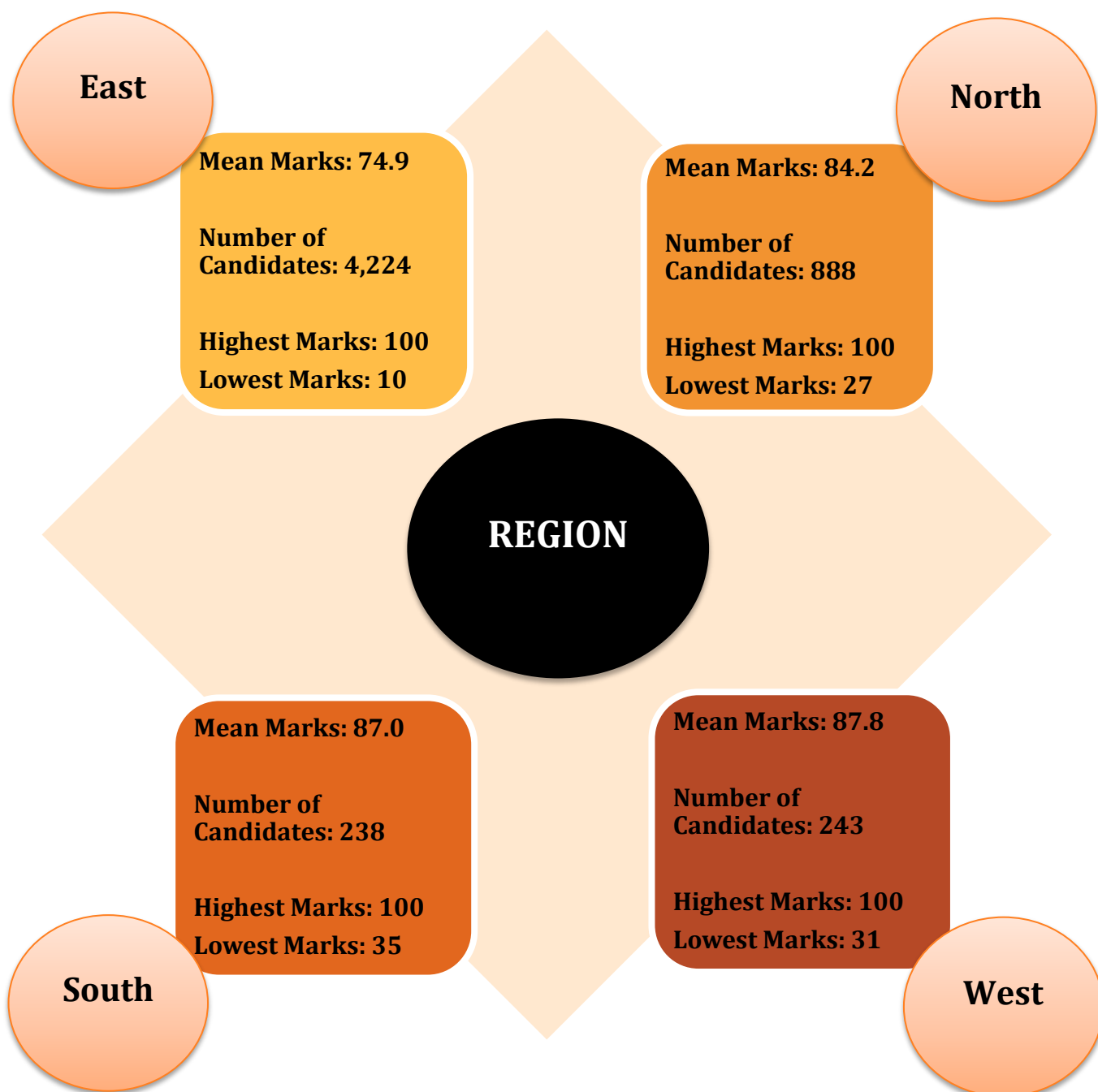
\*Significant at 0.05 level

**Girls performed  
significantly better than  
boys.**

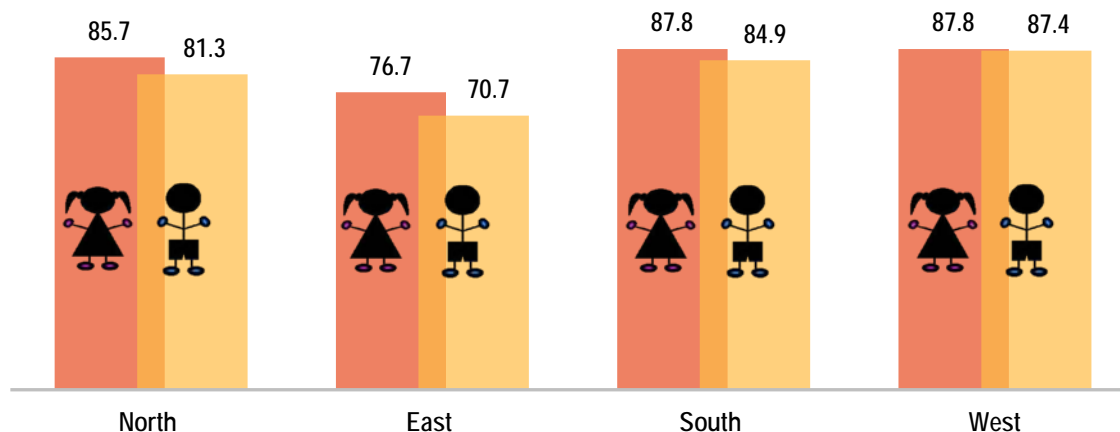




## REGION-WISE COMPARISON



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

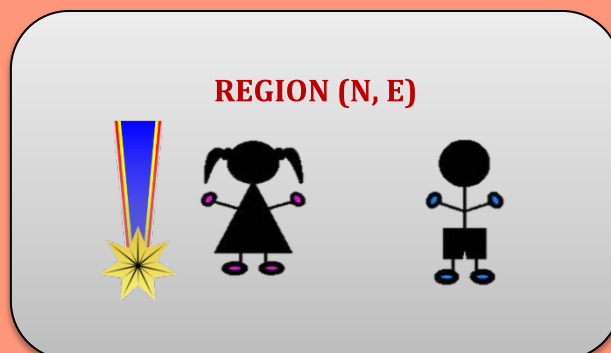


### Comparison on the basis of Gender within Region

Region	Gender	N	Mean	SE	t-value
North (N)	Girls	581	85.7	0.68	3.70*
	Boys	307	81.3	0.98	
East (E)	Girls	2,926	76.7	0.34	9.40*
	Boys	1,298	70.7	0.53	
South (S)	Girls	174	87.8	1.02	1.23
	Boys	64	84.9	2.15	
West (W)	Girls	208	87.8	0.85	0.24
	Boys	35	87.4	1.82	

\*Significant at 0.05 level

