

# Marking Scheme

SUMMATIVE ASSESSMENT - I (2014-15)

SOCIAL SCIENCE (Class - X)

**General Instructions:**

1. The Marking Scheme provides general guidelines to reduce subjectivity and maintain uniformity. The answers given in the marking scheme are the best suggested answers.
2. Marking be done as per the instructions provided in the marking scheme. (It should not be done according to one's own interpretation or any other consideration).
3. Alternative methods be accepted. Proportional marks be awarded.
4. If a question is attempted twice and the candidate has not crossed any answer, only first attempt be evaluated and 'EXTRA' be written with the second attempt.
5. In case where no answers are given or answers are found wrong in this Marking Scheme, correct answers may be found and used for valuation purpose.

1

1

अथवा/ OR

R.L. Stevenson's 'Treasure Island' or Rudyard Kipling's 'Jungle Book' supplied the adventurous text for the young English population. (Any one)

1

2

Consolidation of land holdings.

1

3

Budhism

1

|   |  |  |   |
|---|--|--|---|
|   |  |  |   |
| 4 | Municipal Corporation  |  | 1 |
| 5 | Sri Lanka  |  | 1 |
| 6 | providing services to the people   |  | 1 |
| 7 | Maintain the quality of life for both present and future generations without harming natural resources   |  | 1 |
| 8 | Low income countries   |  | 1 |
| 9 | <p>(i) Many common foods eg. Potatoes, Soya, Tomatoes etc. were introduced to Europe from America.</p> <p>(ii) The poor began to live longer in England with the introduction of the potato.</p> <p>(iii) Religious dissenters from Europe fled due to the fear of persecution in Europe and migrated to America.</p> <p>(iv) Slave trade flourished. (Any 3 points)</p> |  | 3 |

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|    |  | <b>अथवा/ OR</b>   |   |
|    |  | <p>(i) With British mills busy with war production to meet the needs of the army, Manchester imports into India declined.</p> <p>(ii) Suddenly, Indian mills had a vast home market to supply.</p> <p>(iii) As the war prolonged, Indian factories were called upon to supply war needs also.</p> <p>(iv) New factories were set up and old ones ran multiple shifts.</p> <p>(v) Employment was generated as industrial production increased.</p> <p style="text-align: center;">(Any three points to be explained)</p> | 3 |
|    |  | <b>अथवा/ OR</b>   |   |
|    |  | <p>(a) Chawls were multi-storeyed structures</p> <p>(b) They were largely owned by private landlords.</p> <p>(c) Each chawl was divided into smaller one-room tenements which had no private toilets.</p> <p>(d) Many families could reside at a time in a tenement.</p> <p>(e) The rents were often high.</p> <p>(f) Water was scarce.</p> <p>(g) The chawls were often located near filthy gutters, privies, buffalo stables etc.</p> <p style="text-align: center;">(Any three points to be elaborated)</p>          | 3 |
| 10 |  | <ul style="list-style-type: none"> <li>• British cotton manufacture began to expand.</li> <li>• British manufactures pressurized the Government to restrict cotton imports.</li> </ul>  | 3 |

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|    | <ul style="list-style-type: none"> <li>• Manufactures began to search the overseas markets for selling their cloth.</li> <li>• Indian textiles faced stiff competition in other international market.</li> <li>• There was a decline in the share of the textile.</li> <li>• Tariffs were imposed on cloth imports into Britain.</li> </ul> <p>(Any three points to be elaborated)</p>  |   |
|    | <b>अथवा / OR</b>  |   |
|    | <p><b>Relationship between the town and the countryside</b></p> <p>(a) Merchants and traders were based in the towns but work was mostly done in the countryside.</p> <p>(b) Peasant households and artisans were offered loans to produce goods.</p> <p>(c) A merchant clothier purchased wool from a wool stapler and gave to a spinner. After this, it passed through weavers, fuller and to the dyers. All of them were from the countryside. But the finishing of the cloth was done in London before it was exported (Points to be explained)</p> | 3 |
|    | <b>अथवा / OR</b>  |   |
|    | <p>(i) Underground railways led to the massive destruction of houses and streets.</p> <p>(ii) Many felt that the iron monsters added to the mess and pollution in the city.</p> <p>(iii) It led to massive displacement of the London poor.</p> <p style="text-align: center;">(To be elaborated)</p>   | 3 |
| 11 | Limitations   | 3 |

