

**Strictly Confidential: (For Internal and Restricted use only)**  
**Secondary School Examination-2020**

**Marking Scheme – SOCIAL SCIENCE**  
**(SUBJECT CODE: 087) (PAPER CODE : 32/4/1 )**

**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 days mission for all of 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. In class-X, while evaluating two competency based questions, please try to understand given answer and even if reply is not from marking scheme but correct competency is enumerated by the candidate, marks should be awarded.**
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(  $\checkmark$  ) 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 on the right-hand side for each part. Marks awarded for different parts of the question should then be totaled up and written in the left-hand margin and encircled. This may be followed strictly.
6. If a question does not have any parts, marks must be awarded in the left-hand margin and encircled. This may also be followed strictly.
7. If a student has attempted an extra 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 **0-80** 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 answer books per day in main subjects and 25 answer books per day in other subjects (Details are given in Spot Guidelines).
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 totaling of marks awarded on a reply.

- Wrong transfer of marks from the inside pages of the answer book to the title page.
  - Wrong question wise totaling on the title page.
  - Wrong totaling 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 and clearly indicated. It should merely be a line. Same is with the X for incorrect answer.)
  - Half or a part of answer marked correct and the rest as wrong, but no marks awarded.
12. While evaluating the answer books if the answer is found to be totally incorrect, it should be marked as cross (X) and awarded zero (0)Marks.
13. Any unassessed portion, non-carrying over of marks to the title page, or totaling error detected by the candidate shall damage the prestige of all the personnel engaged in the evaluation work as also of the Board. Hence, in order to uphold the prestige of all concerned, it is again reiterated that the instructions be followed meticulously and judiciously.
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, marks carried over to the title page, correctly totaled 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 (March- 2020)**

**Social Science (087)**

**Marking Scheme 32/4/1**

MM-80

<b>QNO.</b>	<b>EXPECTED ANSWERS/VALUE POINTS</b>	<b>PAGE NO.</b>	<b>MARKS</b>
	<b>SECTION-A</b>		
1.	<b>A – William I</b>	H-Pg 19	1
2.	<b>Muslim organizations towards Civil Disobedience Movement-</b> i. After decline of Non-Cooperation-Khilafat Movement, Muslims felt alienated from Congress. ii. Muslims thought Congress visibly associated with Hindu religious nationalist like Hindu Mahasabha. iii. Any other relevant point. Any one point	H-pg 44	1
3.	<b>Manuscripts not widely used in India</b> i. They were fragile and expensive. ii. Awkward to handle. iii. Required too much care. iv. Could not be read easily as written in different styles. v. Any other relevant point. Any one point	H-pg 119	1
4.	<b>Hind Swaraj</b> authored by Mahatma Gandhi  OR  <b>Anandmath</b> – Bankim Chandra Chattopadhyay	H-pg 32   H-pg 47	1   1
5.	<b>Young Italy</b> was formed by <u>Giuseppe Mazzini</u>	H-pg 18	1
6.	<b>C-</b> A parchment made from skin of animal.	H-pg 108	1
7.	<b>C – Martin Luther</b>	H-pg 112	1
8.	<b>A – Renewable Resources</b> <b>B – Non -Renewable Resources</b>	G-pg 02	1
9.	Jawahar Lal Nehru Port <b>OR</b> Haldia Port	G-pg 85  G-pg 86	1  1
10.	<b>D – Uttar Pradesh</b>	G-pg 89	1
11.	<b>A – Kalol Oil Field -Gujarat</b>	G-pg 57	1