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





## MARK RANGES : COMPARISON GENDER-WISE

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

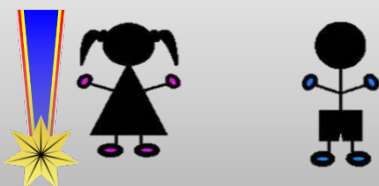
Marks Range	Gender	N	Mean	SE	t-value
Top Range (81-100)	Girls	2,178	92.7	0.13	2.81*
	Boys	706	92.0	0.23	
Bottom Range (0-20)	Girls	4	19.0	0.41	1.40
	Boys	5	16.4	1.81	

\*Significant at 0.05 level

### Marks Range (81-100)

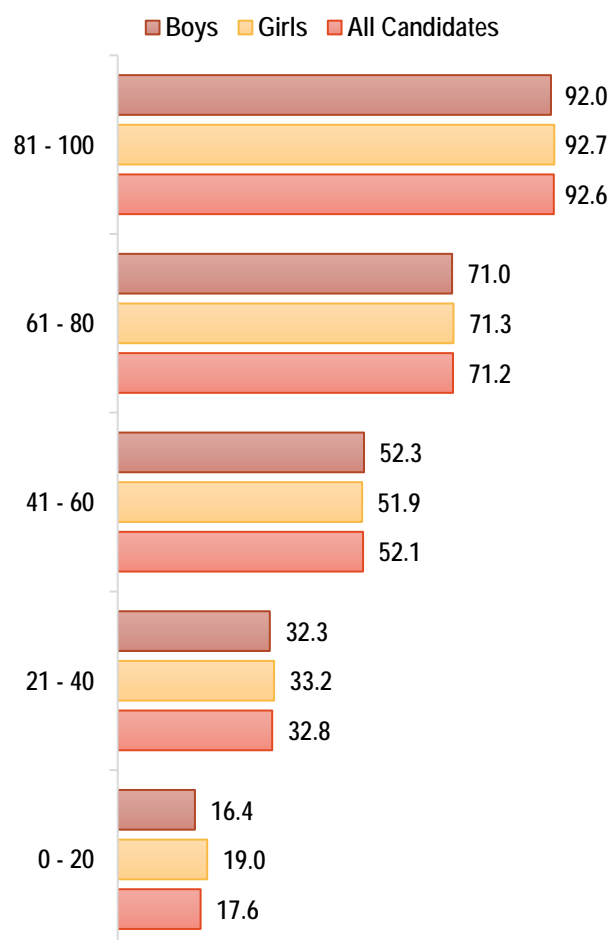
Performance of girls was significantly better than the performance of boys .

### Marks Range (81-100)



### Marks Range (0-20)

No significant difference was observed in the performance of girls and boys in the bottom marks range.



