### **Secondary School Examination**

#### March 2010

#### Marking Scheme ---- Social Science (Delhi) 32/1/1, 32/1/2, 32/1/3

#### General instructions

- 1. The Marking Scheme provides general guidelines to reduce subjectivity in the marking. The answers given in the Marking Scheme are suggested answers. The content is thus indicative. If a student has given any other answer which is different from the one given in the Marking Scheme but conveys the meaning, such answers should be given full weightage.
- 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.
- 3. If a question has parts, please award marks in the right hand side for each part. Marks awarded for different parts of the question should then be totalled up and written in the left hand margin and circled.
- 4. If a question does not have any parts, marks be awarded in the left-hand margin.
- 5. If a child has attempted an extra choice question, answer of the question deserving more marks should be retained and the other answer scored out.
- 6. While evaluating the answer book it should be remembered that Social Science course at this stage is a part of general education and therefore does not require a specialized study of the four subjects- History, Geography, Civics and Economics which comprise it.
- 7. Except for questions which require recall of information, the responses of students should be evaluated in terms of the understanding that they reflect. Listing down of points without any explanation may not be proper indication of the examince's understanding.
- 8. A mere listing of a large number of points should not be seen as a better answer than fewer points well explained. The answers of the latter type should be given credit.
- 9. Reference to the page number of the prescribed text books has been given for various questions. This is for the information of the examiners and a reading of these pages of the text books may be useful in assessing the answer scripts. Page number in the Marking Scheme refers to the N.C.E.R.T books(latest edition)
- A full scale of marks 0 to 80 has to be used. Please do not hesitate to award full marks
  if the answer deserves it.
- Separate Marking Scheme for all the three sets has been given.

#### Specific Instructions -

- 12. The Marking Scheme carries only suggested value points for the answers. These are only guidelines and do not constitute the complete answer. The students can have their own expression and if the expression is correct, the marks should be awarded accordingly.
- 13. Some of the questions may relate to higher order thinking ability/skills (HOTS). These questions have been indicated separately by putting \* on the question number. These questions are to be evaluated carefully and the students understanding/analytical ability may be judged.

### Secondary School Exam. 2010 Social Science (Delhi)

## Marking Scheme (SET 32/1/1)

| Q.No. | Expected Answers/value points                                       | =           | Distribution of Marks  |
|-------|---|-------------|--|
| 1     | Proclamation of the French Revolution:                              |             |  |
|       | The French nation to liberate the people of Europe from despoti     | sm./        | -  |
|       | To help other people of Europe to become nations./ The revolut      |             | 1  |
|       | proclaimed that it was the people-who would constitute the national |             | •  |
|       |   | 761         |  |
|       | shape its destiny.  | Page-5      |  |
|       |   | ==-         | _  |
|       | $\underline{\mathbf{OR}}$   | ===         |  |
|       | Vietnam gained formal independence in 1945.                         | = =         |  |
|       |   | Page 29     | 1  |
| 2     | The first printing press was invented by Johann Gutenberg.          | 1 4 5 2     |  |
| _     | The first prices was invented by Johann Outenberg.                  | Page 156    |  |
|       |   | rage 150    |  |
|       | <u>OR</u>   |             | -  |
|       | In 1836 a notable event took place when Charles Dickens' Pick       | wick papers | 72.  |
|       | was serialized in a magazine.                                       |             | · 44)  |
|       |   | Page 179    | -1   |
| 3     | On the basis of origin, resources are classified into-              |             | The same of the sa |
|       | (i)Biotic Resources   |             |  |
|       | (ii)Abiotic Resources   |             |  |
|       | (II)Abiotic Resources   |             |  |
|       |   | D . 0       |  |
|       |   | Page 2      | $\frac{1}{2} + \frac{1}{2} = 1$  |
| 4     | Sowing Period of Kharif crops –                                     |             |  |
|       | Onset of Monsoon/   |             |  |
|       | June-July   |             |  |
|       |   |             |  |
|       |   | Page 36     | 1  |
| 5     | Traditional system of rain water harvesting-                        |             | -  |
|       | Underground tanks or Tankas/  |             |  |
|       | Rooftop rain water harvesting                                       |             |  |
|       | reorsop rain water naivesting                                       |             |  |
|       |   | Dana 20 21  |  |
| 6     | The industry which was limestary as it will be                      | Page 30,31  | + 1  |
| 6     | The industry which uses limestone as its main raw material-         |             |  |
|       | Cement Industry   |             | 1.   |
|       |   | Page 75     | 1  |
| 7     | -Subjects which are included in the Union List-                     |             |  |
| -     | (1)Defence of the country   |             |  |
|       | (2)Foreign affairs  |             |  |
|       | (3)Banking  |             |  |
|       | (4)Communication  |             |  |
|       | (5)Currency   |             |  |
|       | (any two)   | Page 16     | $\frac{1}{2} + \frac{1}{2} = 1$  |
| 8     | Federalism is a system of government in which the power is divid    |             |  |
|       |   | icu uctween |  |
|       | a central authority and various constituent units of the country/   |             | -  |
|       | Federalism means two or more levels of government.                  |             |  |
|       |   | Pages 14.15 | 1 1  |
| -     |   |             |  |

| 9 -  | Per capita income per annum is the criteria used by World Development          |                                 |
|------|--|---------------------------------|
|      | Report 2006 for classifying countries.   | ]                               |
|      | Report 2000 for classifying countries.   |                                 |
|      | Page 0   | 1                               |
| 10   | We participate in the market as  | 1                               |
| 10   | (1). Consumers   |                                 |
|      |  |                                 |
|      | (2) Producers  | 17:17                           |
|      | Page 76  | $\frac{1}{2} + \frac{1}{2} = 1$ |
| 11   | Features of Napoleonic Code-   |                                 |
| 1    | 1) All privileges based on birth were withdrawn.                               |                                 |
|      | 2) Established equality before the law.  |                                 |
|      | 3) Secured the right to property   | -                               |
|      | 4) Simplified administrative divisions   |                                 |
| -    | 5) Abolished the feudal system   |                                 |
|      | 6) Freed peasants from serfdom and manorial dues.                              |                                 |
|      | - 7) Guild restrictions were removed   |                                 |
| -    |  |                                 |
| -    | 8) Peasants, artisans workers and new businessmen enjoyed a new-found freedom. |                                 |
|      |  | 1                               |
|      | Any other relevant point   |                                 |
| 1.   | (Any three features to be explained)   |                                 |
| 1    | Page 6   | $3 \times 1 = 3$                |
|      | OR   |                                 |
| -    |  |                                 |
|      | Conflict was started in Vietnam against French colonizers-                     |                                 |
|      | 1) French control on military  |                                 |
|      | 2) Economic dominance  |                                 |
|      | 3) Reshape the culture of the Vietnamese                                       |                                 |
|      | 4) Racial discrimination   |                                 |
|      |  |                                 |
|      | 5) Humiliation was done in different ways.                                     |                                 |
|      | Any other relevant point   |                                 |
|      | (Any three points to be explained)   |                                 |
|      |  | $3 \times 1 = 3$                |
| 12*- | Role of merchants and the industrialists in the Civil Disobedience             |                                 |
| 1    | Movement-  |                                 |
|      | Merchants reacted against colonial policies that restricted business           |                                 |
|      | activities.  |                                 |
|      |  |                                 |
|      | 2) They wanted protection against imports of foreign goods.                    |                                 |
|      | 3) They wanted rupee-sterling foreign exchange ratio that would                |                                 |
|      | discourage imports.  |                                 |
|      | 4) Industrialists formed the Indian Industrial and Commercial Congress in      |                                 |
|      | 1920.  |                                 |
|      | 5) They formed the Federation of the Indian Chamber of Commerce and            |                                 |
| -    | Industries (FICCI) in 1927.  |                                 |
|      | 6) They refused to sell or buy imported goods.                                 |                                 |
|      | 7) They gave financial assistance and supported the Civil Disobédience         |                                 |
|      | Movement.  |                                 |
|      | 8) They attacked colonial control over the Indian economy.                     |                                 |
|      | Any other relevant points.   |                                 |
|      |  |                                 |
|      |  |                                 |
|      | (Any three points to be analysed)  |                                 |
|      |  | -                               |
|      |  | L                               |

