

**Marking Scheme**  
**Strictly Confidential**  
**(For Internal and Restricted use only)**  
**Secondary School Examination, 2026 (X<sup>th</sup>)**  
**SUBJECT NAME : Social Science (Q.P. CODE /Set No. 087/32/3/1)**

**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 IPC/ 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.

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 <b>“Extra Question”</b> .
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 _____ (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"> <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> <li>• Half or a part of answer marked correct and the rest as wrong, but no marks awarded.</li> </ul>
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 <b>“Guidelines for Spot Evaluation”</b> 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) 2026**  
**Class X**  
**(PAPER CODE: 32/3/1)**

**SET 1**  
**MM : 80**

Q.No	EXPECTED VALUE POINTS	Page no	Mark
	<b>SECTION – A</b> <b>(History)</b>		<b>20</b>
1.	(A) Berne.	<b>12</b>	<b>1</b>
2.	(C) Assertion (A) is true but Reason (R) is false.	<b>55</b>	<b>1</b>
3.	(C) West Asia	<b>53</b>	<b>1</b>
4.	(B) a-iv, b-iii, c-i, d-ii	<b>35,47</b>	<b>1</b>
5.	(D) II, IV, I, III.	<b>120-127</b>	<b>1</b>
6.	(B) The Diamond Sutra	<b>106</b>	<b>1</b>
	<b>For visually impaired candidates only-</b> (A) The Diamond Sutra	<b>106</b>	<b>1</b>
7.	<b>(a) Analyse Gutenberg’s contribution to printing in Europe.</b>  (i) Gutenberg learnt the art of polishing stones, became a master goldsmith and also acquired the expertise to create lead moulds used for making trinkets. (ii) Drawing on this knowledge, Gutenberg adopted existing technology to design his innovation. (iii) The Olive press provided the model for printing-press and mould were used for casting the metal types for the letters of the alphabet. (iv) Gutenberg perfected the system of printing. (v) The first book printed by him was the Bible. (vi) About 180 copies were printed in three years. (vii) By the standards of the time this was fast production. (viii) Any other relevant point. <p style="text-align: center;"><b>Any three points to be analysed.</b></p> <p style="text-align: center;"><b>OR</b></p> <b>(b). “Printing is the ultimate gift of God and the greatest one.”</b> <b>Analyse the statement.</b>  (i) Print created the possibility of wide circulation of ideas.	<b>109</b>	<b>3x1=3</b>
		<b>112</b>	<b>3x1=3</b>

	<ul style="list-style-type: none"> <li>(ii) It introduced a new world of debate and discussion.</li> <li>(iii) Print helped people to think differently.</li> <li>(iv) Print brought about a new intellectual atmosphere and helped spread the new ideas that led to the reformation.</li> <li>(v) The reformation led to a division within the church and to the beginning of the protestant reformation.</li> <li>(vi) 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) Why is the French Revolution of 1789 considered as the first clear expression of nationalism? Explain with examples.</b></p> <ul style="list-style-type: none"> <li>(i) France was a full-fledged territorial state in 1789 under the rule of an absolute monarch.</li> <li>(ii) The French Revolution brought political and constitutional changes.</li> <li>(iii) The French Revolution led to the transfer of sovereignty from monarchy to a body of French citizens.</li> <li>(iv) The revolution proclaimed that it was the people who would henceforth constitute the nation, and shape the destiny of France.</li> <li>(v) The ideas of la patrie (the fatherland) and le citoyen (the citizen) emphasised the notion of a united community enjoying equal rights under a Constitution.</li> <li>(vi) A new French flag, the tricolour, was chosen to replace the former royal standard.</li> <li>(vii) The Estates General was elected by the body of active citizens and renamed the National Assembly.</li> <li>(viii) New hymns were composed, oaths taken and martyrs commemorated, all in the name of the nation.</li> <li>(ix) A centralised administrative system was put in place and it formulated uniform laws for all citizens within its territory.</li> <li>(x) Internal customs duties and dues were abolished.</li> <li>(xi) A uniform system of weights and measures was adopted.</li> <li>(xii) Regional dialects were discouraged and French became the common language of the nation.</li> <li>(xiii) Any other relevant point.</li> </ul> <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 nationalism, aligned with imperialism, lead Europe to disaster in 1914? Explain with examples.</b></p> <ul style="list-style-type: none"> <li>(i) Many countries in the world which had been colonised by the European powers in the 19<sup>th</sup> Century began to oppose imperial domination.</li> </ul>	<b>5</b>	<b>5x1=5</b>
		<b>27</b>	<b>5x1=5</b>

