

Marking Scheme
Strictly Confidential
(For Internal and Restricted use only)
Secondary School Examination, 2026 (Xth)
SOCIAL SCIENCE. (087) (Q.P. CODE /Set No 32/4/2)

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 question paper has been divided into four (04) sections i.e. Section-A, Section-B, Section-C and Section-D. Section- A is History, Section-B is Geography, Section-C is Political Science and Section-D is Economics. 1. Students will divide the answer book in 04 sections in Social Science for writing answers.2. Replies of questions are to be written only within the space identified for the concerned section only.3. Reply of a section should not be written or mixed in any other section.4. In case, if replies are mixed, these will not be evaluated, and no marks will be awarded.5. Such mistakes will not be accepted and addressed even during verification or revaluation process after the results are declared.
5	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.
6	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.
7	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.
8	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.
9	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.
10	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” .
11	No marks to be deducted for the cumulative effect of an error. It should be penalized only once.

12	A full scale of marks 80_ (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.
13	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.
14	<p>Ensure that you do not make the following common types of errors committed by the Examiner in the past :-</p> <ul style="list-style-type: none"> • 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.
15	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.
16	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.
17	The Examiners should acquaint themselves with the guidelines given in the “ Guidelines for Spot Evaluation ” before starting the actual evaluation.
18	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.
19	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.

MARKING SCHEME
Social Science (Subject Code- 087)
(PAPER CODE: 32/4/2)-2026

Set-2

M.M: 80

Q. No.	EXPECTED VALUE POINTS	Pg. No.	Marks
	SECTION – A (History)		
1.	(D) Book making Note: Following question is for Visually Impaired Candidates only in lieu of question no. 1. (D) Batala	105 125	1 1
2.	(C) Jyotiba Phule - Gulamgiri	126	1
3.	(A) Both (A) and (R) are true and (R) is the correct explanation of (A).	55	1
4.	(C) IV, III, II, I	35,38, 41,44	1
5.(a)	<p>“Food offered many examples of long-distance cultural exchange during pre-modern times.” Explain the statement with any two examples.</p> <p>(i) Common food such as potatoes, soya, groundnuts, maize, tomatoes, chillies, sweet potatoes etc are believed to be introduced in Europe and Asia from America.</p> <p>(ii) Spaghetti and noodles travelled west from China.</p> <p>(iii) Any other relevant point.</p> <p>(Any two points to be explained.)</p> <p style="text-align: center;">OR</p>	54	2x1= 2
5.(b)	<p>Trade and cultural exchange went hand-in-hand during pre-modern times.” Explain the statement with any two examples.</p> <p>(i) The silk routes are example of pre-modern trade and cultural links between distant parts of the world.</p> <p>(ii) Chinese silk, pottery and textiles from India and Southeast Asia travelled to Europe and precious metals flowed from Europe to Asia.</p> <p>(iii) Early Christian missionaries and Muslim preachers travelled this route to Asia.</p> <p>(iv) Buddhism emerged from eastern India and spread in several directions through intersecting points on the silk routes.</p> <p>(v) Any other relevant point.</p> <p>(Any two points to be explained.)</p>	54	2x1=2

