

**Marking Scheme**  
**Strictly Confidential**  
**(For Internal and Restricted use only)**  
**Secondary School Examination, 2026 (X<sup>th</sup>)**  
**SOCIAL SCIENCE, Code 087**  
**Q.P. CODE 32/2/3**

**General Instructions :-**

<b>1</b>	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.
<b>2</b>	<b>“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 BNS.”</b>
<b>3</b>	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. <b>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.</b>
<b>4</b>	<b>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.</b>  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.
<b>5</b>	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.
<b>6</b>	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.
<b>7</b>	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. <b>This is most common mistake which evaluators are committing.</b>
<b>8</b>	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.

<b>9</b>	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.
<b>10</b>	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 <b>“Extra Question”</b> .
<b>11</b>	No marks to be deducted for the cumulative effect of an error. It should be penalized only once.
<b>12</b>	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.
<b>13</b>	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.
<b>14</b>	<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"> <li>• Leaving answer or part thereof unassessed in an answer book.</li> <li>• Giving more marks for an answer than assigned to it.</li> <li>• Wrong totaling of marks awarded on an answer.</li> <li>• Wrong transfer of marks from the inside pages of the answer book to the title page.</li> <li>• Wrong question wise totaling on the title page.</li> <li>• Wrong totaling of marks of the two columns on the title page.</li> <li>• Wrong grand total.</li> <li>• Marks in words and figures not tallying/not same.</li> <li>• Wrong transfer of marks from the answer book to online award list.</li> <li>• 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.)</li> </ul> <p>Half or a part of answer marked correct and the rest as wrong, but no marks awarded.</p>
<b>15</b>	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.
<b>16</b>	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.
<b>17</b>	The Examiners should acquaint themselves with the guidelines given in the <b>“Guidelines for Spot Evaluation”</b> before starting the actual evaluation.
<b>18</b>	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.
<b>19</b>	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.

## SET 3

[illegible]

	<ul style="list-style-type: none"> <li>(v) The kingdom of the Netherlands, including Belgium, was set up in the north.</li> <li>(vi) Genoa was added to Piedmont in the south.</li> <li>(vii) Prussia was given important new territories on its western frontiers.</li> <li>(viii) Prussia was given a portion of Saxony.</li> <li>(ix) Austria was given control of northern Italy.</li> <li>(x) Russia was given part of Poland.</li> <li>(xi) Any other relevant point.</li> </ul> <p style="text-align: center;"><b>Any three points to be analysed.</b></p>		
<b>8.</b>	<p><b>(a) Explain the expansion of the ‘Non-Cooperation Movement’ in the countryside.</b></p> <ul style="list-style-type: none"> <li>(i) The Non-Cooperation Movement spread to the countryside drawing into its fold the struggles of peasants and tribal.</li> <li>(ii) In Awadh, peasants were led by Baba Ramchandra.</li> <li>(iii) The movement demanded- reduction of revenue as charged by talukdars and landlords.</li> <li>(iv) Abolition of begar was demanded.</li> <li>(v) The movement advocated for security of tenure and social boycott of oppressive landlords.</li> <li>(vi) Nai – dhobi bandhs were organised by panchayats to deprive landlords of the services of even barbers and washermen.</li> <li>(vii) When the Non-Cooperation Movement began in 1921, the Congress intended to integrate the Awadh peasant struggle into the wider struggle.</li> <li>(viii) In 1921, the houses of talukdars and merchants were attacked with the spread of the movement.</li> <li>(ix) The peasants looted the bazaars and took over the hoarded grains.</li> <li>(x) In many places, local leaders told peasants to not pay taxes and about redistribution of land among the poor in the name of Gandhiji.</li> <li>(xi) In the Gudem Hills of Andhra Pradesh, a militant guerrilla movement spread in the early 1920s - led by Alluri Sitaram Raju.</li> <li>(xii) The British government prevented people from entering the forests to graze their cattle.</li> <li>(xiii) The tribal peasants could not collect fuelwood and fruits enraging the hill people.</li> <li>(xiv) Their livelihoods were affected and they felt that their traditional rights were being denied.</li> <li>(xv) The government forced them to do begar for road building leading to revolt.</li> <li>(xvi) The people got inspired by the Non-Cooperation Movement and started to wear khadi and gave up drinking.</li> </ul>	<b>34-36</b>	<b>5x1=5</b>