	<p>(ii) The anti-imperial movements that developed everywhere were nationalist.</p> <p>(iii) They all struggled to form independent nation states.</p> <p>(iv) They were inspired by a sense of collective national unity.</p> <p>(v) European ideas of nationalism were nowhere replicated, for people everywhere developed their own specific variety of nationalism.</p> <p>(vi) 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.</p> <p>(vii) The inhabitants of Balkans were known as the Slavs.</p> <p>(viii) A large part of the Balkans was under the control of the Ottoman Empire.</p> <p>(ix) The spread of the ideas of romantic nationalism in the Balkans together with the disintegration of the Ottoman Empire made this region very explosive.</p> <p>(x) One by one, its European subject nationalities broke away from its control and declared independence.</p> <p>(xi) The Balkan states were fiercely jealous of each other and each hoped to gain more territory at the expense of the others.</p> <p>(xii) During this period, there was intense rivalry among the European powers over trade and colonies as well as naval and military might.</p> <p>(xiii) 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.</p> <p>(xiv) This led to a series of wars in the region and finally the First World War broke out in 1914.</p> <p>(xv) Any other relevant point.</p> <p style="text-align: center;"><b>Any five points to be explained.</b></p>		
9.	<p><b>Read the given source carefully and answer the questions that follow:</b></p> <p style="text-align: center;"><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 8 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 Odisha. The British responded with much force, yet it took more than a year to suppress the movement.</i></p>	49	1+1+2 = 4

	<p><b>(9.1) Mention the main aim of the Quit India Movement. 1</b></p> <p>Independence of India.</p> <p><b>(9.2) Where did Gandhiji deliver the famous 'Do or Die' speech? 1</b></p> <p>Bombay /Mumbai.</p> <p><b>(9.3) Explain the forms of protest observed during the 'Quit India Movement'.</b></p> <p>(i) People voluntarily threw themselves into the thick of the movement.</p> <p>(ii) People observed hartals and demonstrations.</p> <p>(iii) Processions were accompanied by national songs and slogans.</p> <p>(iv) Any other relevant point. <b>2x1=2</b></p> <p><b>Any two points to be explained.</b></p>		
<b>10.</b>	<p><b>Please see attached map.</b></p> <p><b>Note: For Visually impaired candidates only.</b></p> <p><b>(10.1). Name the place where the Indian National Congress session was held in 1927. 1</b></p> <p>Madras / Chennai.</p> <p><b>(10.2) Name the place where Gandhiji broke the salt law. 1</b></p> <p>Dandi.</p>		<b>1+1=2</b>
	<b>SECTION – B</b> <b>(Geography)</b>		<b>20</b>
<b>11.</b>	(C) a-ii, b-iii, c-iv, d-i.	<b>7,9</b>	<b>1</b>
<b>12.</b>	(D) Paddy, Maize, Groundnut, Soybean.	<b>32</b>	<b>1</b>
<b>13.</b>	(B) II, IV, I, III.	<b>24</b>	<b>1</b>