Page 66  $3 \times 1 = 3$ 

| 13.* | Sources based questions:  |       |
|------|---|-------|
|      | 13.1 The qualities of 'Arya Vamsa'-   |       |
| _    |   |       |
|      | 1. Courage  |       |
|      | 2. Truthfulness   |       |
|      | 3. Modesty of the people.   |       |
|      |   |       |
|      | (Any two qualities)   |       |
|      |   |       |
|      | 12.2 Fall land along the second of a discoling an action of a discoling and the Tadions |       |
|      | 13.2 Folklore helped in the spread of nationalism amongst the Indians-                  |       |
|      | 1) Indian folklore, gave a true picture of traditional culture that had been            |       |
|      | corrupted and damaged by outside forces.  | -     |
|      | 2) It was essential to preserve this folk tradition in order to discover one's          |       |
|      | national identity and restore a sense of pride in one's past.                           |       |
|      | Pages no. 71,72   | 1+2=3 |
| 1.   | 1 ages 110. 71,72   | 112-3 |
|      |   |       |
| 14   | Print culture developed in Europe-  |       |
| 14   | Chinese paper reached Europe which made possible the production of                      |       |
|      | manuscripts, carefully written by scribes.  |       |
|      | 2. Marco Polo brought the technology of woodblock printing by which                     |       |
|      | Italians began producing books with woodblocks and soon the                             |       |
|      | technology spread to other parts of Europe.   |       |
|      | 3. Book fairs were held at different places.  |       |
|      | 4. Production of handwritten manuscripts was organized in new ways to                   |       |
|      | meet the expanded demand.   |       |
|      | 5. Woodblock printing gradually became more and more popular and was                    |       |
|      | widely used in Europe to print textiles, playing cards and religious                    |       |
|      | pictures etc.   |       |
|      | 6. The first known printing press was developed by Johann Gutenberg.                    | -     |
|      |   |       |
|      | (Any three points to be explained)  |       |
|      | Page 156  | 3X1=3 |
|      | OR  | . ne  |
|      | Features of the early Bengali novels-   | X.,   |
|      | The early Bengali novels lived in two worlds.   |       |
|      | 2. These novels were located in the past, their characters, events and love             |       |
|      | stories based on historical events.   |       |
|      | 3. Another group of novels depicted the inner world of domestic life in                 |       |
|      | contemporary settings.  |       |
|      | 4. Domestic novels frequently dealt with the social problems.                           |       |
|      | 5. Some novels dealt with romantic relationship between men and                         | ".    |
|      | women.  |       |
|      | Any other relevant point.   | 1.    |
|      | (Any three points to be explained)  | 2344  |
|      | Pages 189,190   | 3X1=3 |
|      |   |       |
| 15   | The social divisions affect politics-   |       |
| 1    | Democracy involves competition among various political parties.                         |       |
|      | 1   |       |
|      | 2. Their competition tends to divide any society.                                       |       |
|      | 3. It leads to conflict, violence or even disintegration of a country.                  |       |
|      |   |       |

| -   |      |   |                                   |
|-----|------|---|-----------------------------------|
| -   | -  - | Catholics.  |                                   |
|     |      | The Catholics were represented by nationalists parties who demanded +         |                                   |
|     | _    | that Northern Ireland be unified with the Republic of Ireland.                |                                   |
| -   | - 1  | The Protestants were represented by Unionists who wanted to remain            |                                   |
|     |      | with UK.  |                                   |
|     | -  - | (To be assessed as a whole)   |                                   |
|     |      |   | 3                                 |
| 1   |      |   | 3                                 |
| 16  | 3    | Factors responsible for breaking down the old notion of caste hierarchy       |                                   |
|     |      |   |                                   |
|     |      | 1. Economic development.  | -                                 |
|     | -    | 2. Large scale urbanisation   |                                   |
| 1   |      | Growth of literacy and education  |                                   |
|     |      | 4. Occupational mobility  | ***                               |
| -   | -    | 5. The weakening of the position of landlords in the villages.                |                                   |
|     |      | 6. Constitution prohibited any caste-based discrimination/untouchability.     |                                   |
| -   |      | Any other relevant point  |                                   |
|     |      | (Any three factors to be explained)   |                                   |
|     |      | Page 51   | 3x 1 = 3                          |
| 1   | 7    |   | 33 1 - 3                          |
| 1   | 7    | Table based Question  |                                   |
|     |      | (17.1) Bihar  |                                   |
|     |      | (17.2) Inadequate provision for   |                                   |
|     |      | (i) basic health  | -                                 |
|     |      | (ii) educational facilities   |                                   |
|     |      | (iii)PDS  |                                   |
|     |      | Any other relevant point  |                                   |
|     |      | (Any two)   | 1+2=3                             |
| 1   |      | For blind candidates:   |                                   |
|     |      | (17.1) Infant Mortality rate—It is the number of children that die before the |                                   |
|     |      | age of one year as a proportion of 1000 live children born in that            |                                   |
|     | ,    |   | -                                 |
|     | -    | particular year.  |                                   |
| -   |      | (17.2) Literacy rate—It is the proportion of literate population in the 7 and |                                   |
|     |      | above age group.  |                                   |
| 1   | -    | (17.3) Net attendance rate—It is the total number of children of age — group  |                                   |
| -   |      | 6-10 attending school as a percentage of total number of children in          |                                   |
| -   |      | the same age group.   |                                   |
|     |      |   |                                   |
|     |      | Page 10   |                                   |
| -   |      |   | 1+1+1=3                           |
|     | 18   | Rules and regulations are required because                                    |                                   |
| 1   |      | (i)Individual consumers often find themselves in a weak position.             |                                   |
|     |      | (ii) Seller tries to shift all the responsibility on to the buyer.            |                                   |
|     |      | (iii) Unfair trade practices.   |                                   |
|     |      | (iv) Adulterated / defective goods are sold.                                  |                                   |
|     |      | (v) False information is given and passed on through the media.               | -                                 |
| -   | 1.   | Any other relevant point  |                                   |
| -   |      | (Any two reasons to be explained) Page 76                                     | $1\frac{1}{2} + 1\frac{1}{2} = 3$ |
|     |      |   |                                   |
|     | 19   | Role of technology during the late 19 <sup>th</sup> century-                  |                                   |
|     |      | 1. The railways, steamships, the telegraph etc were important inventions      |                                   |
| 1   |      | without which one cannot imagine the transformed 19th century world.          |                                   |
| - 1 |      | 2. Technological advancement was often the result of large social.            |                                   |
|     |      | political and economic factors.   | -                                 |
| -   |      | 3. Improvements in transport : faster railways ,lighter wagons and larger     |                                   |
|     |      | ships helped move food-more cheaply.  |                                   |
|     |      | 4. New technology like refrigerated ships, which enabled the transport of     | -                                 |
| -   |      | 7. New technology like terrigerated ships, which chables the transport of     |                                   |

| -       | perishable foods over long distances.   |                  |
|---------|---|------------------|
|         | - Any other relevant point.   |                  |
|         | (Any four points to be explained) Pages 83,84   | $4 \times 1 = 4$ |
| -       | OR  |                  |
|         |   |                  |
|         | Indian cotton export market collapsed   |                  |
|         | Arrival of cheap and durable goods from Manchester.   |                  |
|         | Industrialists persuaded the East India Company to sell British   | -                |
|         | manufactures in Indian markets.   |                  |
| -       | <ol> <li>Import duties imposed on Indian cotton textiles in Britain.</li> </ol>   |                  |
|         | Any other relevant point.   |                  |
|         | (Any two points to be explained)  |                  |
|         | The local market shrank   |                  |
|         | 1. Produced by machine cotton cloth was sold so cheap that Indian   |                  |
| _       | weavers could not easily compete with them.   |                  |
|         | 2. By 1860, Britishers could not get sufficient supply of raw cotton of   |                  |
|         | good quality as the American civil war broke out and cotton supplies  |                  |
|         | from the US were cut off. Then Britain turned to India, Raw cotton  |                  |
|         | exports from India increased due to this prices of raw cotton shot up.  |                  |
|         | 3. Weavers in India were forced to buy raw cotton at exorbitant prices.   |                  |
|         | Any other relevant point.   |                  |
|         | (Any two points to be explained)  |                  |
| -       | Pages 116,117   | 2+2=4            |
|         | OP  |                  |
|         | La de stablica de la constable francisco de |                  |
| -       | Industrialization changed the form of urbanization in England-  |                  |
|         | 1. Textile mills attracted the large number of migrants from rural areas.   |                  |
|         | 2. A large number of people migrated from other places to Leeds,  |                  |
|         | Manchester and London.  |                  |
| -       | 3. London became city of clerks, shopkeepers, etc.  |                  |
|         | 4. Five major types of industries employed large numbers.   |                  |
|         | 5. During the first world war, London began manufacturing motor cars  |                  |
|         | and electrical goods.   |                  |
|         | Any other relevant point.   | 4X1=4            |
|         | (Any four points to be explained)   |                  |
|         | Pages 128,129   |                  |
| 20*     | Reasons for the depletion of forest resources-  |                  |
|         | 1 The greatest damage was done during the colonial period due to the  |                  |
| 17 ,000 | expansion of the railways, agriculture, commercial and scientific forestry.   |                  |
|         | 2 Due to agricultural expansion over 26,200 sq. km of forest area was   |                  |
|         | converted into agricultural land.   |                  |
|         | 3 Deforested or degraded by shifting cultivation.   |                  |
|         | 4 Large scale development projects e.g. Narmada Sagar Project   |                  |
|         | 5 Mining activity   |                  |
|         | 6 Grazing and fuel wood collection  |                  |
| -       | 7 Rapidly expanding industrial- urban economy   |                  |
|         | 8 Habitat destruction, hunting, poaching, forest fires etc  |                  |
|         | Any other relevant point  |                  |
| 1       | (Any four reasons)  |                  |
| 1.      | Pages 16.17.18  | 4X1=4            |
| 21      | Reasons responsible for water scarcity-   |                  |
|         | Variation in seasonal and annual precipitation.   |                  |
| -       | 2. Over-exploitation.   |                  |
| -  -    | -3. Excessive use and unequal access to water among different social  | -                |
|         | groups.   | -                |
| -       | 4. Rapid growth of industrialisation.   |                  |
|         |   |                  |

