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Prescribed by SCERT Kerala Education Board

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QUESTION BANK

With Complete Solutions

FOR
2017
EXAM

CLASS 10

SOCIAL SCIENCE I & II
(PART - 1)

Based on Latest SCERT Textbook
issued by Department of Education,
Government of Kerala in 2016

BENEFITS

- **Question** are strictly based on the Latest SCERT Textbook issued in 2016.
- **Solutions of SCERT Kerala Textbook Questions** are given for effective comprehension of the concepts.
- **Chapterwise / Topicwise** introduction is given to enable quick revision.
- **Know the terms / facts / formulae / links** are given to aid in-depth study.
- **Flowcharts** are given to visualize better understanding of the concepts.

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PREFACE

Malcolm Forbes said “Education's purpose is to replace an empty mind with an open one” and this is something which is always followed by Government of Kerala, Department of Education, whether through their education system framework or recent enhancement in their curriculum. The aim of their Curriculum is not just to let learners obtain basic knowledge but to make them life-long learners.

The purpose of this book is to nurture individuality and thus enhance one's innate potentials which help in increasing the self-study mode for students. This book strengthens knowledge and attitude related to subject. This book is designed in such a way that students can set their own goals and can improve their problem solving and thinking skills.

This book is strictly as per the latest SCERT Kerala Textbook, introduced by SSLC Board in 2016. It follows the latest syllabus prescribed by the board. It contains all types of questions like Textbook Questions, VSA Questions (Very Short Answer), SA Questions (Short Answer), MCQs (Multiple Choice Questions) and LA Questions (Long Answer). A synopsis is given for every chapter which contains important points from that chapter. Each chapter has high quality figures wherever required for better, fast and clear understanding.

OSWAAL SSLC Question Bank is different and better in terms of High Quality Questions which are developed by 'OSWAAL Expert Panel' which ensures success in examination. The Question Bank is arranged 'Topic-Wise' where each topic from every chapter is explained in detail. High quality figures and Flow charts are given to improve retention of concepts.

Through OSWAAL Books students are taught how to think, not what to think. We at OSWAAL Books try to use quality content, standard language, creativity and high quality figures, which makes readers to enjoy it because we believe if our readers don't enjoy reading our book then there is no use in reading it at all. This is one of the reasons that the scope of this book extends from students to teachers. Teachers can use this book as a perfect teaching guide and students can use this book for good learning and practice.

At last we would like to thank our authors, editors, reviewers and specially students whom we request to send suggestions regularly which will help in continuous improvement of this book and will make this book “One of the Best”. Wish you all Happy Learning.

–Publisher

Why Topic Wise Question Banks Are A Better Choice than Previous Year's Papers ?

Question Banks	Previous Years' Papers
<ol style="list-style-type: none">1. Chapter-wise and Topic-wise presentation in Question Banks facilitates systematic study.2. Question Banks can be referred to by the students throughout the year as well as at the completion of each chapter in school.3. Question Banks, take into account any changes in syllabus or layout and hence are fully updated and aligned as per the latest specifications by the Board.	<ol style="list-style-type: none">1. Year Wise presentation restricts methodical flow of learning.2. These can be referred to only after the completion of the full syllabus in school.3. Previous Years' questions cannot be changed and hence fail to be adept with the latest Board specifications

SOCIAL SCIENCE - I

(PART - 1)

CHAPTER

1

REVOLUTIONS THAT INFLUENCED THE WORLD

SYLLABUS

- *The American War of Independence*
- *Mercantilist Laws*
- *First American Continental Congress*
- *The French Revolution*
- *The Third Estate*
- *Reign of Terror*
- *Napoleon and the French Revolution*
- *The Latin American Revolution*
- *Leaders of Liberation*
- *The Russian Revolution*
- *The Demands of the Workers*
- *Formation of a Provisional Government*
- *The October Revolution, 1917*
- *The Chinese Revolution*
- *Colonial Powers*



TOPIC-1

The American War of Independence

QUICK REVIEW

- The struggle that tried to change the system which denied the freedom and the rights of the people to establish a new one through armed rebellion is Revolution.
- The most important factor that stimulated earlier revolutions was the Renaissance.
- Renaissance gave birth to 'Enlightenment' in the 18th century.
- Thinkers of the movement gave importance to reasoning and made tremendous progress in the field of science, art, literature and in various other fields.
- The thinkers propagated the ideas like freedom, democracy, equality and nationalism.
- The American War of Independence or the American Revolution is considered to be the first political revolution in the world.
- It witnessed people for the first time in the history to fight for their independence and constitutional rights.
- The establishment of thirteen colonies along the Atlantic Coast of America by the British led to this great revolution.
- Britain's economy during the 1700s was based on mercantilist theories that taught that money was power.
- In the American colonies, British mercantilism meant that the government and the merchants became partners with the goal of increasing political power and private wealth.

