

Marking Scheme
Strictly Confidential
(For Internal and Restricted use only)
Secondary School Examination, 2026 (2nd Board Examination)
SUBJECT NAME : Social Science
(Q.P. CODE / Set No. 087/32-8-3)

General Instructions: -

1	You are aware that evaluation is the most important process in the actual and correct assessment of the candidates. A small mistake in evaluation may lead to serious problems which may affect the future of the candidates, education system and teaching profession. To avoid mistakes, it is requested that before starting evaluation, you must read and understand the spot evaluation guidelines carefully.
2	“Evaluation policy is a confidential policy as it is related to the confidentiality of the examinations conducted, evaluation done and several other aspects. Its leakage to public in any manner could lead to derailment of the examination system and affect the life and future of millions of candidates. Sharing this policy/document to anyone, publishing in any magazine and printing in Newspaper/Website, etc. may invite action under various rules of the Board and IPC.”
3	Evaluation is to be done as per instructions provided in the Marking Scheme. It should not be done according to one’s own interpretation or any other consideration. Marking Scheme should be strictly adhered to and religiously followed. However, while evaluating, answers which are based on latest information or knowledge and/or are innovative, they may be assessed for their correctness otherwise and due marks be awarded to them. In Class-X, while evaluating two competency-based questions, please try to understand given answer and even if reply is not from marking scheme but correct competency is enumerated by the candidate, due marks should be awarded.
4	The Marking scheme carries only suggested value points for the answers. These are in the nature of Guidelines only and do not constitute the complete answer. The students can have their own expression and if the expression is correct, the due marks should be awarded accordingly.
5	The Head-Examiner must go through the first five answer books evaluated by each evaluator on the first day, to ensure that evaluation has been carried out as per the instructions given in the Marking Scheme. If there is any variation, the same should be zero after deliberation and discussion. The remaining answer books meant for evaluation shall be given only after ensuring that there is no significant variation in the marking of individual evaluators.
6	Evaluators will mark (✓) wherever answer is correct. For wrong answer CROSS ‘X’ be marked. Evaluators will not put right (✓) while evaluating which gives an impression that answer is correct and no marks are awarded. This is most common mistake which evaluators are committing.
7	If a question has parts, please award marks on the right-hand side for each part. Marks awarded for different parts of the question should then be totaled up and written in the left-hand margin and encircled. This may be followed strictly.
8	If a question does not have any parts, marks must be awarded in the left-hand margin and encircled. This may also be followed strictly.
9	If a student has attempted an extra question, answer of the question deserving more marks should be retained and the other answer scored out with a note “Extra Question” .
10	No marks to be deducted for the cumulative effect of an error. It should be penalized only once.

11	A full scale of marks _____ (example 0 to 80/70/60/50/40/30 marks as given in Question Paper) has to be used. Please do not hesitate to award full marks if the answer deserves it.
12	Every examiner has to necessarily do evaluation work for full working hours i.e., 8 hours every day and evaluate 20 answer books per day in main subjects and 25 answer books per day in other subjects (Details are given in Spot Guidelines). This is in view of the reduced syllabus and number of questions in question paper.
13	Ensure that you do not make the following common types of errors committed by the Examiner in the past :- • Leaving answer or part thereof unassessed in an answer book. • Giving more marks for an answer than assigned to it. • Wrong totaling of marks awarded on an answer. • Wrong transfer of marks from the inside pages of the answer book to the title page. • Wrong question wise totaling on the title page. • Wrong totaling of marks of the two columns on the title page. • Wrong grand total. • Marks in words and figures not tallying/not same. • Wrong transfer of marks from the answer book to online award list. • Answers marked as correct, but marks not awarded. (Ensure that the right tick mark is correctly and clearly indicated. It should merely be a line. Same is with the X for incorrect answer.) • Half or a part of answer marked correct and the rest as wrong, but no marks awarded.
14	While evaluating the answer books if the answer is found to be totally incorrect, it should be marked as cross (X) and awarded zero (0) Marks.
15	Any unassessed portion, non-carrying over of marks to the title page, or totaling error detected by the candidate shall damage the prestige of all the personnel engaged in the evaluation work as also of the Board. Hence, in order to uphold the prestige of all concerned, it is again reiterated that the instructions be followed meticulously and judiciously.
16	The Examiners should acquaint themselves with the guidelines given in the “ Guidelines for Spot Evaluation ” before starting the actual evaluation.
17	Every Examiner shall also ensure that all the answers are evaluated, marks carried over to the title page, correctly totaled and written in figures and words.
18	The candidates are entitled to obtain photocopy of the Answer Book on request on payment of the prescribed processing fee. All Examiners/Additional Head Examiners/Head Examiners are once again reminded that they must ensure that evaluation is carried out strictly as per value points for each answer as given in the Marking Scheme.
19	If a candidate attempts both alternatives/options in a question where only one option/alternative is required to be attempted, the Evaluator shall award marks in both the options. The system will take the higher of two scores and disregard the other response.
20	In a question having two options/alternatives, if a candidate has attempted only one, then the evaluator shall mark “NA” (Not attempted) against the option that has not been attempted by the candidate.

