ISC Syllabus

Revised

Syllabus

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HISTORY (851)

CLASS XII

*There will be **two** papers in the subject:*

Paper I: Theory 3 hours ------ 80 marks

Paper II: Project Work --------20 marks

PAPER I (THEORY) – 80 Marks

SECTION A

INDIAN HISTORY

1. Towards Independence and Partition: the Last Phase (1935-1947)

(i) The main objectives and growth of the Kisan Sabha movement.

(ii) Growth of communalism (Hindu & Muslim) (1930s-1940s).

(iii) Government of India Act, 1935.

The main features of Government of India Act, 1935 should be explained. A critical account of the election of 1937. A summary of the main developments under Congress and non-Congress ministries should be included.

(iv) National Movement during the Second World War:

Reasons behind the August Offer and the Cripps Mission. The proposals and the reasons for their rejection leading directly to the Quit India Resolution. A compact account of the movement, its suppression and a brief analysis of its significance.

(v) Subhash Chandra Bose and the INA.

Bose's organisation of the INA, a brief account of its operations, eventual defeat and significance.

(vi) Transfer of power (1945-1947):

Reasons for change in the attitude of the British government after World War II.

Cabinet Mission: its aims and major provisions.

Controversy between Congress and League over the question of: (a) grouping of provinces under the terms of the Plan (b) being part of the Constituent Assembly (c) being part of the Interim Government.

Election to the Constituent Assembly and the results.

Muslim League's Direct Action and its impact.

1947: Attlee's Declaration of 20th February 1947; Mountbatten Plan – main features: reasons for acceptance of the Plan by major political parties.

Modifications in the Indian Independence Act.

2. Establishment of Indian democracy (1947 – 1966)

The following should be discussed:

(i) The role of Sardar Patel in the reorganization and integration of princely states.

(ii) Problems of integrating Junagarh, Hyderabad and Kashmir.

(iii) First general election (1952): problems of preparation and their solutions, process, result and impact of the elections.

(iv) The linguistic reorganization of states: Features of the States Reorganisation Act, 1956 with particular reference to Andhra, Bombay and Punjab.

3. Development of Indian Democracy (1964 – 1977)

The following to be discussed:

(i) Lal Bahadur Shastri – his contributions as Prime Minister

(ii) Importance of the election of 1967

(iii) Main Opposition political parties and their ideologies – Socialist Party (SP); Communist Party of India (CPI); Communist Party of India (Marxist (CPI(M)); Bharatiya Jan Sangh; Shiromani Akali Dal.

(iv) Naxal Movement: factors of its rise; main leaders (Charu Majumdar and Kanu Sanyal); areas where they operated (West Bengal and Andhra Pradesh) and the struggle carried out by peasants and students.; government measures against it; reasons for its decline in the 1970's and its impact.

(v) JP Movement (1974-75): Origin: Jai Prakash Narayan's disputes with Mrs. Gandhi; main

features of its course. Assessment of its significance.

(vi) *Emergency (1975-76): reasons for imposition; main features of the suspension of democratic rights. Assessment of its impact (positive and negative aspects).*

4. Changing face of the Indian Democracy (1977 – 1986)

(i) The Janata Government (1977 – 1979).

Elections of 1977: establishment of the Janata Government; its policies and their implementation; reasons for its downfall.

(ii) Centre-State relations

(a) Punjab: Demands of the Akali Dal; Anandpur Sahib Resolution; 1977 elections; formation of Akali government; rise of Bhindranwale – his demands and methods.
Centre's response: Operation Bluestar – its results and impact. Punjab Accord, 1985.

(b) Assam: Reasons for Assamese discontent; course of Assam's agitation; the Centre's response: Assam Accord, 1985.

(c) Nagaland: The Nagas' separatist demands; birth of Nagaland state; course of the agitation; Shillong Accord, 1975.

(d) Mizoram:
Mizoram Movement (1959-1986): course and resolution.

5. India's Foreign Policy

(i) Non-Aligned Movement (NAM)

Reasons for following a non-aligned policy in the context of the Cold War.

Aims – Panchsheel.

Establishment of NAM at the Bandung and Belgrade conferences.

(ii) Pakistan (1947-49, 1965, 1971)

Indo-Pak wars: causes, course and consequences of each to be done separately.

