

Marking Scheme
Strictly Confidential
(For Internal and Restricted use only)
Secondary School Examination, 2026 (Xth)
SOCIAL SCIENCE. (087) (Q.P. CODE /Set No 32/4/3)

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 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: 32/4/3)-2026

Set-3

M.M: 80

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

6.(a)	<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>6.(b) 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>	115	3x1=3
6.(b)	<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>	106	3x1=3

7.(a)	<p>Describe the various measures that French revolutionaries introduced to create a sense of collective identity among the French people.</p> <ul style="list-style-type: none"> (i) The ideas of <i>la patrie</i> (the fatherland) and <i>le citoyen</i> (the citizen) emphasized the notion of a united community enjoying equal rights under a constitution. (ii) A new French flag, the tricolour, was chosen to replace the former royal standard. (iii) The Estates General was elected by the body of active citizens and renamed the National Assembly. (iv) New hymns were composed, oaths taken and martyrs commemorated, all in the name of the nation. (v) A centralised administrative system was put in place and it formulated uniform laws for all citizens within its territory. (vi) Internal customs duties and dues were abolished and a uniform system of weights and measures was adopted. (vii) Regional dialects were discouraged and French, as it was spoken and written in Paris, became the common language of the nation (viii) Any other relevant point. <p>(Any five points to be described.)</p> <p style="text-align: center;">OR</p>	5	5x1=5
7.(b)	<p>Describe the role of Giuseppe Mazzini in the Italian unification.</p> <ul style="list-style-type: none"> (i) Giuseppe Mazzini who was born in Genoa in 1805, became a member of the secret society of the Carbonari. (ii) As a young man of 24, he was sent into exile in 1831 for attempting a revolution in Liguria. (iii) He founded two underground societies, first, Young Italy in Marseilles, and then, Young Europe in Berne, whose members were like-minded young men from Poland, France, Italy and the German states. (iv) Mazzini believed that God had intended nations to be the natural units of mankind. (v) Italy could not continue to be a patchwork of small states and kingdoms. It had to be forged into a single unified republic within a wider alliance of nations. (vi) This unification alone could be the basis of Italian liberty. (vii) Secret societies were set up in Germany, France, Switzerland and Poland following his model. (viii) Mazzini's relentless opposition to monarchy and his vision of democratic republics frightened the conservatives. Metternich described him as the most dangerous enemy of their social order. (ix) Any other relevant point <p>(Any five points to be described.)</p>	12	5x1=5

<p>8.</p> <p>(8.1)</p> <p>(8.2)</p> <p>(8.3)</p>	<p>Read the given source carefully and answer the questions that follow:</p> <p style="text-align: center;">Quit India Movement</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> <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> <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> <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>	<p>49</p>	<p>1+1+2 =4</p>
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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>		1+1=2
	SECTION – B		
	Geography		
10.	(A) Non-Metallic	43	1
11.	(D) a-ii, b-iv, c-i, d-iii	15	1
12.	(B) Tehri	16	1
13.	(C) Arid Soil	9	1
14.	(A) Sugarcane	36	1
15.	(D) Forest	5	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. (ii) There will be increase in agricultural productivity. (iii) Economic status will get better. (iv) More employment opportunities will be generated. (v) Any other relevant point.</p> <p>(Any two points to be explained.)</p>	38	2x1=2
17.(a)	<p>“Energy is required for all activities.” Justify the statement with suitable arguments.</p> <p>(i) Energy is required for household activities such as cooking, lighting, heating etc. For example, LPG, electricity and solar energy are used in homes. (ii) Energy is required for transportation. Vehicles need energy in form of petrol, diesel, electricity or other fuels. (iii) Factories need energy to produce goods by operating machines. (iv) Energy is required for communication devices like mobile phones, computers, television and internet. (v) Energy is used in hospitals to run medical equipment, X-ray machines etc. (vi) For construction work, cranes, drilling machines, mixers and other equipment require energy. (vii) Schools, laboratories and universities use energy for lighting, computers, projectors etc.</p>	50	5x1=5

