

TERM 1
SEP 2016
EXAMS

 OSWAAL CBSE CCE

QUESTION BANK

with Complete Solutions

CLASS 10

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



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SEP 2016
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 **OSWAAL**

CBSE Continuous and Comprehensive Evaluation (CCE)

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Published by :

 **OSWAAL BOOKS**

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

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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 - X 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 - II	23
II	Contemporary India - II	23
III	Democratic Politics - II	22
IV	Understanding Economic Development	22
V	Disaster Management - only through project work and 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 - II

45 Periods

Themes	Objectives
<p>Sub-unit 1.2: Livelihoods, Economies and Societies : Any one of the following themes:</p> <p>4. The making of Global World: (a) Contrast between the form of industrialization in Britain and India. (b) Relationship between handicrafts and industrial production, formal and informal sectors. (c) Livelihood of workers. Case studies : Britain and India. (Chapter 4)</p> <p>5. The Age of Industrialisation : (a) Patterns of urbanization (b) Migration and the growth of towns. (c) Social change and urban life. (d) Merchants, middle classes, workers and urban poor. (Chapter 5) Case Studies: London and Bombay in the nineteenth and twentieth century.</p> <p>6. Work, Life and Leisure : (a) Expansion and integration of the world market in the nineteenth and early twentieth century. (b) Trade and economy between the two Wars. (c) Shifts after the 1950s.(d) Implications of globalization for livelihood patterns. Case study : The post War International Economic order, 1945 to1960s. (Chapter 6)</p> <p>Sub-unit 1.3 : Everyday Life, Culture and Politics Any one of the following themes :</p> <p>7. Print Culture and the Modern World : (a) The history of print in Europe. (b) The growth of press in nineteenth century India. (c) Relationship between print culture, public debate and politics. (Chapter 7)</p> <p>8. Novels, Society and History: (a) Emergence of the novel as a genre in the west. (b) The relationship between the novel and changes in modern society. (c) Early novels in nineteenth century India. (d) A study of two or three major writers. (Chapter 8)</p>	<ul style="list-style-type: none"> • Discuss two different patterns of industrialization, one in the imperial country and another within a colony. • Show the relationship between different sectors of production. • Show the difference between urbanization in two different contexts. A focus on Bombay and London will allow the discussions on urbanization and industrialization to complement each other. • Show that globalizaton has a long history and point to the shifts within the process. • Analyze the implication of globalization for local economies. • Discuss how globalization is experienced differently by different social groups. • Discuss the link between print culture and the circulation of ideas. • Familiarize students with pictures, cartoons, extracts from propaganda literature and newspaper debates on important events and issues in the past. • Show that forms of writing have a specific history, and that they reflect historical changes within society and shape the forces of change. • Familiarize students with some of the ideas of writers who have had a powerful impact on society.



... contd. Syllabus

Unit II : Contemporary India - II

45 Periods

Themes	Objectives
<p>1. Resources and Development: Types - natural and human; Need for resource planning, natural resources, land as a resource, soil types and distribution; changing land-use pattern; land degradation and conservation measures. (Chapter 1)</p> <p>2. Forest and Wild Life Resources: Types and distribution, depletion of flora and fauna; conservation and protection of forest and wild life. (Chapter 2)</p> <p>3. Water Resources: Sources, distribution, utilisation, multi-purpose projects, water scarcity, need for conservation and management, rainwater harvesting. (One case study to be introduced) (Chapter 3)</p> <p>4. Agriculture: Types of farming, major crops, cropping pattern, technological and institutional reforms; their impact; contribution of Agriculture to national economy - employment and output. (Chapter 4)</p> <p>Map Work (3 marks)</p>	<ul style="list-style-type: none"> Understand the value of resources and the need for their judicious utilisation and conservation. Identify various types of farming and discuss the various farming methods; Describe the spatial distribution of major crops as well as understand the relationship between rainfall regimes and cropping pattern. Explain various government policies for institutional as well as technological reforms since independence. Understand the importance of forest and wild life in our environment as well as develop concept towards depletion of resources. Understand the importance of agriculture in national economy. Understand the importance of water as a resource as well as develop awareness towards its judicious use and conservation.