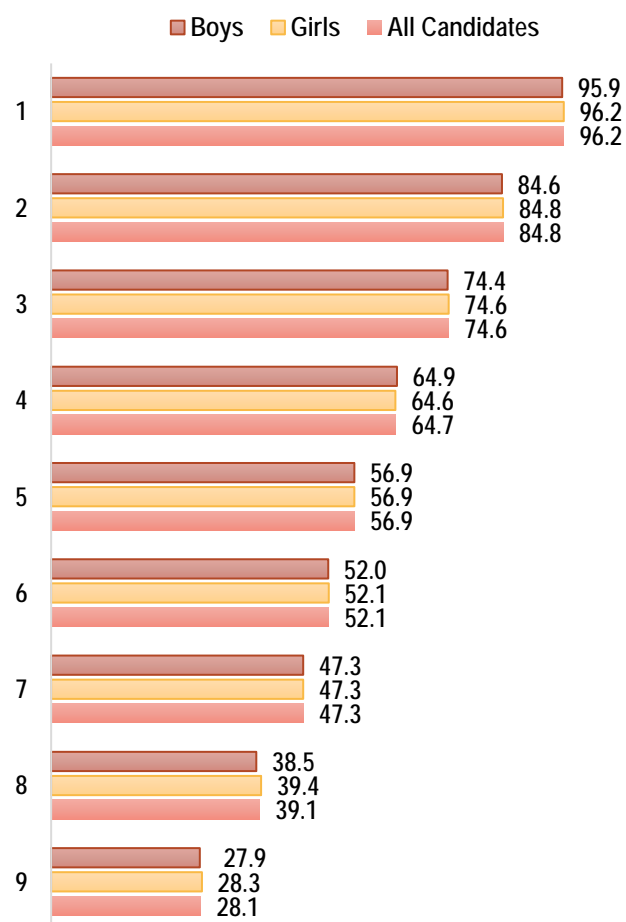


## GRADES AWARDED : COMPARISON GENDER-WISE

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

Grades	Gender	N	Mean	SE	t-value
Grade 1	Girls	1,487	96.2	0.09	1.77
	Boys	446	95.9	0.16	
Grade 9	Girls	68	28.3	0.48	0.41
	Boys	58	27.9	0.70	

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



# QUALITATIVE ANALYSIS

## PART I (20 Marks)

*Answer all questions.*

### Question 1

Answer briefly each of the questions (i) to (x).

[10 × 2]

- (i) State *two* features of a *unitary state*.
- (ii) Explain *one* way in which the Constitution of the United States can be amended.
- (iii) State *one* reason why minorities should be properly represented in legislatures.
- (iv) Explain what is meant by the *constituent function* of the Legislature.
- (v) State *any two* *executive* powers of the President of India.
- (vi) What is the composition of the Supreme Court of India?
- (vii) What is meant by *single citizenship* as a salient feature of the Constitution of India?
- (viii) Cite *one* example of implementation of a Directive Principle.
- (ix) Which fundamental right is a remedy for the violation of other fundamental rights?
- (x) Explain the meaning of *communalism*, in the Indian context.

### Comments of Examiners

- (i) Though majority of the candidates answered this question correctly, there were some who confused features of a unitary state with its merits. Some others confused unitary with federal features. Some wrote about the parliamentary features and some confused unitary features with dictatorship.
- (ii) Most candidates wrote only the proposal stage with no mention about the ratification stage and 3/4th majority. Some candidates wrote 50% of the states.
- (iii) Majority of the candidates wrote the correct answer. However, some candidates wrote vague answers and explained about problems rather than stating the reason for minorities representation in legislatures.

### Suggestions for teachers

- Teach the difference between features and merits of unitary, federal and parliamentary.
- Explain to the students that amendment refers to both proposal and ratification stage - one is incomplete without the other.
- Clarify in detail, the reason for the representation of *minorities* in legislatures to protect their interest.



- (iv) Most candidates confused the meaning of constituent function of the legislature with law making function of the legislature.
- (v) Majority of the candidates, instead of the executive powers of the President of India, wrote the legislature, judicial and emergency powers.
- (vi) A large number of the candidates were not sure about the number of judges in the Supreme Court of India. Some wrote the old composition. The others confused the number of judges with the composition of judges in the supreme court of U.S.A. Few candidates wrote about the qualification of judges.
- (vii) Many candidates wrote about dual citizenship or just the meaning of single citizenship without explaining why single citizenship is a salient feature of the Constitution of India.
- (viii) Majority of the candidates wrote the correct answer. Some candidates, however, wrote the features of a Directive Principle instead of its example of implementation. Some candidates confused Directive Principles with Fundamental Rights.
- (ix) Many candidates wrote Right against Constitutional Remedies instead of Right to Constitutional Remedies. Some candidates mentioned other fundamental rights and some cited writs like 'habeas corpus'.
- (x) Majority of the candidates confused communalism with communism, casteism, regionalism, infighting among communities. Very few candidates mentioned religion as the main cause.

- Explain clearly the concept of *minorities*.
- Ensure that the students understand terms like *constituent function*.
- Clarify the Presidential powers under specific headings.
- Update the students about the day to day changes taking place in the constitution. Discuss and teach the latest changes.
- Explain clearly the rationale behind *single citizenship* in India with reference to national integration, unity in diversity and to check the separatist tendencies.
- Explain the implementation of Directive Principles using examples.
- Clearly explain the Right to constitutional remedies with the help of Article 32 and various writs. Ensuring that the students understand the terms.
- Give a holistic approach to the concept of communalism/ethnic community/sect/religion etc. Ensure that the concept of communalism is handled with care as it is a very sensitive issue.
- Make it mandatory for the students to read the news on a daily basis.

