

SAMPLE QUESTION PAPER II
CLASS X
MARKING SCHEME

Time : 3 Hours

Max. Marks : 80

Q. No.	Outline of Answers	Marks
Q.1	i) Penny chapbooks were pocket sized books sold by petty pedlars called chapment. ii) They were sold for a penny . (TB1, Page 163)	$\frac{1}{2} + \frac{1}{2} = 1$
	or	
	Oliver Twist is the tale of a poor orphan who lived in the world of petty criminals and beggars (TB5, Page 181)	1
Q.2	<u>Mineral Conservation is essential because:</u> (1) Mineral resources are finite and non-renewable. (2) They have great importance in everyday life (3) Development of industries and agriculture is mainly dependent on minerals. (4) Formation of minerals is very slow. (Any one point) (TB2, Page 57)	1
Q.3	<u>Upper limit of financial investment in small scale industry :</u> 1 crore rupees is the upper limit which separates a small scale industry from a large scale industry. (TB2, Page 67)	1
Q.4	National Highway No 1 (TB2, Page 82)	1
Q.5	Tamils and Sinhalese (T.B 3, page 37)	$\frac{1}{2} + \frac{1}{2} = 1$
Q.6	Radical women's movements aimed at equality in personal and family life are called Feminist movements. (T.B 3, page 41)	1
Q.7	Democracy is a better form of government as it : (1) Promotes equality (2) Enhances dignity of the individual (3) Improves quality of decision making	

- (4) Allows room to correct mistakes
(any two points) (T.B 3, page 90) 1/2+1/2 = 1
- Q.8 In order to make comparisons of per capita income of different countries possible. 1
(TBII, Page 8)
- Q.9 The establishment of a dam leads to infrastructural development but many people have shifted out of the village, hence it may not be development for them.
(T.B 4, Page 5) 1
- Q.10 The total income of the countries is not used to make comparisons between them because the population of different countries is different. (T.B 4, Page 8) 1
- Q.11 (a) **The two ways in which British rule in India was oppressive were:-**
- (1) Denial of fundamental freedom to the people of India to live and enjoy the benefits of their labour.
 - (2) Ruination of India's economy by destroying native industries and crafts.
 - (3) Make Indians feel socially and culturally inferior to the British.
 - (4) Exploitation of the masses [Any two points 1/2+1/2 = 1 mark]
- (b) **The immediate effects of the Lahore Session of the Congress on the Indian national movement :-**
- (1) Demand of Purna Swaraj
 - (2) 26 Jan, 1930 would be celebrated as the Independence Day when people were to pledge to struggle for Complete Independence.
 - (3) Launching of the Civil Disobedience movement with the Salt March on 12th March 1930. On 6th April he reached Dandi and violated the Salt Law. (Any 2 points 2 marks) (T.B. 1, Page 63) 1+2=3
- Q. 12 i) The image of Bharat Mata came to be identified with India, the motherland. She was first painted by Abanindranath Tagore. She was portrayed as an ascetic figure-calm, composed, divine and spiritual. Later the the image was painted by many other artists and acquired different forms. This image was circulated in popular prints.
- ii) The flag also became a symbol of nationalism. During the Swadeshi movement in Bengal, a tricolor flag was designed with eight lotuses representing eight provinces of British India and crescent moon representing Hindus and Muslims. Gandhiji also designed the Swaraj flag.

Carrying the flag and holding it aloft during marches became a symbol of defiance.

(T.B. 1 Page 71 and 72)

$1\frac{1}{2} + \frac{1}{2} = 3$

GROUP A

Q.13 Major features of the global agricultural economy towards the close of the 19th Century:-

- (1) Global agricultural economy meant that a self sufficient rural society was being replaced by a rising industrial city with more population and an increased demand for food.
- (2) This required clearing of vast forest lands to undertake agriculture. Thus new forest lands were cleared to meet the British demand in East Europe, Russia, America and Australia.
- (3) A large scale migration of nearly 150 million people from all over the world. Lands were cultivated not by peasants owning this land but by hired workers brought from distant lands.
- (4) Entailed heavy capital investment and use of technology.
- (5) Railways, ships, new ports, etc were introduced or built for transportation.
- (6) The workers were paid very low and they were from Asia, Africa and the Caribbean. (TB1, Page 83) (Any 3 Points)