14.	<p><b>(a) Differentiate between ferrous and non -ferrous minerals.</b></p> <table><tr><th><b>Ferrous Minerals</b></th><th><b>Non-Ferrous Minerals</b></th></tr><tr><td>(i) They provide a strong base for the development of metallurgical industries.</td><td>(i) They play a vital role in a number of metallurgical, engineering and electrical industries.</td></tr><tr><td>(ii) They account for about three fourths of the total value of the production of metallic minerals.</td><td>(ii) India's reserves and production of non-ferrous minerals is not very satisfactory.</td></tr><tr><td>(iii) Iron ore, Manganese are the examples.</td><td>(iii) Copper, Bauxite are the examples.</td></tr><tr><td>(iv) Any other relevant point.</td><td>(iv) Any other relevant point.</td></tr></table> <p><b>Any two points of differentiation to be explained.</b></p> <p><b>OR</b></p> <p><b>(b) Differentiate between conventional and non -conventional sources of energy.</b></p> <table><tr><th><b>Conventional energy sources</b></th><th><b>Non-conventional energy sources</b></th></tr><tr><td>(i) Non-renewable sources.</td><td>(i) Renewable sources.</td></tr><tr><td>(ii) A source of pollutant.</td><td>(ii) Eco friendly.</td></tr><tr><td>(iii) Limited stock, and exhaustible.</td><td>(iii) Unlimited stock and inexhaustible</td></tr><tr><td>(iv) Conventional sources are coal, firewood, petroleum natural gas etc</td><td>(iv) Non-conventional sources are solar, wind etc.</td></tr><tr><td>(v) Any other relevant point.</td><td>(v) Any other relevant point.</td></tr></table> <p><b>Any two points of differentiation to be explained.</b></p>	<b>Ferrous Minerals</b>	<b>Non-Ferrous Minerals</b>	(i) They provide a strong base for the development of metallurgical industries.	(i) They play a vital role in a number of metallurgical, engineering and electrical industries.	(ii) They account for about three fourths of the total value of the production of metallic minerals.	(ii) India's reserves and production of non-ferrous minerals is not very satisfactory.	(iii) Iron ore, Manganese are the examples.	(iii) Copper, Bauxite are the examples.	(iv) Any other relevant point.	(iv) Any other relevant point.	<b>Conventional energy sources</b>	<b>Non-conventional energy sources</b>	(i) Non-renewable sources.	(i) Renewable sources.	(ii) A source of pollutant.	(ii) Eco friendly.	(iii) Limited stock, and exhaustible.	(iii) Unlimited stock and inexhaustible	(iv) Conventional sources are coal, firewood, petroleum natural gas etc	(iv) Non-conventional sources are solar, wind etc.	(v) Any other relevant point.	(v) Any other relevant point.	44, 45	2x1=2
<b>Ferrous Minerals</b>	<b>Non-Ferrous Minerals</b>																								
(i) They provide a strong base for the development of metallurgical industries.	(i) They play a vital role in a number of metallurgical, engineering and electrical industries.																								
(ii) They account for about three fourths of the total value of the production of metallic minerals.	(ii) India's reserves and production of non-ferrous minerals is not very satisfactory.																								
(iii) Iron ore, Manganese are the examples.	(iii) Copper, Bauxite are the examples.																								
(iv) Any other relevant point.	(iv) Any other relevant point.																								
<b>Conventional energy sources</b>	<b>Non-conventional energy sources</b>																								
(i) Non-renewable sources.	(i) Renewable sources.																								
(ii) A source of pollutant.	(ii) Eco friendly.																								
(iii) Limited stock, and exhaustible.	(iii) Unlimited stock and inexhaustible																								
(iv) Conventional sources are coal, firewood, petroleum natural gas etc	(iv) Non-conventional sources are solar, wind etc.																								
(v) Any other relevant point.	(v) Any other relevant point.																								
15.	<p><b>"Plantation agriculture is also a type of commercial farming." Support the statement with suitable arguments.</b></p> <p>(i) In plantation type of farming, a single crop is grown on a large area.</p> <p>(ii) The plantation has an interface of agriculture and industry.</p>	31	3x1=3																						

