

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

**Marking Scheme – SOCIAL SCIENCE**  
**(SUBJECT CODE: 087) (PAPER CODE : 32/5/2 )**

**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 32/5/2**

MM-80

| <b>QNO.</b> | <b>EXPECTED ANSWERS/VALUE POINTS</b><br>SECTION -A  | <b>PAGE NO.</b>          | <b>MARKS</b>   |
|-------------|---|--------------------------|----------------|
| 1.          | <b>Credit arrangement</b> -Informal sources of credit /No intervention by Govt. in controlling the credit activities carried out by informal sources  | Pg-46<br>E               | 1              |
| 2.          | <b>A/</b> Both A and R are true and R is the correct explanation of A   | Pg-34<br>E               | 1              |
| 3.          | <b>A/</b> only I and II   | Pg-64<br>E               | 1              |
| 4.          | 33%<br><b>OR</b><br>State Election Commission   | Pg-21<br>DP<br>PG-20     | 1<br><br>1     |
| 5.          | <b>Anandmath</b> - Bankim Chander Chattopdhyaya   | Pg-17<br>H               | 1              |
| 6.          | <b>Caste system</b><br>-Occupational mobility/ implementation of laws/ improvement in education/ any other relevant point<br><br><b>OR</b><br>Secularism in India                             | Pg-59<br>DP<br><br>PG-57 | 1<br><br><br>1 |
| 7.          | BSP was formed under the leadership of <b>Kanshiram</b>   | Pg-81<br>DP              | 1              |
| 8.          | <b>Sugar cane</b> –<br>A-75cms<br>B- 21* TO 27*C  | Pg-40<br>G               | 1              |
| 9.          | <b>Railways for enhancing pilgrimage</b> -Pilgrim special tourist train/ By providing tourist packages/ By making different Boarding/De-boarding stations/Any other relevant point<br>Any one | Pg-85<br>G               | 1              |
| 10.         | <b>A/</b> Otto Von Bismarck - Germany   | Pg-7<br>H                | 1              |
| 11.         | <b>HDI</b> -Better education facilities/ better health facilities/ improving per capita income.<br>Any one point  | Pg-5,6<br>E              | 1              |
| 12.         | <b>Suggestion to promote jute industry</b> -Mandatory use of jute packaging / reduce the price of jute/ any other relevant point<br>Any one point   | Pg-<br>G                 | 1              |

|     |   |                             |                |
|-----|---|-----------------------------|----------------|
| 13. | <b>Economic development in dictatorial regime</b><br>Investments in education /infrastructure/ by opening different avenues of economic growth/Any other relevant point<br>Any one  | Pg-93<br>DP                 | 1              |
| 14. | A/ industrialist were close to the Congress.  | Pg-66<br>H                  | 1              |
| 15. | Sambad Kaumudi/ Tuhfat-ul-Muwahhidin<br><b>OR</b><br>Rashsundari Devi   | Pg-169<br><br>Pg-172<br>H   | 1<br><br>1     |
| 16. | <b>Statue of liberty</b> is personified as women bearing the Torch of Enlightenment in one hand and the Charter of the Rights in the other.   | PG-1<br>H                   | 1              |
| 17. | D/ To suggest Changes in The Functioning of the Constitutional System.  | Pg-62<br>H                  | 1              |
| 18. | Johannes Gutenberg<br><b>OR</b><br>Marco Polo   | Pg-157<br>Pg-156<br>H       | 1<br><br>1     |
| 19. | <b>Private sector</b> -TISCO  | Pg-67<br>G                  | 1              |
| 20. | <b>Commercial crop</b> - Cashewnuts/Cereals/Oilseeds/ Tomatoes/Tobacco/ Tea/Coffee,/Cashews/Rubber/ Coconut<br>Any one<br><br><b>OR</b><br><b>Community owned resources</b> -Ponds/ Public Parks,/Playgrounds<br>Any one  | Pg-10<br><br><br>Pg-11<br>G | 1<br><br><br>1 |
| 21. | <b>SECTION-B</b><br><b>Measures and practices:</b><br>i. The ideas of la parties (the fatherland) and le citizen (the citizen) emphasized the nation of united community enjoying equal rights under a constitution.<br>ii. A new fresh flag, the tricolor was chosen to replace the former royal standard.<br>iii. The estate General was elected by the body of active citizen and renamed the National Assembly.<br>iv. New hymns were composed, oaths taken and martyrs commemorated, all in the name of the nation.<br>v. A centralized administrative system was put in place and it formulated uniform leave for all citizens within its territory.<br>vi. Internal customs duties and dues were abolished and a uniform | Pg-5<br>H                   | 3              |