12.	Energy and Manure	H-pg 60	1
13.	C – Sinhalese	DP. Pg 03	1
14.	<p><b>Power sharing desirable</b></p> <p>i. To reduce Conflict. ii. Ensure Political Stability. iii. To maintain spirit of Democracy. iv. Any other relevant point. Any one of above to describe.</p> <p style="text-align: center;"><b>OR</b></p> <p><b>Social groups in the administration of democratic countries</b></p> <p>i. To accommodate social differences. ii. So that they do not feel alienated. iii. Any other relevant point. Any one point</p>	<p>DP-pg 06</p> <p>DP-pg 09</p>	<p>1</p> <p>1</p>
15.	A – Different Social Group.	DP-pg 04	1
16.	<p><b>Suggestions to abolish Caste based discrimination</b></p> <p>i. Constitution should take stricter measures to prevent caste-discrimination. ii. Promote Urbanization. iii. Growth of literacy. iv. Occupational mobility. v. Any other relevant point. Any one point</p> <p style="text-align: center;"><b>OR</b></p> <p><b>Elections and caste system</b></p> <p>i. Avoid caste-based appeal ii. Parties should not muster for caste-based support. iii. New consciousness among people. iv. Any other relevant point. Any one point</p>	<p>DP-pg 51</p> <p>DP-pg 51</p>	<p>1</p> <p>1</p>
17.	D – An Adivasi from Narmada valley – to fulfill livelihood	Eco-pg 4	1
18.	Bihar	Eco-pg 10	1
19.	<p><b>Ways to increase the income of Indian industrial worker</b></p> <p>Better employment benefits – Paid leave, PF, Medical etc.</p>	Eco-pg 31	1
20.	<p><b>Tertiary sector</b></p> <p>i. Highest in term of total production. ii. Highest in term of Employment generation.</p>	Eco-pg 23	1



23.	<p><b>Importance of equitable distribution of resources</b></p> <ul style="list-style-type: none"> <li>i. For a sustained quality of life.</li> <li>ii. To eliminate the difference between rich and poor in the society</li> <li>iii. To reduce poverty</li> <li>iv. To maintain Global Peace.</li> <li>v. To prevent our planet from danger.</li> <li>vi. Any other relevant point.</li> </ul> <p>Any three points to be explained</p> <p style="text-align: center;"><b>OR</b></p> <p><b>Resources for human survival</b></p> <ul style="list-style-type: none"> <li>i. Human can transform material into resources and use them.</li> <li>ii. Human beings use resources as raw material to satisfy their needs and comforts.</li> <li>iii. They use them for making clothes, food, construct houses</li> <li>iv. They use energy resources like coal, gases, etc.</li> <li>v. For generating power, electricity or as a fuel to run vehicles, factories etc.</li> <li>vi. Resources help to main quality of life too.</li> <li>vii. Any other relevant point.</li> </ul> <p>Any three points to be explained</p>	G-pg 03	3
24.	<p><b>Problems of rail transport</b></p> <ul style="list-style-type: none"> <li>i. Many passengers travel without tickets.</li> <li>ii. Theft and damaging of Railway property.</li> <li>iii. Unnecessary chain pulling</li> <li>iv. Late running of trains.</li> <li>v. Any other relevant point.</li> </ul> <p>Any three points to be explained</p>	G-pg 83	3
25.	<p><b>Distribution of powers between Centre and State</b></p> <ul style="list-style-type: none"> <li>i. The constitution clearly distributes Legislative Powers between State and Union Government.</li> <li>ii. Subjects of National Importance like Foreign affairs/ banking came under union list of Central Government.</li> <li>iii. Subjects of Local importance like Police, Trade came under state government under State list.</li> <li>iv. Subject of common interest like education/ marriage came under Concurrent list of both Centre and State government.</li> <li>v. Any other relevant point.</li> </ul> <p>Any three points to be explained</p>	DP-pg 16,17	3