(iii) Sino-Indian War

Disputes with the Peoples' Republic of China over (a) Tibet issue: Chinese takeover and asylum of the Dalai Lama in India; (b) Border issues.

Sino-Indian War (1962): immediate causes and consequences.

6. Movements for Women's Rights

Towards Equality Report (1974) - aims, significance and recommendations.

Developments in the anti-dowry movement and struggle against domestic violence in the 1970s and 1980s.

Measures undertaken by the government in response.

SECTION B

WORLD HISTORY

7. World War II

(i) Factors leading to the War: aggressive foreign policies of Germany, Italy and Japan.

Should be discussed to show how these aggressive policies made war more likely and worldwide in scope.

(ii) Anglo-French appeasement policies.

Appeasement: why Britain and France chose to follow this policy and how it was carried out.

(iii) Course of the invasion by the Axis powers in Europe and Asia (1939-1941).

(iv) Reasons for the defeat of the Axis Powers.

8. De-colonisation – in Asia (China) and Africa (Ghana & Kenya)

(i) China:

A short background of the problems facing the Communists in 1949: in agriculture, the gradual process from land distribution to collective farms should be outlined; in industry, the Five Year Plan and Soviet help.

The Great Leap Forward should be covered in more detail, particularly the development of commune and assessment of the GLF.

(ii) Ghana: democracy and dictatorship (1957-66).

Brief background to independence, Nkrumah's role, reasons for his overthrow.

(iii) Kenya: conflict and independence (1947 – 1964).

Conflict with whites over independence and role of Kenyatta.

9. Cold War 1945-91– origin, course, end and impact

(i) Origins of the Cold War: End of wartime unity; Yalta and Potsdam Conferences; Truman Doctrine and Marshall Plan; Molotov Plan, COMECON and Cominform. The rift widens - Soviet expansion in Eastern Europe (1945-1948) including the communist coup in Czechoslovakia.

(ii) Breakup of the USSR & changes in Eastern Europe – USSR, Germany and Poland.

Reasons for collapse of USSR

Political changes; Coup of 1991; Demand for independence by the Soviet republics leading to the breakup of USSR.

Fall of communism in East Europe in the following countries: Poland and Germany.

10. Protest Movements

Civil Rights Movement, anti-Apartheid Movement; Feminist Movement.

(i) Racial problems and civil rights in USA in the 1950s, 1960s and 1970s: Racial discrimination, change in the government's attitude, campaign for equal rights (Dr. Martin Luther King's role).

(ii) Anti-Apartheid Movement in South Africa (1948-1994): main features of Apartheid, opposition to Apartheid (Dr Nelson Mandela's role), transition to black majority rule and the end of Apartheid.

(iii) Second Wave Feminist Movement in USA (early 1960s – early 1980's): reasons for its origin (the impact of the Presidential Commission, Betty Friedan's book and the Civil Rights Movement; Equal Pay Act of 1963 – its implications for American women, successive measures taken by Johnson (Civil Rights Act of 1964), role of National Organisation for Women (NOW) and its campaign for the Equal Rights Amendment (ERA).

11. Middle East: Israeli-Palestine conflict (1916-1993)

(i) Post War conflict in Palestine after World War I, till the formation of the state of Israel.

Aims of Arab nationalism and Zionism. Impact of World War I: the conflicting promises made by the British to the Arabs and the Jews: Husain-MacMahon correspondence, the Sykes-Picot Agreement and the Balfour Declaration.

(ii) The Arab-Israeli Wars from 1948 to Camp David Accord (1979).

The following conflicts should be studied – First Arab- Israeli Conflict (1948-1949), the Suez Crisis (1956), the Six Day War (1967), the Yom Kippur War (1973), Sadat and the Camp David Accord (1979).

For each of these events, the causes and results should be studied in detail.

The origin and formation of the PLO.

(iii) Oslo Peace Accords (1993).

Intifada and the change in attitude of Israel and the PLO leading to the Oslo Peace Accords: assessment of the main features: why it failed to bring peace.

PAPER II (PROJECT WORK) - 20 MARKS

Candidates will be required to undertake **one** project which **may** be any one of the following:

1. A case study.
2. A field visit/ investigation.
3. A local history.
4. Interview/oral evidence.
5. Book review/ film review/ posters/ newspapers/ advertisements/ cartoons and art.