MARKING SCHEME
Social Science (Subject Code - 087)
(PAPER CODE: 32/8/3)

Q. No.	EXPECTED VALUE POINTS	Marks
	Section A (History)	20
1.	(D) IV, III, I, II Pg-31	1
2.	(B) Austria Pg-10	1
3.	(A) Louise Sebastien Mercier Pg-115	1
4.	(C) Willingness to make peace Pg-24	1
	For Visually Impaired Candidates only in lieu of Q, No. 2	
	(C) Kaiser William- I Pg-19	1
5.	‘Language played an important role in developing nationalist sentiments.’ Explain the statement in the context of Poland against Russian dominance. (i) Polish language was forced out of schools after Russian occupation and the Russian language was imposed everywhere. (ii) In 1831, an armed rebellion against Russian rule took place which was ultimately crushed. (iii) Many members of the clergy in Poland began to use language as a weapon of national resistance. (iv) Polish was used for Church gatherings and all religious instruction. (v) The use of Polish came to be seen as a symbol of the struggle against Russian dominance. (vi) Any other relevant point Any two points to be explained Pg-15	2x1=2
6.	Explain the role of culture in the formation of idea of the nation in Europe during the early nineteenth century. (i) Culture played an important role in creating the idea of the nation. Art, poetry, stories and music helped to express and shape nationalist feelings (ii) Romanticism, a cultural movement sought to develop a particular form of nationalist sentiment. Their effort was to create a sense of a shared collective heritage, a common cultural past, as the basis of a nation. (iii) Romantics such as the German philosopher Johann Gottfried Herder claimed that true German culture was to be discovered among the common people – das volk.	3x1=3

	(iv) Through folk songs, poetry and dances the true spirit of the nation (volksgeist) was popularised. (v) Collecting and recording various forms of folk culture was essential to the project of nation-building. (vi) The emphasis on vernacular language and the collection of local folklore was not just to recover an ancient national spirit, but also to carry the modern nationalist message to large audiences who were mostly illiterate. (vii) Karol Kurpinski celebrated the national struggle through his operas and music, turning folk dances like the polonaise and mazurka into nationalist symbols. (viii) Language also played an important role in developing nationalist sentiments. The use of Polish came to be seen as a symbol of the struggle against Russian dominance in Poland. (ix) Any other relevant point. Any three points to be explained Pg-13	
	OR	
(b)	Explain the role of imperialism in leading Europe towards the First World War in 1914. (i) Many countries in the world which had been colonised by the European powers in the nineteenth century began to oppose imperial domination (ii) The major European powers manipulated the nationalist aspirations of the subject peoples in Europe to further their own imperialist aims. (iii) The Balkans was a region of geographical and ethnic variation, which was under the control of Ottoman empire (iv) The Balkan peoples based their claims for independence or political rights on nationality. (v) During this period, there was intense rivalry among the European powers over trade and colonies as well as naval and military might. (vi) Big European powers like Russia, Germany, England, Austro-Hungary were keen on countering the hold of other powers over the Balkan region of Europe and extending their own control over the area. (vii) This led to a series of wars in the region and finally the First World War. Nationalism, aligned with imperialism, led Europe to disaster in 1914. (viii) Any other relevant point. Any three points to be explained Pg- 26	3x1=3
7. (a)	Explain the role of countryside, rich peasants in ‘Civil Disobedience Movement’. (i) In the countryside, rich peasant communities like the Patidar of Gujarat and the Jats of Uttar Pradesh were active in the movement.	5x1=5