3

Q.14 Reasons for slower pace of technological changes in the 19th century:

- (1) Cotton textile and metal industries were the leading industrial sectors till 1840's. Even these industries could not easily displace traditional industries. In textile especially a large portion of the output was not produced in the factories but within the domestic units.
- (2) The basis of changes however did not imply the full use of steam-powered industries. Small innovations formed the basis of growth - glass work, food processing, building, production of implements etc.
- (3) New technology was expensive and industrialists were cautious about using it.
- (4) Repair of machine was costly.

- (5) Industrialists were slow in adopting even the most powerful technology - Steam Engine. (TB1, Pages 107-108) (Any 3 Points) 3x1=3

OR

GROUP B

13 Social changes in London with respect to entertainment and leisure:

Industrialization brought two contrasting social classes in England - The Rich or the Wealthy and the poor - the working class.

- (1) Differences could be seen even in entertainment and leisure.
To the Wealthy- Long annual 'London Season', Cultural events such as opera, theatre and classical music performances.
- (2) For the Working Class- it was meeting in Pubs and taverns to have a drink, exchange news and sometimes organise for political action.
- (3) Entertainment for the common people - Libraries, art galleries, museums, etc which were established by the government.
- (4) Music halls became popular for lower class people.
- (5) Cinemas in the early 20th century - become mass entertainment, Industrial workers spent their holidays by the sea. (Any 3 points) (TB1, Page 136) 3x1=3

Q.14 Arguments supporting the statement are.

- (1) Pressure from the Industrial groups of England to impose import duty on cotton textiles from India.
- (2) Pressure from the industrialists to persuade East India Company to sell British manufacturer in Indian market.
- (3) Collapse of export market for Indian weavers.
- (4) Decline in demand for Indian goods on the local market.
- (5) India became an exporter of raw cotton in place of finished goods. (TB1, Page 116) (Any 3 points) 3x1=3

OR

GROUP C

- Q.13 (1) The city of Bombay with its expansion in trade, business and industries in 19th century attracted migrants from the neighbouring areas.
- (2) To them it seemed to be a city with hope and opportunity. With the passage of time the city dominated the maritime trade and it further increased the flow of migrants .
- (3) The flourishing business, rise of business elites, capital availability for investment helped the film industry emerge as a dream world or maya puri to many.
- (4) But these developments inevitably brought along with the problems of overcrowding, growth of slums and chawls and miserable living conditions of the people and constant struggle and of toil for survival. [Answer to be assessed as a whole]
(TB1,Page 141-146)

3

- Q. 14 The Great Depression which was a world wide phenomenon severely affected the
- (1) U.S. internal economy due to sharp decline in production, trade, income and employment.
- (2) The U.S. banks had slashed domestic lending and withdrew loans due to heavy fall in agricultural prices.
- (3) As farms could not sell their harvest their income fell and many were unable to repay the loan borrowed. Many were forced to give up their homes and even other consumer goods.
- (4) Unemployment soared.
- (5) The U.S banking system collapsed, many banks went bankrupt- leading to a closure of over 4000 banks by 1933. (Any 3 points to be explained)
(TB1, Page 95-96)

3x1=3

- Q 15 Munshi Prem Chand was one of the greatest literary figures of modern Hindi and Urdu literature. Prem Chand's characters created community based on democratic values. The Central Character of his novel 'Rangbhoomi' Surdas is a visually impaired beggar from an untouchable caste is of significance. The story of Surdas was inspired by Gandhiji's ideas.

Before Prem chand, Hindi literature was confined to tales, the stories of magical powers and escapist fantasies. His Novel 'Sevasadan' (1916) discussed the lives of ordinary people and social issues. It deals with the condition of women in society

like issues of child marriage, or dowry along with ways the upper classes used the space created by partial self government allowed under the colonel rule. (to be assessed as a whole)

(T.B. 1, Page 189)

(3)

Q. 16 Any two main themes on which women writers in England wrote in 19th century

1 Rural society in the early 19th century.

2 Breaking the established social norms of the 19th century England

3 Domestic life. (Explanation of any two) (1½ + 1½ = 3)
(T.B. I, Page 182, 184)

Q. 16.1 (1) Inland waterways (1 mark)

(16.2) (i) Cheapest mode of transport

(ii) Land transport (road and rail) not well developed

(iii) Rivers are navigable for a major part of the year.