<p>6.(a)</p>	<p>Evaluate the role of print in the French Revolution.</p> <ul style="list-style-type: none"> (i) Print popularised the ideas of the Enlightenment thinkers. (ii) Their writings provided a critical commentary on tradition, superstition and despotism. (iii) They argued for the rule of reason rather than custom, and demanded that everything be judged through the application of reason and rationality. (iv) They attacked the sacred authority of the Church and the despotic power of the state, thus eroding the legitimacy of a social order based on tradition. (v) The writings of Voltaire and Rousseau were read widely; and those who read these books saw the world through new eyes, that were questioning, critical and rational. (vi) Print created a new culture of dialogue and debate. (vii) All values, norms and institutions were re-evaluated and discussed by a public that had become aware of the power of reason, and recognised the need to question existing ideas and beliefs. (viii) By the 1780s there was an outpouring of literature that mocked the royalty and criticised their morality and raised questions about the existing social order. (ix) Cartoons and caricatures suggested that the monarchy remained absorbed only in sensual pleasures and common people kept on suffering immense hardships. (x) Any other relevant point. <p>(Any three points to be evaluated.)</p> <p style="text-align: center;">OR</p>	<p>115</p>	<p>3x1=3</p>
<p>6.(b)</p>	<p>Evaluate the role of Buddhist Missionaries in printing culture.</p> <ul style="list-style-type: none"> (i) Buddhist missionaries from China introduced hand-printing technology into Japan around AD 768-770. (ii) The oldest Japanese book, printed in AD 868, is the Buddhist Diamond Sutra, containing six sheets of text and woodcut illustrations. (iii) Pictures were printed on textiles, playing cards and paper money. (iv) In the late eighteenth century, in the flourishing urban circles at Edo (later to be known as Tokyo), illustrated collections of paintings depicted an elegant urban culture. (v) Libraries and bookstores were packed with hand-printed material of various types – books on women, musical instruments, calculations, tea ceremony, flower arrangements, proper etiquette, cooking and famous places. (vi) Any other relevant point. <p>(Any three points to be evaluated.)</p>	<p>106</p>	<p>3x1=3</p>

7.(a)	<p>Describe the role of Balkans in outbreak of World War-I.</p> <ul style="list-style-type: none"> (i) The Balkans was a region of geographical and ethnic variation comprising modern-day Romania, Bulgaria, Albania, Greece, Macedonia, Croatia, Bosnia-Herzegovina, Slovenia, Serbia and Montenegro whose inhabitants were broadly known as the Slavs. (ii) A large part of the Balkans was under the control of the Ottoman Empire. (iii) The spread of the ideas of romantic nationalism in the Balkans together with the disintegration of the Ottoman Empire made this region very explosive. (iv) One by one, European subject nationalities of ottoman Empire broke away from its control and declared independence. (v) The Balkan peoples based their claims for independence or political rights on nationality and used history to prove that they had once been independent but had subsequently been subjugated by foreign powers. (vi) As the different Slavic nationalities struggled to define their identity and independence, the Balkan area became an area of intense conflict. (vii) The Balkan states were fiercely jealous of each other and each hoped to gain more territory at the expense of the others. (viii) There was intense rivalry among the European powers over trade and colonies as well as naval and military might in this region. (ix) Each power – Russia, Germany, England Austro-Hungary – was keen on countering the hold of other powers over the Balkans, and extending its own control over the area. (x) This led to a series of wars in the region and finally the First World War. (xi) Any other relevant point. <p>(Any five points to be described.)</p> <p style="text-align: center;">OR</p>	26	5X1=5
7.(b)	<p>Describe the role of European artists in promoting nationalism during nineteenth century.</p> <ul style="list-style-type: none"> (i) Artists played an important role in creating the idea of the nation through art and poetry, stories and music. (ii) Romantic artists and poets generally criticised the glorification of reason and science and focused instead on emotions, intuition and mystical feelings. (iii) Their effort was to create a sense of a shared collective heritage, a common cultural past, as the basis of a nation. (iv) Romantics such as the German philosopher Johann Gottfried Herder (1744-1803) claimed that true German culture was to be discovered among the common people – das volk. (v) Folk songs, folk poetry and folk dances were popularized as the true spirit of the nation (volksgeist). (vi) Collecting and recording these forms of folk culture was essential to the project of nation-building. (vii) They emphasised on vernacular language and the collection of local folklore was not just to recover an ancient national spirit, but also to 	13	5X1=5