	(ii) Rich peasants were producers of commercial crops, so they were very hard hit by the trade depression and falling prices. (iii) As their cash income disappeared, they found it impossible to pay the government revenue. (iv) The refusal of the government to reduce the revenue demand led to widespread resentment. (v) These rich peasants became enthusiastic supporters of the CDM. (vi) They organised their communities, and forced reluctant members to participate in the boycott programmes of the Civil Disobedience Movement. (vii) Their fight for swaraj was a struggle against high revenues. (viii) Any other relevant point Any five points to be explained Pg-41	
	OR	
(b)	Explain the role of working classes in 'Civil Disobedience Movement'. (i) The industrial working classes did not participate in the Civil Disobedience Movement in large numbers, except in the Nagpur region. (ii) As the industrialists came closer to the Congress, workers stayed aloof. (iii) Some workers did participate in the Civil Disobedience Movement, selectively adopting some of the ideas of the Gandhian programme, like boycott of foreign goods, as part of their own movements against low wages and poor working conditions. (iv) There were strikes by railway workers in 1930 and dockworkers in 1932. (v) In 1930 thousands of workers in Chhotanagpur tin mines wore Gandhi caps and participated in protest rallies and boycott campaigns. (vi) Congress was reluctant to include workers' demands as part of its programme of struggle. It felt that this would alienate industrialists and divide the anti-imperial forces. (vii) Any other relevant point Any five points to be explained pg-42	5x1=5
8.	Read the given source carefully and answer the questions that follow: Print Comes to India The printing press first came to Goa in India with Portuguese missionaries in the mid-sixteenth century. Jesuit priests learnt Konkani and printed several tracts. By 1674, about 50 books had been printed in the Konkani and in Kanara languages. Catholic priests printed the first Tamil book in 1579 at Cochin, and in 1713 the first Malayalam book was printed by them. By 1710, Dutch Protestant missionaries had printed 32 Tamil texts, many of them translations of older works. The English language press did not grow in India till quite late even though the English East India Company began to import presses from the late seventeenth century.	1+1+2=4

	(8.1) Mention the method of printing used in India, before the advent of printing technology. (1) - Hand written manuscript (8.2) Why did western missionaries give importance to printing in India? (1) - They wanted to spread Christianity (8.3) Explain the role of printing in Indian National Movement. (2X1=2) (i) Print connected people in different parts of India. (ii) Newspapers conveyed news from one place to another, creating pan-Indian identities. (iii) Many newspapers spread nationalistic sentiment among the people. (iv) Social reformers like Raja Ram Mohan Roy published books to reform society and spread awareness. (v) Any other relevant point. Any two points to be explained	
9.	PLEASE SEE THE ATTACHED MAP For Visually Impaired candidates only in lieu of Q, No. 9 9.1 Nagpur 9.2 Ahmadabad	2x1=2
	Section-B (Geography)	20
10.	(C) (A) is true, but (R) is false. Pg 8	1
11.	(C) Only I, II and IV are correct. Pg-50	1
12.	(D) Blood-less Revolution. Pg-39	1
13.	(B) Bandhavgarh National Park- Madhya Pradesh. Pg-15	1
14.	(D) III, I, IV, II Pg-53	1
15.	“Resource planning is a complex process.” Support the statement with example (i) Resource planning is a complex process which involves identification and inventory of resources across the regions of the country. (ii) This involves surveying, mapping and qualitative and quantitative estimation and measurement of the resources. (iii) Evolving a planning structure endowed with appropriate technology, skill and institutional set up for implementing resource development plans. (iv) Matching the resource development plan with overall national development plans is a part of resource planning. (v) Any other relevant point Any three points to be explained. Pg-3	3x1=3