|     | -   |  |       |
|-----|-----|--|-------|
|     |     | 5. Urbanisation.   |       |
|     |     | 6. More use of water in agriculture sector.  | -     |
| 1   |     | 7. Bad quality of water.   |       |
| 1   | 1   | 8. Growing population.   |       |
| -   |     | Any other relevant points  | -     |
|     |     | (Any four points to be explained) 4x   | 1=4   |
|     |     | Pages 24,25  |       |
| 1   | 22- | Characteristics of Kandla Sea Port   |       |
|     |     | Kandla was the first port developed soon after Independence.   | - ~   |
|     | ==  | 2. To ease the volume of trade on the Mumbai port.   |       |
| İ   |     | Kandla Port located in Kuchchh in Gujarat.   |       |
|     | - " | 4. It is a tidal port.   |       |
| 1   | -   | 5. It caters to the convenient handling of exports and imports for Northern  | _     |
|     |     | and Western states of India.   | -     |
| -   |     | Any other relevant points.   | -     |
| 1   |     |  | 1=4   |
| -   | 23* | Reasons for strained relationship between the Sinhala and Tamil  |       |
| -   |     | Communities-   |       |
| 1   |     | 1. The leaders of the Sinhala community sought to secure dominance over  |       |
| 1   |     | government by virtue of their majority.  |       |
| -   |     | 2. The democratically elected government adopted a series of   |       |
| -   |     | majoritarian measures to establish Sinhala supremacy.  |       |
| 1   |     | 3. An act was passed to recognise Sinhala as the only official language.   |       |
| -   |     | 4. Preferential policies that favoured Sinhala applicants for government   |       |
|     |     | jobs.  |       |
| 1   |     | 5. A new constitution stipulated that the state protect and foster   |       |
| 1   |     | Buddhism.  |       |
| -   |     | 6. The government policies denied them equal political rights.   |       |
|     |     | Any other relevant point.  |       |
|     |     | (Any four reasons to be examined)  |       |
| -   |     |  | x 1=4 |
| İ   | 24  | Features of movement-for democracy in Nepal-   |       |
| -   |     | Nepal witnessed an extraordinary popular movement in April 2006  |       |
| -   |     | which was aimed at regaining popular control over the government   |       |
|     |     | from the king.   |       |
|     |     | 2. All the major political parties in the parliament formed a Seven Party  |       |
|     |     | Alliance.  |       |
|     |     | <ol> <li>Four day strike called in Kathmandu, turned into an indefinite strike.</li> <li>Maoist insurgents and various other organizations joined hands.</li> </ol>  |       |
|     |     | 5. On 21 April they served an ultimatum to the king and stuck to their   |       |
| - 3 |     | demand for restoration of parliament power to an all party government  |       |
|     | -   | and a new constituent assembly.  |       |
|     |     | 6. On 24 April the last day of the ultimatum the king was forced to  |       |
|     |     |  |       |
|     |     |  |       |
|     |     | concede all the three demands.   |       |
|     |     | <ul><li>concede all the three demands.</li><li>7. The new constituent assembly was going to be known as Nepal's</li></ul>  |       |
|     |     | <ul><li>7. The new constituent assembly was going to be known as Nepal's second movement for democracy.</li></ul>  |       |
|     |     | <ul> <li>concede all the three demands.</li> <li>7. The new constituent assembly was going to be known as Nepal's second movement for democracy.</li> <li>Any other relevant points.</li> </ul>  |       |
|     |     | concede all the three demands.  7. The new constituent assembly was going to be known as Nepal's second movement for democracy.  Any other relevant points.  (Any four features to be described)   | 4x1=4 |
|     | 25* | concede all the three demands.  7. The new constituent assembly was going to be known as Nepal's second movement for democracy.  Any other relevant points.  (Any four features to be described)  Pages 58,59  | 4x1=4 |
|     | 25* | concede all the three demands.  7. The new constituent assembly was going to be known as Nepal's second movement for democracy.  Any other relevant points.  (Any four features to be described)   | 4x1=4 |
|     | 25* | concede all the three demands.  7. The new constituent assembly was going to be known as Nepal's second movement for democracy.  Any other relevant points.  (Any four features to be described)  Pages 58,59  Democracy is a better form of government-   | 4x1=4 |
|     | 25* | concede all the three demands.  7. The new constituent assembly was going to be known as Nepal's second movement for democracy.  Any other relevant points.  (Any four features to be described)  Pages 58,59  Democracy is a better form of government-  1. Promotes equality among citizens.   | 4x1=4 |
|     | 25* | concede all the three demands.  7. The new constituent assembly was going to be known as Nepal's second movement for democracy.  Any other relevant points.  (Any four features to be described)  Pages 58,59  Democracy is a better form of government-  1. Promotes equality among citizens.  2. Enhances the dignity of the individual. | 4x1=4 |

|     |   | -      |
|-----|---|--------|
|     | (Justify any two point) Page 90   | 2+2=4- |
| 26  | - Importance of tertiary sector   |        |
|     | - (i)Provision of basic services such as medical, education, post and                                     |        |
|     | telegraph, by the government  | -      |
|     |   |        |
|     | (ii)Development of agriculture and industry leads to development of                                       |        |
|     | services such as trade ,transport,storage.  |        |
|     | (iii)Rise in income level results in more demand for services like eating out tourism, private schooling. |        |
|     | (iv)Emergence of new services such as those based on information and                                      |        |
|     | communication technology.   |        |
|     | Any other relevant points.  | _      |
|     | - (Any four)  |        |
|     | Page 24   | 1V4=4  |
| 27  |   | 174-4  |
| 27– | Money makes exchange of things easier-  |        |
| 200 | (i) With the use of money, exchange becomes possible without  |        |
|     | double coincidence of wants.  |        |
|     | (ii) Goods and services are being bought and sold with the use  |        |
|     | of money.   |        |
|     |   |        |
|     | Any other relevant points   | 100    |
|     | (To be explained with two relevant examples)  |        |
|     | Page 39   | 2x2=4  |
| 28  | Role of Technology-   | /      |
|     | (i)Improvements in transportation technology has made much faster   | - 05   |
|     | delivery of goods across long distances possible at lower costs.  | - 42   |
|     |   |        |
| 100 | (ii)Developments in information and communication technology has  |        |
|     | helped to contact one another around the world.   |        |
|     | (iii)Satellite communication devices have helped to access information                                    |        |
|     | instantly even from remote areas.   |        |
|     | (iv)Internet allows us to send instant etectronic mail and talk across the                                |        |
| - : |   |        |
|     | world at negligible costs.  |        |
|     | Any other relevant point  |        |
|     | (Any four points to be explained)   |        |
|     | Pages 62.63   | 4x1=4  |
| 29  | Filled up maps attached   | 6X1=6  |
|     |   |        |
|     |   | 36.    |
|     | For the blind Candidates  |        |
|     | (29.1) Kheda  |        |
|     |   |        |
|     |   | 1      |
|     | (29.2) Madras   |        |
|     | (29.2) Madras<br>(29.3) Assam   |        |
|     | (29.2) Madras   |        |
|     | (29.2) Madras<br>(29.3) Assam   | 6x1=6  |