	<p>(xvii) The Gudem rebels attacked police stations, attempted to kill British officials and carried on guerrilla warfare for achieving swaraj.</p> <p>(xviii) Any other relevant point.</p> <p style="text-align: center;"><b>Any five points to be explained.</b></p> <p style="text-align: center;"><b>OR</b></p> <p><b>(b) How did icons and symbols play an important role in the development of nationalism in India? Explain.</b></p> <p>(i) The identity of the nation is most often symbolised in a figure or image.</p> <p>(ii) It was in the twentieth century, with the growth of nationalism, that the identity of India came to be associated with the image of Bharat Mata created by Bankim Chandra Chattopadhyay.</p> <p>(iii) Moved by the Swadeshi movement, Abanindranath Tagore painted his famous image of Bharat Mata.</p> <p>(iv) In this painting, Bharat Mata is portrayed as an ascetic figure; she is calm, composed, divine and spiritual.</p> <p>(v) Devotion to the mother figure came to be seen as evidence of one's nationalism.</p> <p>(vi) Nationalist leaders became increasingly aware of icons &amp; symbols in unifying people.</p> <p>(vii) During Swadeshi movement a tricolor flag (red, green &amp; yellow) was designed.</p> <p>(viii) It had eight lotuses representing eight provinces of British India.</p> <p>(ix) By 1921 Gandhiji had designed Swaraj flag, a tricolour (red, green and white), it had a spinning wheel in the centre representing the Gandhian ideal of self-help.</p> <p>(x) Carrying the flag, holding it aloft, during marches became a symbol of defiance.</p> <p>(xi) Any other relevant point</p> <p style="text-align: center;"><b>Any five points to be explained.</b></p>	<b>47-48</b>	<b>5x1=5</b>
<b>9.</b>	<p><b>Read the given source carefully and answer the questions that follow:</b></p> <p style="text-align: center;"><b>Print and Censorship</b></p> <p><i>After the revolt of 1857, the attitude of the colonial government towards freedom of the press changed. Enraged Englishmen demanded a clamp down on the 'native' press. As vernacular newspapers became assertively nationalist, the colonial government began debating measures of stringent control. In 1878, the Vernacular Press Act was passed, modelled on the Irish Press Laws. It provided the government with extensive rights to censor reports and editorials in the vernacular press. From now on the government kept regular track of the vernacular newspapers published in different provinces. When a report was judged as seditious, the newspaper was warned, and if the warning was ignored, the press was liable to be seized, and the printing machinery confiscated.</i></p>	<b>127</b>	<b>1+1+2 =4</b>

	<p><b>9.1 Which Act was the inspiration of the ‘Vernacular Press Act’?</b> <span style="float: right;"><b>1</b></span> Irish Press Laws</p> <p><b>9.2 Why was the colonial government not in favour of freedom of the press?</b> <span style="float: right;"><b>1</b></span>            (i) The Indian newspapers were becoming assertively nationalist.            (ii) The colonial government debated measures of stringent control on Indian newspapers.            (iii) After the revolt of 1857, the enraged Englishmen demanded a clamp down on the ‘native press’.            (iv) The colonial government was afraid of spread of revolutionary ideas.            (v) Any other relevant point.  <b>Any one point to be explained.</b></p> <p><b>9.3 Which two powers were given by the ‘Vernacular Press Act’ to the colonial government?</b> <span style="float: right;"><b>2x1=2</b></span>            (i) It provided the government with extensive rights to censor reports and editorials in the vernacular press.            (ii) The government began to keep a regular track of the newspapers.            (iii) The press was liable to be seized upon printing of a seditious report.            (iv) The machinery could be confiscated.            (v) Any other relevant point.  <b>Any two points to be mentioned.</b></p>		
<b>10.</b>	<p><b>Please see the attached map.</b>  <b>Note: The following questions are for the Visually Impaired Candidates only, in lieu of Q. No. 10.</b></p> <p><b>(10.1) Name the place where the session of the Indian National Congress was held in September 1920.</b> <span style="float: right;"><b>1</b></span> Calcutta/ Kolkata</p> <p><b>(10.2) Name the place where Mahatma Gandhi led the Peasant Movement for Indigo planters.</b> <span style="float: right;"><b>1</b></span> Champaran</p>		<b>2x1=2</b>
	<b>SECTION – B</b> <b>Geography</b>		<b>20</b>
<b>11.</b>	(A) Nagercoil to Madurai	<b>54</b>	<b>1</b>
<b>12.</b>	(D) Rubber	<b>31</b>	<b>1</b>
<b>13.</b>	(D) Meghalaya	<b>28</b>	<b>1</b>