	<p>carry the modern nationalist message to large audiences who were mostly illiterate.</p> <p>(viii) Karol Kurpinski of Poland celebrated the national struggle through his operas and music, turning folk dances like the polonaise and mazurka into nationalist symbols.</p> <p>(ix) The Grimm Brothers of Germany collected folk tales and published them as they wanted to develop German language to oppose French domination.</p> <p>(x) Any other relevant point.</p> <p>(Any five points to be described.)</p>		
8.	<p>Read the given source carefully and answer the questions that follow:</p> <p><i>Quit India Movement</i></p> <p><i>The failure of the Cripps Mission and the effects of World War II created widespread discontentment in India. This led Gandhiji to launch a movement calling for complete withdrawal of the British from India. The Congress Working Committee, in its meeting in Wardha on 14 July 1942, passed the historic 'Quit India' resolution demanding the immediate transfer of power to Indians and quit India. On 8th August 1942 in Bombay, the All India Congress Committee endorsed the resolution which called for a non-violent mass struggle on the widest possible scale throughout the country. It was on this occasion that Gandhiji delivered the famous 'Do or Die' speech. The call for 'Quit India' almost brought the state machinery to a standstill in large parts of the country as people voluntarily threw themselves into the thick of the movement. People observed hartals, and demonstrations and processions were accompanied by national songs and slogans. The movement was truly a mass movement which brought into its ambit thousands of ordinary people, namely students, workers and peasants. It also saw the active participation of leaders, namely, Jayprakash Narayan, Aruna Asaf Ali and Ram Manohar Lohia and many women such as Matangini Hazra in Bengal, Kanaklata Barua in Assam and Rama Devi in Orissa. The British responded with much force, yet it took more than a year to suppress the movement.</i></p>	49	1+1+2 =4
(8.1)	<p>How did the failure of the Cripps Mission contribute to the launch of the Quit India Movement? (1)</p> <p>(i) The failure of the Cripps Mission created widespread discontentment in India. This led Gandhiji to launch Quit India movement calling for complete withdrawal of the British from India.</p> <p>(ii) Any other relevant point.</p> <p>(Any one point to be explained.)</p>		
(8.2)	<p>Why was Gandhiji's call for 'the Quit India' considered historic? (1)</p> <p>(i) The Congress Working Committee, in its meeting in Wardha on 14 July 1942, passed the historic 'Quit India' resolution demanding the immediate transfer of power to Indians and quit India.</p> <p>(ii) On 8th August 1942 in Bombay, the All India Congress Committee endorsed the resolution which called for a non-violent mass struggle on the widest possible scale throughout the country. It was on this occasion that Gandhiji delivered the famous 'Do or Die' speech.</p> <p>(iii) The call for 'Quit India' almost brought the state machinery to a standstill in large parts of the country as people voluntarily threw themselves into the thick of the movement.</p> <p>(iv) Any other relevant point.</p> <p>(Any one point to be explained.)</p>		

(8.3)	<p>Explain the role of women in making the Quit India Movement more inclusive. (2x1=2)</p> <p>(i) The Quit India movement saw the active participation of many women leaders like Aruna Asaf Ali and Matangini Hazra in Bengal, Kanaklata Barua in Assam and Rama Devi in Orissa.</p> <p>(ii) They participated in large numbers in hartals, and demonstrations and processions accompanied by national songs and slogans.</p> <p>(iii) Any other relevant point.</p> <p>(Any two point to be explained.)</p>		
9.	<p>- Please see Attached map.</p> <p>Note: Following question is for Visually Impaired Candidates only in lieu of Question No. 9.</p> <p>9.1. Name the place where Gandhiji broke the Salt Law. - Dandi</p> <p>9.2. Name the place where the session of Indian National Congress was held in 1920 in Eastern India. - Calcutta (Kolkata)</p>		<p>1+1=2</p> <p>1</p> <p>1</p>
	<p>SECTION – B</p> <p>Geography</p>		
10.	(A) Sugarcane	36	1
11.	(D) Forest	5	1
12.	(A) Non-Metallic	43	1
13.	(D) a-ii, b-iv, c-i, d-iii	15	1
14.	(B) Tehri	16	1
15.	(C) Arid Soil	9	1
16.	<p>If every farmer in India follows modern farming practices, explain any two positive changes this could bring to villages.</p> <p>(i) Modern farming practices will facilitate optimum use of water and other resources.</p> <p>(ii) There will be increase in agricultural productivity.</p> <p>(iii) Economic status will get better.</p> <p>(iv) More employment opportunities will be generated.</p> <p>(v) Any other relevant point.</p> <p>(Any two points to be explained.)</p>	38	2x1=2

