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SOCIAL SCIENCE

X

SUMMATIVE ASSESSMENT

TERM-I

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  - Short Questions
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  - HOTS Questions
  - Value Based Questions
- Model Question Papers for Practice

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SAMPLE PAPERS

(Solved)

SOCIAL SCIENCE

SUMMATIVE ASSESSMENT

TERM-I

CLASS–X

2016

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Notes to the Maps

1. Based upon Survey of India map with the permission of the Surveyor General of India Dehradun.
2. The territorial waters of India extend into the sea to a distance of twelve nautical miles measured from the appropriate base line.
3. The external boundary and coast-line of India shown on this map agree with the Record/Master Copy certified by Survey of India.
4. The interstate boundaries between Uttar Pradesh & Uttarakhand, Bihar & Jharkhand, Madhya Pradesh & Chhattishgarh and Telangana & Andhra pradesh have not yet been verified by the Governments concerned.
5. The boundary of Meghalaya shown on this map as interpreted from the North-Eastern Areas (Reorganization) Act, 1971 has not yet been verified.
6. The Administrative Headquarters of Chandigarh, Haryana and Punjab are at Chandigarh. The Administrative Headquarter of Andhra Pradesh and Telangana is at Hyderabad.
7. The external boundary and coastline of India on the maps agree with the record/master copy certified by the Surveyor General, Map Publication, Survey of India, Dehradun vide their letters no. TB 174/62–A–3/A-3, Dated 6/02/2015.

We are committed to serve students with best of our knowledge and resources. We have taken utmost care and paid much attention while editing and printing this book but we would beg to state that Authors and Publishers should not be held responsible for unintentional mistakes that might have crept in. However, errors brought to our notice shall be gratefully acknowledged and attended to.

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SYLLABUS

SOCIAL SCIENCE-X

Time : 3 Hours **Marks : 90**

UNITS	Term I	Term II
1. India and the Contemporary World - II	23	23
2. Contemporary India-II	23	23
3. Democratic Politics - II	22	22
4. Understanding Economic Development	22	22
5. Disaster Management - only through project work and assignment	-	-
Total	**90**	**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 1 : India and the Contemporary World - II

45 Periods

Themes	Objectives
Term-I **Sub-unit 1.2 : Livelihoods Economies and Societies:** **Any one of the following themes :**	
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)	❑ Discuss two different patterns of industrialization, one in the imperial country and another within a colony. ❑ Show the relationship between different sectors of production.
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.	❑ 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 globalization has a long history and point to the shifts within the process.
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.	❑ Analyze the implication of globalization for local economies.

(d) Implications of globalization for livelihood patterns. **Case study :** The post War International Economic order, 1945 to 1960s. (Chapter 6)	
Sub-unit 1.3 : • Everyday Life, Culture and Politics **Any one of the following themes :** 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) 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)	❑ 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.

Unit 2 : Contemporary India - II

TERM–I **45 Periods**

Themes	Objectives
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) 2. **Forest and Wildlife Resources :** Types and distribution, depletion of flora and fauna; conservation and protection of forest and wildlife. (Chapter 2) 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) 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) **Map work** (3 marks)	❑ 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 wildlife 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 3 : Democratic Politics–II

TERM–I **45 Periods**

Themes	Objectives
1 & 2. Power sharing and 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) **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)	❑ 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 4 : Understanding Economic Development

TERM–I **45 Periods**

Themes	Objectives
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).	❑ 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.

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) 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)	❑ 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

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.

QUESTIONS PAPER DESIGNS 2016-17

CLASS-X (SA-I)

SOCIAL SCIENCE CODE NO. 087	Time-3 Hours					Marks-90
S. No.	**Typology of Questions**	**Very Short Answer (VSA) (1 Mark)**	**Short Answer-II (SA) (3 Marks)**	**Long Answer (LA) (5 Marks)**	**Total Marks**	**% Weightage**
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 differentiates 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	4%
	Total	8 × 1 = 8	14 × 3 = 42	8 × 5 = 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.

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- **Sample Question Paper-I & II (Solved)** **S-1–S-27**
  (Based on the Latest CBSE Guidelines)
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Model Question Papers for Practice **M-1–M-30**

SAMPLE QUESTION PAPER-I (SOLVED)

Based on the Latest CBSE Guidelines

CLASS—X (CBSE)
SOCIAL SCIENCE
TERM – I

Time: 3 Hours **Maximum Marks: 90**

General Instructions:

1. The question paper has 30 questions.
2. All questions are compulsory.
3. Questions from serial no. 1 to 8 are Very Short Answer Type Questions (VSAQ). Each question carries one mark.
4. Questions from serial no. 9 to 21 are three marks questions. Answer to these questions should not exceed 80 words each.
5. Questions from 22 to 29 are five marks questions. Answer to these questions should not exceed 120 words each.
6. Question number 30 is Map-based question of three marks from Geography.
7. After completion, attach the map inside your answer sheet.

Q. 1. Who introduce print culture to China? **1**

Ans. Buddhist monk introduced print culture to China.

Or

Which novel published in 1889 was the first modern novel in Malayam ? **1**

Ans. Indulekha published in 1889 was the first modern novel in Malayam.

Q. 2. Which is the leading coffee producer state of India?

Ans. Karnataka is the leading coffee producer state of India.

Q. 3. Why is power sharing desirable? Give one reason. **1**

Ans. Power sharing is desirable because it helps in reducing the possibility of conflict between social groups.

Q. 4. At which level of government in India, 1/3rd of seats are reserved for women? **1**

Ans. In local self governing bodies 1/3rd of seats are reserved for women. It is the third tier of the *Panchayati Raj* System in India.

Q. 5. What is the aim of Feminist Movements? **1**

Ans. Those movements which aim at providing equal status to both females as well as males are known as feminist movements. These Movements aims at achieving equality of gender in personal and family life.

Q. 6. Why is greater income considered as one of the important goals of life? **1**

Ans. Higher income implies greater ability to meet human needs and desires. Thus, greater income is considered as one of the important goals of life.

Sample Question Paper (Sol.)_1.pmd 1 7/1/2016, 2:26 PM

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