

**Marking Scheme**  
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**Secondary School Examination March - 2024**

**SUBJECT NAME: SOCIAL SCIENCE      SUBJECT CODE 087      PAPER CODE-32/4/3**

**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.
2. **“Evaluation policy is a confidential policy as it is related to the confidentiality of the examinations conducted, Evaluation done and several other aspects. Its’ leakage to public in any manner could lead to derailment of the examination system and affect the life and future of millions of candidates. Sharing this policy/document to anyone, publishing in any magazine and printing in News Paper/Website etc may invite action under various rules of the Board and IPC.”**
3. 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 due 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, due marks should be awarded.**
4. The Marking scheme carries only suggested value points for the answers. These are in the nature of Guidelines only and do not constitute the complete answer. The students can have their own expression and if the expression is correct, the due marks should be awarded accordingly.
5. 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. If there is any variation, the same should be zero after deliberation and discussion. 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.
6. Evaluators will mark( √ ) wherever answer is correct. For wrong answer CROSS ‘X’ be marked. Evaluators will not put right (✓)while evaluating which gives an impression that answer is correct and no marks are awarded. **This is most common mistake which evaluators are committing.**
7. 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.
8. 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.
9. If a student has attempted an extra question, answer of the question deserving more marks should be retained and the other answer scored out with a note **“Extra Question”**.
10. No marks to be deducted for the cumulative effect of an error. It should be penalized only once.
11. A full scale of marks \_\_\_\_ 80 \_\_\_\_ (example 0 to 80/70/60/50/40/30 marks as given in Question Paper) has to be used. Please do not hesitate to award full marks if the answer deserves it.
12. 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).
13. Ensure that you do not make the following common types of errors committed by the Examiner in the past:- Giving more marks for an answer than assigned to it.

	<ul style="list-style-type: none"> <li>● Wrong totaling of marks awarded on an answer.</li> <li>● Wrong transfer of marks from the inside pages of the answer book to the title page.</li> </ul> <p>Wrong question wise totaling on the title page.</p> <ul style="list-style-type: none"> <li>● Leaving answer or part thereof unassessed in an answer book.</li> <li>●</li> <li>● Wrong totaling of marks of the two columns on the title page.</li> <li>● Wrong grand total.</li> <li>● Marks in words and figures not tallying/not same.</li> <li>● Wrong transfer of marks from the answer book to online award list.</li> <li>● 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.)</li> <li>● Half or a part of answer marked correct and the rest as wrong, but no marks awarded.</li> </ul>
14.	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.
15.	Any un assessed 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.
16.	The Examiners should acquaint themselves with the guidelines given in the “ <b>Guidelines for spot Evaluation</b> ” before starting the actual evaluation.
17.	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.
18.	The candidates are entitled to obtain photocopy of the Answer Book on request on payment of the prescribed processing fee. All Examiners/Additional Head Examiners/Head Examiners are once again reminded that they must ensure that evaluation is carried out strictly as per value points for each answer as given in the Marking Scheme.

**Marking Scheme**  
**Class X -Social Science (087)**  
**SET-32/4/3**

**SET -3**

**MM-80**

Q. No.	Values Points	Page No.	Marks
	<b>Section A</b> <b>Multiple Choice Question</b>		<b>(20X1=20)</b>
1	(A) Both (A) and (R) are true and (R) is the correct explanation of (A)	42 E	1
2	(B) Education, Health and Per Capita Income	13 E	1
3	(C) Process of rapid integration between countries	62 E	1
4	(C) (A) is true but (R) is false	40 E	1
5	(B) Salim's income will increase	42-44 E	1
6	(A) Only I, II and III are correct	14 P	1
7	(A) Nordic countries	34 P	1
8	(C) United States of America	51 P	1
9	(C) Both (A) and (R) are true and (R) is the correct explanation of (A)	48-49 P	1
10	(D) Panchayat	24 P	1
11	(C) Concurrent List	16-17 P	1
12	(C) Only I, III and IV are correct	8-9 P	1
13	(B) Madhya Pradesh, Maharashtra, Odisha, Karnataka	53 G	1
14	(D) i-c, ii-d, iii-a, iv-b	24 G	1
15	(B) Both (A) and (R) are true and (R) is the correct explanation of (A)	16 G	1
16	(C) Tertiary	20 E	1
	<b>For Visually Impaired Candidates Question</b>		
	(C) Tertiary	20 E	1
17	(A) Martin Luther	112 H	1
18	(C) C. R. Das and Motilal Nehru	38 H	1
19	(B) Clothes and spices	54 H	1
20	(A) I, II, IV, III	8 H	1