## MARKING SCHEME

### Question 1

(i)	<p>1. Concentration of powers in a strong central government. No division of powers, Constitution can be written or unwritten, flexible constitution and flexible administration, single uniform administration</p> <p>2. Regional/Local governments may exist but are creations of the central government. Single citizenship; single integrated judiciary, executive and legislature; unicameral or bicameral legislature</p>
(ii)	The most common method of amending the United States constitution is as follows: A bill of amendment must be passed by both houses of Congress by a 2/3rds majority of members present and voting and then ratified by the legislatures of 3/4 <sup>th</sup> of the states. Another method

	<p>entails the summoning of a constitutional convention called (by Congress) at the request of at least 2/3rds of the states. The bill of amendment must be passed by a 2/3rds majority of the convention and then must be passed by a 2/3rds majority in conventions of 3/4ths of the states. The latter method has not been used to date.</p> <p style="text-align: right;"><i>(Any one method with explanation)</i></p>
(iii)	<p>Reasons why minorities should be properly represented in legislatures are:</p> <ol style="list-style-type: none"> <li>1. Representing minorities in the legislature gives them a say in the making of laws that will affect them; Minority can represent their demands and interest in the legislature</li> <li>2. They have a forum in which they can articulate their grievances</li> <li>3. They become stakeholders in the political system and are thus less likely to feel alienated; representation of all strengthens democracy.</li> </ol> <p style="text-align: right;"><i>(Any one reason)</i></p>
(iv)	<p>The Constituent function of the legislature refers to the power to amend the constitution. After the constitution has been enacted the constituent assembly is dissolved. The power of amending the constitution, should the need arise, rests with the legislature. Generally, a special legislative procedure is prescribed for constitutional amendment.</p>
(v)	<ol style="list-style-type: none"> <li>1. Formal Head of the administration; all administrative actions taken in his name. [Art.77, 299, 53(1), 78(b)]</li> <li>2. Power to appoint a range of government official including: the Prime Minister, Ministers of the Union, Governors of states, Chief Justice and Judges of the Supreme Court and State High Courts etc. However, these powers are exercised subject to various constitutional limitations.</li> </ol> <p>Role in foreign relations, commander of armed forces, power to grant title and honours, powers regarding union territories and tribal areas.</p>
(vi)	<p>The Supreme Court of India currently consists of the Chief Justice and 30 other judges, appointed by the President based on recommendations made by the collegium.</p> <p>Currently there is one Chief Justice and 27 other judges; 31 judges in totality</p>
(vii)	<p>Despite being a federal state, the constitution provides for single-citizenship. Citizenship of the state is absent in the Indian constitution. Any person who is a citizen of India can contest for election to the Lok Sabha or Rajya Sabha from any state; only citizenship of the country and not of the State.</p>
(viii)	<ol style="list-style-type: none"> <li>1. 73<sup>rd</sup> and 74<sup>th</sup> Amendments to the constitution provide a constitutional basis for local self-government; zamindari abolition and land reforms; special protection of the interest of the weaker sections, special enactments like Dowry Act, etc.</li> <li>2. Insertion of Article 21A, granting education as a fundamental right. Equal pay for equal work; Girl child schemes; Duty of parents regarding education; Panchsheel; small scale industries</li> </ol> <p style="text-align: right;"><i>(Any other accurate example may be cited)</i></p>

(ix)	The Right to Constitutional Remedies: Article 32.
(x)	Communalism, in the Indian context, refers to the practice of privileging the interests of one's religious group. The interests that individuals share as members of a religious community are considered to be more important than all others. All loyalties are subordinated to the religions. This has consequences for society and politics.

## PART II (60 Marks)

### SECTION A

*Answer any three questions.*

### Question 2

- (a) Discuss *any three* features of a *liberal democratic state*. [6]
- (b) Explain *any three* features of a *parliamentary* form of government. [6]

### Comments of Examiners

- (a) Majority of the candidates attempted this question quite well. However, many candidates gave inadequate explanation which indicated that they were not clear of the concept of liberal democratic state. Some candidates confused liberal democratic state with totalitarian and authoritarian state. Some candidates wrote the features of federal state/unitary state/parliamentary and presidential form of government.
- (b) Some candidates mixed the features of parliamentary form of government with federal and presidential forms of governments. Some wrote the merits rather than the features.

### Suggestions for teachers

- Clearly explain the difference between the different types of government by using diagrammatic representation on the blackboard or by using charts.
- Ensure that the students are clear about the concepts regarding the feature of parliamentary, presidential, unitary and federal system, highlighting the difference between their features and merits.
- Advise students to avoid repetitions in an answer.
- Encourage students to revise topics on a regular basis.

## MARKING SCHEME

### Question 2

- (a) Features of a *liberal democratic state*:
1. Limited, Representative Government: governmental power is limited by constitutional safeguards and the rule of law.
  2. Open Competition for power: political parties can be freely formed and compete for political power.