14.	<p><b>(a) Describe the main provisions of ‘Joint Forest Management’.</b></p> <ul style="list-style-type: none"> <li>(i) In India joint forest management (JFM) programme furnishes a good example for involving local communities in the management and restoration of degraded forests.</li> <li>(ii) The programme has been in formal existence since 1988 when the state of Odisha passed the first resolution for JFM.</li> <li>(iii) JFM depends on the formation of local (village) institutions that undertake protection activities mostly on degraded forest land managed by the forest department.</li> <li>(iv) In return, the members of these communities are entitled to intermediary benefits like non-timber forest produces and share in the timber harvested by ‘successful protection’.</li> <li>(v) Any other relevant point</li> </ul> <p style="text-align: center;"><b>Any two points to be described.</b></p> <p style="text-align: center;"><b>OR</b></p> <p><b>(b) Describe any two characteristics of ‘protected forests’ in India.</b></p> <ul style="list-style-type: none"> <li>(i) Almost one-third of the total forest area is protected forest in India by the forest department.</li> <li>(ii) This forest land is protected from any further depletion.</li> <li>(iii) Protected forests are also referred to as permanent forest estates maintained for the purpose of producing timber and other forest produce, and for protective reasons.</li> <li>(iv) Bihar, Haryana, Punjab, Himachal Pradesh, Orissa, Rajasthan have bulk of protected forests.</li> <li>(v) Any other relevant point.</li> </ul> <p style="text-align: center;"><b>Any two points to be described.</b></p>	16-17	2x1=2
15.	<p><b>Suggest any three measures for conservation of land.</b></p> <ul style="list-style-type: none"> <li>(i) Afforestation.</li> <li>(ii) Proper management of land grazing.</li> <li>(iii) Planting of shelterbelts</li> <li>(iv) Control on overgrazing.</li> <li>(v) Stabilizing of sand dunes by growing thorny bushes.</li> <li>(vi) Proper management of waste lands.</li> <li>(vii) Control on mining activities.</li> <li>(viii) Proper discharge and disposal of industrial effluents and wastes after treatment.</li> <li>(ix) Any other relevant point.</li> </ul> <p style="text-align: center;"><b>Any three points to be suggested.</b></p>	6	3x1=3

16.	<p><b>(a) Analyse the role of manufacturing industries in the economic development of a country.</b></p> <ul style="list-style-type: none"> <li>(i) Manufacturing sector is considered the backbone of development in general and economic development.</li> <li>(ii) Manufacturing industries help in modernising agriculture.</li> <li>(iii) They reduce the heavy dependence of people on agricultural income by providing them jobs in secondary and tertiary sectors.</li> <li>(iv) Industrial development leads to eradication of unemployment and poverty from a country.</li> <li>(v) It helps in bringing down regional disparities by establishing industries in tribal and backward areas.</li> <li>(vi) Export of manufactured goods expands trade and commerce.</li> <li>(vii) It brings in much needed foreign exchange.</li> <li>(viii) Countries that have higher contribution to GDP from industrial sector are prosperous.</li> <li>(ix) India's prosperity lies in increasing and diversifying its manufacturing industries.</li> <li>(x) Any other relevant point.</li> </ul> <p style="text-align: center;"><b>Any five points to be analysed.</b></p> <p style="text-align: center;"><b>OR</b></p> <p><b>(b) Analyse the different types of industrial pollution.</b></p> <ul style="list-style-type: none"> <li>(i) Air pollution is caused by the presence of high proportion of undesirable gases.</li> <li>(ii) Air borne particulate materials contain both solid and liquid particles.</li> <li>(iii) Smoke is emitted by chemical and paper factories, brick kilns, refineries and smelting plants, and burning of fossil fuels in big and small factories that ignore pollution norms.</li> <li>(iv) Air pollution adversely affects human health, animals, plants, buildings and the atmosphere as a whole.</li> <li>(v) Water pollution is caused by organic and inorganic industrial wastes and effluents discharged into rivers.</li> <li>(vi) Paper, pulp, chemical, textile and dyeing, petroleum refineries, tanneries and electroplating industries that let out dyes, detergents, acids, salts and heavy metals like lead and mercury pesticides, fertilisers, synthetic chemicals with carbon, plastics and rubber, etc. into the water bodies.</li> <li>(vii) Fly ash, phospho-gypsum and iron and steel slags are the major solid wastes in India.</li> </ul>	58	5x1=5
		66	5x1=5



