

# HISTORY, CIVICS AND GEOGRAPHY (THAILAND) (58)

## HISTORY AND CIVICS (THAILAND)

### H.C.G. (Thailand) - Paper - 1

*Candidates offering History, Civics and Geography are not eligible to offer History, Civics and Geography (Thailand).*

#### CLASS X

*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 Legislature

- (a) Federal setup in Thailand; parliamentary procedures and National Assembly.

*Meaning of the federal setup in Thailand; Parliamentary procedures: a brief idea of sessions, quorum, interpellation, no-confidence motion, casting vote; Speaker – election. National Assembly - composition, qualifications for membership, election, term, Presiding Officer.*

- (b) Powers and functions of the National Assembly.

*Powers and functions of National Assembly – legislative, financial and control over executive.*

##### 2. The Union Executive

- (a) The Monarch, powers and functions.

*Monarch as the constitutional head of the State; Organic Acts – meaning.*

*Powers (executive, legislative, discretionary and emergency).*

- (b) Prime Minister and Council of Ministers.

*Appointment, formation of Council of Ministers and their tenure. Position and powers of the Prime Minister. Collective and individual responsibility of the members of the Cabinet.*

##### 3. The Judiciary

- (a) The Supreme Court of Thailand.

*Composition, qualifications of judges and appointment, Jurisdiction and functions: Court of First Instance, Court of Appeals, Advisory, Revisory, Judicial Review and Court of Record. Enforcement of Fundamental Rights.*

- (b) The Constitutional Tribunal.

*Composition, qualifications of judges and appointment.*

- (c) Administrative Courts.

*Meaning and composition.*

- (d) Military Courts.

*Meaning and functions.*

#### SECTION B: HISTORY

##### 1. The Period of Reform

- (a) King Rama IV (1851-1868).

*The modernization process in Thailand in various fields like technology, economy, astronomy and law (brief mention of any two contributions).*

- (b) King Rama V (1868-1910).

*Social and economic reforms (brief mention of any two contributions).*

- (c) The Treaty of Bowring.

*Names of the signatories; importance of the treaty. Any two features to be done briefly.*

##### 2. The Period of Changes

- (a) King Vajiravudh (1910-1925).

*Any three achievements during his reign.*

*Any two changes in the society under him – modernization of the educational system.*

- (b) King Rama VII (1925-1935).

*Any two features of the economic depression during his reign; any two measures adopted by him to overcome the crisis.*

### 3. The Revolt of 1932

The Revolt and Thailand becoming a Constitutional Monarchy.

*Political and economic causes of the revolt.*

### 4. Period of Instability (1945 – 1965), ASEAN (1967)

Military rule in Thailand; Thailand's role in the Vietnam War. India - Thailand Relations- Subhas Chandra Bose and Rashbehari Ghosh in Thailand.

*Democratic election and return of the military King Ananda Mahidol to Thailand.*

*1946 – Accession of Bhumibol Adulyadeg, (coronation)*

*1947 – military takes over – military coup by pro-Japanese leader Phibun Songkhram;*

*1965 – Thailand permits US to use its bases during the Vietnam War. Thai troops fight in South Vietnam.*

*1967: Thailand joins ASEAN.*

*India-Thailand Relations - Subhas Chandra Bose: to be done briefly.*

### 5. The Contemporary World

#### (a) The First World War.

*Causes (Nationalism and Imperialism, role of Thailand in WW I; division of Europe and Sarajevo crisis) and Results (Treaty of Versailles).*

#### (b) Rise of Dictatorships.

*Similarities in the ideologies of Nazism and Fascism.*

#### (c) The Second World War.

*Causes (Dissatisfaction with the Treaty of Versailles, Rise of Fascism and Nazism, and Japanese Pan Asianism in China & Thailand (described as invasion by the colonial historians, it was actually Japanese Nationalism under the notion of Pan Asianism); Thailand's role in WW II;*

*Failure of League of Nations and Hitler's invasion of Poland.*

#### (d) The United Nations.

##### (i) The objectives of the U.N.

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

##### (ii) Major agencies of the United Nations: UNICEF, WHO and UNESCO – any four functions only.

## INTERNAL ASSESSMENT

Any one project/assignment related to the syllabus.