	<ol style="list-style-type: none"> <li>3. Entrenched system of rights protected by an independent judiciary: rights are clearly articulated and remedies exist if rights have either been violated or abridged.</li> <li>4. Free press and the existence of civil society: there is no censorship or limitations on freedom of expression. The press is seen as being “eternally vigilant”</li> <li>5. No prescription of a comprehensive doctrine by the state: individuals are free to flourish in the ways that they see fit. The state does not prescribe a telos of any kind.</li> <li>6. Social and economic checks and balances.</li> <li>7. Political checks and balances.</li> <li>8. Defined and specified role of executive.</li> <li>9. Importance of public opinion.</li> </ol> <p style="text-align: right;"><i>(Any three points with explanation)</i></p>
(b)	<p>Features of a <i>parliamentary</i> form of government.</p> <ol style="list-style-type: none"> <li>(a) Distinction between a nominal Head of State and real Head of Government. For example, in UK the Monarch is the nominal Head of State and the Prime Minister is the real Head of Government.</li> <li>(b) Real executive is a sub-set of the Legislature: PM and Ministers are members of the Legislature and responsible to it</li> <li>(c) Leadership of the Prime Minister/Chancellor</li> <li>(d) Political Homogeneity: The Cabinet consists of individuals sharing a common political ideology or a common minimum programme.</li> <li>(e) Collective Responsibility</li> <li>(f) Role of Opposition: Checks the working of the Government in Parliament.</li> <li>(g) Non-fixed tenure of the executive and legislature.</li> <li>(h) P.M. or the cabinet can get the legislature dissolved.</li> <li>(i) Cabinet is powerful and not merely an advisory body like U.S.A. presidential system.</li> <li>(j) Wheel within a wheel.</li> </ol> <p style="text-align: right;"><i>(Any three points with explanation)</i></p>

### Question 3

- (a) What is meant by the *First-Past-the-Post* system? Explain *one* advantage and *one* drawback of this system. [6]
- (b) Explain *two* advantages of a *bi-party* system. [6]

## Comments of Examiners

- (a) Majority of the candidates misunderstood the *First-past-the post system* with minority representation system like single transferable vote system and second ballot system. Some candidates, instead of writing about candidate with maximum number of votes, wrote about party with maximum majority which was incorrect. Very few candidates mentioned relative majority.
- (b) Most candidates wrote the answer quite well. Some candidates were unclear about the difference between bi-party and bi-cameralism. A few candidates wrote the advantages of multi-party system.

## Suggestions for teachers

- Explain the *First-past-the post system* concept with the help of examples of direct election in India, to enable students understand the *election* in India or anywhere where the system is adopted.
- Conduct group discussions in the class to ensure that students understand *First-past-the post system* concept and every term related to it.
- Teach the difference between bi-party and multi-party systems.
- Explain single party system with examples.

## MARKING SCHEME

### Question 3

- (a) This is a system in which the candidate securing the largest number of votes in a single member constituency, is elected irrespective of whether this represents a majority of the total votes cast or not.
- Advantage:
- (i) It is a simple system and tends not to lead to fractured mandates.
  - (ii) This system can be easily operated by the people.
  - (iii) It allows the party securing the largest or a coalition to form the government with a majority more than what proportional representation system of votes may get.
  - (iv) It encourages representatives of different groups to win elections in a locality.
  - (v) It gives an opportunity to the independent candidates.
- Drawback: the winner does not need to get a majority of votes cast, just more than the others. The majority of a constituency could have voted against the winning candidates.
- (i) It excludes smaller representation than fair representation in the sense that a party which wins approximately 10% of the votes should win approximately 10% of the legislative seats but it doesn't happen so.
  - (ii) It leaves a large number of votes wasted.
  - (iii) It excludes minorities from fair representation because most parties will nominate most acceptable candidates.
  - (iv) It may result in less popular party candidate to win.
  - (v) It undermines the legitimacy of the government, so far the governments are based on minority support.

(b)	<p>Two advantages of a <i>bi-party</i> or two-party system:</p> <ol style="list-style-type: none"> <li>1. Ensures the successful working of a parliamentary system due to a stable government and robust opposition; strong government with continuity in policies; responsibilities can be easily fixed; it works democratically, less chance of authoritarianism, it ensures real majority rule.</li> <li>2. A clear choice is offered to the electorate at the time of elections.</li> <li>3. The opposition closely “shadows” the government, offering itself as a clear alternative government.</li> </ol> <p style="text-align: right;"><i>(Any two points with explanation)</i></p>
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## Question 4

- (a) Explain *three* important functions of the United States Senate. [6]
- (b) What are the relative positions of the Lok Sabha and the United States House of Representatives in their respective systems? Discuss. [6]

### Comments of Examiners

- (a) Many candidates wrote about the composition and tenure of the senate. Several candidates mentioned the co-equal power of the US congress as the powers of the senate. Some candidates used the word only senate has financial power, impeachment power. Some candidates seemed to have no idea about the special powers of senate. A few candidates mentioned money bills/appointment making without any explanation. Senatorial courtesy was not mentioned by many candidates.
- (b) Majority of the candidates were not able to understand the relative positions in their respective systems and simply answered the question by doing general comparison of the powers of Lok Sabha and the United States House of Representatives. Most candidates compared the tenure, composition and very basic powers and functions of Lok Sabha and House of Representative without any focus on the major differences.