17.(a)	<p>Examine the importance of Bio-gas energy in rural areas.</p> <ul style="list-style-type: none"> (i) Shrubs, farm waste, animal and human waste are used to produce biogas for domestic consumption in rural areas. (ii) Decomposition of organic matter yields gas, which has higher thermal efficiency in comparison to kerosene, dung cake and charcoal. (iii) Biogas plants are set up at municipal, cooperative and individual levels. (iv) The plants using cattle dung are known as '<i>Gobar gas plants</i>' in rural India. (v) These provide twin benefits to the farmer in the form of energy and improved quality of manure. (vi) It is by far the most efficient use of cattle dung. (vii) It improves the quality of manure and also prevents the loss of trees and manure due to burning of fuel wood and cow dung cakes. (viii) Any other relevant point. <p>(Any five points to be examined.)</p>	54	5X1=5
OR			
17.(b)	<p>Examine the significance of natural gas for industrial usage.</p> <ul style="list-style-type: none"> (i) Natural Gas is a very important clean energy resource which is found with petroleum deposits and is released when crude oil is brought to the surface. (ii) It is used as fuel in power sector to generate electricity. (iii) It is used for heating purpose in industries. (iv) It is used as raw material in chemical, petrochemical and fertilizer industries. (v) With the expansion of gas infrastructure and local city gas distribution (COD) networks, natural gas is also emerging as a preferred transport fuel (CNG). (vi) It is also used as cooking fuel. (vii) Any other relevant point. <p>(Any five points to be examined.)</p>	52	5X1=5
18.	<p>Read the given source and answer the questions that follow:</p> <p style="text-align: center;"><i>Sardar Sarovar Project</i></p> <p><i>Sardar Sarovar Dam has been built over the Narmada river in Gujarat. This is one of the largest water resources projects of India covering four states – Maharashtra, Madhya Pradesh, Gujarat and Rajasthan. The Sardar Sarovar Project would meet the requirement of water in drought prone and desert areas. Sardar Sarovar Project will provide irrigation facilities to 18.45 lakh hectare of land, covering 3112 villages in 15 districts of Gujarat. It will also irrigate 2,46,000 hectares of land in the strategic desert districts of Barmer and Jalore in Rajasthan and 37,500 hectares in the tribal hilly tract of Maharashtra through lift. About 75% of the command area in Gujarat is drought prone while entire command in Rajasthan is drought prone. Assured water supply will soon make this area drought proof.</i></p>	23	1+1+2 =4

(18.1)	<p>Why is Sardar Sarovar Project considered important for Gujarat? (1)</p> <p>(i) Sardar Sarovar Project provides irrigation facilities to 18.45 lakh hectare of land, covering 3112 villages in 15 districts of Gujarat.</p> <p>(ii) Any other relevant point. (Any one point to be explained.)</p>		
(18.2)	<p>Why is Sardar Sarovar Project designed to cover four states? (1)</p> <p>(i) The Sardar Sarovar Project is designed to cover the requirement of water in drought prone and desert areas of all these four states.</p> <p>(ii) It is also aimed to provide irrigation facilities in some areas in Gujarat, Rajasthan and Maharashtra.</p> <p>(iii) Any other relevant point. (Any one point to be explained.)</p>		
(18.3)	<p>In what ways does this project promote sustainability? (2x1=2)</p> <p>(i) Sardar Sarovar Projects provides drinking water facilities to the draught prone areas of these states.</p> <p>(ii) It irrigates large areas of agricultural lands ensuring food security to large number of populations.</p> <p>(iii) It also generates hydro-electric energy which is renewable and clean energy source.</p> <p>(iv) It also ensures recharge of ground water supporting sustainable water management.</p> <p>(v) Any other relevant point. (Any two points to be explained.)</p>		
19.	<p>- Please see attached Map</p> <p>Note: Following question is for Visually Impaired Candidates only in lieu of Question No. 19. (Attempt any three)</p> <p>(i) Name the dam built on River Chenab in India. - Salal Dam</p> <p>(ii) Name the place where nuclear power plant is located in Maharashtra. - Tarapur</p> <p>(iii) Name the place where software technology park is located in Tamil Nadu - Chennai</p> <p>(iv) Name the place where international airport is located in Punjab. - Amritsar</p>		<p>1+1+1 =3</p> <p>1</p> <p>1</p> <p>1</p> <p>1</p>