<b>Section B</b>			<b>(4X2=8)</b>
<b>Very Short Answer Type Questions</b>			
<b>21</b>	<p><b>(a) Examine the role of the Constitution in the Federal System of India in two points.</b></p> <p>(i) The jurisdictions of the respective tiers of government are specified in the Constitution.</p> <p>(ii) The existence and authority of each tier of government is constitutionally guaranteed.</p> <p>(iii) Constitution provides the rules for coordination between Centre and States.</p> <p>(iv) Any other relevant point.</p> <p style="text-align: center;"><b>(Any two points to be examined.)</b></p> <p style="text-align: center;"><b>OR</b></p> <p><b>(b) Examine the role of the Supreme Court in the Federal System of India in two points.</b></p> <p>(i) The judiciary plays an important role in overseeing the implementation of constitutional provisions and procedures.</p> <p>(ii) In case of any dispute about the division of powers, the high court and the Supreme Court make a decision.</p> <p>(iii) It acts as the interpreter of the Constitution.</p> <p>(iv) Any other relevant point.</p> <p style="text-align: center;"><b>(Any two points to be examined.)</b></p>	<b>15 P</b>	<b>2X1=2</b>
		<b>17 P</b>	<b>2X1=2</b>
<b>22</b>	<p><b>“India has great potential of wind power generation.” Explain the statement in context of wind energy.</b></p> <p>(i) The largest wind farm cluster is located in Tamil Nadu, from Nagarcoil to Madurai.</p> <p>(ii) Andhra Pradesh, Karnataka, Gujarat, Kerala, Maharashtra and Lakshadweep have important wind farms.</p> <p>(iii) Nagarcoil and Chesilmere are well known for effective use of wind energy in the country.</p> <p>(iv) Any other relevant point.</p> <p style="text-align: center;"><b>(Any two points to be analysed.)</b></p>	<b>54 G</b>	<b>2X1=2</b>
<b>23</b>	<p><b>“Until the nineteenth century, poverty and hunger were common in Europe”. Analyse the statement.</b></p> <p>(i) Cities were crowded due to overpopulation.</p> <p>(ii) Shortage of food grains.</p>	<b>56 H</b>	<b>2X1=2</b>

	<ul style="list-style-type: none"> <li>(iii) Deadly diseases were widespread.</li> <li>(iv) Religious issues were common.</li> <li>(v) Any other relevant point.</li> </ul> <p><b>(Any two points to be analysed.)</b></p>		
<b>24</b>	<p><b>Explain the steps taken by Indian government for globalization in 1991.</b></p> <ul style="list-style-type: none"> <li>(i) Removal of trade barriers.</li> <li>(ii) Foreign investments are promoted.</li> <li>(iii) Foreign trade is promoted.</li> <li>(iv) Any other relevant points.</li> </ul> <p><b>(Any two points to be explained.)</b></p>	<b>64 E</b>	<b>2X1=2</b>
	<p><b>Section C</b> <b>Short Answer Type Questions</b></p>		<b>(5X3=15)</b>
<b>25</b>	<p><b>“Federal form of government is in direct contrast to the Unitary form of Government”. Explain the statement.</b></p> <ul style="list-style-type: none"> <li>(i) Under the unitary system, either there is only one level of government or the sub-units are subordinate to the central government.</li> <li>(ii) The central government can pass on orders to the provincial or the local government.</li> <li>(iii) But in a federal system, the central government cannot order the state government to do something.</li> <li>(iv) State government has powers of its own for which it is not answerable to the central government.</li> <li>(v) Both these governments are separately answerable to the people.</li> <li>(vi) Any other relevant point.</li> </ul> <p><b>(Any three points to be explained.)</b></p>	<b>14-16 P</b>	<b>3X1=3</b>
<b>26</b>	<p><b>Describe any three features of intensive subsistence farming.</b></p> <ul style="list-style-type: none"> <li>(i) This type of farming is practised in areas of high population pressure on land.</li> <li>(ii) It is labour intensive farming.</li> <li>(iii) High doses of biochemical inputs and irrigation are used for obtaining higher production.</li> <li>(iv) Pulses and food grains are the main crops growing in this type of farming.</li> <li>(v) Any other relevant point.</li> </ul> <p><b>(Any three points to be described.)</b></p>	<b>31 G</b>	<b>3X1=3</b>