(iv) Any other relevant point.

(TB2, Page 87) (Any two Points 2x1=2 Marks)

(1+2=3)

For Blind Candidates in lieu of Question 16

(a) North -East region (1 mark)

(b) **Reasons** : (1) Mountainous region (2) Dense forested area,
(3) Frequent floods and (4) International frontiers.

(5) Any other relevant point

(Explanation of any two points, 2 marks)

(1+2=3)

Q. 17. **The three challenges of democracy are:**

(i) The challenge of transition to democracy and instituting democracy.

(ii) Established democracies face challenge of expansion i.e. ensuring greater power at all levels of government.

(iii) Deepening of democracy i.e. strengthening the institutions of democracy
(TB 3, Page 102)

3x1=3

Q. 18. When we buy any commodity the manufacturer has to display certain information on the packing of the product. The consumer has right to be informed and the manufacturer has to provide such information as MRP, date of manufacture, the date of expiry etc.

(TB 4, Page 80)

2+1=3

Q19. **The French wanted to strengthen their rule in** Vietnam through the control of Education. There was difference of opinion between the two groups.

- (1) One group was in favour of the French language as a means of instruction. This would promote French Culture and the Vietnamese would be introduced to the culture and civilization of French. The educated people in Vietnam would respect French sentiment and ideals and will work for the French.
- (2) The other group of thinkers suggested that Vietnamese be taught in lower classes. The few who learnt French and acquired French cultures were to be rewarded with French citizenship. 2+2=4

(TB 1 Page 34,35)

OR

Balkan region - a source of tension

- (1) It was a region of geographical, ethnic variation comprising Romania, Bulgaria, etc:- broadly known as slavs.
- (2) Large part of Balkans under the Ottoman Empire - Disintegration of which created an explosive situation. One by one European subject nationalities broke away from its control and declared independence.
- (3) Balkan peoples claims for independence or political rights on nationality and used history to prove that they were independent but subsequently subjugated.
- (4) The Balkan states were tersely jealous of each other & hoped to gain territory.
- (5) Matters complicated because of intense rivalry among European powers over Trade & colonies naval and military might. This led to a series of wars in the region and finally the first world war. (Any 4 points)

(TB 1 Page 26)

4X1=4

Q. 20 (a) Resource planning is the strategy of judicious use of resources of a region.

(b) Need for resource planning :

- i. India has enormous diversity of a region in the availability of resources.
- ii. There are certain regions which are rich in certain types of resources, but deficient in other resources.
- iii. Some regions are self sufficient in terms of the availability of resources, while some othe regions have acute shortage of some vital resources.
- iv. Any other relevant point. 1+3=4

(T.B. II, Page 4)

- Q.21
1. Cotton, Jute, hemp and Natural silk.
 2. Natural Silk
 3. Sericulture
- (TB2, Page 42)
- 2+1+1=4

Q.22 Traditional methods of rainwater harvesting used in India.

1. Guls or Kuls : People built guls and kuls in hilly and mountainous regions to divert water. These are simple channels. They are mainly used in Western Himalaya.
 2. Roof top rain water harvesting : Commonly practised to store drinking water in Rajasthan.
 3. Inundation Channels : These chennels developed in the flood plains of Bengal to irrigate their fields.
 4. Khadim and Johads : In arid and semi arid regions some agricultural fields were converted into rainfed storage structures. These structures are found in Rajasthan.
 5. Tankas : In Bikaner, Phalodi and Barmer almost all houses have tankas for storing drinking water. Tankas are part of the well developed roof top rain water harvesting system.
 6. Any other method (Any 4 points) (TB2, Page 31)
- 4x1=4

Q.23 Power sharing in modern democracies:

- (i) Power is shared among different organs of government such as the legislature executive and judiciary.
 - (ii) Power can be shared among government at different levels i.e. national, state and local.
 - (iii) Sharing of power among different groups i.e. linguistic and ethnic groups.
 - (iv) Between political parties pressure groups.
- 4x1=4

(TB3)

Q.24 Women in India still lag behind men inspite of some improvement since independence .Reasons are.

