

TERM 1
SEP 2016
EXAMS

 OSWAAL CBSE CCE

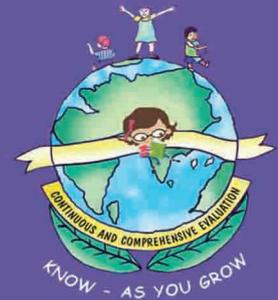
QUESTION BANK

with Complete Solutions

CLASS 9

SOCIAL SCIENCE

Summative & Formative Assessment



HIGHLIGHTS

- Strictly as per the latest CBSE curriculum
- **"Topic-wise"** presentation of chapters
- Includes CBSE Questions from 2012 to 2015 Term-1 Exams
- Includes MCQs, VSA, Short, Long & Very Long Answer Questions, Value Based & HOTS Questions
- Also includes Answers of CBSE Marking Scheme 2011 to 2015



TERM-1
SEP 2016
EXAMS

 **OSWAAL**

CBSE Continuous and Comprehensive Evaluation (CCE)

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SOCIAL SCIENCE

Summative & Formative Assessment

Published by :

 **OSWAAL BOOKS**

"Oswaal House" 1/11, Sahitya Kunj, M.G. Road, AGRA-282002

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Note:

For detailed study material of Formative Assessment please log on to www.cbse.nic.in



PREFACE

CBSE always believes in Global Trends of Educational Transformation. The CBSE curriculum gets its lead from National Curriculum Framework – 2005 and Right to Free and Compulsory Education Act – 2009. CBSE introduced CCE in the later half of 2009. CCE has been started to improve the quality of Education and was meant to lessen the burden of studies on students. CCE stands for Continuous & Comprehensive Evaluation. The term 'Continuous' in CCE refers to periodicity and regularity in assessment and the term 'Comprehensive' refers to overall assessment of the learner, in both curricular & co curricular scheme of things.

These **Oswaal CCE Question Banks for Classes IX & X** have been written so as to supplement the need of the students to prepare for these progressive assessments at school during the entire year.

CCE Question Bank has been divided into two parts: Formative assessment (FA) & Summative Assessment (SA). Formative part of the book will assist the students to prepare for the frequent class room based evaluation, both as an individual and as a group activity. The various formative techniques include Quizzes, Chapter assignment, Work sheets, Projects, Seminar, Symposium, Action Plans, etc. These activities have been elaborated by CBSE Board on www.cbse.nic.in. The students can read through all these components while revising a chapter to be always prepared for the surprise FA's in the class.

Furthermore, each chapter includes brief description and covers all typologies of Questions specified by CBSE, with well-labelled and high quality figures / diagrams for easy and fast learning. Solutions are checked twice and made precise as per the CBSE marking scheme. Practically, this book provides students everything they need to learn. Since we believe in continuous improvement, hence this book is updated, reviewed every year with new questions, changes in syllabus and reader's suggestions.

At last we would like to thank our authors, editors, reviewers and specially students who regularly send us suggestions which helps in continuous improvement of this book and makes this book stand in the category of "One of the Best". Wish you all Happy Learning.

–Publisher



SYLLABUS

Social Science Class - IX

For Term I (April - September)

(Code No. 087)

Course Structure

FIRST TERM

Time: 3 Hrs.

Marks: 90

No.	Units	Marks
I	India and the Contemporary World - I	23
II	Contemporary India - I	23
III	Democratic Politics - I	22
IV	Economics	22
V	Disaster Management (Through Project & Assignments)	–
Total		90

The Formative Assessment will comprise of projects, assignments, activities and class tests/periodic tests for which Board has already issued guidelines to the schools. The Summative Assessment will comprise of Theory paper as per the prescribed design of the Question Paper.