|     |   |             |       |
|-----|---|-------------|-------|
|     | <p>system of weights and measures was adopted.</p> <p>vii. Regional dialects were discouraged and French became the common language of the nation.</p> <p>viii. Any other relevant point.<br/>Any three to be explained.</p>  |             |       |
| 22. | <p><b>Source Based Question</b></p> <p><i>22.1 Analyze any one issue of intense debate around religious lines</i></p> <p>i. Different groups confronted the changes happening within colonial society in different ways</p> <p>ii. New interpretations of the beliefs of different religious.</p> <p>iii. Some criticized existing practices and campaigned for reform, while others countered the arguments of reformers. These debates were carried out in public and in print.</p> <p>iv. Intense controversies between social and religious reformers and the Hindu orthodoxy over matters like widow immolation, monotheism, Brahmanical priesthood and idolatry.</p> <p>v. Any other relevant point.<br/>Any one point to be explained. (1)</p> <p><b>22.2 Examine the role of print media in these debates:</b></p> <p>i. Print spread the new ideas as well as shaped these ideas.</p> <p>ii. It increased public participation in public discussions.</p> <p>iii. Public discussions and expression of views</p> <p>iv. Argumentative ideas were circulated</p> <p>v. Any other relevant point.<br/>Any to be explained. (2)</p> | Pg-121<br>H | 1+2=3 |
| 23. | <p><b>Minerals are an indispensable part of our lives:</b></p> <p>i. Almost everything we use, from a tiny pin to a towering building or a big shop, all are made from minerals.</p> <p>ii. The railway lines and the tarmac (paving) of the roads, our implements and machinery too are made from minerals.</p> <p>iii. Cars, buses, trains, aero planes are manufactured from minerals and run on power recourses derived from the earth.</p> <p>iv. Even the food that we eat contains minerals.</p> <p>v. In all stages of development, human beings have used minerals for their livelihood, decoration, festivities, religious and ceremonial rites.</p> <p>vi. Any other relevant point.<br/>Any three points to be explained.</p> <p style="text-align: center;"><b>OR</b></p>  | Pg-50<br>G  | 3     |

|     |  |               |   |
|-----|--|---------------|---|
|     | <p><b>Occurrence of Minerals:</b></p> <ul style="list-style-type: none"> <li>i. In igneous and metamorphic rocks minerals may occur in the cracks, crevices, faults or joints. The smaller occurrences are called veins and the larger are called lodes.</li> <li>ii. In most cases, they are formed when minerals in liquid/molten and gaseous forms are forced upward through cavities towards the earth's surface. They cool and solidify as they rise. Major metallic minerals like tin, copper, zinc and lead etc. are obtained from veins and lodes.</li> <li>iii. In sedimentary rocks a number of minerals occur in beds or layers. They have been formed as a result of deposition, accumulation and concentration in horizontal strata. For example gypsum, potash salt and sodium salt. These are formed as a result of evaporation especially in arid regions.</li> <li>iv. Another mode of formation involves the decomposition of surface rocks and the removal of soluble constituents, leaving a residual mass of weathered material containing ores. Bauxite is formed this way.</li> <li>v. Certain minerals may occur as alluvial in sands of valley floors and the base of hills. These deposits are called 'placer deposits' and generally contain minerals, which are not corroded by water, Gold, silver, tin and platinum are most important among such minerals.</li> </ul> <p>Any three points to be explained</p> | Pg-50,51<br>G | 3 |
| 24. | <p><b>Technical Reforms:</b></p> <ul style="list-style-type: none"> <li>i. Green revolution based on the use of package technology.</li> <li>ii. White revolution (Operation Flood)</li> <li>iii. Comprehensive Land Development Plan</li> <li>iv. Provision of crop insurance against drought, flood, cyclone, fire and disease.</li> <li>v. Schemes like kisan credit card(KCC) and personal accident insurance scheme (PAIS)</li> <li>vi. Special weather bulletins and agricultural programme for farmers.</li> <li>vii. Any other relevant point.</li> </ul> <p>Any three to be explained.</p>  | Pg-43<br>G    | 3 |
| 25. | <p><b>Features of Federalism:</b></p> <ul style="list-style-type: none"> <li>i. There are two or more levels (or tiers) of government.</li> <li>ii. Different tiers of government govern the same citizen, but each tier has its own jurisdiction in specific matters of legislation, taxation and administration.</li> <li>iii. The jurisdictions of the respective levels of government are specified in the constitution.</li> </ul>  | Pg-15<br>DP   | 3 |