	<p>(iii) Plantation covers a large tract of land.  (iv) It requires huge capital.  (v) It is labour intensive.  (vi) The production is mainly for market.  (vii) Example Tea, coffee and rubber.  (viii) Any other relevant point.</p> <p><b>Any three points to be explained.</b></p>		
16	<p><b>(a) "Manufacturing industries are considered the backbone of the economic development of the country." Justify the statement with suitable arguments.</b></p> <p>(i) Manufacturing industries help in modernising agriculture.  (ii) It reduces the heavy dependence of people on income from agriculture.  (iii) Industrial development is a pre-condition for eradication of unemployment.  (iv) It aims at bringing down regional disparities.  (v) It reduces poverty.  (vi) It helps in the expansion of trade and commerce.  (vii) It brings in foreign exchange and thus manufacturing industries contribute to the development of all the economic sectors.  (viii) Any other relevant point.</p> <p><b>Any five points to be explained.</b></p> <p><b>OR</b></p> <p><b>(b) "Agriculture and industry move hand-in-hand." Justify the statement with suitable arguments.</b></p> <p>(i) The agro-industries in India has given a major boost to agriculture.  (ii) They depend on the agriculture for raw material.  (iii) The industries provide irrigation pumps, fertilisers, pesticides etc to the farmers.  (iv) They assist agriculturists in increasing their productions.  (v) The agro-industries increase the efficiency of the production process.  (vi) Agriculture and industry are not exclusive of each other.  (vii) Agriculture provides raw material to various industries.  (viii) Any other relevant point.</p> <p><b>Any five points to be explained</b></p>	58	5x1=5
	<p><b>(b) "Agriculture and industry move hand-in-hand." Justify the statement with suitable arguments.</b></p> <p>(i) The agro-industries in India has given a major boost to agriculture.  (ii) They depend on the agriculture for raw material.  (iii) The industries provide irrigation pumps, fertilisers, pesticides etc to the farmers.  (iv) They assist agriculturists in increasing their productions.  (v) The agro-industries increase the efficiency of the production process.  (vi) Agriculture and industry are not exclusive of each other.  (vii) Agriculture provides raw material to various industries.  (viii) Any other relevant point.</p> <p><b>Any five points to be explained</b></p>	57,58	5x1=5
17.	<p><b>Read the given source carefully and answer the questions that follow:</b></p> <p><i>Joint Forest Management</i></p> <p><i>In India the Joint Forest Management (JFM) programme furnishes a good example for involving local communities in the management and restoration of degraded forests. The programme has been in formal existence since 1988 when the state of Odisha passed the first resolution for joint forest management. JFM depends on the formation of local (village) institutions that undertake protection activities mostly on degraded forest land managed by the forest department. In return, the members of these communities are</i></p>	16,17	1+1+2=4



	<p><i>entitled to intermediary benefits like non-timber forest produces and share in the timber harvested by 'successful protection'.</i></p> <p><i>The clear lesson from the dynamics of both environmental destruction and reconstruction in India is that local communities everywhere have to be involved in some kind of natural resource management. But there is still a long way to go before local communities are at the centre-stage in decision-making. Accept only those economic or developmental activities, that are people centric, environment-friendly and economically rewarding.</i></p> <p><b>(17.1) Why is conservation of forests necessary? <span style="float: right;">1</span></b></p> <ul style="list-style-type: none"> <li>(i) To maintain ecological balance</li> <li>(ii) To conserve wildlife.</li> <li>(iii) Any other relevant point.</li> </ul> <p style="text-align: center;"><b>Any one point to be explained</b></p> <p><b>(17.2) Which type of forests are protected under the 'Joint Forest Management' programme? <span style="float: right;">1</span></b></p> <p style="text-align: center;">Degraded Forest.</p> <p><b>(17.3) Explain the role of local communities in forest conservation.</b></p> <ul style="list-style-type: none"> <li>(i) In India, forests are home to some of the traditional communities.</li> <li>(ii) The inhabitants of five villages in the Alwar district of Rajasthan have declared 1200 hectares of forests as 'Bhairavodev Dakav Sonchuri' declaring their own set of rules and regulations.</li> <li>(iii) Local communities and the government can join hands in the conservation of forest.</li> <li>(iv) Local communities can suggest methods of forest conservation.</li> <li>(v) Local communities can organize protests and movements to sensitize public about the need of forest conservation viz. Chipko and Navdanya movement.</li> <li>(vi) Any other relevant point. <span style="float: right;"><b>2x1=2</b></span></li> </ul> <p style="text-align: center;"><b>Any two points to be explained.</b></p>		
--	---	--	--

18.	<p><b>Please see attached map:</b></p> <p><b>Note: For Visually Impaired candidates only:</b>  Answer any <b>three</b> questions.</p> <p><b>(18.1) Name the largest dam built on Narmada river in Gujarat. 1</b>  Sardar Sarovar.</p> <p><b>(18.2) Name the place where international airport is located in Punjab. 1</b>  Amritsar/ Chandigarh.</p> <p><b>(18.3) Name the place where the Software Technology Park is located in Karnataka. 1</b>  Bengaluru.</p> <p><b>(18.4) Name the place where a major sea port is located in Odisha.1</b>  Paradwip.</p>		<b>3x1=3</b>
	<b>(Section-C)</b> <b>Political Science</b>		<b>20</b>
19.	(A) Small country of Europe	<b>2</b>	<b>1</b>
20.	(C) Parliament of India <b>For Visually impaired students only.</b> (C) Rajya Sabha	<b>Cover page.</b>  <b>17,20</b>	<b>1</b>  <b>1</b>
21.	(D) Switzerland	<b>15</b>	<b>1</b>
22.	(A) Sweden	<b>31</b>	<b>1</b>
23.	<p><b>Explain the role of political parties in shaping public opinion.</b></p> <p>(i) Political parties raise and highlight issues.  (ii) Parties have lakhs of members and activists spread all over the country.  (iii) Many pressure groups are the extensions of political parties.  (iv) Parties sometimes also launch movements for the resolution of problems faced by people.  (v) Often opinions in the society crystallise on the lines that parties take.  (vi) Any other relevant point.</p> <p><b>Any two points to be explained.</b></p>	<b>49</b>	<b>2x1=2</b>