26.	<p><b>Discrimination faced by women</b></p> <ul style="list-style-type: none"> <li>i. Indian Parents prefer male child and abort female.</li> <li>ii. The parents do not spend equally on education of girls.</li> <li>iii. Women are paid less than men in various field instead of equal work/ hours.</li> <li>iv. Domestic violence</li> <li>v. 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>Changes in castes and caste system in India</b></p> <ul style="list-style-type: none"> <li>i. Old notions of caste hierarchy are breaking down</li> <li>i. Due to Economic development.</li> <li>ii. Due to Large scale urbanization.</li> <li>iii. Due to Growth of literacy and education.</li> <li>iv. Due to Occupational mobility.</li> <li>v. Breaking down of old caste hierarchy.</li> <li>vi. Any other relevant point.</li> </ul> <p>Any three points to be described</p>	DP-pg 42, 43	3
27.	<p><b>Basis for measuring development according to World Bank and UNDP :</b></p> <ul style="list-style-type: none"> <li>A. <u>According To UNDP</u> <ul style="list-style-type: none"> <li>i. Literacy.</li> <li>ii. Longitivity/ health facilities.</li> <li>iii. Living standard as criteria.</li> </ul> </li> <li>B. <u>World Bank</u> measures the same only on the basis of per capita income. Countries have been divided into three categories- Rich (High Income Group), Middle income group countries and Poor countries (Low Income Group)</li> <li>C. World Bank only sees the average per capita income but UNDP sees the overall development</li> <li>D. Any other relevant point.</li> </ul> <p>Any three points to be explained</p>	ECO-pg 8, 13	3
28.	<p><b>Protection of workers in the unorganized sector</b></p> <ul style="list-style-type: none"> <li>i. They are often exploited and not paid fair wages.</li> <li>ii. Low and irregular earning.</li> <li>iii. Insecure jobs and no other benefits.</li> <li>iv. They are vulnerable people so need economic/ social protection.</li> <li>v. Any other relevant point.</li> </ul> <p>Any three points to be explained</p>	ECO-pg 32	3

	<b>OR</b>		
	<p><b>Activities in the private sector</b></p> <ol style="list-style-type: none"> <li>i. Ownership of assets and delivery of services is in the hands of private individuals or companies.</li> <li>ii. Motive is to earn profit.</li> <li>iii. Work according to price mechanism</li> <li>iv. To get services from private sector we have to pay money to these individuals and companies</li> <li>v. Tata Iron and Steel Company Limited (TISCO) or Reliance industries Limited (RIL) are privately owned.</li> <li>vi. Any other relevant point.</li> </ol> <p>Any three points to be explained</p>	ECO-pg 32	3
	<b>SECTION – C</b>		
29.	<p><b>1830 as the year of great hardship</b></p> <ol style="list-style-type: none"> <li>i. First half of 19<sup>th</sup> century saw enormous increase in population in Europe.</li> <li>ii. Number of job seekers greater than employment.</li> <li>iii. Migration of large population from rural to urban areas.</li> <li>iv. Stiff competition from imports of cheap machine-made goods from England.</li> <li>v. The aristocracy still enjoyed power privileges.</li> <li>vi. Peasants struggled under burden of Feudal dues.</li> <li>vii. Rise of food prices due to bad harvest.</li> <li>viii. Any other relevant point.</li> </ol> <p>Any five points to be explained</p>	H-pg 15	5
	<b>OR</b>		
	<p><b>Nationalism aligned with imperialism became the cause of First World War</b></p> <ol style="list-style-type: none"> <li>i. The spread of the ideas of romantic nationalism in the Balkans together with the disintegration of the Ottoman Empire.</li> <li>ii. Intense rivalry among the European powers over trade, colonies, naval and military might.</li> <li>iii. The anti-imperial movements that developed everywhere were nationalist.</li> <li>iv. They all struggled to form independent nation state.</li> <li>v. They were inspired by sense of collective national unity.</li> <li>vi. European ideas of nationalism developed their own variety of nationalism.</li> </ol>	H-pg 27	5