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|    | <ul style="list-style-type: none"> <li>• Manuscripts were highly expensive and fragile</li> <li>• Could not be read easily as the script was in different styles</li> <li>• Not widely used in everyday life. (Point to be explained)</li> </ul>  |   |
|    | <b>अथवा/ OR</b>   |   |
|    | <ul style="list-style-type: none"> <li>• Hindi novels had their origin in adaptation and translation of the English novels.</li> <li>• First modern Hindi novel was written by Srinivas Das - titled <i>Pariksha Guru</i>.</li> <li>• <i>Chandrakanta</i> by Devaki Nandan Khatri - popularized the Hindi novels.</li> <li>• Hindi novels achieved excellence with Premchand's writings.</li> </ul> | 3 |
| 12 | <ul style="list-style-type: none"> <li>• New readers preferred poetry, autobiographies, literacy master pieces and romantic plays.</li> <li>• Rich women began to increase reading.</li> <li>• Wives of scholar officials published their works.</li> <li>• To meet these demands China imported western printing techniques and mechanical presses. (Any three points to be explained)</li> </ul>  | 3 |
|    | <b>अथवा/ OR</b>   |   |
|    | <ul style="list-style-type: none"> <li>• Novels produced a number of common interests among their scattered and varied readers.</li> <li>• Novels helped to develop a sense of collective identity and feeling of</li> </ul>  | 3 |

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|    | <p>familiarity.</p> <ul style="list-style-type: none"> <li>Novels were generally about the everyday life of common people.</li> </ul> <p>(Points to be explained)</p>   |   |
| 13 | <p>If the present trend of resource depletion by few individuals continues the future of our planet is in danger</p> <ul style="list-style-type: none"> <li>planning is essential for sustainable existence of all forms of life.</li> <li>Indiscriminate exploitation of resources has led to global ecological crises.</li> </ul>   | 3 |
| 14 | <ul style="list-style-type: none"> <li>(i) In colonial period, due to expansion of railways.</li> <li>(ii) Agricultural expansion continues to be one major cause.</li> <li>(iii) Industrialization.</li> </ul>   | 3 |
| 15 | <ul style="list-style-type: none"> <li>Bamboo Drip Irrigation system is 200 year old system of tapping stream and strip water by using bamboo pipe</li> <li>(i) 18-20 litres of water enters the bamboo pipe system, get transported to over hundreds of meters and finally reduces to 20-80 drops per minute at the site of the plant</li> <li>(ii) Practised in Meghalaya.</li> </ul> | 3 |
| 16 | <p>Panchayati Raj is the best example of decentralisation of power.</p> <ul style="list-style-type: none"> <li>People can get their most of the problems solved at the local level.</li> <li>People can think and plan for themselves</li> <li>Any other relevant point</li> </ul> <p>(Any two)</p>   | 3 |

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| 17 | <p>Carols and Smith were similar in one way i.e. both were Black Afro- Americans and they were different from Norman who was White.</p> <p>But they were all similar in other ways. They were all athletes who stood against racial discrimination.</p> <ul style="list-style-type: none"> <li>• People belonging to the same religion may feel different.</li> <li>• People from different religions may have the same caste.</li> </ul> | 3 |
| 18 | <p>(i) In 1956, an Act was passed to recognise Sinhala as the official language.</p> <p>(ii) Favours Sinhala applications for university positions and government jobs.</p> <p>(iii) A new Constitution which would protect and foster Buddhism.</p>  | 3 |
| 19 | <p>(i) India is traditionally an agrarian economy. So, most people prefer to work in agriculture. (Primary Sector)</p> <p>(ii) The increase of workforce in the secondary sector has been 6.4%</p> <p>(iii) The workforce has shown a decline in the primary sector because people are moving with better opportunities in secondary and tertiary sectors.</p>  | 3 |
| 20 | <p>(i) Because no rules and regulation are applied to this sector.</p> <p>(ii) Government does not have any control.</p> <p>(iii) It is more of a family effort affair.</p> <p>(iv) Salary and wages are not fixed.</p> <p>(v) Any other point.</p>   | 3 |

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| 22 | <p>Europeans were attracted to Africa due to :</p> <p>(1) Vast resources of land and minerals.</p> <p>(2) The scope for plantation and mining.</p> <p><u>Methods used to recruit and retain :</u></p> <p>Heavy taxes were imposed on the natives.</p> <p>Inheritance laws were changed.</p> <p>Mine workers were confined in compounds. (To be explained)</p>  | 5 |
|    | <b>अथवा / OR</b>   |   |
|    | <p>(a) With British mills busy with production, Manchester imports into India, declined.</p> <p>(b) Suddenly, Indian mills had a vast home market to supply.</p> <p>(c) As the war prolonged Indian factories were called upon to supply goods needed for army</p> <p>(d) New factories were set up and old ones ran multiple shifts.</p> <p>(e) Over the war years industrial production boomed -giving employment to thousand of people.</p> <p style="text-align: center;">(All points to be explained)</p> | 5 |
|    | <b>अथवा / OR</b>   |   |
|    | <p>(1) Women in the early 19<sup>th</sup> century were employed in large numbers in the factories because they were available at cheaper rates than men.</p> <p>(2) Due to technological developments women gradually lost their industrial jobs.</p> <p>(3) Some of them worked as maid servants</p>  | 5 |



