There will be one paper of two hours duration carrying 80 marks and an Internal Assessment of 20 marks.

The paper will be divided into two parts, Part I and Part II.

Part I (30 marks) will contain short answer questions set from the entire syllabus. Candidates will be required to answer all questions.

Part II (50 marks) will consist of Section A and Section B. Candidates will be required to answer two out of three questions from Section A and three out of five questions from Section B. The sections will correspond to the sections indicated in the syllabus.

SECTION A: CIVICS

1. The Union Legislature
   Meaning of the federal setup in India.
   (ii) Rajya Sabha – composition, qualifications for membership, election, term, Presiding Officer.

2. The Union Executive
   (a) The President:
      Qualifications for election, composition of Electoral College, reason for indirect election, term of office, procedure for impeachment.
      Powers (executive, legislative, financial, judicial, discretionary and emergency)
   (b) The Vice-President:
      Qualifications for election, term of office and functions.
   (c) Prime Minister and Council of Ministers:
      Appointment, formation of Council of Ministers, tenure, functions - policy making, administrative, legislative, financial, emergency. Position and powers of the Prime Minister. Collective and individual responsibility of the members of the Cabinet. Distinction between the Council of Ministers and the Cabinet.

3. The Judiciary
   (a) The Supreme Court:
      Composition, qualifications of judges, appointment, independence of judiciary from the control of executive and legislature; Jurisdiction and functions: Original, Appellate, Advisory, Revisory, Judicial Review and Court of Record. Enforcement of Fundamental Rights and Writs.
   (b) The High Courts:
      Composition, qualifications of judges, appointment; Jurisdiction and functions: Original, Appellate, Revisory, Judicial Review and Court of Record. Enforcement of Fundamental Rights and Writs.
   (c) Subordinate Courts:
      Distinction between Court of the District Judge and Sessions Court.
      Lok Adalats: meaning and advantages.

SECTION B: HISTORY

1. The Indian National Movement
   (1857 – 1917)
   (a) The First War of Independence, 1857
      Only the causes (political, socio-religious, economic and military) and consequences will be tested. [The events, however, need to be mentioned in order to maintain continuity and for a more comprehensive understanding.]
   (b) Factors leading to the growth of Nationalism – economic exploitation, repressive colonial policies, socio-religious reform movements (brief mention of contribution of Raja Rammohan Roy and Jyotiba Phule) and role of the Press.
      Foundation of the Indian National Congress - the Indian National Association (Surendranath Banerjee) and the East India Association (Dadabhai Naoroji) as precursors. Immediate objectives of the Indian National Congress - the first two sessions and their Presidents should be mentioned.
3. The Contemporary World

(a) The First World War

Causes (Nationalism and Imperialism, Armament Race, division of Europe and Sarajevo crisis) and Results (Treaty of Versailles, territorial rearrangements, formation of League of Nations).

(b) Rise of Dictatorships

Causes for the rise of Fascism in Italy and the rise of Nazism in Germany. A comparative study of Mussolini’s Fascist and Hitler’s Nazi ideologies.

(c) The Second World War


(d) United Nations

(i) The objectives of the U.N.

The composition and functions of the General Assembly, the Security Council, and the International Court of Justice.


(e) Non Aligned Movement.

Brief meaning; objectives; Panchsheel; role of Jawaharlal Nehru; Names of the architects of NAM.

INTERNAL ASSESSMENT

Any one project/assignment related to the syllabus.

Suggested Assignments

- Compare the Parliamentary and Presidential forms of Government with reference to India and the U.S.A.
- Conduct a mock Court and record the proceedings.
- Present a life sketch and contributions of any one of the following Presidents of India –
  - Dr. Rajendra Prasad, Dr. S. Radhakrishnan and Dr. A.P.J. Abdul Kalam (or any other).

• Discuss the relevance of any one of the following films to understand the history of 20th Century Europe: The Book Thief, Schindler’s List, Escape to Victory, The Boy in Striped Pyjamas, Life is Beautiful, The Sound of Music, Gandhi (Richard Attenborough), Sardar (Ketan Mehta), Netaji Subhas Chandra Bose - The Forgotten Hero (Shyam Benegal).