16. (a)	Describe the main characteristics of iron and steel industry in India (i) The iron and steel industry is the basic industry since all the other industries — heavy, medium and light, depend on it for their machinery. (ii) Steel is needed to manufacture a variety of engineering goods, construction material, defence, medical, telephonic, scientific equipment and a variety of consumer goods. (iii) Production and consumption of steel is often regarded as the index of a country's development. (iv) Iron and steel is a heavy industry because all the raw materials as well as finished goods are heavy and bulky entailing heavy transportation costs. (v) Chhotanagpur plateau region has the maximum concentration of iron and steel industries. (vi) This region has many advantages for the development of this industry. These include, low cost of iron ore, high grade raw materials in proximity, cheap labour and vast growth potential in the home market. (vii) Any other relevant point Any five points to be explained Pg-64	5x1=5
	OR	
(b)	Describe the main characteristics of fertilizer industry in India. (i) The fertilizer industry is centred around the production of nitrogenous fertilizers (mainly urea), phosphatic fertilizers and ammonium phosphate (DAP) and complex fertilizers which have a combination of nitrogen (N), phosphate (P), and potash (K). (ii) Potash is entirely imported as the country does not have any reserves of commercially usable potash or potassium compounds in any form. (iii) After the Green Revolution the industry expanded to several other parts of the country. (iv) Gujarat, Tamil Nadu, Uttar Pradesh, Punjab and Kerala contribute towards half of the fertilizer production. (v) Other significant producers are Andhra Pradesh, Odisha, Rajasthan, Bihar, Maharashtra, Assam, West Bengal, Goa, Delhi, Madhya Pradesh and Karnataka (vi) Any other relevant point Any five points to be explained Pg-65	5x1=5
17.	Read the given source carefully and answer the questions that follow: Dam A dam is a barrier across flowing water that obstructs, directs or retards the flow, often creating a reservoir, lake or impoundment. "Dam" refers to the reservoir rather than the structure. Most dams have a section called a spillway or weir over which or through which it is intended that water will flow either intermittently or continuously. Dams are classified according to structure, intended purpose or height. Based on structure and the materials used, dams are classified as timber dams, embankment dams or masonry dams, with several subtypes. According to the height, dams can be categorised as large dams and major dams or alternatively as low dams, medium height dams and high dams.	1+1+2=4

	(17.1) Define the term Dam. (1) - A dam is a barrier to flowing water that obstruct, direct or refeeds the flow often creating a reservoir, lake or impoundment. (17.2) How do dams help in water management? (1) - Dams manage flow of water and through canals provide water for irrigation. (17.3) Why are dams called as multipurpose projects? (2X1=2) (i) Dams control flood water. (ii) Through canals, dams provide water for agriculture. (iii) They are a source of electricity generation. (iv) Dams provide water for domestic and industrial use. (v) Dams provide inland navigation. (vi) Dams promote fish breeding. (vii) Any other relevant point. Any two points to be explained	
18.	PLEASE SEE THE ATTACHED MAP For Visually Impaired candidates only in lieu of Q, No. 18 (Attempt any three) 18.1 Bhilai 18.2 Noida 18.3 Vishakhapatnam 18.4 Chennai/Meenambakkam	3x1=3
	Section-C (Political Science)	20
19.	(C) North and Eastern Pg-3 For Visually Impaired candidates only in lieu of Q, No. 21 (D) Sinhalese Pg-2	1 1
20.	(C) a-ii, b-iv, c-i, d-iii Pg-56	1
21.	(D) Municipal Corporations Pg-25	1
22.	(A) Power shared among different organs of government Pg-8	1
23.	(B) French Pg-2	1