The project must not be based primarily on the syllabus; students must be encouraged to produce original, creative and insightful perspectives on an allied aspect of the topic.

For example, if the theme is economic development in India, the project could be on a 5-year plan. However, it would have to give the historical perspective and impact.

The written outcome of the project, in the form of a 2000-word essay, should be structured as given below:

A. The research question

B. Abstract: it must contain the following information:-

- Reason for choosing the topic
- Methods and material to be used in the investigation

- Hypothesis: the conclusion the student is hoping to draw.

C. Main essay: it must follow the structure given below:-

- Background and context – to be discussed very briefly
- Explanation of the theme and specific issue of the research question in the context of the background given above
- Interpretation, Analysis and Critical Evaluation of a range of evidence: the research material gathered by the student
- Conclusion – whether hypothesis stands or not
- Bibliography – a list of all material referred to in the essay, including print, electronic, oral & audio-visual material, referenced correctly, in a standard format
- Appendix – optional, only if it is crucial for the better understanding of the project essay.

List of suggested Projects:

1. Martin Luther King.
2. The West Asian radical organisations – ideologies, methodologies, acts and impact.
3. Protests Movements – a detailed study on any one – political ideologies, civil rights, women, workers, caste, environment.
4. Nelson Mandela.
5. Karl Marx – Wealth of Nations – Its influence on the Russian Revolution.
6. Mao Zedong and the Chinese Communist Revolution.
7. Collapse of the Russian and Chinese Communism.
8. Strands in the late 20th Century - military and economic organisations.
9. UN – Peacekeeping actions and Weaknesses.
10. The Cultural Movement (1968).
11. Trends in India's Foreign Policy – dynamics and the changing trends.
12. Theatres of World War II - changes in warfare.

Some of the suggested projects have been exemplified in greater detail below:

1. Martin Luther King

A. The research question – How far was Martin Luther King successful in the achievement of his aims through non-violent methods?

B. Abstract: it must contain the following information:-

(i) Reason for choosing the topic – to understand the value of no-violence as an effective means of protest.

(ii) Material and methods to be used in the investigation – Materials: may include books, magazine articles (both print and electronic), Martin Luther King's famous speech, films like Mississippi Burning. Method: reading/ viewing, taking notes for analysis, and evaluation.

(iii) Hypothesis: the conclusion the student is hoping to draw.

C. Main essay: it must follow the structure given below:

- Background and context – Martin Luther King's personal background and his involvement in the civil rights movement.
- Explanation of the theme and specific issue of the research question in the context of the background given above – the different aspects of the research question must be dealt with individually and in detail: Martin Luther King's aims, methods used by him, how far successful.
- Interpretation, Analysis and Critical Evaluation of a range of evidence: the research material gathered by the student – the various research material may be analysed and interpreted by the student to fit his/ her hypothesis; may also include comparison of the different sources to evaluate their usefulness.
- Conclusion – whether hypothesis stands or not.
- Bibliography – a list of all material referred to in the essay, including print, electronic, oral & audio-visual material, referenced correctly, in a standard format.
- Appendix – optional, only if it is crucial for the better understanding of the project essay.

2. The West Asian radical organisations – ideologies, methodologies, acts and impact.

   A. The research question – What methods were used in the period 1948-1979 by the PLO to achieve a homeland for Palestinians and with what effect?

   B. Abstract: it must contain the following information:-

      (i) Reason for choosing the topic – to understand the impact of radical political organizations on the search for peace in West Asia.

      (ii) Methods and material to be used in the investigation – Materials: may include books, magazine articles (both print and electronic), films like Chronicle of A Disappearance (1996). Method: reading/ viewing, taking notes for analysis, and evaluation.

      (iii) Hypothesis: the conclusion the student is hoping to draw.