	<p>(viii) Thermal pollution of water occurs when hot water from factories and thermal plants is drained into rivers and ponds before cooling.</p> <p>(ix) Wastes from nuclear power plants, nuclear and weapon production facilities cause cancers, birth defects and miscarriages.</p> <p>(x) Rainwater percolates to the soil carrying the pollutants to the ground and the ground water also gets contaminated.</p> <p>(xi) Noise pollution not only results in irritation and anger, it can also cause hearing impairment, increased heart rate and blood pressure among other physiological effects.</p> <p>(xii) Industrial and construction activities, machinery, factory equipment, generators, saws and pneumatic and electric drills also make a lot of noise. Unwanted sound is an irritant and a source of stress.</p> <p>(xiii) Any other relevant point</p> <p style="text-align: center;"><b>Any five points to be analysed.</b></p>		
17.	<p><b>Read the given source carefully and answer the questions that follow:</b></p> <p style="text-align: center;"><b>Cropping Pattern</b></p> <p><i>Rabi crops are sown in winter from October to December and harvested in summer from April to June. Kharif crops are grown with the onset of monsoon in different parts of the country, and these are harvested in September-October. In between the Rabi and the Kharif seasons, there is a short season during the summer months known as the Zaid season.</i></p> <p><b>17.1 Rice cultivation is an example of which type of agricultural season? 1</b> Kharif</p> <p><b>17.2 Name any one crop which is harvested between April to June in India. 1</b></p> <p>(i) Wheat/ (ii) Barley/ (iii) Peas/ (iv) Gram/ (v) Mustard/ (vi) Any other crop.</p> <p style="text-align: center;"><b>Any one crop to be mentioned.</b></p> <p><b>17.3 Mention any two zaid crops. 2x1=2</b></p> <p>(i) Watermelon/ (ii) Muskmelon/ (iii) Cucumber/ (iv) Vegetables/ (v) Fodder crop/ (vi) Sugarcane/ (vii) Any other crop</p> <p style="text-align: center;"><b>Any two crops to be mentioned.</b></p>	32	1+1+2 =4

18.	<p>Please see the attached map.</p> <p><b>Note: The following questions are for the Visually Impaired Candidates only, in lieu of Q. No. 18.</b></p> <p><b>Answer any three questions.</b></p> <p>(18.1) Name a major dam built on the Mahanadi river. <b>1</b> Hirakud dam</p> <p>(18.2) Name the place where a Software Technology Park is located in Uttar Pradesh. <b>1</b> Noida</p> <p>(18.3) Name a major sea port located in Tamil Nadu. <b>1</b> Tuticorin/Chennai</p> <p>(18.4) Name the eastern-most terminal station of East-West corridor of India. <b>1</b> Silchar</p> <p><i>If the examinee has attempted question 18.4, mark be awarded.</i></p>		3x1=3
	<p align="center"><b>SECTION – C</b></p> <p align="center"><b>Political Science</b></p>		20
19.	<p>(B) Declaring Sinhala as the official language/</p> <p>(D) Implementing a policy of preference for Sinhalese in government jobs.</p> <p><i>If the examinee marks either option B or D, mark be awarded.</i></p>	3	1
20.	(D) Australia	15	1
21.	(A) Only I, II and III are correct	48-49	1
22.	(C) a-iv, b-i, c-iii, d-ii	16-17	1
23.	<p><b>Suggest any two reforms to strengthen ‘party system’ in India.</b></p> <p>(i) Internal democracy should be strengthened.</p> <p>(ii) The growing role of money and muscle power should be checked.</p> <p>(iii) The parties should offer meaningful choices to the voters.</p> <p>(iv) The common workers of the party should be given an opportunity to rise to power.</p> <p>(v) It should be made mandatory for political parties to give a minimum number of tickets, about one-third, to women candidates.</p> <p>(vi) Citizens, pressure groups and movements and the media can put pressure on political parties to overcome the challenges.</p>	51-61	2x1=2