	<p>vii. Any other relevant point.</p> <p>To be evaluated as a whole</p>		
30.	<p><b>Features of Commercial Farming</b></p> <ol style="list-style-type: none"> <li>i. The use of higher doses of modern inputs.</li> <li>ii. Use of high yielding variety of seeds.</li> <li>iii. Use of chemical fertilizers.</li> <li>iv. Use of insecticides and pesticides to obtain high productivity.</li> <li>v. Growth of single crop in large areas</li> <li>vi. Production used largely for commercial purposes.</li> <li>vii. Any other relevant point.</li> </ol> <p>Any five points to be explained</p>	Geo-pg 35	5
31.	<p><b>Necessity of Political Parties</b></p> <ol style="list-style-type: none"> <li>i. The rise of political parties is directly linked to the emergence of representative democracies</li> <li>ii. As societies became large and complex, they also needed some agency to gather different views on various issues and</li> <li>iii. To present these to the government.</li> <li>iv. They needed some ways, to bring various representatives together so that a responsible government could be formed.</li> <li>v. They needed a mechanism to support or restrain the government, make policies, justify or oppose them.</li> <li>vi. Political parties fulfill these needs that every representative government has.</li> <li>vii. We can say that parties are a necessary condition for a democracy.</li> <li>viii. Any other relevant point.</li> </ol> <p>Any five points to be described.</p>	DP-pg 72, 73	5
32.	<p><b>Democracy is based on political equality.</b></p> <ol style="list-style-type: none"> <li>i. Democracy have formal constitutions</li> <li>ii. They hold elections</li> <li>iii. They have parties</li> <li>iv. They guarantee rights of citizens.</li> <li>v. Promotes equality among citizens</li> <li>vi. Enhances the dignity of the individual</li> <li>vii. Improves the quality of decision making</li> <li>viii. Provides a method to resolve conflict</li> <li>ix. Democracy guarantee right to vote to all citizens.</li> <li>x. Any other relevant point.</li> </ol> <p>Any five points to be explained</p>	DP-pg 90	5

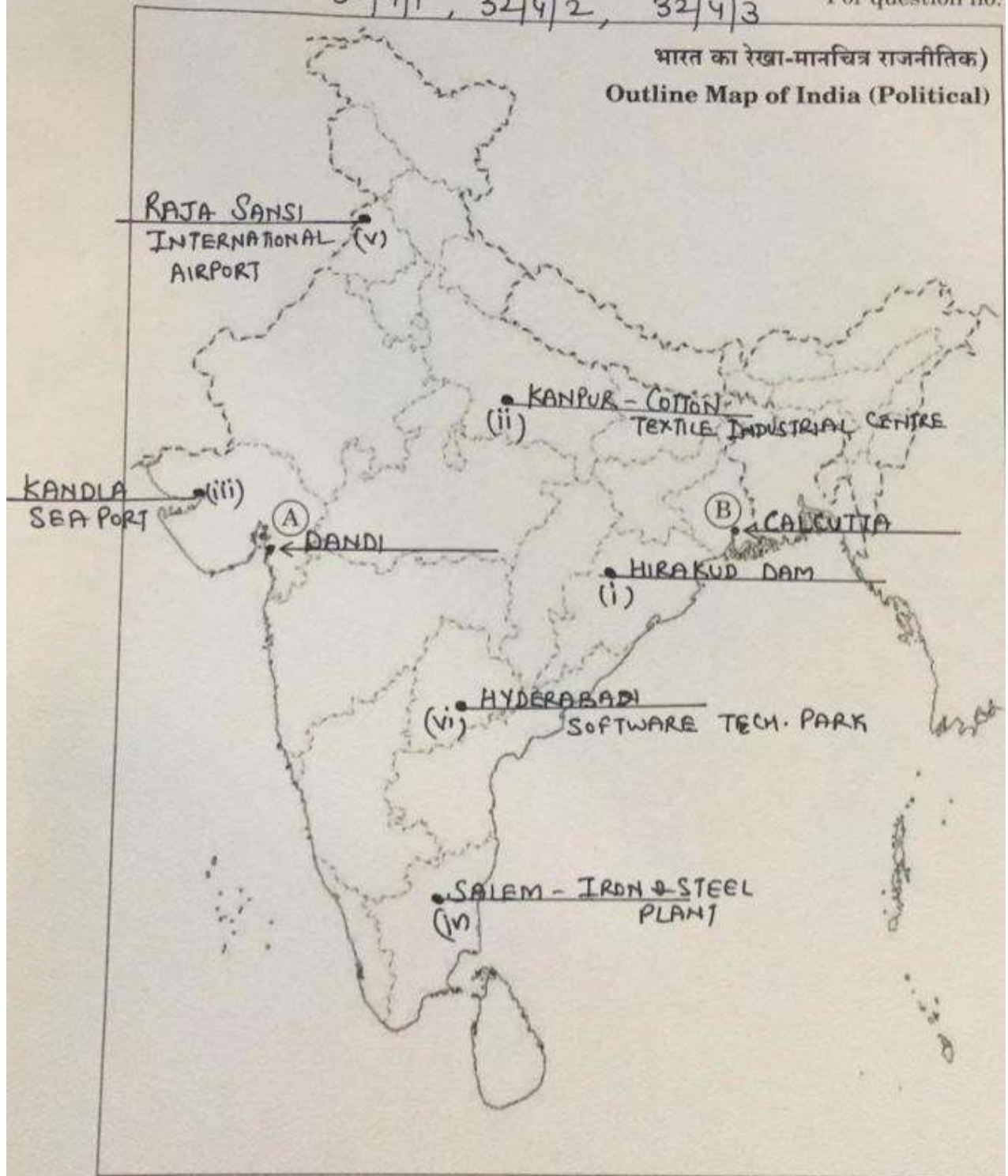
33.	<p><b>Self Help Groups</b></p> <ol style="list-style-type: none"> <li>i. They help rural poor/ women to become self-reliant.</li> <li>ii. Regular meetings of SHG's provide platform to discuss social issues such as health, nutrition, domestic violence.</li> <li>iii. SHG's help borrower to overcome of problem of collateral.</li> <li>iv. They also develop pool of saving.</li> <li>v. They also reduce poverty</li> <li>vi. Create opportunities for self-employment.</li> <li>vii. Any other relevant point.</li> </ol> <p>Any five points to be explained</p> <p style="text-align: center;"><b>OR</b></p> <p><b>Money in everyday life</b></p> <ol style="list-style-type: none"> <li>i. Goods are bought and sold with the use of money.</li> <li>ii. Many kinds of services are also exchanged with money.</li> <li>iii. Use of money reduce the need of double coincidence of wants.</li> <li>iv. A person holding money can easily exchange with goods/ services.</li> <li>v. For ex. A shoe manufacturer wants to sell shoes and buy wheat so he needs to sell his shoes and then only he can buy wheat.</li> <li>vi. Any other relevant point.</li> </ol> <p>Any five points to be explained</p>	Eco-pg 50, 51	5
34.	<p>Source based question</p> <p style="text-align: center;"><b>Source A – Foreign trade and the integration of markets</b></p> <p><i>34.1 How does foreign trade integrate market?</i></p> <ol style="list-style-type: none"> <li>i) Foreign trade creates an opportunity for the producers to reach beyond the domestic markets.</li> <li>ii) Producers can sell their products in the markets located in other countries.</li> <li>iii) It helps for expanding the choice of goods beyond domestic market.</li> <li>iv) It is a main channel connecting countries</li> <li>v) Any other relevant point</li> </ol> <p style="text-align: center;">Any two points (2)</p> <p style="text-align: center;"><b>Source B - Globalization</b></p> <p><i>34.2 How is globalization expanding human activity across regions and continents?</i></p> <ol style="list-style-type: none"> <li>i. Movement of people from one country to another in</li> </ol>	E-PG 59-67	2+2+1= 5