	SECTION – C Political Science																
20.	(D) Thinking accommodations of various demands Note: Following question is for Visually Impaired Candidates only in lieu of question no. 20. (D) Towards citizens	64 65	1 1														
21.	(B) Only i, ii and iv are correct	24-25	1														
22.	(A) Communist Party of India (M) and Bhartiya Janta Party	54-55	1														
23.	(A) Both (A) and (R) are correct and (R) is the correct explanation of (A).	3	1														
24.	Suggest two measures to ensure equal opportunities for women in all professions. (i) Women should be given the same access of quality education and skill training. (ii) Government should ensure equal wages for women as men for doing the same work. (iii) Government should ensure the enforcement of laws to prevent discrimination against women in hiring, promotion and workplace treatment. (iv) Employers must ensure safety for women at work places. (v) Any other relevant point. (Any two suggested measures to be explained.)	31	2X1=2														
25.	Differentiate between democracy and dictatorship. <table><tr><th>Democracy</th><th>Dictatorship</th></tr><tr><td>(i) It is a form of Government where people elect their leaders.</td><td>(i) A form of government where people have no role in selecting the ruler.</td></tr><tr><td>(ii) Government is accountable to the citizens.</td><td>(ii) Government is not accountable to the citizens.</td></tr><tr><td>(iii) Power lies with the people</td><td>(iii) Power lies with one person or small group of people.</td></tr><tr><td>(iv) Free & fair elections are held at regular intervals.</td><td>(iv) Either elections are not held or they are not free and fair.</td></tr><tr><td>(v) People enjoy rights and freedom.</td><td>(v) People do not get rights and freedom.</td></tr><tr><td>(vi) Any other relevant point.</td><td>(vi) Any other relevant point.</td></tr></table> (Any two points of difference to be explained.)	Democracy	Dictatorship	(i) It is a form of Government where people elect their leaders.	(i) A form of government where people have no role in selecting the ruler.	(ii) Government is accountable to the citizens.	(ii) Government is not accountable to the citizens.	(iii) Power lies with the people	(iii) Power lies with one person or small group of people.	(iv) Free & fair elections are held at regular intervals.	(iv) Either elections are not held or they are not free and fair.	(v) People enjoy rights and freedom.	(v) People do not get rights and freedom.	(vi) Any other relevant point.	(vi) Any other relevant point.	64	2x1=2
Democracy	Dictatorship																
(i) It is a form of Government where people elect their leaders.	(i) A form of government where people have no role in selecting the ruler.																
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(vi) Any other relevant point.	(vi) Any other relevant point.																