   C. Main essay: it must follow the structure given below:-

      - Background and context – to be discussed very briefly: West Asia, the settlement of Jews in Israel, the question of Palestinians and the Birth of the PLO.
      - Explanation of the theme and specific issue of the research question in the context of the background given above – the different aspects of the research question must be dealt with individually and in detail: the role played by the PLO, its impact, its success/ failures.
      - Interpretation, Analysis and Critical Evaluation of a range of evidence: the research material gathered by the student – the various research material may be analysed and interpreted by the student to fit his/ her hypothesis; may also include comparison of the different sources to evaluate their usefulness.
      - Conclusion – whether hypothesis stands or not.
      - Bibliography – a list of all material referred to in the essay, including print, electronic, oral & audio-visual material, referenced correctly, in a standard format.
      - Appendix – optional, only if it is crucial for the better understanding of the project essay.

3. Protests Movements – a detailed study on any one - political ideologies, civil rights, women, workers, caste, environment.

   A. The research question – What impact did the Greenpeace movement have on the general improvement of the world environment in the 1970s and 1980s?

   B. Abstract: it must contain the following information:-

      (i) Reason for choosing the topic – to understand the connection between global politics and environmental issues

      (ii) Methods and material to be used in the investigation – Materials: may include books, magazine articles (both print and electronic), films like Free Willy (1993) and Soylent Green (1973)

      (iii) Hypothesis: the conclusion the student is hoping to draw – that people have become much more conscious of the importance of the natural environment.

   C. Main essay: it must follow the structure given below:-

      - Background and context – How the Greenpeace movement was born and the context of world politics at that time that adversely affected the environment.
      - Explanation of the theme and specific issue of the research question in the context of the background given above - the different aspects of the research question must be dealt with individually and in detail: Aims of the Greenpeace movement, its organization and structure, its activities in the 1970s and 1980s; its relationship and issues/ conflicts with national governments.

- Interpretation, Analysis and Critical Evaluation of a range of evidence: the research material gathered by the student – the various research material may be analysed and interpreted by the student to fit his/ her hypothesis; may also include comparison of the different sources to evaluate their usefulness.
- Conclusion – whether hypothesis stands or not.
- Bibliography – a list of all material referred to in the essay, including print, electronic, oral & audio-visual material, referenced correctly, in a standard format.
- Appendix – optional, only if it is crucial for the better understanding of the project essay.

The Project will be assessed by the teacher and a Visiting Examiner appointed locally and approved by the Council.

Assessment of Project Work will be done as follows:

1.	Internal Evaluation by Teacher	10 Marks
2.	Evaluation by Visiting Examiner	10 Marks
	TOTAL	**20 Marks**

Internal Evaluation by the Teacher:

Assessment objective	Criteria	Marks
1. Process	Candidate should be able to: Identify the topic. Plan and detail a research project. Select and use appropriate research methods.	3
2. Understanding, application of knowledge and Analysis	Candidate should be able to: Explain issues and themes clearly and in context. Interpret, analyse and evaluate critically a range of evidence to present reasoned, substantiated arguments/ statement.	4
3. Presentation	Overall format, referencing (footnotes &/or bibliography), within word limit of 2000 words, title page, header/footer, etc.	3
TOTAL		**10**

Evaluation by the Visiting Examiner:

Assessment objective	Criteria	Marks
1. Choice of Technique/ Detailed procedure & Presentation	Overall format, referencing (footnotes &/or bibliography), title page, header/footer, etc.	4
2. Analysis and evaluation	Candidates should be able to: Interpret, analyze and evaluate critically a range of evidence to present reasoned, substantiated arguments/ statement.	3
3. Viva	Range of questions based on the project only.	3
TOTAL		**10**

GUIDELINES FOR TEACHERS:

1. It must be emphasized that the **process** of doing the project is as important as the finished product.
2. Once the project/projects are chosen, there should be a process of brainstorming to encourage students to make out a draft/structure for the project before embarking on research.
3. During the brainstorming/discussion, the teacher should discuss the assessment criteria with the students.
4. The teacher should discuss the draft with the student with regard to the central question and the type of sources to be used.
5. The students should be guided on doing the research and looking at different types of evidence.
6. Books and suitable reference materials could be suggested and even put up on the library notice board for guidance of the students.
7. Internet sites could be suggested, but care must be taken in selecting, using and citing these sites.
8. Students must be cautioned against plagiarism and be penalized for the same.
9. Marks must be awarded for content and originality and not for decorative elements and embellishments.
10. Projects must be the original work of the student.