	<p>(vii) It should be able to accommodate the social and regional divisions.</p> <p>(viii) India should strengthen the multiparty system, keeping in mind its social and geographical diversity.</p> <p>(ix) Any other relevant point.</p> <p><b>Any two points to be suggested.</b></p>		
24.	<p><b>“Complaints are the testimony to the success of Democracy.”</b> <b>Explain the statement with examples.</b></p> <p>(i) In a democracy, people have more expectations and many complaints.</p> <p>(ii) They ask for more and want to make democracy even better.</p> <p>(iii) It shows that people have developed awareness about their rights and the system.</p> <p>(iv) It indicates that people have developed ability to look critically at the power holders and the influential.</p> <p>(v) The public expression transforms people from the status of subjects into that of citizens.</p> <p>(vi) Most individuals now believe that their vote impacts how the government is run.</p> <p>(vii) Any other relevant point.</p> <p><b>Any two points to be explained.</b></p>	72	2x1=2
25.	<p><b>Explain the main features of federalism.</b></p> <p>(i) There are two or more levels of government.</p> <p>(ii) Different tiers of government govern the same citizens, but each tier has its own jurisdiction in specific matters of legislation, taxation and administration.</p> <p>(iii) The jurisdiction of the respective levels or tiers are clearly specified in the constitution.</p> <p>(iv) The fundamental provisions of the constitution cannot be unilaterally changed by one level of government.</p> <p>(v) Courts have the power to interpret the constitution and the powers of different levels of government.</p> <p>(vi) The highest court acts as an umpire if disputes arise between different levels of government in the exercise of their respective powers.</p> <p>(vii) Sources of revenue for each level of government are clearly specified to ensure its financial autonomy.</p> <p>(viii) The federal system has dual objectives: to safeguard and promote unity of the country, while at the same time accommodate regional diversity.</p> <p>(ix) Any other relevant point</p> <p><b>Any three points to be explained.</b></p>	15	3x1=3

26.	<p><b>(a) Compare the Belgian model and the Sri Lankan model of power sharing.</b></p> <p><b><u>Belgian Model</u></b></p> <ul style="list-style-type: none"> <li>(i) The Belgian government applied the model of accommodation.</li> <li>(ii) They recognised the existence of regional differences and cultural diversity.</li> <li>(iii) They amended the Constitution four times between 1970 and 1993 so as to work out an arrangement that would enable everyone to live together.</li> <li>(iv) They respected the feelings and interests of different communities.</li> <li>(v) The State Governments are not subordinate to the Central Government.</li> <li>(vi) The French majority in Brussels accepted equal number of Dutch and French ministers at the state level of government.</li> <li>(vii) The Dutch majority in Belgium accepted equal number of French and Dutch ministers at the central government level.</li> <li>(viii) A third kind of government- ‘community government’ ensured German minority does not feel alienated.</li> <li>(ix) The community government looked after culture, education and language related issues of the three ethnic groups.</li> <li>(x) No single community can make decisions unilaterally.</li> <li>(xi) They mutually accepted arrangements of power sharing.</li> <li>(xii) Any other relevant point.</li> </ul> <p><b><u>Sri Lankan Model</u></b></p> <ul style="list-style-type: none"> <li>(i) The Sri Lankan government applied the model of Majoritarianism.</li> <li>(ii) They overlooked the existence of regional differences and cultural diversity.</li> <li>(iii) An Act was passed in 1956 to fulfil the wish of majority population.</li> <li>(iv) They recognise Sinhala as the only official language.</li> <li>(v) The governments followed preferential policies that favoured Sinhala applicants for university positions and government jobs.</li> <li>(vi) A new Constitution stipulated that the state shall protect and foster Buddhism.</li> <li>(vii) They suppressed the feelings of minority.</li> <li>(viii) They refused to share power.</li> <li>(ix) The Sri Lankan Tamils struggled to demand for the recognition of Tamil as an official language, for regional autonomy and equality of opportunity in securing education and jobs.</li> </ul>	3-5	5x1=5
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	<p>(x) By 1980s, several political organisations demanded a separate Tamil Eelam (state).</p> <p>(xi) The distrust between the two communities turned into a Civil War that ended in 2009.</p> <p>(xii) Any other relevant point.</p> <p><b>Any five points of comparison to be explained.</b></p> <p style="text-align: center;"><b>OR</b></p> <p><b>(b) Why is power sharing necessary in a democracy? Explain.</b></p> <p>(i) It helps to reduce the possibility of conflict between social groups.</p> <p>(ii) It is a good way to ensure the stability of political order.</p> <p>(iii) It accommodates majority as well as minority.</p> <p>(iv) It is the very spirit of democracy.</p> <p>(v) People have a right to be consulted on how they are to be governed.</p> <p>(vi) A legitimate government is one where citizens, through participation, acquire a stake in the system.</p> <p>(vii) It strengthens unity of the country.</p> <p>(viii) It reinforces trust of people in democracy.</p> <p>(ix) Any other relevant point.</p> <p><b>Any five points to be explained.</b></p>	<b>6</b>	<b>5x1=5</b>
<b>27.</b>	<p><b>Read the given source carefully and answer the questions that follow:</b></p> <p style="text-align: center;"><b>How many political parties?</b></p> <p><i>In some countries, only one party is allowed to control and run the government. These are called one-party systems. In some countries, power usually changes between two main parties. Several other parties may exist, contest elections and win a few seats in the national legislatures. Such a party system is called two-party system. If several parties compete for power, and more than two parties have a reasonable chance of coming to power either on their own strength or in alliance with others, we call it a multiparty system.</i></p> <p><b>27.1 Explain the main feature of ‘multi-party system’.</b> <span style="float: right;"><b>1</b></span></p> <p>(i) Several parties compete for power.</p> <p>(ii) More than two parties have a reasonable chance of coming in power either on their own strength or in alliance with others.</p> <p>(iii) Any other relevant point.</p> <p style="text-align: center;"><b>Any one point to be explained.</b></p> <p><b>27.2 Why is a ‘one-party system’ not compatible with democracy?</b> <span style="float: right;"><b>1</b></span></p> <p>(i) It deprives the citizens the choice to choose who will form the government.</p> <p>(ii) It is almost like dictatorship.</p> <p>(iii) One party system does not provide a meaningful choice to the voters.</p> <p>(iv) Any other relevant point.</p> <p style="text-align: center;"><b>Any one point.</b></p>	<b>51</b>	<b>1+1+2 =4</b>

