

Marking Scheme
Strictly Confidential
(For Internal and Restricted use only)
Secondary School Examination,2023
SUBJECT NAME SOCIAL SCIENCE (SUBJECT CODE J3265A)
(PAPER CODE 32/2/1)

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.
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). This is in view of the reduced syllabus and number of questions in question paper.
13	<p>Ensure that you do not make the following common types of errors committed by the Examiner in the past:-</p> <ul style="list-style-type: none"> ● 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 an answer. ● 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/not same. ● 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.
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 “ Guidelines for spot Evaluation ” 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.

SET -32-2-1 MARKING SCHEME SOCIAL SCIENCE (087) MARCH 2023		MM-80
Q. NO.	VALUE POINTS	
Section – A (Multiple Choice Questions)		1X20=20
1	(b) Conservatism Pg.10	1
2	(a) Germany, Austria-Hungary and Ottoman Turkey Pg.68	1
3	(a) United States of America Pg.70	1
4	(c) Lakshminath Bezbaruah Pg.126 For Visually Impaired Students (c) Jyotiba Phule Pg.126	1 1
5	(d) Laterite Pg.10	1
6	(b) Both (A) and (R) are true but (R) is not the correct explanation of (A) Pg.65	1
7	(a) i-4, ii-3, iii-2, iv-1 Pg.85	1
8	(a) Both (A) and (R) are true and (R) is the correct explanation of (A) Pg.4	1
9	(b) United State of America (USA) Pg.25	1
10	(a) i-3, ii-1, iii-4, iv-2 Pg.16	1
11	(a) Nordic country Pg.44	1
12	(c) Odisha Pg.82	1
13	(b) India Pg.77	1
14	(b) Income Pg.08	1
15	(d) Sri Lanka Pg.08	1
16	(b) Secondary Product Pg.20	
17	(d) There are rules and regulations but not followed. Pg.30	1
18	(a) Paper notes Pg.40	1
19	(d) Rich household	1

		Pg.49	
20	(d) Disproportionate Growth Pg.61		1
	Section –B (Very Short Answer Questions)		4x2=8
21	<p>(A) Analyse the role of Chief Minister Cavour who led the movement to unite the regions of Italy.</p> <p>(i) Chief Minister Cavour who led the movement to unify the regions of Italy was neither a revolutionary nor a democrat.</p> <p>(ii) Like many other wealthy and educated members of the Italian elite, he spoke French much better than he did Italian.</p> <p>(iii) Through a tactful diplomatic alliance with France engineered by Cavour, Sardinia – Piedmont succeeded in defeating the Austrian forces in 1859.</p> <p>(iv) Any other point.</p> <p>(v) To be assessed as a whole. Pg.21</p> <p style="text-align: center;">OR</p> <p>(B) Examine the ideas of liberal nationalism in Europe during nineteenth century.</p> <p>(i) For the new middle classes liberalism stood for the freedom for the individual and equality of all before law.</p> <p>(ii) Politically it emphasised the government by consent.</p> <p>(iii) Liberals also stressed the inviolability of private property.</p> <p>(iv) In the economic sphere, liberalism stood for the freedom of market and abolition of state imposed restrictions on the movement of goods and capital.</p> <p>(v) Any other relevant point</p> <p>Any two points to be explained. Pg. 21</p>		2
22	<p>Suggest any two ways to conserve wildlife in India.</p> <p>Wildlife (Protection) Act was implemented in 1972 with various provisions for protecting habitat. (Ban on hunting, poaching, encroachment, legal protection to wildlife habitat, restricting trade in wildlife, established national parks and wildlife sanctuaries, initiated various projects)</p> <p>(i) Organize wildlife club/ nature clubs to create awareness among people.</p> <p>(ii) Enabling wildlife conservation-friendly community empowerment.</p> <p>(iii) Introducing afforestation programs.</p> <p>(iv) Controlling forest fire.</p> <p>(v) Proper utilization of forest resources.</p>		2x1=2