#### Suggestions for teachers

- Teach the powers of the Senate and the House of Representative in US as a whole first (congress) and then explain separately.
- Teach the special powers of the Senate separately to emphasize its superior position.
- Give adequate practice to the students to answer questions on the same concept asked in different forms.

## MARKING SCHEME

### Question 4

- (a) Functions of the United States Senate:
1. Law Making: coequal with the House
  2. Financial Powers: coequal with the House, except that money bills have to originate in the House. Both houses must pass identical versions of the bill and the Senate can change everything except the title.
  3. Confirmation of Presidential Appointments
  4. Ratification of Treaties by a 2/3<sup>rd</sup> majority

	<ol style="list-style-type: none"> <li>5. Constituent Function: the Senate's approval, with a 2/3rds majority is required for constitutional amendments</li> <li>6. Declaration of War: along with the House, approval of the Senate is required for declaration of War</li> <li>7. Court of Impeachment: the Senate sits as a court of trial for the impeachment of the President and other high officials after the charges have been framed and approved by the House. Impeachment requires a 2/3rds majority of the Senate.</li> <li>8. Oversight: the Senate, through various committees, exercises oversight of the functioning of government departments</li> </ol> <p>In the event of a tie or failure of any ticket to win a majority in the Electoral College, the Senate chooses the Vice-President from among the top two candidates.</p> <p style="text-align: right;"><i>(Any three points)</i></p>
(b)	<p>The LS is the more powerful house for the following reasons:</p> <ol style="list-style-type: none"> <li>1. Dominant role of the LS, with respect to money bills, the House's role is co-equal or slightly inferior to the Senate.</li> <li>2. The LS can pass a vote of no confidence against the Council of Ministers. The House has no such power as the US has a presidential system based on separation of powers. The LS can also control the executive in other direct ways (question hour, adjournment motion etc.). The House's oversight of the federal government is more indirect.</li> <li>3. In the event of a deadlock between the houses with respect to ordinary law, the LS enjoys a numerical advantage in the event of a joint-sitting. As there is no provision for joint sitting in the US constitution, the House has no such advantage.</li> <li>4. In the US political system, the Senate is widely seen and regarded as the more powerful chamber. In India, the LS is recognized as the dominant house. (Tenure)</li> </ol> <p style="text-align: right;"><i>(Any three points)</i></p>

## Question 5

- (a) Discuss *three* important functions of the *Executive*. [6]
- (b) Compare the positions of the President of India and the President of the United States. [6]



## Comments of Examiners

- (a) Majority of the candidates wrote the correct answer. Some candidates confused executive with legislative and did not write about the political executive.
- (b) Most candidates wrote the respective powers of the two presidents with respect to election and functions without highlighting their comparative positions as per the requirement of the question.

### Suggestions for teachers

- Discuss in detail the general and major functions of the Executive before classifying the types.
- Teach the meaning of *position* and how it needs to be compared with reference to the two Presidents.
- Explain the similarities and differences in powers and functions in a tabular form to enable the students to understand the position of US President's superiority over the Indian President.

## MARKING SCHEME

### Question 5

- (a) The functions of the executive are the following:
1. Execution/Enforcement of laws, policy making, appointment making function, judicial and diplomatic functions, granting of titles and honours.
  2. Administration
  3. Defence / Foreign policy
  4. Law-making through ordinances/executive orders or through delegated legislation.
  5. Financial Powers: budget making and implementation
- (Any three points with explanation)*
- (b) US President can exercise veto powers like pocket veto and suspensory veto; Indian President can declare war, US President cannot declare war; The US President appoints and removes the Cabinet Secretaries while the Indian President appoints and removes the Cabinet on the advice of the Prime Minister; difference in election keeping theory and practice in mind.
- Both the Indian and American presidents are Heads of State elected for a fixed term. Administration is carried out in their names.
- However:
- The Indian President is a nominal Head of State whereas the American President is both Head of State and real Head of Government. The difference lies in the fact that India has a parliamentary system where the Prime Minister is the Head of Government. The United States, as a Presidential system, vests all executive authority in the President (Art.I). The Indian President is constitutionally bound to act in accordance with the advice of the Council of Ministers (Art.74).

## Question 6

- (a) Explain the *original jurisdiction* and *appellate jurisdiction* of the Supreme Court of India. [6]
- (b) How is *judicial independence* ensured in the Constitution of the United States? [6]

### Comments of Examiners

- (a) Most candidates wrote about the original jurisdiction. Several candidates were unable to explain the appellate jurisdiction. Some candidates wrote just the headings without giving any explanation. A few candidates did not give examples.
- (b) Many candidates wrote the judicial independence ensured in the constitution of the United States by quoting Indian judiciary. Several candidates mixed Indian judiciary with that of United States. Some candidates wrote weird answers mentioning judiciary, writs etc.

