

## Secondary School Examination (AUGUST, 2021)

### Social Science –Class X(IMPROVEMENT)

#### Marking Scheme

SET: 32/3/1

#### *General Instructions:*

1. You are aware that evaluation is the most important process in the actual and correct assessment of the candidates. A small mistake in evaluation may lead to serious problems which may affect the future of the candidates, education system and teaching profession. To avoid mistakes, it is requested that before starting evaluation, you must read and understand the spot evaluation guidelines carefully. **Evaluation is a 10-12 day mission for all us. Hence, it is necessary that you put in your best efforts in this process.**
2. Evaluation is to be done as per instructions provided in the Marking Scheme. It should not be done according to one's own interpretation or any other consideration. Marking Scheme should be strictly adhered to and religiously followed. **However, while evaluating , answers which are based on latest information or knowledge and/or are innovative , they may be assessed for their correctness otherwise and marks be awarded to them.**
3. 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. 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.
4. Evaluators will mark ( ✓ ) wherever answer is correct. For wrong answer 'X' be marked. Evaluators will not put right kind of mark while evaluating which gives an impression that answer is correct and no marks are awarded. This is most common mistake which evaluators are committing.
5. 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 margin and encircled. This may be followed strictly.
6. If a question does not have any parts, marks must be awarded in the left-hand margin and encircled. This may be followed strictly.
7. 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.
8. No marks to be deducted for the cumulative effect of an error. It should be penalized only once.
9. A full scale of marks \_\_\_\_\_(example 0-80 marks as given in Question paper) has to be used. Please do not hesitate to award full marks if the answer deserves it.
10. Every examiner has to necessarily do evaluation work for full working hours i.e. 8 hours every day and evaluate 20/25 answer books per day.

11. Ensure that you do not make the following common types of errors committed by the Examiner in the past :-
- Leaving answer or part thereof unassessed in an answer book.
  - Giving more marks for an answer than assigned to it.
  - Wrong transfer of marks from the inside pages of the answer book to the title page.
  - Wrong question wise totalling on the title page.
  - Wrong totalling of marks of the two columns on the title page.
  - Wrong grand total.
  - Marks in words and figures not tallying.
  - Wrong transfer of marks from the answer book to online award list.
  - Answers marked as correct, but marks not awarded. (Ensure that the right tick mark is correctly indicated. It should merely be a line. Same is with the X for incorrect answer.)
  - Half or a part of answer marked correct and rest as wrong, but no marks awarded.
12. While evaluation the answer books if the answer is found to be totally incorrect, it should be marked as (X) and awarded zero (0) Marks.
13. Any unassessed portion, non-carrying over of marks to the title page, or totalling error detected by 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.
14. The Examiners should acquaint themselves with the guidelines given in the Guidelines for Spot Evaluation before starting the actual evaluation.
15. Every Examiner shall also ensure that all the answers are evaluated correctly, same marks carried over to the title page, correctly totalled and written in figures and words.
16. The Board permits candidates to obtain photocopy of the Answer Book on request in an RTI application and also separately as a part of the re-evaluation process on payment of the processing charges.

**Secondary School Examination (August- 2021)****Social Science (087)****Marking Scheme 32/3/1**

<b>QNO.</b>	<b>EXPECTED ANSWERS/VALUE POINTS</b>	<b>PAGE NO.</b>	<b>MARKS</b>
<b>1.</b>	(A) Privilege based on birth	<b>PG-6</b>	<b>1</b>
<b>2.</b>	Liberalisation: Freedom for the individual and equality for all before law.	<b>PG-9</b>	<b>1</b>
<b>3.</b>	(B) Poland OR (A) William I	<b>PG-22</b> or <b>PG-19</b>	<b>1</b>
<b>4.</b>	(D) It is an example of Commercial Farming.	<b>PG-35</b>	<b>1</b>
<b>5.</b>	Wheat/Gram/ peas/ barley / Mustard Any one OR Kharif	<b>PG-36</b>	<b>½ +½=1</b>
<b>6.</b>	(D) Rainfall	<b>PG-64</b>	<b>1</b>
<b>7.</b>	(C) 4 –i 3-ii 1-iii 2-iv	<b>PG-89</b>	<b>1</b>
<b>8.</b>	(A) Book	<b>PG-88</b>	<b>1</b>
<b>9.</b>	Flemish	<b>PG-2</b>	<b>1</b>
<b>10.</b>	(A) Defence OR (D) Commerce	<b>PG-16</b>	<b>1</b>
<b>11.</b>	(A) Democracy	<b>PG-90</b>	<b>1</b>