Project/Activity :

- Learners may collect photographs of typical rural houses, and clothing of people from different regions of India and examine whether they reflect any relationship with climatic conditions and relief of the area.
- Learners may write a brief report on various irrigation practices in the village and the change in cropping pattern in the last decade.

Posters:

- Pollution of water in the locality.
- Depletion of forests and the greenhouse effect.

Note: Any similar activities may be taken up.

Unit III : Democratic Politics - II

45 Periods

Themes	Objectives
<p>1&2. Power Sharing & Federalism : Why and how is power shared in democracies? How has federal division of power in India helped national unity? To what extent has decentralisation achieved this objective? How does democracy accommodate different social groups? (Chapter 1&2)</p> <p>3&4. Democracy and Diversity & Gender Religion and Caste: Are divisions inherent to the working of democracy? What has been the effect of caste on politics and of politics on caste? How has the gender division shaped politics? How do communal divisions affect democracy? (Chapter 3&4)</p>	<ul style="list-style-type: none"> Analyse the relationship between social cleavages and political competition with reference to Indian situation. Understand and analyse the challenges posed by communalism to Indian democracy. Understand the enabling and disabling effects of caste and ethnicity in politics. Develop a gender perspective on politics. Introduce students to the centrality of power sharing in a democracy. Understand the working of spatial and social power sharing mechanisms. Analyse federal provisions and institutions. Understand the new Panchayati Raj institutions in rural and urban areas.



Unit IV : Understanding Economic Development

45 Periods

Themes	Objectives
<p>1. Development: The traditional notion of development; National Income and Per-capita Income. Growth of NI-critical appraisal of existing development indicators (PCI, IMR, SR and other income and health indicators) The need for health and educational development; Human Development Indicators (in simple and brief as a holistic measure of development. The approach to this theme: Use case study of three states (Kerala, Punjab and Bihar) or take a few countries (India, China, Sri Lanka and one developed country) (Chapter 1)</p> <p>2. Sectors of the Indian Economy: *Sectors of Economic Activities; Historical change in sectors; Rising importance of tertiary sector; Employment Generation; Division of Sectors- Organised and Unorganised; Protective measures for unorganised sector workers. (Chapter 2)</p>	<ul style="list-style-type: none"> • Familiarisation of some macroeconomic concepts. • Sensitizing the child about the rationale for overall human development in our country, which include the rise of income, improvements in health and education rather than income. • It is necessary to raise question in minds of the children whether the increase in income alone is sufficient for a nation. • How and why people should be healthy and provided with education. • Familiarize the concept of money as an economic concept. • Create awareness of the role of financial institutions from the point of view of day-to-day life.

Suggested Activities / Instructions:

Theme 2*: Visit to banks and money lenders / pawnbrokers and discuss various activities that you have observed in banks in the classroom.

Participate in the meetings of self help groups, which are engaged in micro credit schemes in the locality of learners and observe issues discussed.

Theme 4:** Provide many examples of service sector activities. Use numerical examples, charts and photographs.

Theme 5*:** Collect logos of standards available for various goods and services. Visit a consumer court nearby and discuss in the class the proceedings; Collect stories of consumer exploitation and grievances from newspapers and consumer courts.