	<p><b>27.3 Explain the main characteristics of a coalition government. 2x1=2</b></p> <p>(i) In a multi-party system when no single party is able to muster the majority votes, it takes the support of other parties to form government.</p> <p>(ii) This system allows a variety of interest and opinions to enjoy the political representation.</p> <p>(iii) It reduces the dominance of any one party to act according to its whims and fancies in the government.</p> <p>(iv) Any other relevant point.</p> <p><b>Any two points to be explained.</b></p>		
	<p style="text-align: center;"><b>SECTION – D</b></p> <p style="text-align: center;"><b>Economics</b></p>		<b>20</b>
<b>28.</b>	(B) Because it is issued by the Reserve Bank of India on behalf of the Central Government.	<b>40</b>	<b>1</b>
<b>29.</b>	(B) To protect local industries	<b>64</b>	<b>1</b>
<b>30.</b>	(D) Assertion (A) is false, but Reason (R) is true.	<b>20</b>	<b>1</b>
<b>31.</b>	(C) Odisha, Bihar, Haryana, Kerala	<b>10</b>	<b>1</b>
<b>32.</b>	(B) To secure the loan for the lender	<b>44</b>	<b>1</b>
<b>33.</b>	(D) Indian Railways	<b>33</b>	<b>1</b>
<b>34.</b>	(B) High Per Capita Income	<b>8</b>	<b>1</b>
<b>35.</b>	<p><b>Explain the main characteristics of the ‘secondary sector’ of the economy.</b></p> <p>(i) The secondary sector covers activities in which natural products are changed into other forms through ways of manufacturing.</p> <p>(ii) It is the next step after primary sector activity.</p> <p>(iii) The raw material has to be converted into finished good and therefore some process of manufacturing is essential.</p> <p>(iv) The production could take place in a factory, a workshop or at home.</p> <p>(v) It is associated with industrial activity, hence called as industrial sector.</p> <p>(vi) Examples- making sugar or gur from sugarcane, converting earth into bricks, etc.</p> <p>(vii) Any other relevant point.</p> <p><b>Any two points to be explained.</b></p>	<b>20</b>	<b>2x1=2</b>