TOPIC - 1

The American War of Independence P. 7

TOPIC - 2

The French Revolution .. P. 10

TOPIC - 3

The Latin American Revolution P. 14

TOPIC - 4

The Russian Revolution P. 16

TOPIC - 5

The Chinese Revolution P. 18

- The colonies provided cheap natural resources such as gold, cotton, timber, tobacco, sugarcane, and furs which were converted into manufactured goods and resold to the colonists at high prices.
- After the Seven Years War, Britain's victory led to rationalization of taxing the Americans to regain the monetary losses.
- The British Parliament imposed taxes like the Stamp Act, Sugar Act, Townshends Act, Quatering Act, etc.
- Stamp Act was passed in 1763 which was required for certain goods to bear an official stamp showing that the owner had paid his or her tax.
- In 1764, the British government passed the Sugar Act, which placed a tax on sugar imported from the West Indies.
- 'No Taxation without Representation', the most powerful slogan that was raised by the Americans in the 18th century, was framed by James Ottis.
- The slogan was symbolic and voiced the colonists' distaste for paying taxes. Through this slogan, the people demanded representation in government.
- In 1773, Parliament passed the Tea Act which gave the British East India Company an exclusive monopoly on tea exported to the American colonies.
- On 16th December, 1773, a group of demonstrators, some disguised as Red Indians, destroyed the ship in which the tea chests were sent by the East India Company in defiance of the Tea Act.
- They boarded the ships and threw 342 chests of tea into the sea. This incident is known as the Boston Tea Party. It was a political protest by the Sons of Liberty in Boston.
- The British government reacted sharply and this incident ultimately led into the American Revolution.
- The Revolution generated radical changes in the principles, opinions, and sentiments of the American people. New ideas affected social customs, political ideals, and gender and racial roles as the thirteen colonies evolved into the United States.
- Benjamin Franklin and Thomas Jefferson were two leading colonists who relied on the reasoning power of science rather than on faith.
- John Locke rejected the claim that kings and queens had a 'divine right' to rule others. He believed that everyone has some fundamental rights like life, liberty, and property and no government has the right to suspend them.
- Thomas Paine declared that King George was a 'Royal Brute' who did not deserve the colonists respect.
- Enlightenment thinkers like John Locke, Jean-Jacques Rousseau, Voltaire, Diderot and Montesquieu were of the opinion that man being intelligent and responsible if given the right, framework and organizations could govern it.
- In 1774, except for Virginia, all the colonies met at Philadelphia to protest against the policies and rules imposed by England. It was known as the First Continental Congress.
- The delegates secretly organized a session and decided to adopt a declaration of personal rights, including life, liberty, property, assembly and trial by jury.
- The declaration denounced 'taxation without representation' and the maintenance of the British army in the colonies without their consent.
- The King of England, in order to suppress these demands and the voice of the people, sent a military force which led to the war between England and the colonies.
- On 10th May, 1775, the Second Continental Congress was held in Philadelphia. The main objective was not to declare independence from Britain, but rather to come up with an action to present the grievances of the colonies.
- After getting no response from the Crown in regard to the issues presented, the delegates proceeded to draw up the famous document that was to be known as the Declaration of Independence.
- George Washington was appointed as Commander-in-Chief of the Continental Army. The Declaration of Independence was written and prepared by Thomas Jefferson, Benjamin Franklin, John Adams, Robert Livingston, and Roger Sherman.
- On 4th July, 1776, the American Continental Congress issued the famous Declaration of Independence that declared everyone as equal with certain unalienable Rights, i.e.. Life, Liberty and the pursuit of Happiness.
- The Treaty of Paris was signed in 1783 and ended the revolutionary war between the United States and Great Britain. It recognized American independence.
- Under the leadership of James Madison, the Constitution Convention framed the American Constitution. George Washington was declared as the first President of the United States of America.
- Due to the transformation of the system, American War of Independence came to be known as the American Revolution.