Unit I : India and the Contemporary World - I

40 Periods

Themes	Objectives
<p>Two themes from the first sub-unit and one each from the second and third sub-units could be studied.</p> <p>Sub-unit 1.1 : Events and processes:</p> <p>In this unit the focus is on three events and processes that have in major ways shaped the identity of the modern world. Each represents a different form of politics, and a specific combination of forces. One event is linked to the growth of liberalism and democracy, one with socialism, and one with a negation of both democracy and socialism.</p> <p>Two themes of the following :</p> <p>I. The French Revolution :</p> <p>(a) The Ancient Regime and its crises. (b) The social forces that led to the revolution. (c) The different revolutionary groups and ideas of the time. (d) The legacy. (Compulsory Chapter-1)</p> <p>II. Socialism in Europe and the Russian Revolution :</p> <p>(a) The crises of Tzarism. (b) The nature of social movements between 1905 and 1917. (c) The First World War and foundation of Soviet state. (d) The legacy. (Chapter 2)</p> <p>III. Nazism and the Rise of Hitler :</p> <p>(a) The growth of social democracy (b) The crises in Germany. (b) The basis of Hitler's rise to power. (c) The ideology of Nazism. (d) The impact of Nazism. (Chapter 3)</p> <p>Map Work - Theme one only (3 marks)</p>	<ul style="list-style-type: none"> • In each of the themes in this unit students would be made familiar with extracts of speeches, political declarations, as well as the politics of caricatures, posters and engravings. Students would learn how to interpret these kinds of historical evidences. • Familiarize students with the names of people involved, the different types of ideas that inspired the revolution, the wider forces that shaped it. • Show how written, oral and visual material can be used to recover the history of revolutions. • Explore the history of socialism through a study of the Russian revolution. • Familiarize students with the names of people involved, the different types of ideas that inspired the revolution. • Discuss the critical significance of Nazism in shaping the politics of modern world. • Familiarize students with the speeches and writings of Nazi leaders.



... contd. Syllabus

Unit II : Contemporary India - I

45 Periods

Themes	Objectives
<p>1 & 2. India - Size and Location & Physical Features of India : Relief, structure, major physiographic units. (Chapter 1&2)</p> <p>3. Drainage: Major rivers and tributaries, lakes and seas, role of rivers in the economy, pollution of rivers, measures to control river pollution. (Chapter 3)</p> <p>Map Work (3 marks)</p>	<ul style="list-style-type: none"> To understand the major landform features and the underlying geological structure; their association with various rocks and minerals as well as nature of soil types. To identify the various factors influencing the climate and explain the climatic variation of our country and its impact on the life of the people. To understand the river systems of the country and explain the role of rivers in the evolution of human society.

Project/Activity :

Learners may identify songs, dances, festivals and special food preparations associated with certain seasons in their particular region, and whether they have some commonality with other regions of India.

Collection of material by learners on the flora and fauna of the region in which their school is situated. It should include a list of endangered species of the region and also information regarding efforts being made to save them.

Posters:

River pollution

Depletion of forests and ecological imbalance.

Unit III : Democratic Politics - I

40 Periods

Themes	Objectives
<p>1&2. Democracy in the Contemporary World & What is Democracy? Why Democracy?</p> <p>What are the different ways of defining democracy? Why has democracy become the most prevalent form of government in our times? What are the alternatives to democracy? Is democracy superior to its available alternatives? Must every democracy have the same institutions and values? (Chapter 1&2)</p> <p>(Part 1.3 and 1.4 (pages 10-18 of prescribed NCERT Textbook) will be assessed through formative assessment only)</p> <p>3. Constitutional Design :</p> <p>How and why did India become a democracy? How was the Indian constitution framed? What are the salient features of the Constitution? How is democracy being constantly designed and redesigned in India? (Chapter 3)</p>	<ul style="list-style-type: none"> Develop conceptual skills of defining democracy Understand how different historical processes and forces have promoted democracy. Developing a sophisticated defence of democracy against common prejudices Develop a historical sense of the choice and nature of democracy in India. Introduction to the process of Constitution making Develop respect for the Constitution and appreciation for Constitutional values Recognise that constitution is a living document that undergoes changes Introduce the idea of representative democracy via competitive party politics Familiarise with our electoral system and reasons for choosing this Develop an appreciation of citizen's increased participation in electoral politics Recognise the significance of the Election Commission