- (i) Low literacy level of women : 54 percent compared to 76 percent among men.
- (ii) Unequal sex ratio of women and men
- (iii) Proportion of women among highly paid and valued jobs is still very small.
- (iv) Unequal wages for women in almost all areas of work.

- (v) Preference for sons and presence of practices like female foeticide.
- (vi) Harassment, exploitation and violence is common against women.

Any four of the above points

4x1=4

- A.25 (i) Sectional Groups are those interest groups which seek to promote the interests of a particular group of society.

They aim at betterment and well being of their members and not society in general.

e.g. Trade unions, business association.

- (ii) Promotional or public interest group.

- Promote collective rather than selective good.
- Their concern is with social justice and social equality for the entire society e.g. Narmada Bachao Andolan.

2+2=4

(TB2)

- Q.26 The tertiary sector has become the largest producing sector because of :

- (i) Increasing role of the government in providing economic infrastructure and social infrastructure like health and education.
- (ii) Development of agriculture and industry results in development of services.
- (iii) Rise in level of income results in more demand for services.
- (iv) Growth of knowledge results in emergence of new services.

4x1=4

(TB4, Page 24)

- Q.27 Formal sources of rural credit are :

- (a) (i) Cooperative societies.

- (ii) Commercial banks.

(2x½=1 mark)

Informal sources of rural credit are :

- (b) (i) Money lenders

- (ii) Traders family members etc.

(2x½=1 mark)

Advantage of formal source of credit :

- (c) (i) Provide loans at low rate of interest

- (ii) Don't use any unfair practices as are used by money lenders (2x1=2 marks)

(TB4, Page 49)

(1+1+2=4)

Q.28 (a) Good effect of globalisation :

Globalisation has resulted in greater competition among producers-both local and foreign. This has improved their quality of the product and lowered the prices.

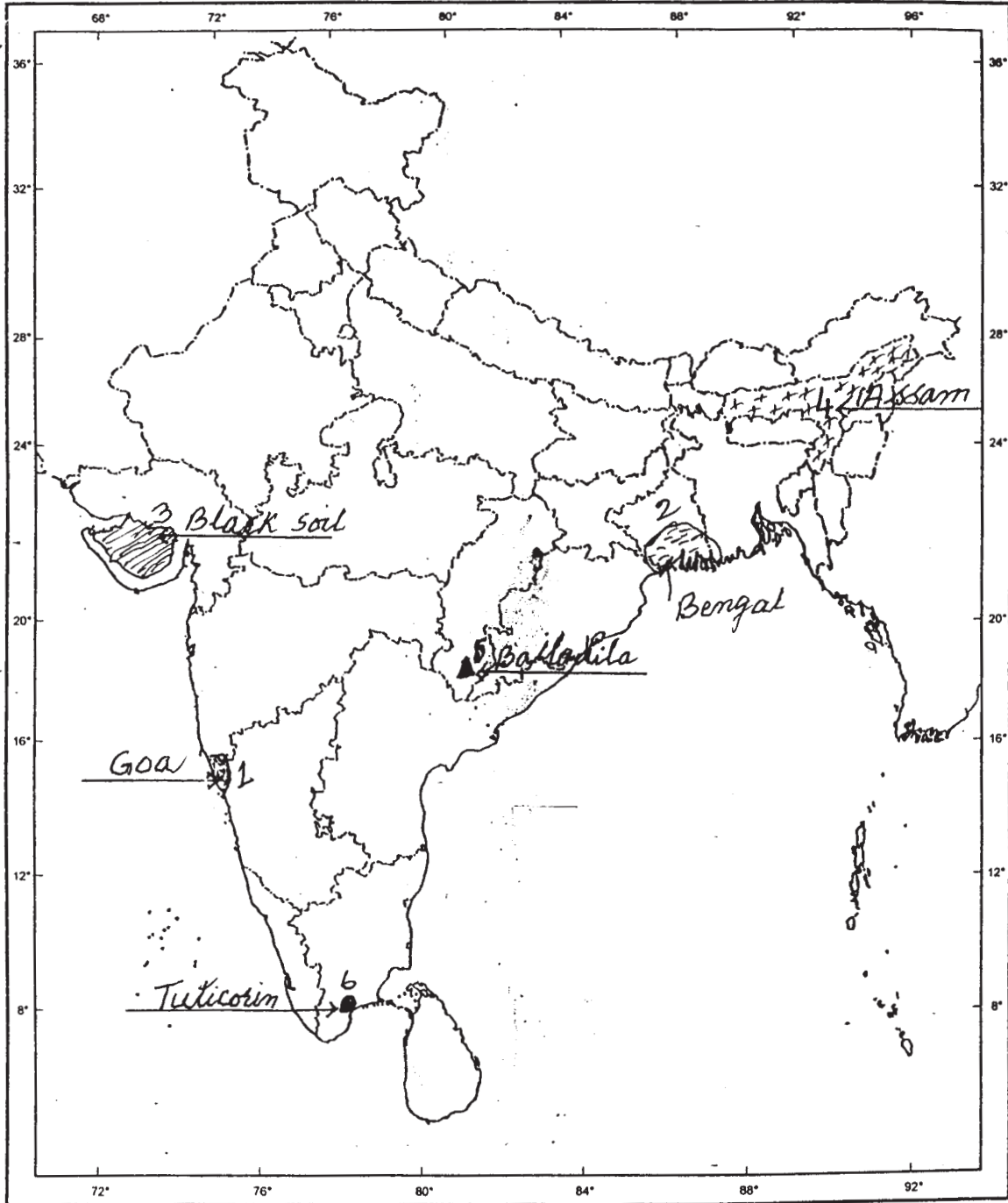
(b) Bad effect of globalisation :