### Suggestions for teachers

- Explain clearly the concept of *original* and *appellate* jurisdiction.
- Highlight examples in respective jurisdictions.
- Explain the similarities and dissimilarities between the independence of Judiciary in USA and India by first explaining the concept of *Why* judicial independence followed by *How* judicial independence is ensured in the US.

## MARKING SCHEME

### Question 6

(a)	<p>1. Original Jurisdiction:</p> <ul style="list-style-type: none"> <li>• Exclusive: all disputes involving the Union and State governments or any combinations thereof</li> <li>• Exclusive: disputes regarding the election of the President and Vice-President</li> <li>• Non-Exclusive: writ jurisdiction with respect to the enforcement of fundamental rights, though this is shared with High Courts</li> </ul> <p>2. Appellate Jurisdiction:</p> <ul style="list-style-type: none"> <li>• Civil Matters: High Court grants a Certificate of Appeal</li> <li>• Criminal Matters: an appeal will lie automatically to the Supreme Court if: <ul style="list-style-type: none"> <li>(i) a High Court reverses a sentence of acquittal from a lower court and sentences the person to death.</li> <li>(ii) If a High Court withdraws a case from lower court, tries the matter itself and sentences the accused to death</li> <li>(iii) the High Court grants a Certificate of Appeal.</li> </ul> </li> </ul> <p style="text-align: right;">(Two points each)</p>
(b)	<p>Judicial Independence is ensured in the following ways:</p> <ul style="list-style-type: none"> <li>• Judges are appointed by the President with the advice and consent of the Senate.</li> <li>• Highly qualified judges</li> </ul>

- Judges serve during good behaviour (for life) and can only be removed by a very complex process of impeachment. Long and stable tenure
- The salary of a judge cannot be altered to her/his disadvantage during his/her tenure. Salary as their pension, separation of judiciary from the executive, punishment of contempt of court.

## SECTION B

*Answer any two questions.*

### Question 7

- (a) With reference to the Constitution of India, discuss the importance of the *Preamble*. [6]
- (b) Explain the rights conferred under the *Right to Freedom* in Article 19 of the Constitution of India. [6]

### Comments of Examiners

- (a) Majority of the candidates, instead of the importance of the Preamble, wrote its objectives and ideals.
- (b) Majority of the candidates, instead of Rights conferred under the Right to Freedom in Article 19 of the Constitution of India focused on Article 20, 21, 22 and 23. Many candidates mixed the Right to Freedom with the Right to Freedom of Religion, Right to Property and Right to Equality.

#### Suggestions for teachers

- Before explaining the features and objectives of the Preamble, discuss its *importance*.
- Explain each Fundamental Right in detail.
- Train the students to understand the requirements of the question and answer accordingly.

## MARKING SCHEME

### Question 7

- (a) Importance of the Preamble:
- It provides a key to the essence of the constitution; represents the philosophy and ideals of the constitution; provides basic features of the constitution; it gives equal status and rights to all; it makes the intention of the constitution clear; it has the popular will.
  - The Supreme Court has declared that the Preamble is part of the constitution's *basic structure*.
  - The Supreme Court has said that the preamble can be consulted if provisions of the constitution are ambiguous.
- (b) The rights conferred under the Right to Freedom in Art.19 are as follows.  
The right:
- of speech and expression
  - to assemble peaceably and without arms
  - to form associations or unions (or cooperative societies)

- to move freely throughout the territory of India
- to reside or settle in any part of the territory of India
- right to practice any profession or to carry on any occupation, trade or business.

## Question 8

- (a) Explain the main features of the 73<sup>rd</sup> Amendment to the Constitution of India, relating to rural local self-government institutions. [6]
- (b) Suggest *three* ways to address the challenges faced by Panchayati Raj institutions in India. [6]

## Comments of Examiners

- (a) Most candidates gave more importance to the added features of 11th Schedule rather than the important changes brought about by the 73<sup>rd</sup> Amendment Act in the working of Panchayat. Several candidates wrote about the functions of the Panchayat instead of the main features of the 73<sup>rd</sup> Amendment. Some candidates confused urban body with rural body. A few candidates wrote only about three tier systems and reservations.
- (b) Majority of the candidates explained the challenges faced by Panchayati Raj institutions in India, instead of ways to address them.

### Suggestion for teachers

- Guide the students to differentiate between functions and features of a concept.
- Teach concepts with proper examples.
- Advise students to avoid selective study.
- Train the students to understand the requirements of the question and answer accordingly.