Unit IV : Economics

40 Periods

Themes	Objectives
<p>1. The Story of Village Palampur : Economic transactions of Palampore and its interaction with the rest of the world through which the concept of production (including three factors of production (land, labour and capital) can be introduced. (Chapter 1)</p> <p>2. People as Resource : Introduction of how people become resource / asset; economic activities done by men and women; unpaid work done by women quality of human resource; role of health and education; unemployment as a form of nonutilisation of human resource; sociopolitical implication in simple form. (Chapter 2)</p>	<ul style="list-style-type: none"> • Familiarising the children with some basic economic concepts through an imaginary story of a village. • Familiarisation of a few population related concepts and sensitization of child that people as asset can participate and contribute in nation building.

Suggested Activities / Instructions:

Theme I : Give more examples of activities done by different workers and farmers.

Numerical problems can also be included.

Some of the ways through which description of villages are available in the writings of Prem Chand, MN Srinivas and RK Narayan. They may have to be referred.

Theme II : Discuss the impact of unemployment.

Debate on whether all the activities done by women should be included or not.

Is begging an economic activity? Discuss.

Is it necessary to reduce population growth or family size? Discuss.

Theme IV : Visit a few farms in a village and collect the details of foodgrains cultivated.

Visit a nearby ration shop and collect the details of goods available.

Visit a regulated market yard and observe how goods are transacted and get the details of the places where the goods come and go.

Unit V : Disaster Management

25 Periods

Themes	
1. Introduction to Disaster Management	(Chapter 1)
2. Common Hazards - Prevention and Mitigation	(Chapter 2)

Note: Projects, activities and other exercises in Unit 5 should encourage students to place 'disasters' and "disaster management" in:

- (i) The wider context of Social Science knowledge as covered through History, Geography, Political Science and Economics textbooks of class IX/X.
- (ii) Other problems faced by our country and the world from time to time.

PRESCRIBED BOOKS:

1. India and the Contemporary World - I History - Published by NCERT
2. Contemporary India - I Geography - Published by NCERT
3. Democratic Politics - I Published by NCERT
4. Economics - Published by NCERT
5. Together, Towards a Safer India - Part II, a textbook on Disaster Management for Class IX - Published by CBSE



... contd. Syllabus

Question Paper Design For Social Science

TIME : 3 Hours

CLASS IX

Max. Marks : 90

S. No.	Typology of Questions	Very Short Answer (VSA)	Short Answer (SA)	Long Answer (LA)	Total Marks	% Weightage
		(1 Marks)	(3 Marks)	(5 Marks)		
1	Remembering (Knowledge based Simple recall questions, to know specific facts, terms, concepts, principles, or theories; Identify, define, or recite, information)	2	2	2	18	20%
2	Understanding (Comprehension -to be familiar with meaning and to understand conceptually, interpret, compare, contrast, explain, paraphrase, or interpret information)	2	1	2	15	17%
3	Application (Use abstract information in concrete situation, to apply knowledge to new situations, Use given content to interpret a situation, provide an example, or solve a problem)	2	4	2	24	26%
4	High Order Thinking Skills (Analysis & Synthesis - Classify, compare, contrast, or differentiate between different pieces of information, Organize and/or integrate unique pieces of information from a variety of sources)	2	2	2	18	20%
5	Creating, Evaluation and Multi-Creating Evaluation and Multi Disciplinary (Generating new ideas, product or ways of viewing things Appraise, judge, and/or justify the value or worth of a decision or outcome, or to predict outcomes based on values)	-	3*	-	9	10%
6	Map	-	2	-	6	7%
Total		8x1=8	14x3=42	8x5=40	90	100%

Note: The question paper will include a section on Open Text based assessment (questions of 10 marks). The case studies will be supplied to students in advance. These case studies are designed to test the analytical and higher order thinking skills of students.