	<p>(vi) Any other relevant point</p> <p>Any two points to be explained.Pg.63</p>	
23	<p>Why did the feeling of alienation increase among the Sri Lankan Tamils in 1956? Explain.</p> <p>i. In 1956 an act was passed to recognise Sinhala as the only official language thus disregarding Tamil.</p> <p>ii. The governments followed preferential policies for university positions and government jobs for Sinhalese.</p> <p>iii. The new constitution stipulated that the State shall protect and foster Buddhism.</p> <p>iv. Sinhala government ignored the interests of Tamils through their majoritarian policies.</p> <p>v. Any other relevant point.</p> <p>Any two points to be explained. Pg.3</p>	2x1=2
24	<p>“Credit pushes the borrower into a situation from which recovery is painful.”</p> <p>i Repayment of the loan is crucially dependent on the income from farming</p> <p>ii The failure of the crop made loan repayment impossible.</p> <p>iii .Sometimes the borrower is not able to repay the loan.</p> <p>iv Many a times borrower is caught into the situation of debt-trap.</p> <p>v To repay her loan person has to sell a portion of her/his land.</p> <p>vi The situation of the person gets much worse off than before.</p> <p>vii Any other relevant point</p> <p>Any two points to be explained. Pg.44</p>	2X1=2
	<p>Section –C (Short Answer Questions)</p>	5x3=15
25	<p>How did print come into existence in Europe? Explain.</p> <p>(i) In the eleventh century, Chinese paper reached Europe via the same route.</p> <p>(ii) Paper made possible the production of manuscripts, carefully written by scribes.</p> <p>(iii) Marco polo took away and spread the technology to Europe.</p> <p>(iv) Italians began producing books with woodblocks, and soon the technology spread to other parts of Europe.</p> <p>(v) Merchants and students in the university town bought the cheaper printed copies.</p> <p>(vi) Book fairs were held in different places.</p> <p>(vii) The break through occurred when Johann Gutenberg developed the first printing press.</p>	3x1=3

	<p>(viii) Any other relevant point</p> <p>Any three points to be examined. Pg. 108</p> <p style="text-align: center;">OR</p> <p>(b)How did access to books create a new culture of reading? Explain.</p> <p>(i) Earlier reading was restricted to the elites. Common people lived in a world of oral culture. They heard sacred texts read out, ballads recited, and folk tales narrated.</p> <p>(ii) With the printing press, a new reading public emerged.</p> <p>(iii) Printing reduced the cost of books. Multiple copies produced with greater ease.</p> <p>(iv) Books flooded the market, reaching out to an ever-growing readership.</p> <p>(v) Now books could reach out to wider sections of people.</p> <p>(vi) People started writing and publishing popular ballads and folk tales and were illustrated with pictures.</p> <p>(vii) Any other relevant point</p> <p>Any three points to be examine. Pg.111</p>	3x1=3
26	<p>“Energy is required for all activities.” Explain the statement with examples.</p> <p>(i) Energy is a basic requirement for economic development</p> <p>(ii) Every sector of the national economic- Agriculture, industry, transport, communication needs inputs of energy.</p> <p>(iii) Required in vehicles.</p> <p>(iv) To drive machinery in industries.</p> <p>(v) Required in all the facets of life.</p> <p>(vi) Required in household.</p> <p>(vii) Used in all commercial requirements.</p> <p>(viii) Any other relevant point</p> <p>Any three points to be explained. Pg. 58</p>	3x1=3
27	<p>Suggest three steps to enhance the literacy rate among women in India.</p> <p>(i) Government should initiate literacy enhancing programmes for urban as well as grass root level.</p> <p>(ii) Counselling sessions for parents and society for the promotion of enrolment and education.</p>	3x1=3

	<ul style="list-style-type: none"> (iii) Increase literacy campaigns to educate the girl child by enrolling them in formal schools. (iv) Initiating educative programs and propaganda to break down traditional prejudices, against girl's education. (v) Granting concession in the form of scholarships to poor and meritorious girl students. (vi) Effective enforcement of compulsory education of girls. (vii) Providing other convenience and incentive. Such as adjustment of school timings, free mid-day meals, free medical and health facilities etc. (viii) Develop an environment where women could demand information. (ix) Inculcate the confidence in women. (x) Any other relevant point Any three points to be explained. <p style="text-align: right;">Pg.32</p>	
28	<p>Differentiate between primary and secondary sectors with examples.</p> <ul style="list-style-type: none"> (i) In primary sector, there are many activities that are undertaken directly using natural resources. While secondary sector covers activities in which natural products are changed into other forms. (ii) Primary sector depends mainly but not entirely on natural factors like rainfall, sunshine and climate while secondary sector is based on industrial activity. (iii) Cotton farming is primary activity while cotton textile is secondary activity. (iv) Primary sector contributes to the first process of production while secondary sector adds value to the primary sector product. (v) Any other relevant point. Any three points to be explained. <p style="text-align: right;">Pg.no20</p>	3x1=3
29	<p>Examine the rising importance of the Tertiary sector in India.</p> <ul style="list-style-type: none"> (i) The tertiary sector provides basic services like public transportation, medical care, electricity, banking, post office, etc (ii) This sector creates employment even for uneducated and unskilled workers. (iii) The development of agriculture and industry leads to the development of services such as transport trade etc. (iv) As income levels rise the demand of tertiary sector also get enhanced. 	3x1=3