29	<p><b>“Money in your pocket cannot buy all the goods and services that you may need to live well.” Support the statement with examples.</b></p> <ul style="list-style-type: none"> <li>(i) Money cannot buy a pollution free environment.</li> <li>(ii) Money cannot ensure that you get unadulterated medicines.</li> <li>(iii) Money may not also be able to protect you from infectious diseases, unless the whole of community takes preventive steps.</li> <li>(iv) Money cannot buy happiness and peace.</li> <li>(v) Any other relevant point.</li> </ul> <p><b>(Any three examples to be explained.)</b></p>	11 E	3X1=3
<p><b>Section D</b> <b>Long Answer Type Questions</b></p>			(4X5=20)
30	<p><b>(a) “The mission and the destiny of the French nation was to liberate the peoples of Europe.” Support the statement in context of impact of French revolution.</b></p> <ul style="list-style-type: none"> <li>(i) When the news of the events in France reached the different cities of Europe, students and other members of educated middle classes begin setting up Jacobin Club.</li> <li>(ii) Their activities and campaigns prepared the way for the French armies.</li> <li>(iii) The French armies moved into Holland, Belgium, Switzerland and much of Italy in the 1790s.</li> <li>(iv) With the outbreak of the Revolutionary War, the French army carried the idea of nationalism abroad.</li> <li>(v) Within the wide swathe of territory that came under his control, Napoleon set about introducing many reforms that he had already introduced in France.</li> <li>(vi) Simplification of administrative system.</li> <li>(vii) Abolishment of feudal system.</li> <li>(viii) Any other relevant point.</li> </ul> <p><b>(Any five points to be explained.)</b></p> <p style="text-align: center;"><b>OR</b></p> <p><b>(b) “In the administrative field Napoleon had incorporated revolutionary principles.” Explain the statement.</b></p> <ul style="list-style-type: none"> <li>(i) Napoleon set about introducing many of the reforms that he had already introduced in France.</li> <li>(ii) He made the whole system more rational and efficient.</li> <li>(iii) Civil code of 1804, usually known as the Napoleonic Code, did away with all privileges based on birth.</li> <li>(iv) The code was exported to the regions under French control.</li> </ul>	5 H	5X1=5
		6 H	5X1=5

	<ul style="list-style-type: none"> <li>(v) Napoleon simplified administrative divisions.</li> <li>(vi) He abolished the feudal system and freed peasants from serfdom manorial dues.</li> <li>(vii) Any other relevant point.</li> </ul> <p><b>(Any five points to be explained.)</b></p>		
<b>31</b>	<p><b>(a) “There is a need for protection and support of the workers in the unorganised sector.” Examine the statement with examples.</b></p> <ul style="list-style-type: none"> <li>(i) There are rules and regulations but unorganized sectors do not follows these in true spirit.</li> <li>(ii) Jobs are low paid.</li> <li>(iii) Jobs are not regular.</li> <li>(iv) There is no provision for overtime.</li> <li>(v) There is no provision for paid leaves and leave due to sickness.</li> <li>(vi) Employment is not secure.</li> <li>(vii) Ensuring the protection of workers in this sector is a matter of economic and social justification and for inclusive development.</li> <li>(viii) Any other relevant point.</li> </ul> <p><b>(Any five points to be examined.)</b></p> <p style="text-align: center;"><b>OR</b></p> <p><b>(b) “Activities in private sector are guided by motive to earn profits”. Examine the statement with examples.</b></p> <ul style="list-style-type: none"> <li>(i) Ownership of assets and delivery of services are in the hands of private individuals.</li> <li>(ii) They charge money for the services.</li> <li>(iii) The facilities are based on earning and for profit making.</li> <li>(iv) Activities are based on market approach and analysis.</li> <li>(v) Even for primary facilities like health, education etc they charge heavy amount.</li> <li>(vi) They seek competitive advantage.</li> <li>(vii) There are several things needed by the society as whole, which the private sector will not provide at a reasonable cost.</li> <li>(viii) Any other relevant point.</li> </ul> <p><b>(Any five points to be examined.)</b></p>	<b>32 E</b>	<b>5X1=5</b>
		<b>33-34 E</b>	<b>5X1=5</b>
<b>32</b>	<p><b>(a) “Democracy stands ahead of any other form of government in promoting dignity and freedom of the individual.” Explain the statement with examples.</b></p> <ul style="list-style-type: none"> <li>(i) Every individual wants to receive respect from fellow beings.</li> <li>(ii) The passion for respect and freedom are the basis of democracy.</li> </ul>	<b>71 P</b>	<b>5x1=5</b>