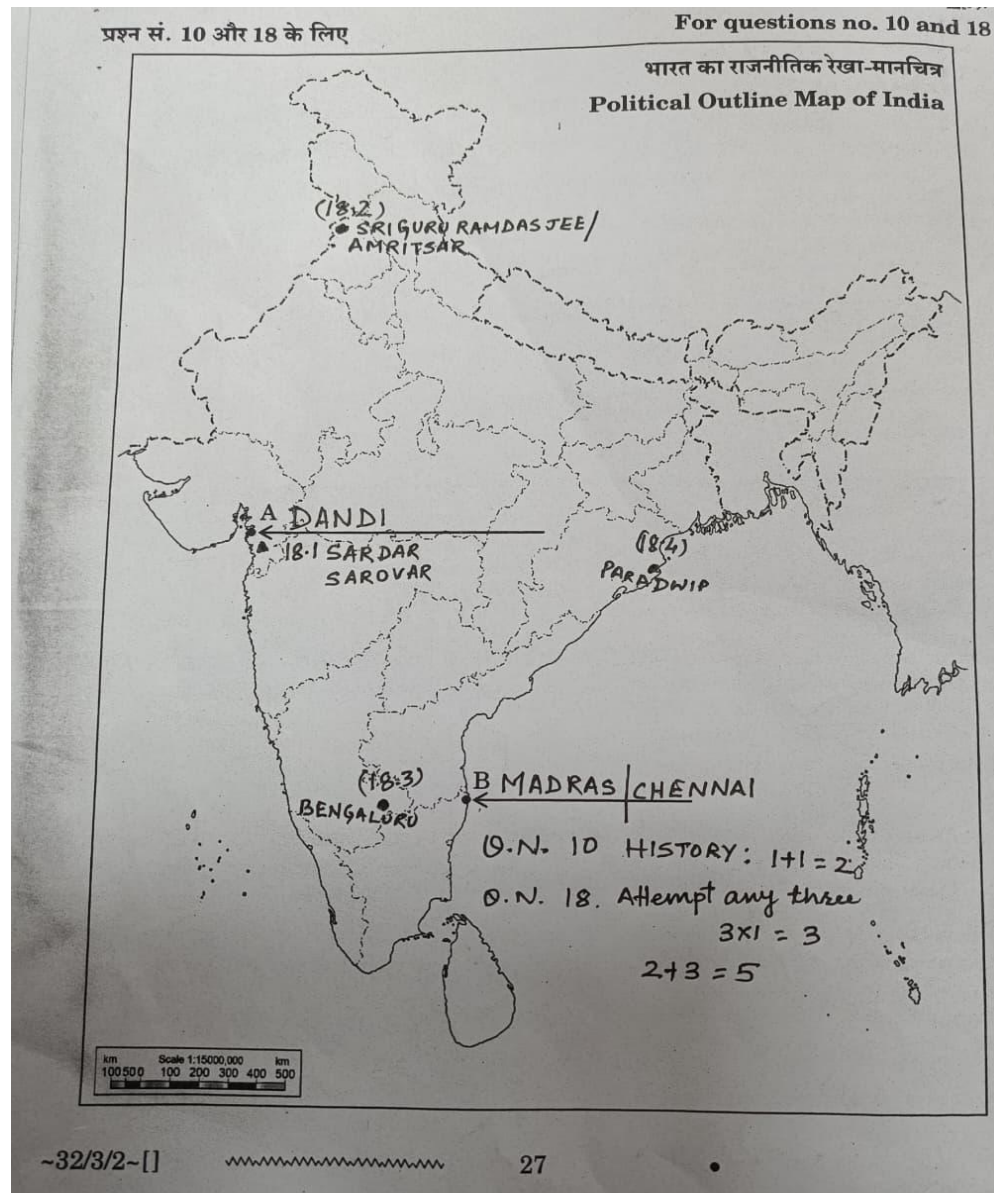
24.	<p><b>Suggest measures to increase the political representation of women in India.</b></p> <ul style="list-style-type: none"> <li>(i) Make it legally binding to have a fair proportion of women in the elected bodies.</li> <li>(ii) More seats should be reserved for women in the elected bodies.</li> <li>(iii) Encouraging women to participate actively in public life.</li> <li>(iv) Any other relevant point.</li> </ul> <p><b>Any two points to be explained.</b></p>	35	2x1=2
25.	<p><b>How does the Indian constitution accommodate the social diversities? Explain with examples.</b></p> <ul style="list-style-type: none"> <li>(i) There is no official religion for the Indian state.</li> <li>(ii) The Constitution prohibits discrimination based on caste, creed or religion.</li> <li>(iii) The Constitution prohibits untouchability (Article 17).</li> <li>(iv) Right to equality is a fundamental right.</li> <li>(v) Any other relevant point.</li> </ul> <p><b>Any three points to be explained.</b></p>	15,38	3x1=3
26	<p><b>(a) Describe the main functions of political parties.</b></p> <ul style="list-style-type: none"> <li>(i) Political parties contest election.</li> <li>(ii) They put forward different policies and programmes.</li> <li>(iii) They make laws.</li> <li>(iv) They form and run government.</li> <li>(v) They play the role of oppositions.</li> <li>(vi) They shape public opinion.</li> <li>(vii) They provide access to government machinery and welfare schemes.</li> <li>(viii) Any other relevant point.</li> </ul> <p><b>Any five points to be described.</b></p> <p style="text-align: center;"><b>OR</b></p>	49	5x1=5
26	<p><b>(b) Describe the main challenges before political parties in India.</b></p> <ul style="list-style-type: none"> <li>(i) Lack of internal democracy.</li> <li>(ii) Dynastic succession.</li> <li>(iii) Growing role of money and muscle power.</li> <li>(iv) Lack of meaningful choice.</li> <li>(v) Lack of transparency.</li> <li>(vi) Lack of equal opportunity.</li> <li>(vii) Any other relevant point.</li> </ul> <p><b>Any five points to be described.</b></p>	59	5x1=5
27.	<p><b>Read the given source carefully and answer the questions that follow:</b></p> <p style="text-align: center;"><i>Forms of power sharing</i></p> <p><i>The idea of power sharing has emerged in opposition to the notions of undivided political power. For a long time, it was believed that all power of a government must reside in one person or group of persons located at one place. It was felt that if the power to decide is dispersed, it would not be possible to take quick decisions and to enforce them. But these notions have changed with the emergence of democracy. One basic principle of democracy is that people are the source of all political power. In a democracy,</i></p>	8	1+1+2=4