	<p>(viii) Energy is used in entertainment industry such as in cinema halls, theatres, sports stadiums, gaming devices etc.</p> <p>(ix) Any other relevant point. (Any five points to be justified.)</p> <p style="text-align: center;">OR</p> <p>17.(b) “India is fortunate to have fairly rich and varied mineral resources. However these are unevenly distributed.” Examine the statement.</p> <p>(i) India has rich mineral resources which are found in various parts of the country.</p> <p>(ii) Peninsular rocks contain most of the reserves of coal, metallic minerals, mica and many other non-metallic minerals.</p> <p>(iii) Sedimentary rocks on the western and eastern flanks of the peninsula, in Gujarat and Assam have most of the petroleum deposits.</p> <p>(iv) Rajasthan with the rock systems of the peninsula, has reserves of many non-ferrous minerals.</p> <p>(v) The vast alluvial plains of north India are almost devoid of economic minerals.</p> <p>(vi) These variations exist largely because of the differences in the geological structure, processes and time involved in the formation of minerals.</p> <p>(vii) Any other relevant point. (Any five points to be examined.)</p>	44	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> <ul style="list-style-type: none"> (i) Sardar Sarovar Projects provides drinking water facilities to the draught prone areas of these states. (ii) It irrigates large areas of agricultural lands ensuring food security to large number of populations. (iii) It also generates hydro-electric energy which is renewable and clean energy source. (iv) It also ensures recharge of ground water supporting sustainable water management. (v) Any other relevant point. <p>(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> <ul style="list-style-type: none"> (i) Name the dam built on River Chenab in India. - Salal Dam (ii) Name the place where nuclear power plant is located in Maharashtra. - Tarapur (iii) Name the place where software technology park is located in Tamil Nadu - Chennai (iv) Name the place where international airport is located in Punjab. - Amritsar 		<p>1+1+1 =3</p> <p>1</p> <p>1</p> <p>1</p> <p>1</p>
	<p>SECTION – C</p> <p>Political Science</p>		
20.	(B) Only i, ii and iv are correct.	24-25	1
21.	(A) Communist Party of India (M) and Bhartiya Janta Party	54-55	1
22.	<p>(D) Thinking accommodations of various demands</p> <p>Note: Following question is for Visually Impaired Candidates only in lieu of question no. 22.</p> <p>(D) Towards citizens</p>	<p>64</p> <p>65</p>	<p>1</p> <p>1</p>
23.	(A) Both (A) and (R) are correct and (R) is the correct explanation of (A).	3	1
24.	<p>Suggest two measures to involve women in educational development.</p> <ul style="list-style-type: none"> (i) Providing scholarships and financial support for higher education can help in involving women in educational development. 	31	2x1=2

	<div>(ii) Women oriented employment generation schemes and programmes can be helpful.</div> <div>(iii) Vocational training can help women to come forward and support in educational development.</div> <div>(iv) Establishing schools for girls in nearby areas can also be helpful.</div> <div>(v) Any other relevant point</div> <div>(Any two suggested points to be explained.)</div>																
25.	<div>Differentiate between democracy and dictatorship.</div> <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> <div>(Any two points of difference to be explained.)</div>	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
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26.	<div>How does the Indian Constitution define the distribution of powers between the centre and the states? Explain with examples.</div> <div>The Constitution provides a three-fold distribution of legislative powers between the Union Government and the State Governments. It contains three lists:</div> <div>(i) Union List includes subjects of national importance, such as defence of the country, foreign affairs, banking, communications and currency.</div> <div>(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.</div> <div>(iii) State List contains subjects of State and local importance, such as police, trade, commerce, education, forest, trade unions, marriage, adoption and succession.</div> <div>(iv) State government makes the laws relating to the subjects mentioned in this list.</div> <div>(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.</div>	16	3x1=3														