Unit V : Disaster Management (Through Formative Assessment Only)

10 Periods

- Tsunami
- Safer Construction Practices
- Survival Skills
- Alternate Communication systems during disasters
- Sharing Responsibility

Note: Project, 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-II (History) - Published by NCERT
2. Contemporary India II (Geography) - Published by NCERT
3. Democratic Politics II (Political Science) - Published by NCERT
4. Understanding Economic Development - Published by NCERT
5. Together Towards a Safer India - Part III, a textbook on Disaster Management - Published by CBSE



... contd. Syllabus

Question Paper Design For Social Science

CLASS X

TIME : 3 Hours

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	2	2	18	20%
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	-	1	-	3	04%
Total		8x1= 8	14x3=42	8x5=40	90	100%

*Map work in history in term - II only.

*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–X	Social Science Code–6AP67LB
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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 21 are **3 marks** questions. Answer of these questions should not exceed **80 words** each.
- (v) Questions from serial number 22 to 29 are **5 marks** questions. Answer of these questions should not exceed **120 words** each.
- (vi) Question number 30 is map question of 3 marks from Geography. After completion, attach the map inside your answer book.

1. Mention any one feature of the oldest Japanese book. 1

OR

Which novel written in Bengali in 1956 describe the community life of the fisher-folks in detail?

2. Which regions of India have well developed terrace farming? 1
3. What status has been given to Hindi by the Constitution of India? 1
4. Which language is spoken by majority of Sri Lankans? 1
5. Give one example to show overlapping social differences create possibilities of deep social divisions and tensions. 1
6. Mention any one development goals of landless rural labourers. 1
7. Where is the disguised unemployment found mostly? 1
8. What is the full form of HDI? 1
9. Mention three reasons for the creation of International Monetary Fund and the World Bank. 3

OR

'With the industrial revolute the machine-made goods became cheaper and weavers could not compete with them.' Justify the statement with relevant reasons.

OR

Why did the population of London expand from the middle of the eighteenth century? Give any three reasons.

10. 'Trade flourished and markets expanded in the late 19th century, but there was a darker side to this process'. Justify the statement. 3

OR

How did farming methods change due to industrialization? Explain.

OR

What led to the expansion of population in Bombay in the mid 19th century? Give any three reasons.

11. Why did Catholic Church bring out the index of prohibited books? 3

OR

In what ways were the novels in colonial India useful for both the colonizers as well as the nationalists ?

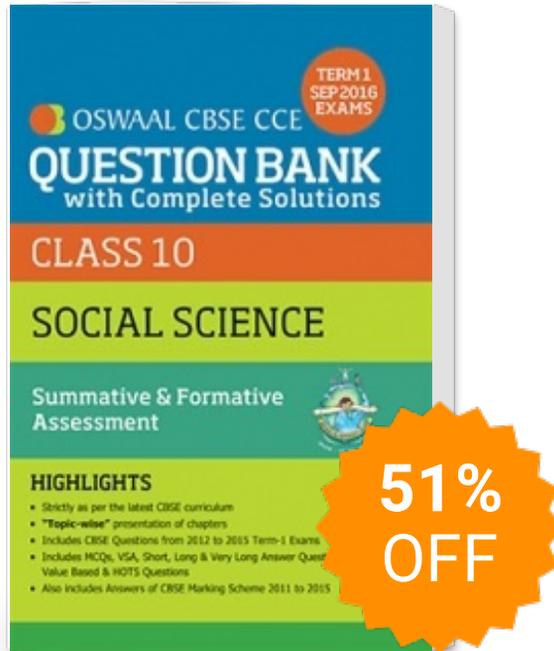
12. Why were women not educated in India in the early part of nineteenth century? Give any two reasons. 3

OR

Highlight the Social changes in Britain which led to an increase in women readers.

13. What is Joint Forest Management Programme? Which was the first state to adopt this programme? 3
14. Mention any four main objectives of Multipurpose River Valley Projects. Name any two Multipurpose Projects of India. 3
15. Describe any three technological and institutional reforms made in the field of agriculture in India. 3

Oswaal CBSE CCE Question Bank With Complete Solutions For Class 10 Term I (April to Sep 2016) Social Science



Publisher : **Oswaal Books**

ISBN : 9789351277880

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