26.	<p>How does the Indian Constitution define the distribution of powers between the centre and the states? Explain with examples.</p> <p>The Constitution provides a three-fold distribution of legislative powers between the Union Government and the State Governments. It contains three lists:</p> <ul style="list-style-type: none"> (i) Union List includes subjects of national importance, such as defence of the country, foreign affairs, banking, communications and currency. (ii) The Union Government alone can make laws relating to the subjects mentioned in the Union List as we need a uniform policy on these matters throughout the country. (iii) State List contains subjects of State and local importance, such as police, trade, commerce, education, forest, trade unions, marriage, adoption and succession. (iv) State government makes the laws relating to the subjects mentioned in this list. (v) Concurrent List includes subjects of the common interest to both the Union as well as the state governments, such as education, forest, trade unions, marriage, adoption and succession. (vi) Both the Union as well as the State governments can make laws on the subjects mentioned in this list. If their laws conflict with each other, the law made by the Union Government will prevail. (vii) There are some subjects like computer software that came up after the Constitution was made. Our Constitution has given the power to make laws on these 'residuary' subjects to the Union Government. (viii) Any other relevant point. <p>(Any three points to be explained.)</p>	16	3x1=3
27.(a)	<p>“Political parties are one of the most visible institutions in a democracy.” Examine the statement.</p> <ul style="list-style-type: none"> (i) For ordinary citizens, democracy is equal to political parties. (ii) Even less educated citizens, who may not know anything about our Constitution or about the nature of our government know something about the political parties. (iii) Political parties put forward policies and programmes for the society with a view to promote collective good. (iv) They persuade people to believe that their policies are better than others. (v) Political parties reflect fundamental political divisions in a society. (vi) Political parties contest elections. (vii) The winning parties form the government. (viii) They play a decisive role in making laws. (ix) The parties that lose in elections play the role of opposition parties. (x) Any other relevant point. <p>(Any five points to be examined.)</p>	47	5X1=5

	OR		
27.(b)	<p>“There are many challenges before the political parties.” Examine the statement.</p> <ul style="list-style-type: none"> (i) There is lack of internal democracy in many parties. (ii) There is a tendency in political parties towards the concentration of power in one or few leaders at the top. (iii) Sometimes parties do not keep membership registers, do not hold organisational meetings and do not conduct internal elections regularly. (iv) More than loyalty to party principles and policies, personal loyalty to the leader becomes more important. (v) There is also a challenge of dynastic succession. So, there are very few ways for an ordinary worker to rise to the top in a party. (vi) Those who happen to be the leaders are in a position of unfair advantage to favour people close to them or even their family members. (vii) In many parties, the top positions are always controlled by members of one family. (viii) There is growing role of money and muscle power in parties, especially during elections. (ix) Very often parties do not seem to offer a meaningful choice to the voters. (x) Any other relevant point. <p>(Any five points to be examined.)</p>	58	5X1=5
28.	<p>Read the given source carefully and answer the questions that follow:</p> <p style="text-align: center;"><i>Power Sharing</i></p> <p><i>Power is shared among different organs of government, such as the legislature, executive and judiciary. Let us call this horizontal distribution of power because it allows different organs of government placed at the same level to exercise different powers. Such a separation ensures that none of the organs can exercise unlimited power. Each organ checks the others. This results in a balance of power among various institutions. Last year, we studied that in a democracy, even though ministers and government officials exercise power, they are responsible to the Parliament or State Assemblies. Similarly, although judges are appointed by the executive, they can check the functioning of executive or laws made by the legislatures. This arrangement is called a system of checks and balances.</i></p>	8	1+1+2 =4
(28.1)	<p>Explain the term ‘Balance of Power’. (1)</p> <ul style="list-style-type: none"> (i) None of the organs can exercise unlimited power. Each organ checks the others. (ii) Any other relevant point. <p>(Any one point to be explained.)</p>		
(28.2)	<p>Why is the judiciary considered independent in a democracy? (1)</p> <ul style="list-style-type: none"> (i) Judges are appointed by the executive, they can check the functioning of executive or laws made by the legislatures. (ii) Any other relevant point. <p>(Any one point to be explained.)</p>		

(28.3)	How is power shared among different organs of government? (2x1=2) (i) There are three organs of the government- Legislative, Executive and Judiciary. (ii) It allows different organs of government placed at the same level to exercise different powers. (iii) The function of legislature is to formulate law. (iv) The function of executive is to implement the law (v) The function of judiciary is to interpret the laws and resolve the disputes. (vi) Any other relevant point. (Any two points to be explained.)		
	SECTION – D Economics		
29.	(A) Human Development Report	13	1
30.	(D) Liberalisation	64	1
31.	(D) Banks	43	1
32.	(B) Public Sector	33	1
33.	(A) 8200	9	1
34.	(B) Percentage	10	1
35.	New technology has helped to connect the world.” Justify the statement with suitable arguments. (i) Several improvements in transportation technology has made much faster delivery of goods across long distances possible at lower costs. (ii) Containers have led to huge reduction in port handling costs and increased the speed with which exports can reach markets. (iii) The cost of air transport has fallen which enabled much greater volumes of goods being transported by airlines. (iv) Rapid changes in telecommunications, computers and internet has resulted in greater interaction of the countries. (v) Telecommunication facilities (telegraph, telephone including mobile phones, fax) are used to contact one another around the world, to access information instantly, and to communicate from remote areas. (vi) Satellite communication devices have made communication much faster. (vii) Internet allows us to send instant electronic mail (e-mail) and talk (voice -mail) across the world at negligible cost. (viii) Information and communication technology have played a major role in spreading out production of services across countries. (ix) Any other relevant point. (Any three points to be justified.)	62	3x1=3