|     |  |              |   |
|-----|--|--------------|---|
|     | <ul style="list-style-type: none"> <li>iv. The fundamental provisions of the constitution cannot be unilaterally changed by one level of government.</li> <li>v. Courts have the power to interpret the constitution and the powers of different levels of government.</li> <li>vi. Sources of reserve for each level of government are clearly specified to ensure its financial autonomy.</li> <li>vii. Any other relevant point.</li> </ul> <p>Any three points to be explained.</p>  |              |   |
| 26. | <p><b>Belgium model for the accommodation of diversities:</b></p> <ul style="list-style-type: none"> <li>i. Though the Dutch were in majority in the country, the French and Dutch speaking population was given equal representation in the Central government.</li> <li>ii. Belgium was declared as a Federal state and thus state governments were given important powers.</li> <li>iii. The state governments did not act a subordinate to the Central government.</li> <li>iv. The capital city of Brussels has a separate government. Though the French speaking population was in majority in the city, they accepted equal representation in Brussels.</li> <li>v. This was because the Dutch speaking people has accepted equal representation in the Central government in spite of being in majority.</li> <li>vi. Community government also existed in Belgium which was elected by major linguistic groups namely, Dutch, French and German speaking people. This government looked after educational, language and educational issues.</li> <li>vii. Any other relevant point.</li> </ul> <p>Any three points to be explained.</p> <p><b>OR</b></p> <p><b>Horizontal power sharing:</b></p> <ul style="list-style-type: none"> <li>i. Power is shared among different organs of the government, such as the legislature, executive and judiciary. This is horizontal distribution of power because it allows different organs of the government placed at the same level to exercise different powers.</li> <li>ii. Such a separation ensures that none of the organs can exercise unlimited powers.</li> <li>iii. In such arrangements, each organ checks the others. That is way, this arrangement is called a system of checks and balances.</li> <li>iv. Any other relevant point.</li> </ul> <p>Any three points to be explained.</p> | Pg-4,5<br>DP | 3 |
|     |  | Pg-8<br>DP   | 3 |

|     |   |                |   |
|-----|---|----------------|---|
| 27. | <p><b>Demand deposits considered as money:</b></p> <ul style="list-style-type: none"> <li>i. People hold money as deposits with banks.</li> <li>ii. People deposit it with the banks by opening a bank account in their name.</li> <li>iii. Banks accept the deposits and also pay an interest rate on the deposits.</li> <li>iv. In this way people’s money is safe with the banks and it earns an interest.</li> <li>v. Demand deposits offer another interesting facility. It is this facility which lends it the essential characteristics of money (that of a medium exchange).Any bank depositor can get cheque facility for payment.</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>Lenders ask for collateral while lending:</b></p> <ul style="list-style-type: none"> <li>i. It works as guarantee to a lender until the loan is repaid.</li> <li>ii. If the borrower fails to repay the loan, the lender has the right to sell the asset or collateral to obtain payment.</li> <li>iii. Reduction of exposure in order to do more business with each other when credit limits are under pressure.</li> <li>iv. Possibility to achieve regulatory capital savings by transferring or pledging eligible assets.</li> <li>v. Any other relevant point.</li> </ul> <p>Any three points to be explained.</p> | Pg-40,41<br>E  | 3 |
| 28. | <p><b>Save workers from unorganized sector:</b></p> <ul style="list-style-type: none"> <li>i. Social security to workers.</li> <li>ii. Support from Labour Ministry</li> <li>iii. Provide support for the conversion of unorganized sector to organized sector.</li> <li>iv. Legal action against unfair purchases or export.</li> <li>v. Any other relevant point.</li> </ul> <p>Any three points to be explained.</p>   | Pg-32<br>E     | 3 |
| 29. | <p style="text-align: center;"><b>SECTION-C</b></p> <p><b>Democracy promotes dignity and freedom of the people:</b></p> <ul style="list-style-type: none"> <li>i. Democracy stands much superior to any other form of government in promoting dignity and freedom of the people.</li> <li>ii. It promotes equality among citizen and hence increases respect for each other among citizen.</li> <li>iii. Respect and freedom have been recognized as the basis of democracy.</li> <li>iv. Freedom and equality to women</li> <li>v. strengthened the claims of the disadvantaged and discriminated</li> </ul>   | Pg-97,98<br>DP | 5 |