	<p><i>people rule themselves through institutions of self-government. In a good democratic government, due respect is given to diverse groups and views that exist in a society. Everyone has a voice in the shaping of public policies. Therefore, it follows that in a democracy, political power should be distributed among as many citizens as possible.</i></p> <p><b>(27.1) Why should all the powers of the government <i>not</i> be in the hands of one person? 1</b></p> <p>(i) The basic principles of democracy believe in power sharing, so power should be shared.  (ii) It might lead to dictatorship.  (iii) Any other relevant point.  <b>Any one point to be explained.</b></p> <p><b>(27.2) Why is power sharing necessary? 1</b></p> <p>(i) To accommodate social diversity.  (ii) To avoid conflicts.  (iii) Any other relevant point.  <b>Any one point to be explained.</b></p> <p><b>(27.3) How does governing through institutions of self-government strengthen democracy? Explain.</b></p> <p>(i) It strengthens the right of the people.  (ii) It makes govt more accountable.  (iii) Local people have better knowledge of problems in their localities.  (iv) It helps people to directly participate in decision making.  (v) Any other relevant point. <b>2x1=2</b></p> <p><b>Any two points to be explained.</b></p>		
	<b>SECTION – D (Economics)</b>		<b>20</b>
<b>28.</b>	(C) S	<b>10</b>	<b>1</b>
<b>29.</b>	(A) Both Assertion (A) and Reason (R) are true and Reason (R) is the correct explanation of Assertion (A).	<b>61-64</b>	<b>1</b>
<b>30.</b>	<i>If the examinee marks any option: A,B,C and D, mark to be awarded.</i>	<b>8,9</b>	<b>1</b>
<b>31.</b>	(B) Only I and III are correct.	<b>64</b>	<b>1</b>
<b>32.</b>	(C) Both statement I and statement II are correct.	<b>41</b>	<b>1</b>
<b>33.</b>	(B) Individually controlled.	<b>33</b>	<b>1</b>
<b>34.</b>	(A) Higher support price for crops.	<b>4</b>	<b>1</b>