	<p>(v) Over the past decade or so certain new services such as those based on information technology have become important and essential.</p> <p>(vi) Any other relevant point.</p> <p>Any three points to be explained. Pg.25</p>	
	<p>Section –D (Long Answer Questions)</p>	4x5=20
30	<p>(A) Analyze the role of business Classes in Civil Disobedience Movement.</p> <p>(i) Indian merchants and industrialists wanted to expand their business so they reacted against colonial policies in the Civil Disobedience Movement.</p> <p>(ii) They wanted protection against imports of foreign goods, and a rupee-sterling foreign exchange.</p> <p>(iii) To organise business interests, they formed the Indian Industrial and Commercial Congress in 1920 and FICCI in 1927.</p> <p>(iv) FICCI was formed by prominent industrialists like Purshottamdas Thakurdas and G.D. Birla</p> <p>(v) The industrialists attacked colonial control over the Indian economy.</p> <p>(vi) They gave financial assistance and refused to buy and sell imported goods.</p> <p>(vii) Any other relevant point</p> <p>Any five points to be explained. Pg. 66</p> <p style="text-align: center;">OR</p> <p>(B) Analyse the role of women in Civil Disobedience Movement.</p> <p>(i) Large-scale participation of women in Civil Disobedience Movement.</p> <p>(ii) During Gandhiji Salt March thousands of women came out of their homes to listen to Gandhiji.</p> <p>(iii) They participated in protest marches.</p> <p>(iv) They manufactured salt</p> <p>(v) They picked foreign cloth and liquor shops.</p> <p>(vi) Many were also arrested and sent to jail for participating in these activities.</p> <p>(vii) Their presence was merely symbolic in the INC.</p> <p>(viii) Any other relevant point</p> <p>Any five points to be explained Pg. 65</p>	5X1=5
31	<p>(A) Explain the features of primitive subsistence and commercial farming in India.</p>	2+3=5

Primitive Subsistence Farming:

- (i) This type of farming is still practised in few pockets of India.
- (ii) Primitive subsistence farming practised on small patches of land.
- (iii) Use primitive tools like Hoe, Dao and digging sticks.
- (iv) This type of farming depends upon monsoon, natural fertility of soil and suitability of essential condition to crops grown.
- (v) It is a slash and burn agriculture.
- (vi) Any other relevant Points.

Any two relevant Points. 2x1=2

Commercial farming:

- (i) The main characteristics of this type of farming is the use of higher doses of modern inputs e.g., HYV seeds, Chemical fertilizers insecticides and pesticides.
- (ii) It obtains higher productivity.
- (iii) The degree of commercialisation of agriculture varies from one region to another.
- (iv) Plantation is also a type of Commercial farming.
- (v) Example : Rice is a commercial crop in Haryana but in Odisha, it is a subsistence crops.
- (vi) Any other relevant point

Any three points to be explained from each part. 3x1=3

Pg.no30-31

OR

(B) Explain the features of intensive subsistence and plantation farming in India.

Intensive Subsistence Farming:

- (i) This type of farming is practised in areas of high population pressure on land.
- (ii) It is labour-intensive farming
- (iii) High doses of biochemical inputs
- (iv) Irrigation is used for obtaining higher production.
- (v) Any other relevant point.

Any two points to be explained. (2x1=2)

2+3=5

Plantation Farming:

	<ul style="list-style-type: none"> i. It is a type of commercial farming. ii. In this type of farming a single crop is grown. iii. The plantation has an interface of agriculture and industry. iv. Plantations cover large tracts of land intensive imports with help of migrant labours. v. Any other relevant point. <p>Any three points to be explained. Pg.35 (3x1=3)</p>	
32	<p>(A) ‘Analyse the conditions under which democracies accommodate social diversities.</p> <ul style="list-style-type: none"> i. Democracies lead to peaceful and harmonious life among citizens. ii. Democracies have successfully negotiated differences among ethnic populations. iii. Democracy develops a mechanism to negotiate the differences. iv. Majority to work with minority v. Democracy develops a procedure to conduct competition vi. A Democracy has the ability to handle social differences, divisions and conflicts vii. Equal treatment of women is a necessary aspect of a democratic society. viii. Democracy has strengthened the claims of disadvantaged. ix. Any other point <p>Any five points to be explained. Pg. 70</p> <p style="text-align: center;">OR</p> <p>(B) “Analyse the conditions under which democracies promote dignity and freedom of citizens.</p> <ul style="list-style-type: none"> (i) Every individual wants to receive respect from fellow beings. (ii) The passion for respect and freedom are the basis of democracy. (iii) Democracies throughout the world have recognised dignity and freedom in principle. (iv) Dignity and freedom of the citizens have been achieved in various degrees. (v) Equal treatment of women is necessary ingredients of a democratic society. (vi) Democracy has strengthened the claims of disadvantaged. 	<p>5X1=5</p> <p>5X1=5</p>