36.	<p><b>Explain the main characteristics of the organised sector.</b></p> <ul style="list-style-type: none"> <li>(i) Organised sector covers those enterprises or places of work where the terms of employment are regular.</li> <li>(ii) People have assured work.</li> <li>(iii) The enterprises are registered by the government.</li> <li>(iv) They have to follow government rules and regulations.</li> <li>(v) They have to abide by various laws such as the Factories Act, Minimum Wages Act, Payment of Gratuity Act, Shops and Establishments Act etc.</li> <li>(vi) This sector has some formal processes and procedures.</li> <li>(vii) Some people may work on their own, but they have to register themselves with the government and follow the rules and regulations.</li> <li>(viii) Workers in this sector enjoy security of employment.</li> <li>(ix) They are expected to work only a fixed number of hours.</li> <li>(x) If they work more, they have to be paid overtime by the employer.</li> <li>(xi) They get paid leave and payment during holidays.</li> <li>(xii) They are entitled to get medical benefits.</li> <li>(xiii) They are paid provident fund, gratuity etc.</li> <li>(xiv) The factory manager has to ensure facilities like clean drinking water and a safe working environment.</li> <li>(xv) On retirement, these workers get pensions as well.</li> <li>(xvi) Any other relevant point.</li> </ul> <p style="text-align: center;"><b>Any three points to be explained.</b></p>	30-31	3x1=3
37.	<p><b>Define the term ‘Body Mass Index’. Explain the method of its calculation.</b></p> <p><b>Body Mass Index</b> <span style="float: right;"><b>1</b></span>  Body Mass Index is the scale used by nutrition scientists to find out if we are properly nourished or not.</p> <p><b>Method of calculation</b> <span style="float: right;"><b>2</b></span></p> <ul style="list-style-type: none"> <li>(i) It is calculated through the formula:  Weight (in kgs) ÷ Square of height (in metres).</li> <li>(ii) If the height of the person is in centimetres, convert it into metres and divide the weight (in kgs) with the square of height(m<sup>2</sup>).</li> <li>(iii) Any other relevant point</li> </ul>	13	1+2=3