## Secondary School Exam. 2010 Social Science (Delhi)

# Marking Scheme (SET 32/1/2)

| _   | Expected Answers/value points  | Distribution of Marks           |
|-----|--|---------------------------------|
| 1   | The industry which uses limestone as its main raw material-  |                                 |
|     | Cement Industry  | 1                               |
| -   | Page   | 75 1                            |
| 2 - | Traditional system of rain water harvesting-   |                                 |
|     | Underground tanks or Tankas/   |                                 |
|     | Rooftop rain water harvesting  | -                               |
|     |  |                                 |
|     |  | 1                               |
|     | Page 30,   | 31                              |
| 3 - | Classification of resources on the basis of exhaustibility-  |                                 |
|     | 1. Renewable   |                                 |
|     | 2. Non-renewable   |                                 |
|     | Page 2   | $\frac{1}{2} + \frac{1}{2} = 1$ |
| 4   | The sowing period of Rabi crop is winter/October- December   |                                 |
|     | Page 36  | 1                               |
| 5   | Proclamation of the French Revolution:   |                                 |
|     | The French nation to liberate the people of Europe from despotism /  | -                               |
|     | To help other people of Europe to become nations./ The revolution  |                                 |
|     | proclaimed that it was the people who would constitute the nation and  |                                 |
|     | shape its dentiny. Page  | 5                               |
|     |  |                                 |
|     | OR   |                                 |
|     | The state of the s |                                 |
|     | Vietnam gained formal independence in 1945.  |                                 |
| 6   | Vietnam gained formal independence in 1945.  |                                 |
| 6   | Vietnam gained formal independence in 1945.  Page The first printing press was invented by Johann Gutenberg  | 29 1                            |
| 6   | Vietnam gained formal independence in 1945.  Page The first printing press was invented by Johann Gutenberg Page   | 29 1                            |
| 6   | Vietnam gained formal independence in 1945.  Page The first printing press was invented by Johann Gutenberg  | 29 1                            |
| 6   | Vietnam gained formal independence in 1945.  Page The first printing press was invented by Johann Gutenberg  Page  OR  | 29 1                            |
| 6   | Vietnam gained formal independence in 1945.  Page The first printing press was invented by Johann Gutenberg  Page  OR  In 1836 a notable event took place when Charles Dickens' Pickwick   | 29 1                            |
| 7   | Vietnam gained formal independence in 1945.  Page The first printing press was invented by Johann Gutenberg  Page  OR  In 1836 a notable event took place when Charles Dickens' Pickwick  papers was serialized in a magazine.   | 29 1                            |
|     | Vietnam gained formal independence in 1945.  Page The first printing press was invented by Johann Gutenberg  Page  OR  In 1836 a notable event took place when Charles Dickens' Pickwick  papers was serialized in a magazine.  Page Two subjects mentioned in the state list.   | 29 1 156                        |
|     | Vietnam gained formal independence in 1945.  Page The first printing press was invented by Johann Gutenberg  Page  OR  In 1836 a notable event took place when Charles Dickens' Pickwick  papers was serialized in a magazine.  Page  Two subjects mentioned in the state list.  (i) Police (ii) Trade (iii) Commerce (iv) Agriculture (v)Irrigation   | 29 1 156                        |
|     | Vietnam gained formal independence in 1945.  Page The first printing press was invented by Johann Gutenberg  Page  OR  In 1836 a notable event took place when Charles Dickens' Pickwick  papers was serialized in a magazine.  Page  Two subjects mentioned in the state list.  (i) Police (ii) Trade (iii) Commerce (iv) Agriculture (v)Irrigation (any two)   | 29 1 156                        |
|     | Vietnam gained formal independence in 1945.  Page The first printing press was invented by Johann Gutenberg  Page  OR  In 1836 a notable event took place when Charles Dickens' Pickwick  papers was serialized in a magazine.  Page  Two subjects mentioned in the state list.  (i) Police (ii) Trade (iii) Commerce (iv) Agriculture (v)Irrigation (any two)   | 29 1 156 179 1                  |

| 9  | The attribute considered most important for the development of country is        |                                   |
|----|--|-----------------------------------|
|    | 'National Income'/ Income/Per capita Income.                                     |                                   |
|    | Page 8   | 1                                 |
| 10 | The quasi-judicial machinery, set up at the highest level, is the national level |                                   |
|    | court. Page 84   | 1                                 |
| 11 | Measures introduced by the revolutionaries-                                      | +                                 |
|    | (i) The ideas of la patrie (Fatherland)  |                                   |
|    | (ii) The ideas of le citoyen (citizen)   |                                   |
|    | (iii) French Flag  |                                   |
|    | (iv) Estates General – National Assembely  |                                   |
| -  | (v) New hymns were composed  |                                   |
|    | (vi) Centralised administrative system   |                                   |
|    | (vii) Uniform laws introduced  |                                   |
|    | Any other relevant point.  |                                   |
|    | (Any three points)   |                                   |
|    | Page 5   | 1+1+1=3                           |
|    | OR   |                                   |
|    | The main motive of the French to develop infrastructural projects in             |                                   |
|    | Vietnam-   |                                   |
|    | To help transport goods for trade, moved military garrisons and control          |                                   |
|    | the entire region.   |                                   |
|    | They succeeded-  |                                   |
|    | 1. They built canal and drain lands to increase cultivation of rice.             |                                   |
|    | 2. They built a railway network to link areas within Vietnam.                    |                                   |
|    | 3. The railways were built to connect Vietnam with China .Siam and               |                                   |
|    | Cambodia.  |                                   |
|    | Any other relevant point.  |                                   |
|    | (Any two points to be explained)   | 1.2-2                             |
|    | Page 32  | 1+2=3                             |
| 12 | Rules and regulations are required   |                                   |
|    | (i)Individual consumers often find themselves in a weak position.                |                                   |
|    | (ii) Seller tries to shift all the responsibility on to the buyer.               |                                   |
|    | (iii) Unfair trade practices.  |                                   |
|    | (iv) Adulterated / defective goods are sold.                                     |                                   |
|    | (v) False information is given/passed on through the media.                      |                                   |
|    | Any other relevant point   | 11/11/2                           |
|    | (Any two reasons to be explained) Page 76  | $1\frac{1}{2} + 1\frac{1}{2} = 3$ |
| 12 | Table  |                                   |
| 13 | Table based Question   |                                   |
|    | (13.1) Bihar<br>(13.2) Inadequate provision for                                  |                                   |
|    | (i) basic health   |                                   |
|    | (ii) educational facilities  |                                   |
|    | (iii)PDS   |                                   |
| 1  | Any other relevant point.  |                                   |
|    | (Any two)  | 1+2=3                             |
|    | (zui) (wo)   |                                   |

|    | For blind candidates:   |         |                                   |            |
|----|---|---------|-----------------------------------|------------|
|    | (13.1) Infant Mortality rate—It is the number of children that die before   | re the  | -                                 |            |
|    | age of one year as a proportion of 1000 live children born in t   | 1       |                                   |            |
| -  | particular year.  | nat     |                                   |            |
| -  |   | 7 and   |                                   |            |
|    | (13.2) Literacy rate—It is the proportion of literate population in the   | and     |                                   |            |
|    | above age group.  |         |                                   |            |
|    | (13.3) Net attendance Rate-It is the total number of children of age-   |         |                                   |            |
|    | group 6-10 attending school as a percentage of total number of child  | ren in  |                                   |            |
|    | the same age group.   |         |                                   |            |
| -  |   |         |                                   |            |
|    |   | Page 10 |                                   |            |
|    |   |         | 1+1+1=3                           |            |
| 14 | A new reading public emerged with a printing press-   |         | •                                 |            |
|    | (i) With the introduction of printing press the cost of printing reduced.   |         |                                   |            |
|    | (ii) Multiple copies of books could be printed very fast.   |         |                                   |            |
|    | (iii) More and more people could read books.  |         |                                   |            |
|    | (iv) The common people heard sacred texts read out  |         |                                   |            |
|    | (v) The common people heard a story or saw a performance.   |         |                                   |            |
|    | (vi) Books created a new culture of reading.  |         |                                   |            |
|    | Any other relevant point  |         |                                   |            |
|    | (Any two points to be explained)  |         |                                   |            |
|    |   | ge 159  |                                   |            |
|    |   | geria   | 11/2 + 11/2 = 3                   |            |
|    | OR  |         | 1/2 1 1/2 2                       | ,          |
|    | The poor people remained excluded from the publishing market  |         |                                   |            |
|    | (i) Novels were not cheap.  |         |                                   |            |
|    | (ii) Circulation was limited.   |         |                                   |            |
|    | Any other relevant point  |         |                                   |            |
| :  | (Any two points to be explained)  |         | 11/ / 11/ 2                       |            |
|    | Pag   | ge 178  | $1\frac{1}{2} + 1\frac{1}{2} = 3$ | <i>i</i> - |
| 15 | Factors responsible for breaking down the old notion of caste hierarc   | hy      |                                   |            |
|    |   |         |                                   |            |
|    | Economic development.   |         |                                   |            |
|    | 2. Large scale urbanisation   |         |                                   |            |
|    | 3. Growth of literacy and education   |         |                                   |            |
|    | 4. Occupation of mobility   |         |                                   |            |
|    | 5. The weakening of the position of landlords in the villages.  |         |                                   |            |
|    | 6. Constitution prohibited any caste-based discrimination.  |         |                                   |            |
|    | Any other relevant point  |         |                                   | _          |
|    | (Any three factors to be explained)   |         |                                   |            |
|    | (Ally times ractors to be explained)  |         |                                   |            |
|    |   | Page 51 | 3x = 3                            |            |
| 16 | The social divisions affect politics-   |         |                                   |            |
|    | Democracy involves competition among various political particular partic | es.     |                                   |            |
|    | 2. Their competition tends to divide any society.   |         |                                   |            |
|    | 3. It leads to conflict, violence or even disintegration of a country   |         | 1                                 |            |
|    | For example in the case of Northern Ireland. Its population is of   |         |                                   |            |
|    | To example in the case of Northern freight. its population is   | aca     |                                   |            |