	Any five points to be explained.	Pg.64	
	Section –E (Case Based/Source Questions)		3x4=12
34	Read the given source and answer the questions that follow: (History)		1+1+2=4
34.1	<p>34.1 Why did Manchester imports decline in India? (1)</p> <p>(i) Because British mills were busy with war production to meet the needs of army. (ii) Any other relevant points.</p> <p>34.2 Why could Manchester never recapture its old position in the Indian market after the First World War? (1)</p> <p>(i) Lack of modernisation and inability to compete with United State of America, Germany, and Japan. (ii) Any other relevant points.</p> <p>34.3 Analyse any two benefits of the First World War to India. (2x1=2)</p> <p>i. Crumbling of the environment of Britain. ii. Decline of import of British goods. iii. Indian Companies were in good condition to produce things. iv. Any other relevant points.</p> <p style="text-align: center;">Any two points to be explained. Pg.97</p>		
35	Read the given source and answer the questions that follow: Geography		1+1+2=4
35.1	<p>35.1 Name the movement against the river project in Gujarat. (1) Narmada Bachao Andolan</p> <p>35.2 How have the big dams mostly been unsuccessful in controlling floods at the time of excessive rainfall? (1) (i) Because big dams release of water from dams during heavy rains aggravated the flood situation. (ii) Any other relevant points.</p> <p>35.3 Analyse any two merits of multi-purpose river projects. (2x1=2) (i) Generation of electricity (ii) Canal for irrigation (iii) Soil conservation in nearby areas (iv) Any other relevant points</p>		

	Any two points to be explained	PG-23	
36	Read the given source and answer the questions that follow--Political Party		1+1+2=4
36.1	<p>36.1 Explain the meaning of a 'Political Party.' (1)</p> <p>(i) A political party is a group of people who come together to contest election and hold power in the government.</p> <p>(ii) Any other relevant points Any One Point</p> <p>36.2 "The rise of political parties is directly linked to the emergence of representative democracies." Support the statement.</p> <p>(1)</p> <p>(i) Large Societies need representative democracy</p> <p>(ii) Political parties give platform to elect representatives and representatives formed the government.</p> <p>(iii) Any other relevant points Any One Point</p> <p>36.3 Why are political parties a necessary condition for a democracy? Explain.</p> <p>(2x1=2)</p> <p>i. Political parties bring various representatives together so that a responsible government could be formed.</p> <p>ii. They work as a mechanism to support or restrain the government, make policies, justify, or oppose them.</p> <p>iii. Political parties fulfil the needs that every representative government has.</p> <p>iv. Any other relevant points Any two Points</p>	PG-47	
	Section F		2+3=5
	Map Skill Based Question		
37	<p>37 (a) and (b) – See attached Map.</p> <p>37.a-i Nagpur</p> <p>ii- Amritsar (2)</p> <p>37.b-i Noida (UP)</p> <p>ii-Chattisgarh</p> <p>iii- Maharashtra</p> <p>iv- Haldia (3) ANY THREE</p>		
	The following questions are for Visually Impaired Candidates only in lieu of Q. No. 37.		1
	Attempt any five questions.		
	37.1 Name the place where the session of Indian National Congress was held in December 1920.		1
	Nagpur		

<p>37.2 Name the place where the Jallianwala Bagh incident occurred.</p> <p>Amritsar</p>	<p>1</p>
<p>37.3 Name any one major coffee producing state in India.</p> <p>Karnataka</p>	<p>1</p>
<p>37.4 Name the State where Bailadila iron ore mines is located.</p> <p>Chhattisgarh</p>	<p>1</p>
<p>37.5 Name the State where Tarapur nuclear power plant is located.</p> <p>Maharashtra</p>	<p>1</p>
<p>37.6 Name the State where Haldia ‘Sea port’ is located.</p> <p>West Bengal</p>	<p>1</p>