38.	<p><b>(a) Differentiate between the formal and informal sources of credit.</b></p> <table border="1"><thead><tr><th>Formal Sources of Credit</th><th>Informal Sources of Credit</th></tr></thead><tbody><tr><td>(i) RBI supervises them.</td><td>(i) No supervising authority.</td></tr><tr><td>(ii) Low interest rate.</td><td>(ii) High interest rate</td></tr><tr><td>(iii) Repayment is easier.</td><td>(iii) Chances to get in debt trap is higher.</td></tr><tr><td>(iv) Low cost for borrower.</td><td>(iv) High cost for borrowers.</td></tr><tr><td>(v) Terms of credit are predefined.</td><td>(v) Terms of credit may not be defined prior.</td></tr><tr><td>(vi) Collateral is required.</td><td>(vi) Collateral may not be required.</td></tr><tr><td>(vii) Banks and cooperative groups are major sources.</td><td>(vii) Friends, employer, landlords, money lenders are major sources.</td></tr><tr><td>(viii) Any other relevant point</td><td>(viii) Any other relevant point.</td></tr></tbody></table> <p><b>Any five points of difference to be explained.</b></p> <p style="text-align: center;"><b>OR</b></p> <p><b>(b) Explain the functioning of ‘Self-Help Groups’.</b></p> <ul style="list-style-type: none"><li>(i) The idea behind self-help group is to organise rural poor, especially women.</li><li>(ii) A typical Self-help group has 15-20 members, usually belonging to one neighbourhood.</li><li>(iii) These members meet and save regularly.</li><li>(iv) They collect a pool of Rs.25 to Rs.100 or more depending on their ability to save.</li><li>(v) Most of the important decisions regarding the savings and loan activities are taken by the group members.</li><li>(vi) The members decide on - the purpose, amount, interest to be charged, repayment schedule etc.</li><li>(vii) Members can take small loans from the group itself to meet their needs – releasing mortgaged land, meeting working capital needs, arranging for housing materials, acquiring assets.</li><li>(viii) The group charges interest on loans which is less than that charged by money lenders.</li><li>(ix) After a year or two, if the group is regular in savings, it becomes eligible for availing loan from the bank.</li><li>(x) Banks are willing to lend to the SHGs, even though they have no collateral as such.</li><li>(xi) The group meets regularly to discuss and act on a variety of social issues.</li><li>(xii) Any other relevant point.</li></ul> <p><b>Any five points to be explained.</b></p>	Formal Sources of Credit	Informal Sources of Credit	(i) RBI supervises them.	(i) No supervising authority.	(ii) Low interest rate.	(ii) High interest rate	(iii) Repayment is easier.	(iii) Chances to get in debt trap is higher.	(iv) Low cost for borrower.	(iv) High cost for borrowers.	(v) Terms of credit are predefined.	(v) Terms of credit may not be defined prior.	(vi) Collateral is required.	(vi) Collateral may not be required.	(vii) Banks and cooperative groups are major sources.	(vii) Friends, employer, landlords, money lenders are major sources.	(viii) Any other relevant point	(viii) Any other relevant point.	48-49	5x1=5
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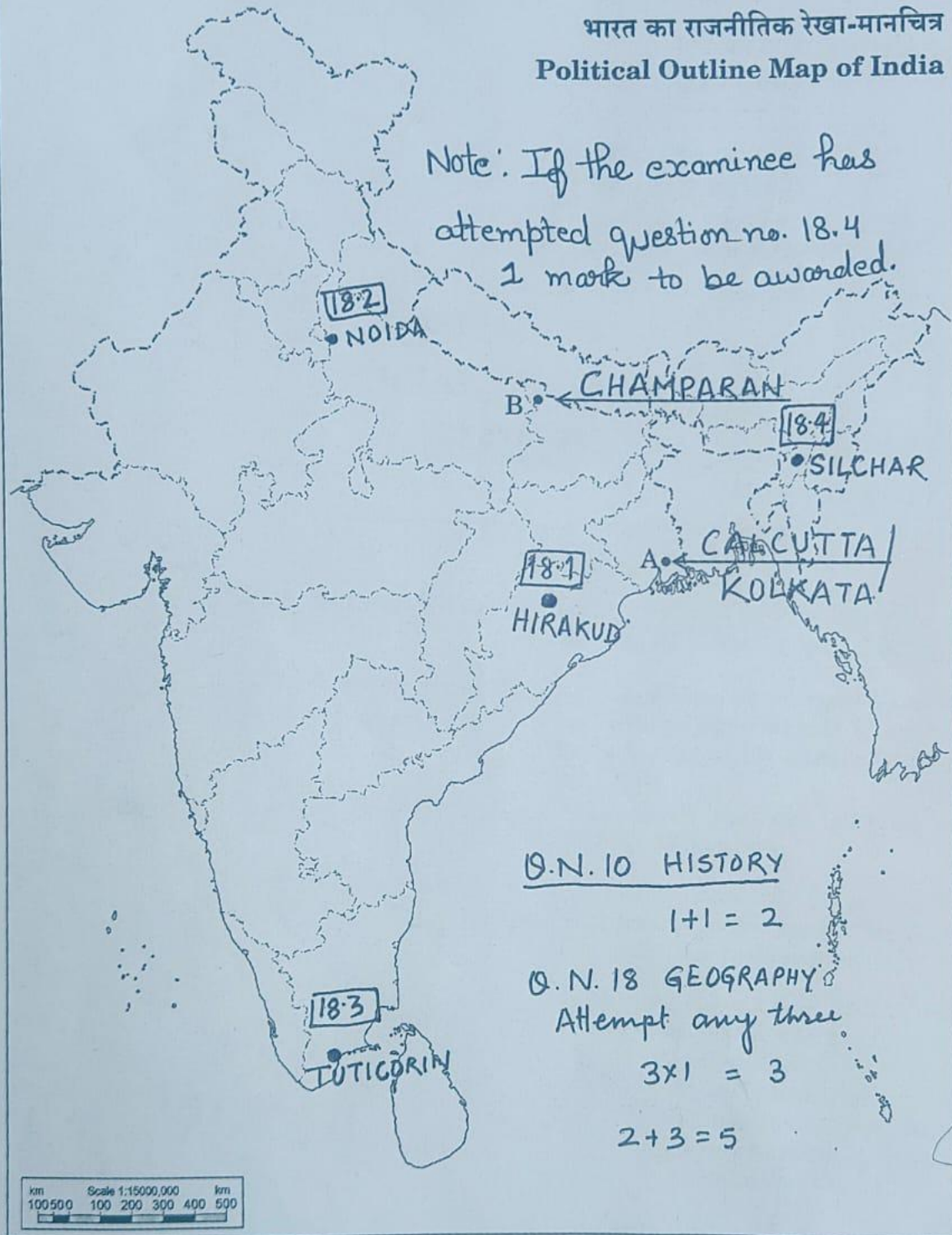
प्रश्न सं. 10 और 18 के लिए 32/2/1/2/3

For questions no. 10 and 18



भारत का राजनीतिक रेखा-मानचित्र  
Political Outline Map of India

Note: If the examinee has  
attempted question no. 18.4  
1 mark to be awarded.



Q.N. 10 HISTORY

$$1+1 = 2$$

Q.N. 18 GEOGRAPHY

Attempt any three

$$3 \times 1 = 3$$

$$2+3 = 5$$