24.	Explain any two provisions in the Indian Constitution that promote gender equality. (i) Universal Adult Franchise promotes gender equality. (ii) Under Right to Equality, discrimination on any ground is prohibited. (iii) Equality before law is guaranteed in the Indian Constitution. (iv) Seats are reserved for women in the legislatures. (v) Any other relevant point Any two points to be explained Pg 31	2x1=2
25. (a)	How is democracy a responsible form of government? Explain. (i) Democracy produces a government that is accountable to the citizens, and responsive to the needs and expectations of the citizens. (ii) Democratic government is a legitimate government. (iii) Democracy is based on the idea of deliberation and discussion (iv) Democracy produces a government that follows due procedures before taking decisions. (v) Regular free and fair elections make democracy a responsible form of government. (vi) Any other relevant point Any two points to be explained Pg-65	2x1=2
	OR	
(b)	How is democracy successful in reducing economic inequality? Explain. (i) Democracy is based on the principle of equality. (ii) Democracy provides equal opportunities for economic development (iii) Democratic governments are welfare governments and they provide incentives to people through various schemes. (iv) Democratic governments work towards equitable distribution of resources (v) Any other relevant point Any two points to be explained Pg-69	2x1=2
26.	Explain the role of political parties in the law making process of the country. (i) Laws are introduced in the form of bills in legislatures generally by ruling parties. (ii) Political parties make the laws based on their ideologies. (iii) Laws are supported or opposed in legislature by the political parties based on their policies. (iv) Both ruling and opposition parties play an important role in the process of law making. (v) Any other relevant point Any three points to be explained Pg 49	3x1=3
27.	“Treating women equally is an essential condition for democracy.” Examine the statement. (i) Democracy is based on the principle of equality.	3x1=3

	(ii) The practice of Universal Adult Franchise in democracy ensures gender based equality. (iii) Once the principle of equality is recognised it becomes easier for women to wage a struggle against what is now unacceptable legally and morally. (iv) Women constitute half of the population; democracy cannot achieve its goal of equality without treating women equally. (v) Any other relevant point. Any three points to be explained. Pg-71	
28. (a)	Examine the characteristics of federal system of government in the context of India. (i) There are three tiers of govt. in India- Centre, State and Local bodies. (ii) Different tiers of govt. govern the same people but each has its own jurisdiction. (iii) The jurisdiction of each tier of government is specified in the constitution with the help of three lists. (iv) The fundamental provisions of the constitution cannot be changed by one level of govt. (v) Sources of revenue for each level of government are specified in the constitution. (vi) Judiciary has the power to interpret the constitution in India. (vii) Any other relevant point. Any five points to be examined. Pg-15	5x1=5
	OR	
(b)	Examine the provisions made for local self-government by the 1992 constitutional amendment. (i) It is constitutionally mandatory to hold regular elections to local govt. bodies. (ii) Seats are reserved in the electoral bodies and the executive heads of these institutions for Scheduled Castes, Scheduled Tribes and Other Backward Classes. (iii) At least one-third of all positions are reserved for women. (iv) An independent institution called the State Election Commission has been created in each state to conduct Panchayat and Municipal elections. (v) The state governments are required to share some powers and revenue with local govt. bodies. (vi) Any other relevant point. Any five points to be examined. Pg-24	5x1=5
	Section-D (Economics)	20
29.	(A) Both (A) and (R) are true and (R) is the correct explanation of (A) Pg-21	1