12.	18%	PG-12	1
13.	(A)Mining	PG-20	1
14.	(A) Double coincidence of wants OR (A)Money	PG-39	1
15.	(B) The Reserve Bank of India	PG-40	1
16.	( C ) Bank	PG-48	1
17.	<p><b><u>Spirit of Conservatism :</u></b></p> <p>i) Traditional institution of state and society like the monarchy the Church, social hierarchies, property and the family should be preserved.</p> <p>ii) Did not propose a return to society of pre revolutionary days.</p> <p>iii) Army, bureaucracy, a dynamic economy could strengthen the autocratic monarchies of Europe.</p> <p>iv) It could make state power more effective and strong.</p> <p>v) Any other relevant point.</p> <p>Any three points to be described.</p> <p style="text-align: center;"><b>OR</b></p> <p><b>Outcomes of French Revolution :</b></p>	PG-10	3X1=3
		PG-5,6	3X1=3

	<p>i) Transfer of sovereignty from the monarchy to a body of French citizens</p> <p>ii) Sense of collective identity was created amongst the French people.</p> <p>iii) The Estates General was elected by the body of active citizens and recommends the National Assembly.</p> <p>iv) French became the common language of the nation.</p> <p>v) A new tricolour French flag was chosen.</p> <p>vi) Any other relevant point.</p> <p>Any three points to be described.</p>		
18.	<p><b><u>Greek War:</u></b></p> <p>i. Greece had been part of the Ottoman Empire since the fifteenth century.</p> <p>ii. Nationalist in Greece provided support to other Greeks.</p> <p>iii. Sympathies for ancient Greek culture.</p> <p>iv. Poet and artist lauded Greece as the cradle of European civilization.</p> <p>v. The Treaty of Constantinople of 1832 recognized Greece.</p> <p>vi. Greece became an independent nation.</p> <p>vii. Any other relevant point.</p> <p>Any three points to be described.</p>	PG-13	3X1=3

19.	<p><b><u>Manufacturing industries :</u></b></p> <ul style="list-style-type: none"> <li>i. Manufacturing help in modernizing agriculture.</li> <li>ii. It helps in the eradication of poverty.</li> <li>iii. It provides employment facilities.</li> <li>iv. It helps in the expansion of trade and commerce.</li> <li>v. It helps in earning foreign exchange.</li> <li>vi. Any other relevant point.</li> </ul> <p>Any three points to be described.</p>	PG-63	3X1=3
20.	<p><b>Accommodation of social difference in Belgium :-</b></p> <ul style="list-style-type: none"> <li>i. Belgium ensured that no single community can make decisions unilaterally.</li> <li>ii. Many powers of the Central Government were given to State Governments to the regions of the country.</li> <li>iii. A separate government was set up at Brussels where both communities have equal representation.</li> <li>iv. Apart from Central and State government, a Community government was formed which was elected by people belonging to one language community i.e. Dutch, French and German. This government has the power to discuss educational, cultural and language related issues.</li> <li>v. Any other relevant point.</li> </ul> <p>Any three points to be described.</p>	PG-2	3X1=3

21.	<p><b>Money in your pocket cannot buy all the goods and services:</b></p> <ul style="list-style-type: none"> <li>i. Money is an important factor on which our life depends.</li> <li>ii. There are other things else than money that influence our life.</li> <li>iii. The quality of life demands on the other non material things like equal treatment, freedom, security and respect of others.</li> <li>iv. We need pollution free environment, peace, etc.</li> <li>v. Sense of security and freedom are also important.</li> <li>vi. Any other relevant point.</li> </ul> <p>Any three points to be described.</p> <p style="text-align: center;"><b>OR</b></p> <p><b>Different persons have different notions of the development:</b></p> <ul style="list-style-type: none"> <li>i. What may be development for one may not be development for the others.</li> <li>ii. Equal treatment, freedom, security, respect of others, etc are important for people.</li> <li>iii. Development goal varies from person to person. Eg- industrialist wants better electric facilities through dams.</li> <li>iv. Farmers want more and better irrigation facilities.</li> <li>v. Any other relevant point.</li> </ul>	PG-11	3X1=3
	<p><b>Different persons have different notions of the development:</b></p> <ul style="list-style-type: none"> <li>i. What may be development for one may not be development for the others.</li> <li>ii. Equal treatment, freedom, security, respect of others, etc are important for people.</li> <li>iii. Development goal varies from person to person. Eg- industrialist wants better electric facilities through dams.</li> <li>iv. Farmers want more and better irrigation facilities.</li> <li>v. Any other relevant point.</li> </ul>	PG-6	3X1=3