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|    | <p>(4) Some remained within the four walls of their houses, and worked from home to increase the family income through various activities.</p> <p>(5) However later in 20<sup>th</sup> century, there was a change when women got employment in the wartime industries and offices.</p> <p>(Points to be elaborated)</p>   |   |
| 23 | <p>(i) Religious texts, reached a wide circle of people encouraging discussions, debates and controversies within and among different religions.</p> <p>(ii) Newspapers conveyed news from one place to another creating pan-Indian identities.</p> <p>(iii) Spread of ideas through printed texts and newspapers led to widespread participation of Indians.</p> <p>(iv) Propagated against social evils like sati, child marriage, purdah system.</p> <p>(v) Emergence of many social reforms and reform movements.</p> <p>(vi) New ideas emerged through the clashes of opinions.</p> <p>(Any five points to be explained).</p> | 5 |
|    | <b>अथवा / OR</b>   |   |
|    | <ul style="list-style-type: none"> <li>• Potheri Kunjambu wrote Saraswativijayam.</li> <li>• (i) It made a strong attack on caste oppression in 1892.</li> <li>(ii) This novel shows a young man from an untouchable caste leaving his village to escape the cruelty of his Brahmin landlord.</li> <li>(iii) He converts to Christianity, obtains modern education and returns as a judge in the local court.</li> <li>(iv) Saraswativijayam stresses the importance of education for the upliftment of the lower castes.</li> </ul>   | 5 |

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| 24 | <p>Indiscriminate use of resources causes various problems.</p> <ul style="list-style-type: none"> <li>• Depletion of resources for satisfying the greed of few individuals. <ul style="list-style-type: none"> <li>• Accumulation of resources in few hands, which in turn, divided the society into two segments i.e haves and have not or rich and poor.</li> </ul> </li> <li>• Indiscriminate exploitation of resources has led to global ecological crises such as global warming, Ozone layer depletion, environmental pollution and land degradation</li> </ul>  | 5 |
| 25 | <p>(a) Of the country's total population, 59 percent live in the Flemish region and speak Dutch language.</p> <p>(b) Another 40 percent people live in the Wallonia region and speak French.</p> <p>(c) Remaining one percent of the Belgians speak German.</p> <p>(d) In the capital city Brussels, 80 percent people speak French while 20 percent are Dutch speaking.</p>  | 5 |
| 26 | <p>Overlapping difference<br/> It means one social difference overlaps with other social differences. Here one group with a common difference also has other differences in common ; it is a case of overlapping difference.<br/> For example : The Blacks in U.S. the differences commonly found in the Black people in the U.S are, they tend to be poor, homeless, less educated etc.<br/> When the Blacks are pitched against the Whites in U.S.A who are generally rich, educated, employed, there is a divide between the two and leads to conflict.<br/> Brussels the capital city posed a unique problem. Eighty percent (80%) of the population was French and only 20% comprised the Dutch. The minority French speaking community was relatively rich and powerful. This caused resentment among the majority Dutch community which got the benefits of education and economic development later.<br/> This led to tension in Belgium.</p> | 5 |
| 27 | <p>A secular state is a state which has no official religion of its own. It provides equal status to all the religions.</p>   | 5 |