	<p>search of better income/ jobs/ education.</p> <p>ii. Globalization creates greater opportunities for large markets around the world.</p> <p>iii. countries have more access to capital flows</p> <p>iv. technology, human capital,</p> <p>v. cheaper imports and larger export markets</p> <p>vi. Any other relevant point</p> <p>Any two points (2)</p> <p><b>Source -C World Trade Organization</b></p> <p><i>34.3- The actions and methods of the WTO have evoked strong debate. Explain</i></p> <p>i. Rules of WTO forced developing countries to remove trade barriers which is unfair in interest of developing countries.</p> <p>i) Any other relevant point</p> <p>Any one point (1)</p>		
35	<p>For Q 35 a and b - see attached map</p> <hr/> <p><b>Map for visually impaired candidates</b></p> <p>35.1 Dandi</p> <p>35.2 Kheda</p> <p>35.3 Odisha</p> <p>35.4 Odisha</p> <p>35.5 Maharashtra</p> <p>35.6. Tamil Nadu</p> <p>35.7 Amritsar</p> <p>35.8 Mohali</p>	2+4=6	1X6=6

प्रश्न सं. 35 के लिए - 32/4/1, 32/4/2, 32/4/3

For question no.

भारत का रेखा-मानचित्र राजनीतिक)  
Outline Map of India (Political)



.32/4/2