36.	<p>Why is credit important for economic development? Explain.</p> <ul style="list-style-type: none"> (i) Credit helps people to start new businesses and small-scale industries, (ii) People can invest in agriculture, industries, education and infrastructure with the help of easy access to credit which boost economic growth. (iii) Farmers can take credit to buy seeds, fertilizers machinery which increases agricultural productivity. (iv) When businesses expand with the help of credit, they create more job opportunities for people. (v) People can use credit to buy houses, vehicles etc to improve their quality of life. (vi) Industries need large funds for buying machinery, technology and raw materials, which can be arranged through credit (vii) Any other relevant point. <p>(Any three points to be explained)</p>	49	3X1=3
37.	<p>Analyse the issues that necessitate sustainable development for the future.</p> <ul style="list-style-type: none"> (i) Present model of development has damaged ecosystem and has polluted natural resources like air, water, land, soil etc. (ii) Depletion of natural resources can threaten the availability for future generations. (iii) Even renewable resources need to be used judiciously. (iv) Rapid industrialisation and greenhouse gas emission has caused global warming. (v) Deforestation is causing extinction of many species of plants and animals. (vi) Any other relevant point. <p>(Any three points to be analysed.)</p>	14	3x1=3
38.(a)	<p>Explain the role of secondary sector in an economy.</p> <ul style="list-style-type: none"> (i) Secondary sector forms the backbone of our economy. (ii) Growth of secondary sector increases Gross Domestic Product (GDP) of the country. (iii) Development of this sector reduces dependence of people on agricultural income by providing them jobs. (iv) Secondary sector helps in development of agriculture sector by providing machinery, fertilisers etc. (v) Secondary sector helps in development of Primary sector by buying raw materials from them. (vi) This sector helps in development of tertiary sector also as goods manufactured here are transported to the markets. 	21	5X1=5

	<p>(vii) This sector helps in bringing down regional disparities by establishing industries in tribal and backward areas.</p> <p>(viii) Export of manufactured goods in factories expands trade and commerce and brings in much needed foreign exchange.</p> <p>(ix) Development of secondary sector helps in enhancing the standard of living of the people.</p> <p>(x) Any other relevant point. (Any five points to be explained)</p> <p style="text-align: center;">OR</p>		
38.(b)	<p>Explain the role of tertiary sector in an economy.</p> <p>(i) Tertiary sector provides basic services for the development of a country like hospitals, educational institutes, police stations, courts, transport, banks etc.</p> <p>(ii) This sector helps in growth of primary sector by providing them storage, transport and communication facilities.</p> <p>(iii) Tertiary sector helps in development of secondary sector as manufactured goods need to be transported to markets.</p> <p>(iv) Development of many services like restaurants, tourism, shopping etc. help in boosting economy of a country.</p> <p>(v) Many new services such as those based on information and communication technology provide employment to large number of people.</p> <p>(vi) Services such as banking, insurance, advertising and transportation facilitate domestic and international trade.</p> <p>(vii) Better education, healthcare, transportation and communication services improve people's quality of life.</p> <p>(viii) Any other relevant point. (Any five points to be explained)</p>	25	5X1=5

प्रश्न सं. 9 और 19 के लिए मानचित्र
Map for Q. No. 9 and 19