|     | into two major sects of Christianity: 53% Protestants and 44%                    | -                |
|-----|--|------------------|
| -   | Roman Catholics.   | 5                |
|     | The Catholics were represented by nationalist parties who demanded               | - 1              |
| -   | that Northern Ireland be unified with the Republic of Ireland.                   |                  |
| -   | The Protestants were represented by Unionists who wanted to remain               | · · · -          |
|     | with UK.   | -                |
|     | (To be assessed as a whole)  |                  |
|     | Page 34  | 3                |
| 17* | Sources based questions:   | -                |
|     | 17.1 The qualities of 'Arya Vamsa'-  | *                |
|     | 1 Courses  | *2               |
|     | 1. Courage 2. Truthfulness   |                  |
|     | 3. Modesty of the people.  |                  |
|     | 5. Wiodesty of the people.   |                  |
|     | (Any two qualities)  | 1                |
|     | (Mily two qualities)   |                  |
|     | 17.2 Folklore helped in the spread of nationalism amongst the Indians-           |                  |
|     | 1) Indian folklore, gave a true picture of traditional culture that had been     |                  |
|     | corrupted and damaged by outside forces.   |                  |
|     | 2) It was essential to preserve this folk tradition in order to discover         |                  |
|     | one's national identity and restore a sense of pride in one's past.              |                  |
|     |  |                  |
|     | Page no. 71,72   |                  |
|     |  | 1+2=3            |
| 104 |  | 1                |
| 18* | Role of merchants and the industrialists in the Civil Disobedience               |                  |
|     | Movement-  | _                |
|     | Merchants reacted against colonial policies that restricted business activities. |                  |
|     | 2) They wanted protection against imports of foreign goods.                      |                  |
|     | 3) They wanted protection against imports of foreign goods.                      |                  |
|     | discourage imports.  |                  |
|     | 4) Industrialists formed the Indian Industrial and Commercial Congress           |                  |
|     | in 1920.   |                  |
|     | 5) They formed the Federation of the Indian Chamber of Commerce and              |                  |
|     | Industries (FICCI) in 1927.  |                  |
|     | <ol><li>They refused to sell and buy imported goods.</li></ol>                   |                  |
|     | 7) They gave financial assistance and supported Civil Disobedience               |                  |
|     | Movement.  | -                |
|     | 8) They attacked colonial control over the Indian economy.                       |                  |
|     | Any other relevant point.  | -:               |
|     |  |                  |
|     | (Any three points to be analysed)  |                  |
|     | Page 60  | $3 \times 1 = 3$ |
|     |  |                  |

|     | · · · · · · · · · · · · · · · · · · ·  |       |
|-----|--|-------|
| 19  | Role of Technology-  |       |
| 1   | (i)Improvements in transportation technology has made much faster              |       |
|     | delivery of goods across long distances possible at lower costs.               |       |
|     | (ii)Developments in information and communication technology has               |       |
|     | helped people to contact one another around the world.                         |       |
|     |  |       |
|     | (iii)Satellite communication devices have helped to access information         |       |
|     | instantly even from remote areas.  |       |
|     | (iv)Internet allows us to send instant electronic mail and talk across the     |       |
|     | world at negligible costs.   |       |
|     | Any other relevant point   |       |
|     | (Any four points to be explained)  |       |
| 1   | Pages 62,63  | 4x1=4 |
| 20  | Money makes exchange of things easier-   |       |
| _   | a. With the use of money exchange becomes possible without                     |       |
|     | double coincidence of wants.   |       |
| -   |  |       |
|     | b. Goods and services are being bought and sold with the use                   |       |
|     | of money.  |       |
|     | Any other relevant points  |       |
|     | (To be explained with two relevant examples)                                   |       |
|     | Page 39  | 2x2=4 |
| 21  | Minerals are an indispensable part of our lives-                               |       |
|     | 1. Everything we use, from a pin to a ship, all are made from minerals.        |       |
|     | 2. Railway lines and roads are made from minerals.                             |       |
|     | 3. Means of transport e.g cars ,buses etc. are made from minerals which        |       |
|     | are run on power resources derived from the earth.                             |       |
|     | 4. Food we eat contains minerals.  |       |
|     | 5. Minerals have been used for decorations, ceremonial rites etc               |       |
| -   |  |       |
|     | Any other relevant point   |       |
|     | (Any four points with examples)  |       |
|     | page 50  | 4x1=4 |
| 22* | Democracy is a better form of government-                                      |       |
| 44  |  |       |
|     | Promotes equality among citizens.      Enhances the dignity of the individual. |       |
|     | 2. Enhances the dignity of the individual.                                     |       |
|     | 3. Improves the quality of decision making.                                    |       |
|     | 4. Provides a method to resolve conflicts.                                     |       |
|     | <ol><li>Allows room to correct mistakes.</li></ol>                             |       |
|     |  |       |
|     | (Justify any two point) Page 90  | 2+2=4 |
| 23  | Role of technology during the late 19 <sup>th</sup> century-                   |       |
|     | 1. The railways, steamships, telegraph etc were important inventions           |       |
|     | without which one cannot imagine the transformed 19th century                  |       |
|     | world.   |       |
|     | 2. Technological advancements were often a result of large social.             |       |
|     | political and economic factors.  |       |
|     | 3. Improvements in transport : faster railways ,lighter wagons and larger      |       |
|     | 5. Improvements in transport . raster railways figurer wagons and larger       |       |
|     | ships help in moving food more cheaply.  | 1     |

·\* ...

|     | 4. New technology like refrigerated ships, enabled the transport of                      |                  |
|-----|--|------------------|
|     | perishable foods over long distances.  | •                |
|     | Any other relevant point.  | $4 \times 1 = 4$ |
| -   | (Any four points to be explained) Page   | -                |
|     | 83,84  |                  |
| -   | OR   |                  |
| 1   | Indian cotton export market collapsed  |                  |
|     | Incoming of cheap and durable goods from Manchester.                                     |                  |
|     |  |                  |
|     | 2. Industrialists persuaded the East India Company to sell British                       |                  |
|     | manufactures in Indian markets.  |                  |
|     | 3. Import duties imposed on Indian cotton textiles in Britain.                           |                  |
| -   | Any other relevant point.  |                  |
|     | (Any two points to be explained)   |                  |
|     | The local market shrank  |                  |
|     | 1. Machine made cotton was sold so cheap that Indian weavers could not                   |                  |
|     | easily compete with them.  |                  |
|     | 2. By 1860, Britishers could not get sufficient supply of raw cotton of                  |                  |
|     | good quality as the American civil war broke out and cotton supplies                     |                  |
|     | from the US were cut off. Britain, then, turned to India. Raw cotton                     |                  |
|     | exports from India increased ,due to which prices of raw cotton shot                     |                  |
|     | up.  | 2+2=4            |
|     | 3. Weavers in India were forced to buy raw cotton at exorbitant prices.                  | 2.2 4            |
|     | Any other relevant point.  |                  |
| -   | (Any two points to be explained)   |                  |
|     | Page 116.117   |                  |
| -   | <u>OR</u>  |                  |
|     | Industrialization changed the form of urbanization in England-                           |                  |
|     | <ol> <li>Textile mills attracted a large number of migrants from rural areas.</li> </ol> |                  |
|     | 2. A large number of people migrated from other places to                                |                  |
|     | London, Leeds and Manchester.  |                  |
|     | <ol><li>London became city of clerks, shopkeepers, etc.</li></ol>                        |                  |
|     | 4. Five major types of industries employed large numbers of migrants.                    | 4X1=4            |
|     | 5. During the first world war London began manufacturing motor cars                      | 771 7            |
|     | and electrical goods.  |                  |
|     | Any other relevant point.  |                  |
|     | (Any four points to be explained)  |                  |
|     | Page 128,129   |                  |
| 24  | Similarities of popular struggles in Nepal and Bolivia:                                  |                  |
|     | (1) Both were political conflicts which led to popular struggles.                        |                  |
|     | (2) Both involved mass mobilization.   |                  |
|     | (3) Political organizations played a crucial role in both.                               |                  |
|     | (4) Public demonstration of mass support clinched the dispute.                           |                  |
|     | (any two)  |                  |
|     | Disimilarities:  | -                |
| 1 . | (1)In Nepal, the movement was for the establishment of democracy.                        |                  |
| -   | In Bolivia, it was a struggle involving claims on an elected                             | -                |
| -   | · ·  |                  |