	vi. Any three points to be described.		
<b>22.</b>	<b>Workers of organized sector:</b>  i. Fixed numbers of working hours. ii. Get paid leaves, provident fund and gratuity etc. iii. Registered by the government . iv. Follow rules and regulations. v. Any other relevant point.  Any three points to be explained.	<b>PG-30</b>	<b>3X1=3</b>
<b>23.</b>	<b>CBQ</b>  23.1 (A) 1920  23.2 (B) Distress in countryside  23.3 (D) Due to Chauri-Chaura Incident.  23.4 (B) C.R.Das and Motilal Nehru	<b>PG-63</b>	<b>1X4=4</b>
<b>24.</b>	<b>CBQ</b>  24.1 (A)/(D) Gujarat / Madhya Pradesh  24.2 (D) Industrial waste  24.3 (A) Increases of salinity of soil  24.4 (D) Mining	<b>PG-7</b>	<b>1X4=4</b>
<b>25.</b>	<b>CBQ</b>  25.1 (A) Bharatiya Janata Party  25.2 ( C) Indian National Congress  25.3 ( C) Election Commission	<b>PG-79</b>	<b>1X4=4</b>





	<p>workers</p> <p>Any two to be explained.</p>		
<b>28</b>	<p><b>Farmers exposed to new challenges due to Globalization :</b></p> <ol style="list-style-type: none"> <li>Rice, cotton, tea, coffee, jute and spices are not able to compete with the developed countries.</li> <li>Indian agriculture find itself at the cross roads.</li> <li>Marginal and small farmers needs support to compete.</li> <li>Green revolution is under controversies.</li> <li>Land degradation.</li> <li>Indian farmers needs to diversify their cropping pattern for international market.</li> <li>Any other point.</li> </ol> <p>Any five points to be explained.</p>	<b>PG-55</b>	<b>5X1=5</b>
<b>29</b>	<p><b>Federalism in India:</b></p> <ol style="list-style-type: none"> <li>Federalism has two level of government i.e Centre and State.</li> <li>Both levels of government have different spheres of jurisdiction.</li> <li>Subjects are divided in Union list, State list and Concurrent list.</li> <li>Residuary subjects are with Centre.</li> <li>Jurisdictions are specified in the Constitution.</li> <li>Checks and balances of different organs of government.</li> <li>The Judiciary plays an important role.</li> <li>Any other relevant point.</li> </ol> <p>Any five points to be explained.</p>	<b>PG-16, 17</b>	<b>5X1=5</b>