	<p>(iii) Democracy promotes dignity of individual.</p> <p>(iv) Accommodation of different opinions.</p> <p>(v) It gives equal status and opportunities to disadvantaged ones.</p> <p>(vi) Rights are given to individuals.</p> <p>(vii) It transforms people from the status of citizens from subjects.</p> <p>(viii) It gives legal and moral force to individuals to obtain freedom and dignity.</p> <p>(ix) Any other relevant point.</p> <p><b>(Any five points to be analyzed.)</b></p> <p style="text-align: center;"><b>OR</b></p> <p><b>(b) “A distinctive feature of democracy is that its inspection and examination never gets over.” Explain the statement with examples.</b></p> <p>(i) As democracy passes one test, it produces another test as people get some benefits of democracy.</p> <p>(ii) They ask for more and want to make democracy even better.</p> <p>(iii) When people are asked about the way democracy functions, they will always come up with more expectations.</p> <p>(iv) The fact that people are complaining is itself a testimony to the success of democracy.</p> <p>(v) It transforms the individuals from the status of the subjects to that of citizen.</p> <p>(vi) Democracy tried to accommodates diverse opinion.</p> <p>(vii) A public expression of dissatisfaction with democracy shows the success of the democratic process.</p> <p>(viii) Any other relevant point.</p> <p><b>(Any five points to be analyzed.)</b></p>	<b>72 P</b>	<b>5x1=5</b>
<b>33</b>	<p><b>(a) Describe the role of manufacturing industries in the economic development of a country.</b></p> <p>(i) Over the last two decades, GDP of the country has been improved due to the manufacturing sector.</p> <p>(ii) Helped in the modernization of agriculture.</p> <p>(iii) Helped in the decline of unemployment and poverty.</p> <p>(iv) Helped in bridging down the regional disparity.</p> <p>(v) Helped in the expansion of trade and commerce.</p> <p>(vi) Helped in raising foreign exchange.</p> <p>(vii) Any other relevant point.</p> <p><b>(Any five points to be described.)</b></p> <p style="text-align: center;"><b>OR</b></p>	<b>66 G</b>	<b>5X1=5</b>

	<p><b>(b) Describe any five steps taken to save fresh water from industrial pollution.</b></p> <p>(i) Minimising the use of water for processing by reusing and recycling it in two or more successive stages.</p> <p>(ii) Harvesting of rainwater to meet water requirements.</p> <p>(iii) Treating hot water and effluents before releasing them in rivers and ponds. Treatment of industrial effluents can be done in three phases-</p> <p>(iv) Primary treatment by mechanical means. This involves screening, grinding, flocculation and sedimentation.</p> <p>(v) Secondary treatment by biological process.</p> <p>(vi) Tertiary treatment by biological, chemical and physical processes.</p> <p>(vii) This involves recycling of wastewater.</p> <p>(viii) Providing green belts for nurturing ecological balances.</p> <p>(ix) Any other relevant point.</p> <p><b>(Any five points to be described.)</b></p>	78 G	5X1=5
	<p><b>Section E</b> <b>(Case-Based/ Source Based Questions)</b></p>		<b>(3X4=12)</b>
34	<p><b>Read the given source carefully and answer the questions that follow:</b></p> <p style="text-align: center;"><u><b>Loan from Cooperatives</b></u></p> <p><b>Besides banks, the other major source of cheap credit in rural areas are the cooperative societies or cooperatives. Members of a cooperative pool, their resources for cooperation in certain areas. There are several types of cooperatives possible, such as farmers cooperatives, weavers cooperatives and industrial workers cooperatives, etc. Krishna Cooperatives functions in a village not very far away from Sonpur. It has 2300 farmers as members. It accepts deposits from its members. With these deposits as collateral, the cooperative has obtained a large loan from the bank. These funds are used to provide loans to members. Once these loans are repaid, another round of lending can take place. Krishna cooperative provides loans for the purchase of agriculture implements, loans for cultivation and agricultural trade, fishery loans, loans for construction of houses and for a variety of other expenses.</b></p> <p><b>(34.1) ‘Cooperative society’ is an example of which source of credit? (1)</b> - Formal source of credit.</p> <p><b>(34.2) Explain the contribution of Cooperative Societies in rural development. (1)</b> - Meets the requirements of rural people like purchase of agriculture implements, loans for cultivation and agricultural trade, etc.</p> <p><b>(34.3) Mention any two sources of capital for Self-Help Groups. (2X1=2)</b></p>	47 E	1+1+2=4