|    |    | democratic government.  | -     |  |  |  |
|----|----|---|-------|--|--|--|
| -  |    | (2)In Nepal, the struggle was about the foundation of the country's                       |       |  |  |  |
|    | -  | democracy.  |       |  |  |  |
|    | 1  | In Bolivia, the struggle was against one specific policy (water policy)                   |       |  |  |  |
| -  | -  | of the government.  | 2+2=4 |  |  |  |
|    |    | Page 60   |       |  |  |  |
| 2  | 5* | Reasons for the depletion of forest resources-  | -     |  |  |  |
|    |    | 1 The greatest damage was during the colonial period due to the expansion of              |       |  |  |  |
|    |    | the railways, agriculture, commercial and scientific forestry.                            |       |  |  |  |
| -  |    | 2 Due to agricultural expansion, over 26,200 sq. km of forest area was                    |       |  |  |  |
|    |    | converted into agricultural land.   |       |  |  |  |
| -  |    | 3 Deforested or degraded by shifting cultivation.   |       |  |  |  |
|    |    | 4 Large scale development projects e.g. Narmada Sagar Project                             |       |  |  |  |
|    |    | 5 Mining activity   |       |  |  |  |
|    |    | 6 Grazing and fuel wood collection  |       |  |  |  |
|    |    |   |       |  |  |  |
|    |    | 7 Rapidly expanding industrial- urban economy   |       |  |  |  |
| -  |    | 8 Habitat destruction, hunting, poaching, forest fires etc                                |       |  |  |  |
|    |    | Any other relevant point  |       |  |  |  |
| -  |    | (Any four reasons)  | ii    |  |  |  |
| 1  |    | Pages 16,17,18  | 4X1=4 |  |  |  |
| 2  | 26 | Meaning of disguised unemployment with an example:  |       |  |  |  |
| 1. |    | There are more people in agriculture than is necessary. If some people are                |       |  |  |  |
| 1  |    | removed, agricultural production remains same. These people are disguisedly               |       |  |  |  |
|    |    | unemployed.   |       |  |  |  |
| L  |    | Relevant example Page 26  |       |  |  |  |
| 2  | 27 | Characteristics of Kandla Sea Port  |       |  |  |  |
| -  |    | <ol> <li>Kandla was the first port developed soon after independence.</li> </ol>          |       |  |  |  |
|    |    | 2. To ease the volume of trade on the Mumbai port.  | -     |  |  |  |
| 1  |    | <ol><li>Kandla Port located in Kuchh in Gujarat.</li></ol>                                |       |  |  |  |
| -  |    | 4. It is a tidal port.  |       |  |  |  |
|    |    | 5. It caters to the convenient handling of exports and imports for                        |       |  |  |  |
|    |    | Northern and Western states of India.   |       |  |  |  |
|    |    | Any other relevant points.  |       |  |  |  |
| L  |    | (Any four characteristics) Page 87  | 4x1=4 |  |  |  |
|    | 28 | Reasons for strained relationship between the Sinhala and Tamil                           |       |  |  |  |
|    |    | Communities-  |       |  |  |  |
| 1  |    | <ol> <li>The leaders of the Sinhala community sought to secure dominance</li> </ol>       |       |  |  |  |
|    |    | over government by virtue of their majority.  |       |  |  |  |
|    | ٠  | 2. The democratically elected government adopted a series of                              |       |  |  |  |
|    |    | majoritarian measures to establish Sinhala supremacy.                                     |       |  |  |  |
|    |    | <ol><li>An act was passed to recognise Sinhala as the only official language.</li></ol>   |       |  |  |  |
| -  |    | <ol> <li>Preferential policies that favoured Sinhala applicants for government</li> </ol> |       |  |  |  |
|    |    | jobs.   |       |  |  |  |
|    |    | 5. A new constitution stipulated that the state should protect and foster                 |       |  |  |  |
| 1  |    | Buddhism.   | -     |  |  |  |
| 1  |    |   |       |  |  |  |
| -  |    | 6. The government-policies denied them equal political rights.                            |       |  |  |  |

| -  | (Any four reasons to be                  | examined) |        |   |           |
|----|--|-----------|--------|---|-----------|
|    |  |           | Page 3 | - | 4 x 1=4 - |
| 29 | Filled up maps attached                  | -         |        |   | 6X1=6     |
|    | For the blind Candidates                 |           |        |   |           |
|    | (29.1) Kheda<br>(29.2) Madras            |           |        |   |           |
|    | (29.3) Assam<br>(29.4) Tungabhadra river |           |        |   |           |
|    | (29.5) Jaipur<br>(29.6) Kalpakkam        |           |        |   | 6x1=6     |

## Secondary School Exam. 2010 Social Science (Delhi)

Marking Scheme (SET 32/1/3)

| Q. | Expected Answers/value points  | Distribution of Marks           |
|----|--|---------------------------------|
| 1  | Traditional system of rain water harvesting-   |                                 |
|    | Underground tanks or Tankas/   |                                 |
|    | Rooftop rain water harvesting  | -                               |
|    |  | Agent 1970                      |
|    |  | 1                               |
|    | Pages 30,31  | <del>-</del> ,                  |
| 2  | The industry which uses limestone as its main raw material-  |                                 |
|    | Cement Industry  |                                 |
|    | Page 75  | 1                               |
| 3  | Two example of biotic resources  | -                               |
| _  | (i) Human beings   |                                 |
|    | (ii) Flora   |                                 |
|    | (iii) Fauna  |                                 |
|    | (iv) Fisheries   |                                 |
|    | (v) Livestock  |                                 |
|    |  | 1/11/-1                         |
| 4  | (any two points) Page 2  | $\frac{1}{2} + \frac{1}{2} = 1$ |
| 4  | The main food crop grown in north and north-western India is wheat.  Page 38   | 1                               |
| 5  | The first printing press invented by Johann Gutenberg  |                                 |
|    | Page 156   |                                 |
|    | OR   | -                               |
|    | In 1836 a notable event took place when Charles Dickens' Pickwick papers   |                                 |
|    | was serialized in a magazine.  |                                 |
|    |  | 1                               |
| 6  | Page 179 Proclamation of the French Revolution:  |                                 |
| 0  |  |                                 |
|    | The French nation to liberate the people of Europe from despotism.  To help other people of Europe to become nations./ The revolution  | -                               |
|    | 10 help other beoble of Europe to become nations. The revolution   |                                 |
|    |  |                                 |
|    | proclaimed that it was the people who would constitute the nation and  |                                 |
|    |  |                                 |
|    | proclaimed that it was the people who would constitute the nation and  |                                 |
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|    | proclaimed that it was the people who would constitute the nation and shape its dentiny.  Page 5   | 1                               |
| 7  | proclaimed that it was the people who would constitute the nation and shape its dentiny.  Page 5  OR  Vietnam gained formal independence in 1945.  | 1                               |
| 7  | proclaimed that it was the people who would constitute the nation and shape its dentiny.  Page 5  Vietnam gained formal independence in 1945.  Page 29  Two local government bodies working in urban areas   | 1                               |
| 7  | proclaimed that it was the people who would constitute the nation and shape its dentiny.  Page 5  Vietnam gained formal independence in 1945.  Page 29  Two local government bodies working in urban areas  (i) Municipalities                             | 1                               |
| 7  | proclaimed that it was the people who would constitute the nation and shape its dentiny.  Page 5  Vietnam gained formal independence in 1945.  Page 29  Two local government bodies working in urban areas  (i) Municipalities  (ii) Municipal corporation | 1                               |
| 7  | proclaimed that it was the people who would constitute the nation and shape its dentiny.  Page 5  Vietnam gained formal independence in 1945.  Page 29  Two local government bodies working in urban areas  (i) Municipalities                             |                                 |
| 7  | proclaimed that it was the people who would constitute the nation and shape its dentiny.  Page 5  Vietnam gained formal independence in 1945.  Page 29  Two local government bodies working in urban areas  (i) Municipalities  (ii) Municipal corporation |                                 |