### Suggested Assignments

- Compare the Parliamentary and Presidential forms of Government with reference to Thailand 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 Monarchs of Thailand: King Rama I (ChaoPhrayaChakri), King Rama V (Chulalongkorn) and King Rama IX (Bhumibol Adulyadeg) (or any other).
- Present a book review of any one historical book of your choice.
- Discuss the relevance of any one film based on the history of 20<sup>th</sup> Century Europe.
- Make a PowerPoint presentation on any one UNESCO heritage sites of Thailand.
- Prepare a report on the contributions of any one of the following agencies of the United Nations – UNESCO / WHO / UNICEF.
- 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.**

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 online entry of marks on the Council's CAREERS portal by the due date.

## INTERNAL ASSESSMENT IN HISTORY & CIVICS (Thailand) - GUIDELINES FOR MARKING WITH GRADES

Grade	Preparation/ Research	Information	Concepts	Thinking Skills	Presentation	Marks
I	<ul style="list-style-type: none"> <li>▪ Follows instructions with understanding.</li> <li>▪ Masters research techniques easily.</li> <li>▪ Reference work is orderly.</li> </ul>	<ul style="list-style-type: none"> <li>▪ A good deal of relevant matter.</li> <li>▪ Uses wide range of sources.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Good understanding of historical concepts - sequence/ reconstruction- causes and consequences- continuity and change</li> <li>▪ Empathy.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Different interpretations of evidence.</li> <li>▪ Can draw Inferences/ deductions/ conclusions.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Matter presented is clear and is in coherent form (sub-headings, sections, chapters etc.)</li> <li>▪ Work is neat and tidy and not over elaborate.</li> </ul>	4
II	<ul style="list-style-type: none"> <li>▪ Follows instructions but needs a little help in research techniques.</li> <li>▪ Reference notes quite orderly.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Selects matter relevant to context.</li> <li>▪ Limited use of references/ sources.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Understanding of concepts is adequate.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Limited / Single interpretation of evidence with some examples.</li> <li>▪ Some inferences/ conclusions are drawn.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Matter is presented in coherent form but not organized into sections etc.</li> <li>▪ Presentation neat and tidy but not elaborate.</li> </ul>	3
III	<ul style="list-style-type: none"> <li>▪ Follows instructions but needs constant guidance.</li> <li>▪ Reference notes at times disorderly.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Relevant matter but limited reference work.</li> <li>▪ Matter is sketchy.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Displays limited use of concepts.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Few examples /a single example to support reasoning.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Work is presented in an orderly way, but not organized into sections.</li> <li>▪ Overuse of ‘cosmetics’ to hide lack of substance.</li> <li>▪ Work is quite neatly presented.</li> </ul>	2
IV	<ul style="list-style-type: none"> <li>▪ Struggles with research methods and needs constant guidance.</li> <li>▪ Reference notes copied without reference to keywords.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Hardly any reference material.</li> <li>▪ Use of irrelevant matter.</li> <li>▪ Matter is sketchy.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Minimal competency in concepts.</li> <li>▪ A few of the required concepts.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Finds it difficult to make conclusions/ deductions/ inferences.</li> <li>▪ No examples to support reasoning.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Matter presented in a confused way at times (no sub-headings, chapters, etc.)</li> <li>▪ Tendency to copy from reference books.</li> <li>▪ Use of “cosmetics” to hide lack of substance.</li> <li>▪ Untidy work.</li> </ul>	1
V	<ul style="list-style-type: none"> <li>▪ Cannot follow instructions.</li> <li>▪ Works ‘blindly’ without reference to keywords.</li> </ul>	<ul style="list-style-type: none"> <li>▪ No reference work/copied from other textbooks/ sketchy matter.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Unable to demonstrate concepts.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Unable to make inferences/ deductions or come to any conclusions.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Matter presented in an incoherent/ disorganized way.</li> <li>▪ Copied from textbooks “blindly”.</li> <li>▪ Use of “cosmetics” to hide lack of substance.</li> <li>▪ Untidy work.</li> </ul>	0