For a large number of small producers and workers globalisation has posed major problems. These producers were not able to face the competition from large foreign producers and hence several of such production units had to shut down.

(TB4, Page 62)

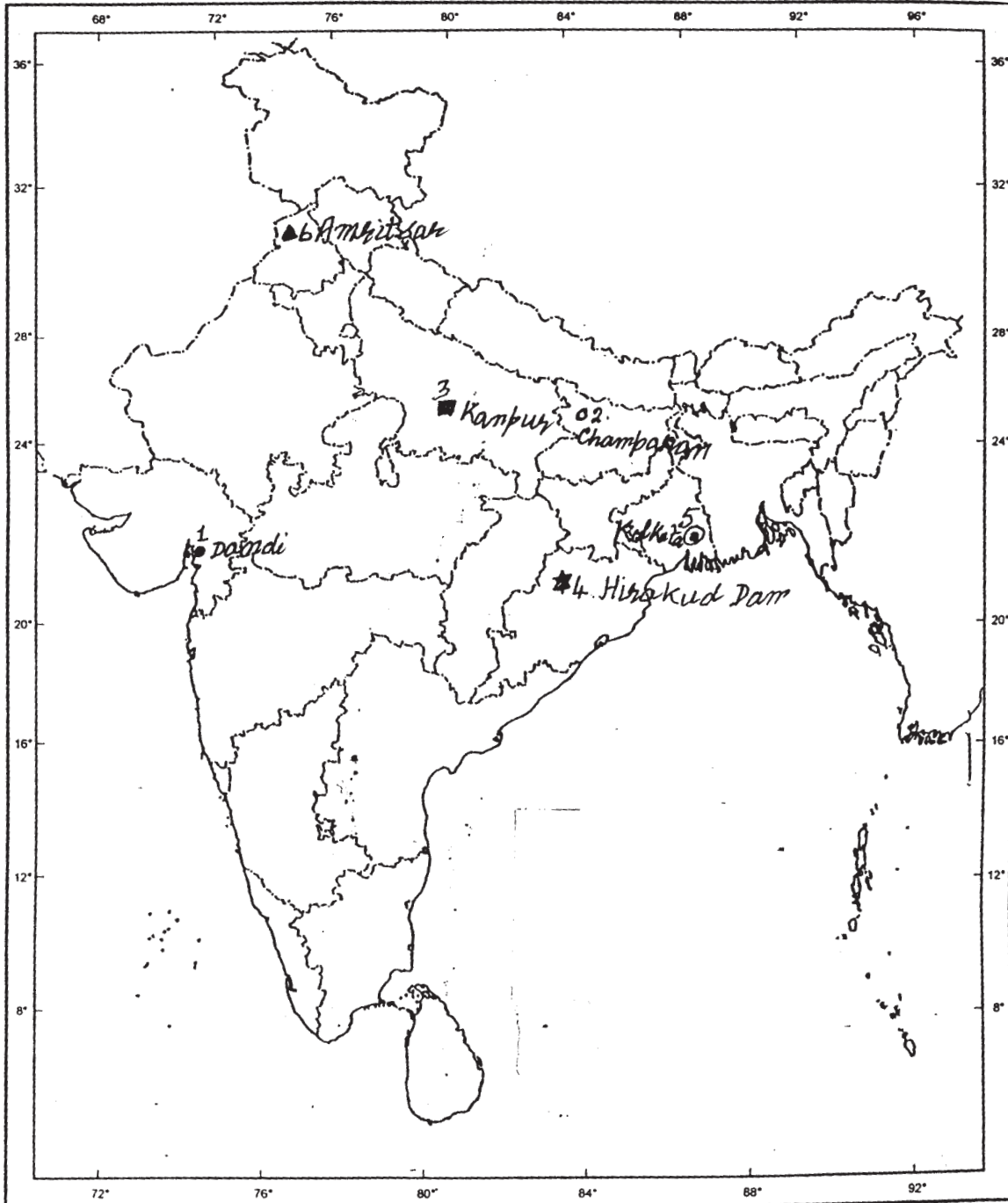
2+2=4

Q.29



OR

Q.29



29 For Blind Candidates only in lieu of map question

- (i) Ahmedabad
- (ii) Chauri Chaura
- (iii) Salal
- (iv) Indore
- (v) Tuticorin
- (vi) Uttar Pradesh

4x $\frac{1}{2}$ =2

Sample Question Paper II

Subject : Social Science Class : X Max Marks : 80 Time : 3 Hours

QUESTION-WISE ANALYSIS

<i>S.No. of Question</i>	<i>Unit & Ch. Number</i>	<i>Form of Ques.</i>	<i>Marks Allotted</i>	<i>Estimated Time</i>	<i>Estimated Difficulty level</i>
1	I,7	VSA	1	2 Minutes	C