• Highlight the work and achievements of any one Nobel Laureate - Malala Yousafzai or Kailash Satyarthi.

• Make a powerpoint presentation on India’s Independence and Partition.

• Make a presentation on the influence of Gandhian principles on Martin Luther King / Nelson Mandela.

• Prepare a report on the contributions of any one of the following agencies of the United Nations – UNESCO / WHO / UNICEF / ILO / UNDP / FAO.

• Present a case study of any recent human rights violations and redressal mechanisms available to prevent such instances in the future.

**EVALUATION**

The assignments/project work is to be evaluated by the subject teacher and by an External Examiner. (The External Examiner may be a teacher nominated by the Head of the School, who could be from the faculty, **but not teaching the subject in the section/class**. For example, a teacher of History of Class VIII may be deputed to be an External Examiner for Class X, History projects.)

The Internal Examiner and the External Examiner will assess the assignments independently.

**Award of marks (20 Marks)**

Subject Teacher (Internal Examiner) 10 marks
External Examiner 10 marks

The total marks obtained out of 20 are to be sent to the Council by the Head of the School.

The Head of the school will be responsible for the entry of marks on the mark sheets provided by the Council.
## INTERNAL ASSESSMENT IN HISTORY & CIVICS - GUIDELINES FOR MARKING WITH GRADES

<table>
<thead>
<tr>
<th>Grade</th>
<th>Preparation/Research</th>
<th>Information</th>
<th>Concepts</th>
<th>Thinking Skills</th>
<th>Presentation</th>
<th>Marks</th>
</tr>
</thead>
</table>
| I     | Follows instructions with understanding.  
• Masters research techniques easily.  
• Reference work is orderly.  
| A good deal of relevant matter.  
• Uses wide range of sources.  
| Good understanding of historical concepts - sequence/ reconstruction- causes and consequences- continuity and change  
• Empathy.  
| Different interpretations of evidence.  
• Can draw Inferences/ deductions/ conclusions.  
| Matter presented is clear and is in coherent form (sub-headings, sections, chapters etc.)  
• Work is neat and tidy and not over elaborate.  
| 4 |
| II    | Follows instructions but needs a little help in research techniques.  
• Reference notes quite orderly.  
| Selects matter relevant to context.  
• Limited use of references/ sources.  
| Understanding of concepts is adequate.  
| Limited / Single interpretation of evidence with some examples.  
• Some inferences/ conclusions are drawn.  
| Matter is presented in coherent form but not organized into sections etc.  
• Presentation neat and tidy but not elaborate.  
| 3 |
| III   | Follows instructions but needs constant guidance.  
• Reference notes at times disorderly.  
| Relevant matter but limited reference work.  
• Matter is sketchy.  
| Displays limited use of concepts.  
| Few examples /single example to support reasoning.  
| Work is presented in an orderly way, but not organized into sections.  
• Over use of ‘cosmetics’ to hide lack of substance.  
• Work is quite neatly presented.  
| 2 |
| IV    | Struggles with research methods and needs constant guidance.  
• Reference notes copied without reference to keywords.  
| Hardly any reference material.  
• Use of irrelevant matter.  
• Matter is sketchy.  
| Minimal competency in concepts.  
• A few of the required concepts.  
| Finds it difficult to make conclusions/ deductions/ inferences.  
• No examples to support reasoning.  
| Matter presented in a confused way at times (no sub-headings, chapters, etc.)  
• Tendency to copy from reference books.  
• Use of “cosmetics” to hide lack of substance.  
| 1 |
| V     | Cannot follow instructions.  
• Works ‘blindly’ without reference to keywords.  
| No reference work/copied from other textbooks/ sketchy matter.  
| Unable to demonstrate concepts.  
| Unable to make inferences/ deductions or come to any conclusions.  
| Matter presented in an incoherent/ disorganized way.  
• Copied from textbooks “blindly”.  
• Use of “cosmetics” to hide lack of substance.  
• Untidy work.  
| 0 |