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|     | - (iii)PDS  |                                   |
|-----|---|-----------------------------------|
| -   | Any other relevant point  |                                   |
|     | (Any two)   | 1+2=3                             |
| - : | For blind candidates:   |                                   |
|     | (12.1) Infant Mortality rate—It is the number of children that die before the         |                                   |
| -   |   |                                   |
|     | age of one year as a proportion of 1000 live children born in that                    |                                   |
|     | particular year.  |                                   |
|     | (12.2) Literacy rate—It is the proportion of literate population in the 7 and         |                                   |
|     | above age group.  |                                   |
| _   | (12.3) Net attendance rate—It is the total number of children of age—group            | -                                 |
|     | 6-10 attending school as a percentage of total number of children in                  |                                   |
| -   | the same age group.   |                                   |
|     |   |                                   |
|     | Page 10   | 1.1.1.2                           |
| 10  |   | 1+1+1=3                           |
| 13  | Rules and regulations are required  |                                   |
|     | (i)Individual consumers often find themselves in a weak position.                     |                                   |
| -   | (ii) Seller tries to shift all the responsibility on to the buyer.                    |                                   |
| -   | (iii) Unfair trade practices.   |                                   |
|     | (iv) Adulterated / defective goods are sold.  | -                                 |
|     | (v) False information is given/passed on through the media.                           |                                   |
|     | Any other relevant point  |                                   |
|     | (Any two reasons to be explained) Page 76   | $1\frac{1}{2} + 1\frac{1}{2} = 3$ |
|     |   |                                   |
| 14  | Novels became a popular medium of entertainment among middle class in late            |                                   |
|     | 19 <sup>th</sup> century in India-  |                                   |
|     | i) The circulation of books allowed people to amuse                                   |                                   |
|     | themselves in new ways.   |                                   |
|     | ii) Picture books, translation from other languages, popular                          |                                   |
| -   | songs on contemporary events, stories   |                                   |
|     | iii) Detective and mystery novels became popular in Tamil                             |                                   |
|     | iv) Novels were read aloud for several people to hear.                                | -                                 |
|     | <ul> <li>V) It assisted in the spread of silent reading and reading alone.</li> </ul> |                                   |
|     | (any 3) Page 193  |                                   |
|     | OR  | 3                                 |
| -   | Print Culture changed the way of life of women in 19 <sup>th</sup> century India-     |                                   |
|     | i) Lives & feelings of women began to be written in vivid & intense                   |                                   |
|     | ways.   |                                   |
|     | ii) Middle class women started reading navels in large numbers                        |                                   |
|     | iii) Women started writing in journals and explained why women                        | -                                 |
|     | should be educated.   |                                   |
|     | iv) Many liberal husbands & fathers started education of women at                     | 1.                                |
| 1   | home, started sending them to schools when they were set up in                        |                                   |
|     | towns.  |                                   |
|     | v) A women like Rashbehari Devi wrote her autobiography                               |                                   |
|     | Any other relevant point  |                                   |
|     | (Explain any three points)  |                                   |
|     | Page 172  | 1x3=3                             |
|     |   | 1                                 |

| -15* | _ Ro | ole of merchants and the industrialists in the Civil Disobedience              | - 1 |
|------|------|--|-----|
|      | Mo   | lovement-  |     |
|      | 1)   | Merchant reacted against colonical policies that restricted business           |     |
|      |      | activities.  | -   |
|      | 2)   | They wanted protection against imports of foreign goods.                       |     |
| - 1  |      | They wanted rupee-sterling foreign exchange ratio that would                   |     |
| - 1  |      | discourage imports.  |     |
|      | 4)   | ) Industrialists formed the Indian Industrial and Commercial Congress in       |     |
|      |      | 1920.  |     |
|      | 5)   | ) They formed the Federation of the Indian Chamber of Commerce and             |     |
|      | ,    | Industries (FICCI) in 1927.  | -   |
| -    | 6)   | ) They refused to sell and buy imported goods.                                 |     |
|      |      | ) They gave financial assistance and supported the Civil Disobedience          |     |
| -    | ,    | Movement.  |     |
|      | 8)   | ) They attacked colonial control over the Indian economy.                      | -   |
|      |      | Any other relevant points.   |     |
|      |      |  |     |
|      |      |  |     |
|      |      | (Any three points to be analyzed)  |     |
|      |      |  | ~   |
|      |      | Page 66   3 x 1  | = 3 |
| 16*  |      | rces based Questions:  |     |
|      | 16.1 | The qualities of 'Arya Vamsa'-   |     |
|      |      |  |     |
|      | 1.   | . Courage  |     |
|      | 2.   | 2. Truthfulness  |     |
|      | 3.   | 3. Modesty of the people.  |     |
|      |      |  |     |
|      |      | (Any two qualities)  |     |
|      | -    |  |     |
|      |      |  |     |
|      |      | Folklore helped in the spread of nationalism amongst the Indians-              |     |
|      | 1    | Indian folklore gave a true picture of traditional culture that had been       |     |
|      |      | corrupted and damaged by outside forces.                                       |     |
|      | 2    | 2) It was essential to preserve this folk tradition in order to discover one's |     |
|      |      | national identity and restore a sense of pride in one's past.                  |     |
|      |      | D 71 72 1 2  |     |
|      |      | Page no. 71,72 1+2   | -3  |
|      |      |  |     |
| 17   | Т-   | The social divisions affect politics-  |     |
| 1 /  | 1    | Democracy involves competition among various political parties.                |     |
| 1    | 1 2  | 2. Their competition tends to divide any society.                              |     |
|      | 3    | 3. It leads to conflict violence or even disintegration of a country.          |     |
|      |      | For example in the case of Northern Ireland, its population is divided         |     |
|      |      | into two major sects of Christianity: 53% Protestants and 44% Roman            |     |
|      |      | Catholics.   |     |
|      |      | The Catholics were represented by Nationalist parties who demanded             |     |
|      |      | that Northern Ireland be unified with the Republic of Ireland.                 | -   |
|      | -    | The Protestants were represented by Unionists who wanted to remain             | _   |
|      |      |  | -   |

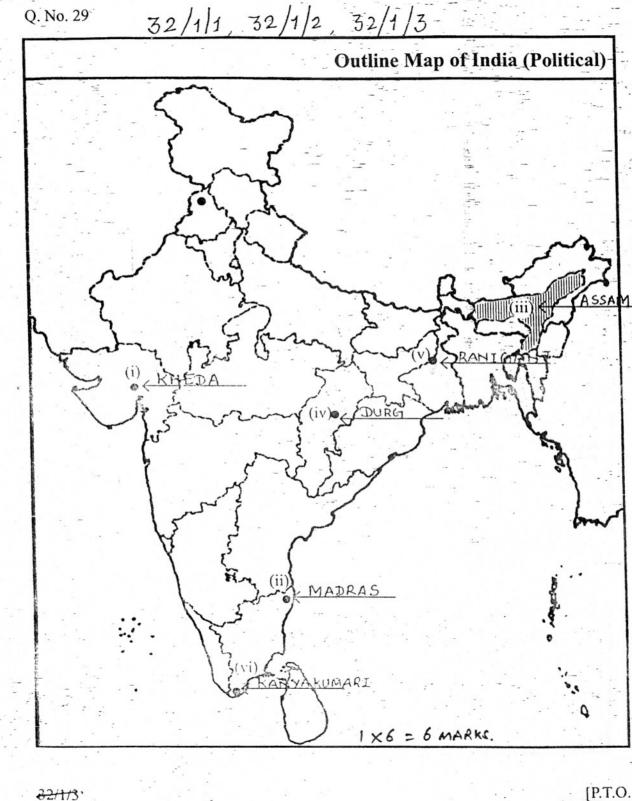
|    | 3   |                    |
|----|---|--------------------|
|    | with UK.  | -                  |
|    | (To be assessed as a whole)   |                    |
|    | Page 34   | 3 :                |
| 18 | Factors responsible for breaking down the old notion of caste hierarchy   | -                  |
|    |   |                    |
|    | Economic development.   |                    |
|    | 2. Large scale urbanisation   |                    |
|    | 3. Growth of literacy and education   |                    |
|    | <ul><li>4. Occupation of mobility</li><li>5. The weakening of the position of landlords in the villages.</li></ul>      |                    |
|    | 6. Constitution prohibited any caste-based discrimination.  |                    |
|    | Any other relevant point  | . –                |
|    | (Any three factors to be explained)   |                    |
|    | Page 51   | $3\bar{x} \ 1 = 3$ |
| 19 | Money makes exchange of things easier-  |                    |
|    | a. With the use of money exchange becomes possible without  |                    |
|    | double coincidence of wants.  |                    |
|    | b. Goods and services are being bought and sold with the use  | _                  |
|    | of money.   |                    |
|    | Any other relevant points   |                    |
|    | (To be explained with two relevant examples)  |                    |
|    | Page 39   | 2x2=4              |
| 20 | Role of Technology-   |                    |
|    | (i)Improvements is transportation technology has made much faster   |                    |
|    | delivery of goods across long distances possible at lower costs.  |                    |
|    | (ii)Development in information and communication technology has   |                    |
|    | helped to contact one another around the world.  (iii)Satellite communication devices have helped to access information |                    |
|    | instantly even from remote areas.   |                    |
|    | (iv)Internet allows us to send instant electronic mail and talk across the  | - ,                |
|    | world at negligible costs.  |                    |
|    | Any other relevant point  | -                  |
|    | (Any four points to be explained)   |                    |
|    | Pages 62.63   | 4x1=4              |
| 21 | We are not able to perform to our full potential in the iron & steel industry   | -                  |
|    | because of:   | - :-               |
|    | (i) high cost of production   |                    |
|    | (ii) limited availability of cooking coal   |                    |
|    | (iii) lower productivity of labour  |                    |
|    | (iv) Irregular supply of energy (v) Poor infrastructure   |                    |
|    | Any other relevant point  |                    |
|    | (Any four reasons to be explained)  |                    |
|    | Pages 73.74   | 4x1=4              |
|    |   |                    |
| 22 | Role of technology during the late 19 <sup>th</sup> century-  |                    |
| -  | 1. The railways, steamships, the telegraph etc were important inventions  |                    |
|    | without which one cannot imagine the transformed 19th century world.  |                    |
| 1  | 2. Technological advancement were often the result of large social.   | -                  |
|    | political and economic factors.   | -                  |