2	II,5	"	1	"	C
3	II,6	"	1	"	C
4	II,6/7	"	1	"	C
5	III,3	"	1	"	C
6	III.4	"	1	"	C
7	III,7	"	1	"	C
8	IV,1	"	1	"	C
9	IV,1	"	1	"	C
10	IV,1	"	1	"	C
11	I,3	SA	3	"	C
12	I,3	SA	3	6 Min	C
13	I,4,5,6	"	3	"	A
14	I,4,5,6	"	3	"	B
15	I,8	"	3	"	B
16	II,7	"	3	"	B
17	III,8	"	3	"	A
18	IV,5	SA	3	"	B
19	I,1&2	LA	4	8 Min	C
20	II,1	"	4	"	B
21	II,4	"	4	"	B

<i>S.No. of Question</i>	<i>Unit & Ch. Number</i>	<i>Form of Ques.</i>	<i>Marks Allotted</i>	<i>Estimated Time</i>	<i>Estimated Difficulty level</i>
22	II,3	LA	4	"	B
23	III,1,2	"	4	"	B
24	III,3,4	"	4	8Minutes	B
25	III,3,5,6	"	4	"	B
26	IV, 3	"	4	"	B
27	IV 2	"	4	"	C
28	IV 4	LA	4	"	A
29		Map Q	2+4	5+10 Min.	A
Reference for abbreviations to Difficulty Level					
	A	Difficult	20%	16 Marks	
	B	Average	50%	40 Marks	
	C	Easy	30%	24 Marks	