	<p>(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.</p> <p>(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.</p> <p>(viii) Any other relevant point.</p> <p>(Any three points to be explained.)</p>		
27.(a)	<p>Examine the role of political parties in strengthening democracy.</p> <p>(i) Political parties are one of the most visible institutions in a democracy.</p> <p>(ii) They put forward policies and the voters choose from them.</p> <p>(iii) Political parties offer choice to the citizens for electing their leaders.</p> <p>(iv) Various political parties participate in law making process.</p> <p>(v) Winning political parties form and run the governments.</p> <p>(vi) Those parties that lose in elections play the role of opposition to the parties in power, by voicing different views.</p> <p>(vii) Opposition parties keep ruling parties accountable by criticizing their wrong policies.</p> <p>(viii) Political parties shape public opinion by raising and highlighting the issues.</p> <p>(ix) They launch movements for the resolution of the problems faced by people.</p> <p>(x) Parties provide people access to government machinery and welfare schemes implemented by governments.</p> <p>(xi) Any other relevant point</p> <p>(Any five points to be examined.)</p> <p style="text-align: center;">OR</p>	49	5x1=5
27.(b)	<p>Examine the role of opposition parties in a Parliamentary democracy.</p> <p>(i) Those parties that lose in the elections play the role of opposition to the parties in power.</p> <p>(ii) They voice different views of public.</p> <p>(iii) They criticise government for its failures or wrong policies.</p> <p>(iv) Opposition parties also mobilise opposition to the government.</p> <p>(v) They shape public opinion by raising and highlighting issues.</p> <p>(vi) They launch movements for the resolution of the problems faced by people.</p> <p>(vii) They offer choice to the voters.</p> <p>(viii) They participate in law making process.</p> <p>(ix) Any other relevant point.</p> <p>(Any five points to be examined.)</p>	49	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> <p>(i) None of the organs can exercise unlimited power. Each organ checks the others.</p> <p>(ii) Any other relevant point. (Any one point to be explained.)</p>		
(28.2)	<p>Why is the judiciary considered independent in a democracy? (1)</p> <p>(i) Judges are appointed by the executive, they can check the functioning of executive or laws made by the legislatures.</p> <p>(ii) Any other relevant point. (Any one point to be explained.)</p>		
(28.3)	<p>How is power shared among different organs of government? (2x1=2)</p> <p>(i) There are three organs of the government- Legislative, Executive and Judiciary.</p> <p>(ii) It allows different organs of government placed at the same level to exercise different powers.</p> <p>(iii) The function of legislature is to formulate law.</p> <p>(iv) The function of executive is to implement the law</p> <p>(v) The function of judiciary is to interpret the laws and resolve the disputes.</p> <p>(vi) Any other relevant point. (Any two points to be explained.)</p>		
	SECTION – D Economics		
29.	(D) Liberalisation	64	1
30.	(D) Banks	43	1
31.	(B) Public Sector	33	1
32.	(A) 8200	9	1
33.	(A) Human Development Report	13	1
34.	(B) Percentage	10	1

35.	<p>“New technology has helped to connect the world.” Justify the statement with suitable arguments.</p> <ul style="list-style-type: none"> (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. <p>(Any three points to be justified.)</p>	62	3x1=3
36.	<p>How can service and tourism sector create new jobs? Explain.</p> <ul style="list-style-type: none"> (i) There is a vast potential in creating new job opportunities of service and tourism sector. (ii) Construction of more schools can create large number of opportunities in education sector. (iii) Improvement in health sector can create more job opportunities for doctors, nurses and health workers. (iv) There are different types of tourism like- heritage tourism, eco-tourism, adventure tourism, medical tourism etc. (v) These promote infrastructural growth in the form of hotels, homes, staycations, road, rail and air networks which results in new job opportunities. (vi) It helps in development of food industry resulting in creation of new job opportunities. (vii) It also provides support to local handicraft and cultural pursuits. (viii) Role of IT in ticketing and booking of hotels etc. results in convenience and creation of new job opportunities. (ix) Any other relevant point <p>(Any three points to be explained.)</p>	29	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 social security benefits available in the organized sector.</p> <ul style="list-style-type: none"> (i) Organised sector covers those enterprises or places of work where the terms of employment are regular and therefore, people have assured work. (ii) They 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. (iii) Workers in the organised sector enjoy security of employment. (iv) They are expected to work only a fixed number of hours. (v) If they work more, they have to be paid overtime by the employer. (vi) They get paid leaves. (vii) There is a provision for payment during holidays, provident fund, gratuity etc. (viii) They are supposed to get medical benefits and, under the laws, the factory manager has to ensure facilities like drinking water and a safe working environment. (ix) When they retire, these workers get pensions as well. (x) Example- Railways, Post offices etc, (xi) Any other relevant point. <p>(Any five points to be explained.)</p> <p style="text-align: center;">OR</p>	30	5x1=5
38.(b)	<p>Explain how primary sector supports other sectors of the economy.</p> <ul style="list-style-type: none"> (i) Primary sector forms the base for all other sectors. (ii) It provides raw materials for secondary sector. (iii) It grows food for people working in industrial and service sectors. (iv) Farmers buy many goods such as tractors, pump sets, pesticide and fertilisers and support the growth of industrial sector. 	20	5x1=5

	<p>(v) Need for cold storage and processing of food etc, results in development of service sector.</p> <p>(vi) People engaged in primary sector use electricity, transportation and communication services and support the development of service sector.</p> <p>(vii) Mining activities provide minerals for the growth of industrial sector.</p> <p>(viii) Any other relevant point (Any five points to be explained.)</p>		
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