	<ul style="list-style-type: none"> <li>(i) Contribution of members</li> <li>(ii) Loans from banks,</li> <li>(iii) Interest on loans given by Self Help Groups</li> <li>(iv) Any other relevant point.</li> </ul> <p><b>(Any two points to be mentioned.)</b></p>		
35	<p><b>Read the given source carefully and answer the questions that follow:</b></p> <p><b>After the revolt of 1857, the attitude to freedom of the press changed. Enraged Englishmen demanded a clamp down on the ‘native’ press. As vernacular newspapers became assertively nationalists, the colonial government began debating measures to stringent control. In 1878, the Vernacular Press Act was passed, modelled on the Irish Press Laws. It provided the government with extensive rights to censor reports and editorials in the vernacular press. From now on, the government kept regular track of the vernacular newspapers published in different provinces. When a report was judged as seditious, the newspaper was warned, and if the warning was ignored, the press was liable to be seized and the printing machinery confiscated.</b></p> <p><b>(35.1) On which rule was the ‘Vernacular Press Act’ based? (1)</b>  - Irish press law</p> <p><b>(35.2) Why did the attitude of the British change towards the freedom of press after the Revolt of 1857? Explain. (1)</b>  - Because vernacular newspapers became assertively nationalists.</p> <p><b>(35.3) Explain any two impacts of passing the ‘Vernacular Press Act.’ (2X1=2)</b></p> <ul style="list-style-type: none"> <li>(i) It provided the government with extensive rights to censor reports.</li> <li>(ii) The government kept regular track of the vernacular newspapers published in different provinces.</li> <li>(iii) Any other relevant point.</li> </ul> <p><b>(Any two points to be explained.)</b></p>	127 H	1+1+2=4
36	<p><b>Read the given source carefully and answer the questions that follow:</b></p> <p style="text-align: center;"><b><u>Conservation of Resources</u></b></p> <p><b>Resources are vital for any developmental activity. But irrational consumption and over-utilization of resources may lead to socio-economic and environmental problems. To overcome these problems, resource conservations at various levels is important. This had been the main concern of the leaders and thinkers in the past. For example Gandhiji was very apt in voicing his concern about resource conservation in these words: “There is enough for everybody’s need, and not for anybody’s greed.” He plays the</b></p>	3 G	1+1+2=4

	<p><b>greedy and selfish individuals and exploitative nature of modern technology as the root cause for the resource depletion at the global level. He was against mass production and wanted to replace it with the production by the masses.</b></p> <p><b>(36.1) Define the term ‘Resource Planning’. (1)</b> - Resource planning is a complex process which involves identification and inventory of resources across the regions of the country.</p> <p><b>(36.2) Explain the need for conservation of resources. (1)</b> - Irrational consumption and over utilisation of resources may lead to socio economic and environmental problems.</p> <p><b>(36.3) Why did Gandhiji say – “There is enough for everybody’s need and not for any body’s greed?” Analyse any two reasons (2X1=2)</b></p> <p>(i) He placed the greedy and selfish individuals and exploitative nature of modern technology as the root cause for resource depletion.</p> <p>(ii) He was against mass production and wanted to replace it with the production by the masses.</p> <p>(iii) Any other relevant point.</p> <p><b>(Any two points to be mentioned.)</b></p>		
	<p><b>Section F</b> <b>Map Based Questions</b></p>		<p><b>(2+3=5)</b></p>
37	<p><b>(a) Two places ‘A’ and ‘B’ have been marked on the given political outline map of India. Identify them with the help of the following information and write their correct names on the lines drawn near them:</b></p> <p>A. The place where Gandhiji started Satyagraha for indigo peasants. (1) B. The place where Gandhiji broke the Salt Law. (1)</p> <p><b>(Please see the attached map.)</b></p> <p><b>(b) On the same political outline map of India, locate and label any three of the following with suitable symbols: (3X1=3)</b></p> <p>(i) Naharkatia- oil field (ii) Talchar- Major Coal Mines (iii) Narora- Atomic Power Plant (iv) Tuticorin- Major Sea Port</p> <p><b>(Please see the attached map.)</b></p>		
	<p><b>Questions For Visually Impaired Candidates only in lieu of Q. No. 37 (Attempt any Five)</b></p>		<p><b>5x1=5</b></p>

(37.1) Name the place where Gandhiji started Satyagrah for indigo peasants.

- **Champan**

(37.2) Name the place where Gandhiji broke the Salt law.

- **Dandi**

(37.3) In which state is Naharkatia oilfield located?

- **Assam**

(37.4) Name the state where Talcher major coal mines are located.

- **Odisha**

(37.5) Name the state where Narora Nuclear Power Plant is located.

- **Uttar Pradesh**

(37.6) In which state is Tuticorin sea port located?

- **Tamil Nadu**

भारत का राजनीतिक रेखा-मानचित्र  
Political Outline Map of India

32|4|1, 32|4|2, 32|4|3