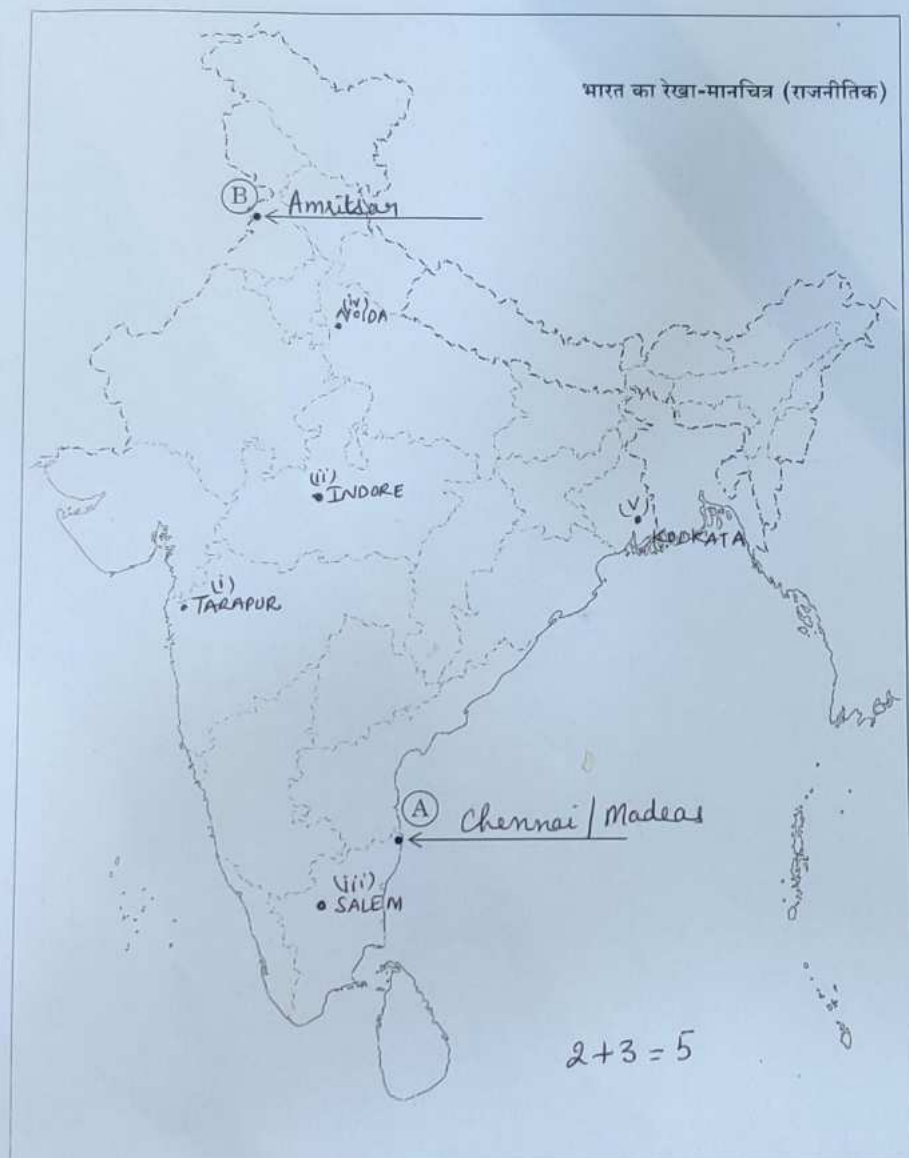
30	<p><b>Democracy produce a harmonious social life :</b></p> <ul style="list-style-type: none"> <li>i. Develop the mechanisms to negotiate social differences.</li> <li>ii. Majority and minority opinions are considered equally.</li> <li>iii. Promotion of dignity and freedom.</li> <li>iv. Equal opportunities for all.</li> <li>v. It develops a procedure to conduct competitions.</li> <li>vi. Ability to handle divisions and conflicts.</li> <li>ix. Any other relevant point.</li> </ul> <p>Any five points to be explained.</p> <p style="text-align: center;"><b>OR</b></p> <p><b>Democracy and dignity &amp; freedom:</b></p> <ul style="list-style-type: none"> <li>i. Dignity and freedom are the basis of democracy.</li> <li>ii. All individuals are treated with due respect.</li> <li>iii. Equal treatment of women are necessary ingredient of democracy.</li> <li>iv. Democracy strengthens the claims of disadvantage and discriminated ones.</li> <li>v. Equal status and equal opportunities are given.</li> <li>vi. Provides a method to resolve conflicts.</li> <li>vii. Any other relevant point.</li> </ul> <p>Any five points to be explained.</p>	PG-96	5X1=5
31	<p><b>Use of money:</b></p> <ul style="list-style-type: none"> <li>i. Several transactions involving money in day-to-day life.</li> </ul>	PG-40	5X1=5

	<p>ii. Goods are being brought and sold with the use of money.</p> <p>iii. Services are being brought and sold.</p> <p>iv. Money is main medium of exchange.</p> <p>v. It is also an easy medium of transaction.</p> <p>vi. Money acts as an intermediate in the exchange process.</p> <p>vii. Any other point.</p> <p>Any five points to be explained.</p> <p style="text-align: center;"><b>OR</b></p> <p><b>Credit :</b></p> <p>i. Sometimes pushes the borrower in debt.</p> <p>ii. One gets worse off than before.</p> <p>iii. To repay loan sometimes one has to sell a portion of assets.</p> <p>iv. Various risks are involved.</p> <p>v. Repayment of interest and loan amount gets difficult.</p> <p>vi. Might face harsh condition due to same.</p> <p>vii. Any other example.</p> <p>Any five points to be explained.</p>	<b>PG-43</b>	<b>5x1=5</b>
<b>32.</b>	<p>(A) Please see the attached map.</p> <p>(B) Please see the attached map.</p> <p><b>For visually impaired Candidates:</b></p> <p>32.1 Punjab</p> <p>32.2 Maharashtra</p> <p>32.3 Maharashtra</p>		<p><b>2+3=5</b></p> <p><b>1X5=5</b></p>

	32.4 Madhya Pradesh/MP		
	32.5Tamil Nadu		
	32.6 Uttar Pradesh/UP		
	32.7 West Bengal		
	Attempt any five.		

प्रश्न सं. 32 के लिए

भारत का रेखा-मानचित्र (राजनीतिक)



32/3/1

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