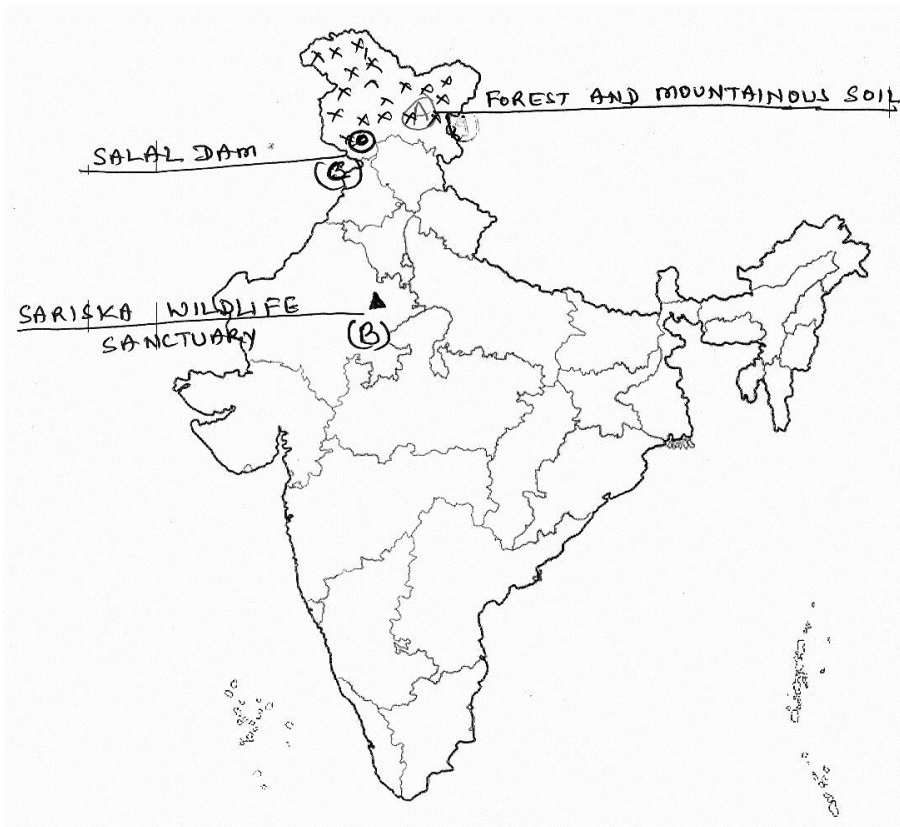
|   | <p>Constitutional Provisions :</p> <p>(i) Unlike the status of Buddhism in Sri Lanka, that of Islam in Pakistan and that of Christianity in England, our Constitution does not give a special status to any religion.</p> <p>(ii) The Constitution provides to all individuals and communities freedom to profess, practice and propagate any religion, or not to follow any.</p> <p>(iii) The Constitution prohibits discrimination on grounds of religion.</p> <p>(iv) At the same time the Constitution allows the state to intervene in the matters of religion in order to ensure equality within religious communities. For example it banned untouchability.</p>   |                         |                           |                                  |                           |                              |                                 |                                       |                                  |   |                           |                               |                             |   |
|---|---|-------------------------|---------------------------|----------------------------------|---------------------------|------------------------------|---------------------------------|---------------------------------------|----------------------------------|---|---------------------------|-------------------------------|-----------------------------|---|
| 28  | <p>(a) At the initial stages, primary sector was the most important sector in most of the countries as in India.</p> <p>(b) With new methods of farming and expansion of agriculture, more food was produced and fed urban people who could now take up other activities.</p> <p>(c) There was increase in the number of craftsmen and traders. Buying and selling increased many times.</p> <p>(d) Besides there were transports, administrators army etc. However, at this stage most of the goods produced were still natural products from primary sector and most people were employed in this sector.</p> <p>(e) Over the last 100 years, new methods of manufacturing were introduced factories came into existence also and large number of people began to work in industrial sector. It became an important sector. In phase shift was from secondary to tertiary sector.</p> | 5                       |                           |                                  |                           |                              |                                 |                                       |                                  |   |                           |                               |                             |   |
| 29  | <table border="0"> <thead> <tr> <th style="text-align: center;"><b>Organised Sector</b></th> <th style="text-align: center;"><b>Unorganised Sector</b></th> </tr> </thead> <tbody> <tr> <td>(i) Terms of employment regular.</td> <td>(i) Jobs are not regular.</td> </tr> <tr> <td>(ii) Security of employment.</td> <td>(ii) No Security of employment.</td> </tr> <tr> <td>(iii) Overtime payment for extra work</td> <td>(iii) No provision for overtime.</td> </tr> <tr> <td>(iv) Workers get paid leave PF, gratuity, medical benefits etc.</td> <td>(iv) No other facilities.</td> </tr> <tr> <td>(v) Safe working environment.</td> <td>(v) Employers do not bother</td> </tr> </tbody> </table>  | <b>Organised Sector</b> | <b>Unorganised Sector</b> | (i) Terms of employment regular. | (i) Jobs are not regular. | (ii) Security of employment. | (ii) No Security of employment. | (iii) Overtime payment for extra work | (iii) No provision for overtime. | (iv) Workers get paid leave PF, gratuity, medical benefits etc. | (iv) No other facilities. | (v) Safe working environment. | (v) Employers do not bother | 5 |
| <b>Organised Sector</b>   | <b>Unorganised Sector</b>   |                         |                           |                                  |                           |                              |                                 |                                       |                                  |   |                           |                               |                             |   |
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| (ii) Security of employment.                                    | (ii) No Security of employment.   |                         |                           |                                  |                           |                              |                                 |                                       |                                  |   |                           |                               |                             |   |
| (iii) Overtime payment for extra work                           | (iii) No provision for overtime.  |                         |                           |                                  |                           |                              |                                 |                                       |                                  |   |                           |                               |                             |   |
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| (v) Safe working environment.                                   | (v) Employers do not bother   |                         |                           |                                  |                           |                              |                                 |                                       |                                  |   |                           |                               |                             |   |

for these things.

(Any other points of distinction)

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(30.1) Forest and Mountainous Soil

(30.2) Rajasthan

(30.3) Jammu and Kashmir