|              |   |                  |             |
|--------------|---|------------------|-------------|
|              | <p>castes for equal status and equal opportunity.</p> <p>vi. Majority minority coordination</p> <p>vii. Any other relevant point.</p> <p>Any five points to be explained.</p> <p><b>OR</b></p> <p><b>Democracy is best suited to produce its own outcomes:</b></p> <p>i. Promotes equality and coexistence among citizens.</p> <p>ii. Enhances the dignity and freedom of the individual.</p> <p>iii. Improves the quality of decision making inspite of many economic, political and social problems.</p> <p>iv. Provides a method to resolve conflicts. Allow room to correct mistakes.</p> <p>v. Believes in discussion, negotiation and shows accountability through transparency.</p> <p>vi. Accommodates social diversities in a better way.</p> <p>vii. Any other relevant point.</p> <p>Any five points to be explained.</p>  | Pg-90,98         | 5           |
| 30. Sources: | <p><b>Source -A- Globalization and the Indian economy</b></p> <p>34.1 <i>How is the impact of globalization visible on consumers?</i></p> <p>i. There is greater choice before consumers who now enjoy improved quality and lower prices for several product which is visible through the latest model of digital cameras, mobile phones, television, automobiles etc. (1)</p> <p><b>Source -B Foreign trade and integration of markets</b></p> <p>34.2 <i>How does Foreign integrates the markets?</i></p> <p>i. With the opening of trade, goods travel from one market to another. This creates opportunity for the produces to reach beyond domestic markets.</p> <p>ii. Choice of goods in the markets rises. Foreign trade thus results in connecting the markets or markets or integration of markets in different countries. (2)</p> <p><b>34.3 Source -C The struggle for globalization</b></p> <p><i>How do people play an important role in the struggle for fair globalization?</i></p> <p>i. Massive campaigns and representation by people’s organization have influenced important decision relating to trade and investment at the WTO.</p> <p>ii. People can ask for social justice.</p> <p>ii. Any other relevant point (2)</p> | Pg-55,59,70<br>E | 1+2+2<br>=5 |

|     |   |             |   |
|-----|---|-------------|---|
| 31. | <p><b>Challenges face by Political Parties:</b></p> <ul style="list-style-type: none"> <li>i. Lack of internal democracy.</li> <li>ii. Lack of open and transparent procedures.</li> <li>iii. Dynamics succession.</li> <li>iv. Money and Muscle power.</li> <li>v. No meaningful choice to the people</li> <li>vi. Any other relevant point.</li> </ul> <p>Any five point to be explained.</p>   | Pg-84<br>DP | 5 |
| 32. | <p><b>Factors affecting the distribution pattern of the Indian Railways network:</b></p> <ul style="list-style-type: none"> <li>i. Northern Plain: Level land, high population density and rich agricultural recourses have favoured development of railways in these plains.</li> <li>li Peninsular region and the Himalayan region; It is a hilly terrain. The railway tracks are laid through low hills, gap or tunnels.</li> <li>iiiDeserts of Rajasthan: on the sandy plain of western Rajasthan too, It is very difficult to lay railway lines which has hindered the development of railways.</li> <li>Iv Swamps of Gujarat, forested tracts of Madhya Pradesh, Chhattisgarh, Orissa and Jharkhand; these are also not suitable for the development of railways.</li> <li>vThe contiguous stretch of Sahyadri could be crossed only through gaps or passes.</li> <li>Vi Although the Konkan railway along west coast has been developed but it has also faced a number of problems such as sinking of track in some stretches and landslides.</li> <li>viiRailways, being the principle of mode of transportation for freight and passengers in India make it possible to conduct multifarious activities like business, sightseeing, pilgrimage etc.</li> <li>viiiAny other relevant point.</li> </ul> <p>Any five point to be explained.</p> <p style="text-align: center;"><b>OR</b></p> <p><b>The growing importance of road transport:</b></p> <ul style="list-style-type: none"> <li>i. Construction cost of roads is much lower than that of railway lines.</li> <li>ii. Roads can traverse comparatively more dissected and undulating topography.</li> <li>iii. Roads can negotiate higher gradients of slopes and as such can traverse mountains such as the Himalayas.</li> <li>iv. Road transport is economical in transportation of few persons and relatively smaller amount of goods over short distances.</li> </ul> | Pg-84,85    | 5 |