|    | 3. Improvements in transport: faster railways, lighter wagons and larger                                  | -                |
|----|---|------------------|
|    | ships helped move food more cheaply.  4. New technology like refrigerated ships, enabled the transport of |                  |
|    | perishable foods over long distances.   |                  |
|    | Any other relevant point.   |                  |
|    | (Any four points to be explained) Pages 83,84   | $4 \times 1 = 4$ |
|    | OR  | '                |
|    | Indian cotton export market collapsed   |                  |
|    | Cheap and durable goods from Manchester.  |                  |
|    | Industrialists persuaded the East India Company to sell British   |                  |
|    | manufactures in Indian markets.   |                  |
|    | 3. Import duties on Indian cotton textiles in Britain.  | -                |
|    |   |                  |
|    | Any other relevant point.   |                  |
|    | (Any two points to be explained) The local market shrank  | -                |
| -  |   |                  |
|    | 1. Cotton produced by machine was sold so cheap that Indian weavers                                       |                  |
|    | could not easily compete with them.   |                  |
| -  | 2. By the 1860 Britishers could not get sufficient supply of raw cotton of                                |                  |
|    | good quality as the American Civil War broke out and cotton supplies                                      |                  |
| -  | from the US were cut off. Then Britain turned to India, Raw cotton  |                  |
| -  | exports from India increased, due to this prices of raw cotton shot up.                                   |                  |
|    | 3. Weavers in India were forced to buy raw cotton at exorbitant Prices.                                   |                  |
|    | Any other relevant point.   |                  |
|    | (Any two points to be explained)  | 2+2=4            |
|    | Pages 116,117   | 2+2-4            |
|    | OR  |                  |
|    | Industrialization changed the form of urbanization in England-  |                  |
|    | 1. Textile mills attracted the large number of migrants from rural areas.                                 | -                |
|    | 2. A large number of people migrated from other places to London. It                                      |                  |
|    | became city of clerks, shopkeepers, etc.  |                  |
|    | 3. Five major types of industries employed large numbers migrants   |                  |
| 1  | 4. During the First World War London began manufacturing motor cars                                       |                  |
|    | and electrical goods.   |                  |
|    | Any other relevant point.   |                  |
|    | (Any four points to be explained)   | 4X1=4            |
|    | Pages 128.129   | 471-4            |
| 23 | Democracy is a better form of government-   |                  |
|    | Promotes equality among citizens.   |                  |
|    | 2. Enhances the dignity of the individual.  | -                |
|    | 3. Improves the quality of decision making.   |                  |
|    | 4. Provides a method to resolve conflicts.  |                  |
|    | 5. Allows room to correct mistakes.   |                  |
|    |   |                  |
|    | (Justify any two points) Page 90  | 2+2=4            |
| 24 | Four functions of political parties-  |                  |
|    | (i) They contest elections.   |                  |
|    | (ii) They put forward policies and programmes for the voters to choose.                                   |                  |
|    | (iii) They make laws for the country  |                  |
|    |   |                  |
|    |   |                  |

-22

|     |  | _       |
|-----|--|---------|
|     | (iv) They form and run-governments.  |         |
|     | (v) When they lose elections they play the role of the opposition                    |         |
|     | (vi) They shape public opinion on issues.  | -       |
| - 1 | (vii) They provide people access to government machinery & welfare                   |         |
|     | schemes.   |         |
| -   | Any other relevant point   |         |
|     | (Any four points to be described)  | 4x1=4   |
|     | Pages 73,74  |         |
|     |  |         |
| 25  | Characteristics of Kandla Sea Port -   |         |
|     | 1. Kandla was the first port developed soon after independence.                      |         |
| -   | 2. To ease the volume of trade on the Mumbai port.                                   |         |
|     | 3. Kandla Port located in Kuchchh in Gujarat.  |         |
| -   | 4. It is a tidal port. ==  |         |
|     | 5. It caters to the convenient handling of exports and imports for Northern          |         |
|     | and Western State of India.  |         |
|     | Any other relevant point.  |         |
|     | (Any four characteristics) Page 87   | 4x1=4   |
| 26  | Value of final goods & services produced in each sector during a particular          |         |
|     | year provides the total production of the sector for that year.                      |         |
|     | Eg- a farmer sells wheat to a flour mill for Rs 8/kg. The mill grinds the wheat      |         |
|     | and sells it to a biscuit company for Rs 10/kg.                                      |         |
| -   | The biscuit company uses flour, sugar, oil etc to make biscuit packets which         |         |
|     | are sold for Rs15 each.  |         |
|     | To calculate the value of goods produced, only the value of biscuits should be       |         |
|     | taken into account not the intermediate goods.                                       |         |
|     | (Any relevant example to be explained)   |         |
|     | Pages 22,23  | 2+2=4   |
| 2.7 | Reasons for strained relationship between the Sinhala and Tamil communities-         | -       |
|     | 1. The leaders of the Sinhala community sought to secure dominance over              |         |
| 1 . | government by virture of their majority.   |         |
|     | 2. The democratically elected government adopted a series of                         |         |
|     | majoritarian measures to establish Sinhala supremacy.                                |         |
|     | <ol><li>Act was passed to recognize Sinhala as the only official language.</li></ol> |         |
|     | 4. Preferential policies that favoured Sinhala applicants for government             |         |
| 1   | jobs.  |         |
|     | 5. A new constitution stipulated that the state protect and foster                   |         |
|     | Buddhism.  |         |
|     | <ol><li>The government policies denied them equal political rights.</li></ol>        |         |
|     | Any other relevant point.  |         |
| -   | (Any four reasons to be examined)  |         |
|     | Page 3   |         |
|     |  | 4 x 1=4 |
| 28  | Reasons for the depletion of forest resources-                                       |         |
|     | 1 The greatest damage was done during the colonial period due to the                 |         |
|     | expansion of the railways, agriculture, commercial and scientific forestry.          |         |
|     | 2 Due to agricultural expansion over 26,200 sq. km of forest area was                |         |
| 1.  | converted into agricultural land.  | -       |
| -   | 3 Deforested or degraded by shifting cultivation.                                    |         |
|     | 4 Large scale development projects E.g. Narmada Sagar Project                        |         |

| -  | 5 Mining activity   |                |        |
|----|---|----------------|--------|
| -  | 6 Grazing and fuel wood collection                        |                |        |
|    | 7 Rapidly expanding industrial- urban economy             | -              | -      |
| -  | 8 Habitat destruction, hunting, poaching, forest fires et | e -            | -      |
|    | Any other relevant point (Any four reasons)               |                |        |
| ļ  | (73Hy Tour Tousons)                                       | Pages 16,17,18 | 4X1=4  |
| 29 | Filled up maps attached                                   |                | 6X1=6  |
|    |   |                |        |
|    | 7                   |                |        |
| :  | For the blind Candidates                                  |                |        |
| -  | (29.1) Kheda  |                |        |
|    | (29.2) Madras   |                | _      |
|    | (293) Assam   |                |        |
|    | (29.4) Tungabhadra river                                  |                |        |
|    | (29.5) Jaipur   |                | 6x1=6  |
| _  | (29.6) Kalpakkam  |                | 0.1. 0 |



[P.T.O.

Q. No. 29 32/1/1, 32/1/2, 32/1/3 **Outline Map of India (Political)** AMRITSAR CHAURI CHAURA (VI) KANDLA
PORT (v) · THIDORE (iv) TALCHER (III) TUNGABHADE 1X6 = 6 MARKI

1/3