30.	(B) To protect domestic producers from foreign competition. Pg-64	1
31.	(A) Proportion of literate population in 7 and above age group. Pg-10	1
32.	(B) Per Capita income, Education status and Health status Pg-13	1
33.	(D) 2,34,000 crores Pg-23	1
34.	(C) Landlord Pg-50	1
35.	Why is Average Income an important criterion for development? Explain (i) Income is considered to be one of the most important attributes for the development of a country. (ii) Countries with higher income are more developed than others with less income. (iii) More income means more of all things that human beings need. (iv) Different countries have different populations, so Average Income which is the total income of the country divided by its population is more accurate to assess the development of a country. (v) Any other relevant point Any two points to be explained Pg-8	2x1=2
36.	“Globalization is the process of rapid integration between countries.” Justify the statement with examples. (i) Globalisation is the process of rapid integration and interconnection between countries through trade, investment and movement of people. (ii) It has led to the expansion of economic activities across the world. (iii) One major reason for globalisation is the growth of multinational companies(MNCs). These companies set up production units in different countries for maximisation of their profits. (iv) MNCs are not only selling their finished products globally, but they produce goods and services globally. (v) Foreign trade has been the main channel connecting countries. (vi) Foreign trade creates an opportunity for the producers to reach beyond the domestic market. (vii) Foreign trade results in connecting the markets or integration of markets in different countries. (viii) Any other relevant point Any two points to be explained Pg-58	3x1=3
37. (a)	Explain with examples the differences between the public and private sectors of the Indian economy. (i) In public sector most of the assets are government owned while in private sector they are owned by the Individual or enterprises. (ii) Activities in the private sector are guided by the motive to earn profits while the public sector focuses on welfare of people.	5x1=5

	(iii) The activities which require higher spending may not be undertaken by the private sector but by the public sector. (iv) Development of infrastructure is managed by the public sector as they have access to huge funds which the private sector lacks. (v) The Private sector will not provide several things needed by the society as a whole at a reasonable cost while public sector will provide (vi) There are a large number of activities which are the primary responsibility of the government so public sector has to undertake them whereas private sector is not bound. (vii) Reliance and Tata Iron and Steel are some examples of Private sector industries while BHEL, Bharat Electronics are some of the Public Sector industries. (viii) Any other relevant point Any five points to be explained Pg-32	
	OR	
(b)	Explain with examples the difference between the organized and unorganized sectors of the Indian Economy. (i) Organised sector covers those enterprises or places of work where the terms of employment are regular whereas in unorganised sector terms of employment are not regular. (ii) Organised Sectors are registered by the government and have to follow its rules and regulations which are given in various laws such as the Factories Act, Minimum Wages Act, Payment of Gratuity Act, Shops and Establishments Act etc while unorganised sectors do not follow the rules strictly. (iii) Organised sector follows formal processes and procedures while unorganised sector does not. (iv) Workers in the organised sector enjoy security of employment while there is no such security in unorganised sector (v) There are fixed working hours in organised sector and if employees work extra hours they are paid for it. Whereas there are no fixed working hours in unorganised sector. (vi) Workers get medical benefits in organised sector while such facility may not be available in unorganised sector. (vii) Any other relevant point Any five points to be explained. Pg-30	5x1=5

38.	Read the following source carefully and answer the questions that follow: Loans from Cooperatives Besides banks, the other major source of cheap credit in rural areas are the cooperative societies (or cooperatives). Members of a cooperative pool their resources for cooperation in certain areas. There are several types of cooperatives possible such as farmers cooperatives, weavers cooperatives, industrial workers cooperatives, etc. Krishak Cooperative functions in a village not very far away from Sonpur. It has 2300 farmers as members. It accepts deposits from its members. With these deposits as collateral, the Cooperative has obtained a large loan from the bank. These funds are used to provide loans to members. Once these loans are repaid, another round of lending can take place. Krishak Cooperative provides loans for the purchase of agricultural implements, loans for cultivation and agricultural trade, fishery loans, loans for construction of houses and for a variety of other expenses. 38.1 Under which source of credit do cooperative societies fall? (1) -Formal source of credit. 38.2 Mention the main sources of credit of cooperative societies? (1) -Bank. 38.3 Explain the role of cooperative societies in rural development. (2X1=2) (i) They enable rural people to avail loan without collateral. (ii) They also provide loans for the purchase of agricultural implements, for cultivation, agricultural trade, fishery loans, loans for construction of houses and for a variety of other expenses (iii) Any other relevant point Any two points to be explained	1+1+2=4
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प्रश्न सं. 9 और 18 के लिए मानचित्र

Map for Q. No. 9 and 18

Q.P. Code: 32/8/1, 32/8/2, 32/8/3