35.	<p><b>Why are only final goods and services counted in Gross Domestic Product (GDP)? Explain.</b></p> <ul style="list-style-type: none"> <li>(i) The value of final goods already includes the value of all the intermediate goods.</li> <li>(ii) To avoid double counting.</li> <li>(iii) It reflects the real growth of Gross Domestic Product (GDP).</li> <li>(iv) Any other relevant point.</li> </ul> <p><b>Any two points to be explained.</b></p>	23	2x1=2
36.	<p><b>How does the interlinking of production across the world promote globalisation? Explain.</b></p> <ul style="list-style-type: none"> <li>(i) Globalisation is the process of rapid integration or interconnection between countries.</li> <li>(ii) MNC's have been looking for locations around the world which would be cheap for their production. Foreign investment by MNC's in these countries has been rising</li> <li>(iii) MNC's setup production jointly with some of the local companies.</li> <li>(iv) They sell their products across the globe.</li> <li>(v) A large part of the foreign trade is also controlled by the MNCs.</li> <li>(vi) Any other relevant point.</li> </ul> <p><b>Any three points to be explained.</b></p>	61-64	3x1=3
37.	<p><b>Suggest any three measures to increase employment opportunities in rural areas of the country.</b></p> <ul style="list-style-type: none"> <li>(i) Identification and promotion of local industries.</li> <li>(ii) Setting up Grameen Banks and Cooperatives.</li> <li>(iii) Supporting Self Help Groups (SHGs).</li> <li>(iv) More schemes like Mahatma Gandhi National Rural Employment Guarantee Act (MGNREGA/VB-G Ram G) should be introduced.</li> <li>(v) Development of infrastructure like schools, hospitals etc.</li> <li>(vi) Promotion of local tourism.</li> <li>(vii) Any other relevant point.</li> </ul> <p><b>Any three points to be explained.</b></p>	29	3x1=3
38	<p><b>(a) Analyse the importance of credit in the economic development of the country.</b></p> <ul style="list-style-type: none"> <li>(i) Credit plays a vital and positive role in economic development.</li> <li>(ii) Credit helps people to start new businesses and small-scale industries.</li> <li>(iii) People can invest in agriculture, industries, education and infrastructure with the help of easy access to credit which boosts economic growth.</li> </ul>	43	5x1=5

	<p>(iv) Farmers can take credit to buy seeds, fertilizers, machinery which increase agricultural productivity.</p> <p>(v) When businesses expand with the help of credit, they create more job opportunities for people.</p> <p>(vi) People can use credit to buy houses, vehicles etc to improve their quality of life.</p> <p>(vii) Industries need large funds for buying machinery, technology and raw material which can be arranged through credit.</p> <p>(viii) Any other relevant point.</p> <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 importance of 'Self-Help Groups' in the rural development of the country.</b></p> <p>(i) The SHGs help borrowers overcome the problem of lack of collateral.</p> <p>(ii) They can get timely loans for a variety of purposes.</p> <p>(iii) Easy accessibility to loan.</p> <p>(iv) Interest on loan is very low.</p> <p>(v) SHGs are the building blocks of organisation of the rural poor.</p> <p>(vi) SHGs help women to become financially self-reliant.</p> <p>(vii) SHGs provide a platform to discuss and act on a variety of social issues such as health, nutrition etc.</p> <p>(viii) Any other point</p> <p style="text-align: center;"><b>Any five points to be analysed.</b></p>	<b>51</b>	<b>5x1=5</b>
--	---	-----------	--------------

**Note: Please see Map for answers to Question no. 10 and 18.**



**Note: IF THE EXAMINEE HAS IDENTIFIED THE TWO LOCATIONS ON THE MAP CORRECTLY BUT LABELLED THEM INTERCHANGEABLY (MADRAS /CHENNAI) AND DANDI OR VICE-VERSA), MARKS MUST BE AWARDED.**