## MARKING SCHEME

### Question 8

- (a) Main features of the 73<sup>rd</sup> Amendment:
- It provided a constitutional basis for local rural self-government.
  - It envisage a three-tiered system: Gram Panchayat (village), Panchayat Samhiti (block) and Zilla Parishad (district).
  - Fixed tenure of 5 years for all local self-government institutions.
  - Reservation for SC/STs/OBCs (proportional to their population) and women (33% to 50%)
  - Appointment of a State Election Commissioner with the rank of a High Court Judge (Under the supervision of State Election Commission).
  - 29 subjects were delegated to local-self-government from the State list through the Eleventh Schedule of the constitution. State Finance Commission was charged with the responsibility of ensuring financial autonomy for local self-government institutions.
- (b) Addressing the Challenges:  
The following are some guidelines:
- Creating awareness about the role of local self-government institutions
  - Using the Right to Information Act to audit the functioning of local self-government institutions.

- Greater commitment of state governments to the objectives of the 73<sup>rd</sup> Amendment.
  - Greater engagement by civil society in the functioning of local self-government institutions.
- (Consider all answers that make a cogent argument)

## Question 9

- (a) Explain *three* important causes of *regionalism* in Indian politics. [6]
- (b) Critically examine *three* ways in which the prevalence of *political violence* affects the functioning of Indian democracy. [6]

### Comments of Examiners

- (a) Most candidates, instead of writing about the causes of regionalism in Indian politics, wrote the types of regionalism. Some candidates mistook regionalism for casteism and communalism. A few candidates wrote about religion instead of regionalism.
- (b) Majority of the candidates focused on the types of political violence, instead of the effects or impact of political violence on the functioning of Indian democracy. Some candidates lacked the basic understanding of the term political violence and so wrote random and haphazard points.

### Suggestions for teachers

- Explain the types and causes of regionalism with real life examples from across the country.
- Elaborate on the concept and terms of political violence with examples from the past and the present.

## MARKING SCHEME

### Question 9

- (a) Causes of regionalism:
- Colonial legacy of regional imbalance
  - Geographical factors that isolated some parts of the country from the impact of development
  - Perception of neglect by the Union Government
  - Exploitation of some regions for resources and raw-materials with no benefits accruing to these regions.
  - Cultural and/or linguistic differences
  - Conflict over resources like water
- (Any three points with explanation)
- (b) Political violence could have the following effects on the functioning of Indian democracy. It could:
- lead to a decline in confidence in democratic institutions
  - legitimise/normalise violence as a means of articulating demands and aggregating interests
  - undermine the rule of law
  - lead to a criminalisation of democratic politics
- (Any three points with explanation)

**Note:** For questions having more than one correct answer/solution, alternate correct answers/solutions, apart from those given in the marking scheme, have also been accepted.

# GENERAL COMMENTS

## Topics found difficult by candidates

- Question 1(ii): Amendment of the constitution of USA.
- Question 1 (vi): Composition of the Supreme Court of India.
- Question 1 (vii): Single citizenship as a salient feature of the Constitution of India.
- Question 1 (ix): Fundamental Right that is a remedy for the violation of other fundamental rights.
- Question 1 (x): Meaning of Communalism in the Indian Context.
- Question 3 (a): First - Past - the Post System
- Question 3 (b): Advantages of a bi-party system.
- Question 5 (a): Important functions of the Executive
- Question 5 (b): Comparison of the position of the President of India and that of USA.
- Question 6(a): Explanation of the *original and appellate* jurisdiction of the Supreme Court of India.
- Question 7 (b): *Right to Freedom* in Article 19.
- Question 8 (a): Main features of the 73<sup>rd</sup> Amendment to the Constitution of India.
- Question 9 (a): Important causes of *regionalism* in Indian politics.
- Question 9 (b): Effects of *Political violence* in India.

## Concepts in which candidates got confused

- Unitary State
- Reason for minority representation
- Constituent function of the legislature
- Executive powers of the President of India
- Implementation of Directive Principle.
- Features of a liberal democratic state.
- Features of a parliamentary form of government.
- Relative positions of the President of India and the President of USA.
- Judicial independence ensured in the Constitution of the United States.
- Importance of the Preamble with reference to the Constitution of India.
- Right to Freedom Article 19.
- The challenges faced by Panchayati Raj institution.



## Suggestions for students

- Study everything in detail. Focus more on the concepts and terms before understanding the topic.
- Prepare summary notes for each topic.
- Do not just write the headings – explain the point in detail.
- Be well versed with the current affairs in India as well as in the world.
- Participate in Interactive sessions, group discussions and classroom debates.
- Read newspaper daily. Gather more and more information from standard books and other reliable sources/websites.
- Update your information – do not write outdated and rejected information. Observe the changes minutely around you and give examples to quote in your answer.
- The scope of syllabus must be kept in mind with knowledge of current affairs.
- Practise answering questions which require analytical explanations.
- Do a lot of reference work.
- Practise writing the answers to the questions according to the requirement of the questions.
- Solve the previous years' ISC Question papers and inculcate time management.
- Keep calm during the examinations and make use of 15 minutes of reading time for the selection of questions and recapitulating the matter.
- Explain the points judiciously without indulging in useless repletion and rambling.
- Learn to differentiate between terms like power and position, unitary and federal features and merits, parliamentary and presidential.
- Develop the habit of reading which will help in gaining a good command over the language.
- Do not refer to textbooks with outdated information.