*One question of 3 marks will be included to assess the values inherent in the texts.

SOLVED PAPER (with CBSE Marking Scheme)	Summative Assessment-I (2015 – 16) Class–IX	Social Science Code–4TDV83T
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Time : 3 Hours

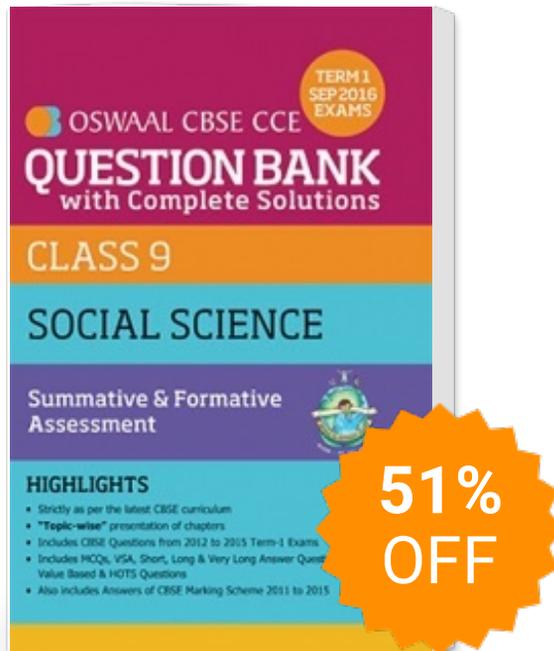
Max. Marks : 90

General Instructions :

- (i) The question paper has 30 questions in all. All questions are compulsory.
- (ii) Marks are indicated against each question.
- (iii) Questions from serial number 1 to 8 are very short answer type questions. Each question carries **one mark**.
- (iv) Questions from serial number 9 to 20 are **3 marks** questions. Answer of these questions should not exceed **80 words** each.
- (v) Questions from serial number 21 to 28 are **5 marks** questions. Answer of these questions should not exceed **120 words** each.
- (vi) Question number 29 and 30 are map questions of **3 marks** each, from History and Geography respectively. After completion, attach the maps inside your answer book.

1. In which book did Rousseau mention the idea of one person, one vote? 1
 2. Which type of drainage pattern is made by Narmada river? 1
 3. What is the Southern most latitude of India? 1
 4. Name the part of Himalaya lying between Kali and Tista rivers. 1
 5. Who drafted a constitution for India in 1928? 1
 6. Whom did Allende address his last speech to? 1
 7. Why does India have so much difference of opinions and interests? 1
 8. Farmer's plough is an example of which factor of production? 1
 9. How was a revolution brought about in everyday life of French people? Explain. 3
 10. What was the vision of Robert Owen and Louis Blanc related to co-operatives? Explain. 3
- OR**
- Explain the circumstances under which Nazism became popular in Germany. 3
11. How was a socialist state established by Lenin? Explain. 3
- OR**
- How were women perceived in Nazi Germany? Explain. 3
12. What do you understand by Drainage pattern? Name any four Drainage patterns formed by the rivers. 3
 13. Why the difference between the duration of day and night is hardly felt at Kanniyakumari but not so in Kashmir? 3
 14. Distinguish between folding and faulting. 3
 15. Why is the Godavari river also known as 'Dakshin Ganga'? 3
 16. What values are associated with Universal Adult Franchise? Explain. 3
 17. Give three examples to prove that political equality is still missing in many countries of the world. 3
 18. What is a Preamble ? State any two points of its significance. 3
 19. State the aim of Tenth Plan with regard to higher education. What strategy is being followed to attain it ? 3
 20. How is distribution of land among farmers related to the productivity from the land ? 3
 21. Describe the incident which took place in the morning of 14 July 1789 in France. 5

Oswaal CBSE CCE Question Bank With Complete Solutions For Class 9 Term I (April to Sep 2016) Social Science



Publisher : Oswaal Books

ISBN : 9789351277927

Author : Panel Of Experts

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