|     |   |  |                   |
|-----|---|--|-------------------|
|     | <ul style="list-style-type: none"> <li>v. It also provides door-to-door service, thus the cost of loading and unloading is much lower.</li> <li>vi. Road transport is also used as a feeder to other modes of transport such as they provide a link between railway stations, air and sea ports.</li> <li>vii. Any other relevant point.</li> </ul> <p>Any five points to be explained.</p>   |  |                   |
| 33. | <p><b>Importance of sustainable development:</b></p> <ul style="list-style-type: none"> <li>i. For preserving resources for the future generation.</li> <li>ii. Judicious use of resources as resources are limited</li> <li>iii. By using renewable resources.</li> <li>iv. To control over-usage of resources.</li> <li>v. Non-renewable resources will get exhausted.</li> <li>vi. Fixed stock of resources.</li> <li>vii. To central environment degradation.</li> <li>viii. Any other relevant point.</li> </ul> <p>Any five to be explained.</p>  | Pg-15  | 5                 |
| 34. | <p><b>Role of the Bretton woods institution :</b></p> <ul style="list-style-type: none"> <li>i. It inaugurated an era of unprecedented growth of trade and incomes for the western industrial nation</li> <li>ii. World trade grew</li> <li>iii. Incomes of people in western countries grew.</li> <li>iv. The growth was stable without fluctuations.</li> <li>v. The unemployment rate reduced</li> <li>vi. There was world wide spread of technology and enterprise.</li> <li>vii. Developing countries were in a hurry to catch up with the advanced industrial countries.</li> <li>viii. Vast amounts of capital, industrial plant and equipment featuring modern technology were developed.</li> <li>ix. Any other relevant point.</li> </ul> <p>Any five point to be explained.</p> <p style="text-align: center;"><b>OR</b></p> <p><b>British manufacturers took over the Indian market:</b></p> <ul style="list-style-type: none"> <li>i. British manufactures pressurized the government to impose import duties on Indian cotton textiles.</li> <li>ii. Persuaded the East India Company to sell British manufactures in Indians market.</li> <li>iii. Through advertisements; to create interest in the product.</li> <li>iv. Through labels, when Manchester industrialists began selling cloth in India, they put labels on the cloth bundles.</li> <li>v. Images of Indian Gods and Goddesses</li> <li>vi. It was as if the association with gods gave divine approval to the</li> </ul> | <p>Pg-99,100<br/>H</p> <p>Pg-100-101<br/>H</p> | <p>5</p> <p>5</p> |

|     |   |                           |  |
|-----|---|---------------------------|--|
|     | <p>goods being sold.</p> <p>vii. Calendars: manufactures printed calendars to popularize their products.</p> <p>viii. Any other relevant point.<br/>Any five points to be explained.</p>  |                           |  |
| 35. | <p><b>35A and 35 B- SEE FILLED ATTACHED MAP For visually impaired only</b></p> <p>35.1 Bihar</p> <p>35.2 Uttar Pradesh</p> <p>35.3 Madras (Chennai)</p> <p>35.4 West Bengal</p> <p>35.5 Maharashtra</p> <p>35.6 Gujarat</p> <p>35.7 Odisha</p> <p>35.8 Raja Sansi International Airport, Amritsar</p> | <p>2+4=6</p> <p>1X6=6</p> |  |