KNOW THE TERMS

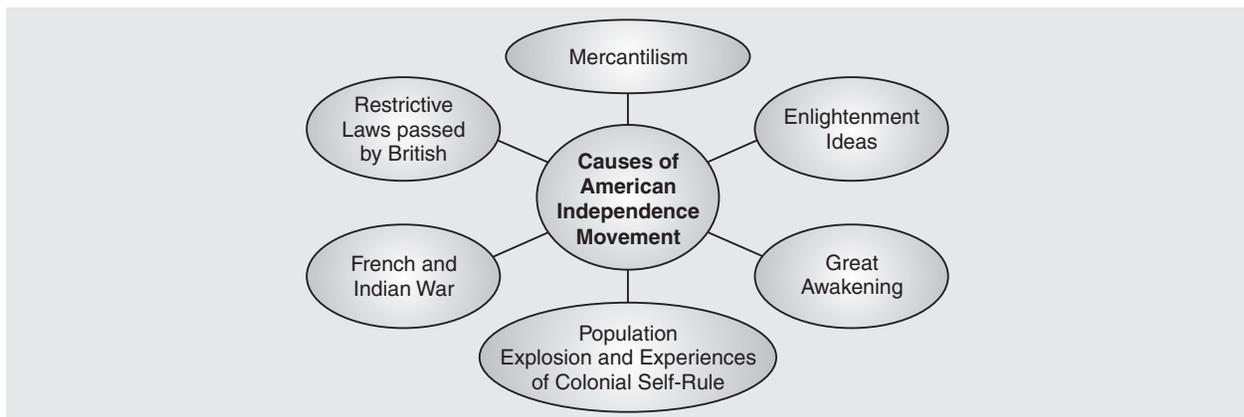
- **Renaissance** : It was a cultural and intellectual movement in the 15th century which witnessed the rebirth of art, literature, science etc. and gave importance to the power of reasoning.
- **Revolution** : The struggle that tried to change the system which denied the freedom and the rights of the people to establish a new one through armed rebellion is Revolution.
- **Mercantilism** : Mercantilism meant that the government and the merchants became partners with the goal of increasing political power and private wealth through the colonies.



KNOW THE LINKS

- <http://alphahistory.com/americanrevolution/american-revolution-ideas/#sthash.2VOBBs4A.dpuf>

FLOWCHART



Very Short Answer Type Questions

(1 mark each)

Complete the following sentences by choosing the appropriate alternatives from those given in the brackets.

- Q. 1. The slogan raised by the North Americans in the 18th century was.....
- (a) Equality, Liberty and Fraternity
 - (b) No Taxation without Representation
- Ans. (b) No Taxation without Representation.
- Q. 2.was appointed as Commander-in-Chief of the Continental Army who later became the first President of the United States of America.

- (a) John Locke
 - (b) Thomas Jefferson
 - (c) George Washington
- Ans. (c) George Washington.
- Q. 3. The Declaration of Independence was drafted and prepared by
- (a) Thomas Jefferson
 - (b) Thomas Paine
 - (c) James Madison
- Ans. (a) Thomas Jefferson.

Short Answer Type Questions

(2 marks each)

- Q. 1. What provision was made by the Treaty of Paris?
- Ans. By the Treaty of Paris, the British recognized the independence of the Thirteen Colonies of America. 2
- Q. 2. What was British Mercantilism? What products were exported to England?
- Ans. British Mercantilism meant that the government and the merchants became partners with the goal of

- increasing political power and private wealth. Natural resources such as gold, cotton, timber, tobacco, sugarcane, and furs were exported to England. 2
- Q. 3. What was the Sugar Act? When was this Act passed?
- Ans. The British Parliament passed the Sugar Act, according to which the colonists were imposed

duties on the import of molasses and purchase of sugar. It was passed in 1764. 2

Q. 4. Name two prominent thinkers whose ideologies stimulated the people of the colonies to fight against the exploitative laws of the British. Who framed the slogan 'No Taxation without Representation'?

Ans. The two thinkers were John Locke and Thomas Paine. The slogan 'No Taxation without Representation' was framed by James Ottis. 2

Q. 5. What decision was taken in the Second Continental Congress held in Philadelphia? What did the Declaration state?

Ans. In the Second Continental Congress held in Philadelphia in 1776, the American colonists adopted the Declaration of Independence. The Declaration stated that all men are born free and equal and should not be denied of any freedom and have the rights to protect life and property. 2

Long Answer Type Questions

(4 marks each)

Q. 1. 'American War of Independence was a movement of the English against England'. Substantiate the statement. [TBQ]

Ans. (i) In order to exploit the resources, the European began to migrate to North America. The British, thus, established thirteen colonies in the eastern coast of North America.

(ii) The British treated these colonies as centres for collecting raw materials for their industry and thus several laws were implemented in these British colonies, like Stamp Act, Sugar Act etc.

(iii) Gradually, these laws implemented by the British affected the people in their domestic trade in colonies, denial of rights, exploitation, inflation and autocratic rule.

(iv) The people of these colonies reacted to the laws implemented like the Boston Tea Party, in which they threw 342 chests of tea into the sea, and united together and protested against this British autocratic rule. This led to the war between England and the colonies. 1+1+1+1=4

Q. 2. Describe the circumstances that led to the American War of Independence.

Ans. (i) The Seven Years War which was fought between 1756 and 1763. It resulted in British victory and by the Treaty of Paris got back Canada and India from France.

(ii) In 1764, the British Parliament passed the Sugar Act by which the colonists were imposed duties on the import of molasses and purchase of sugar.

(iii) In 1765, another Act was issued called the Stamp

Act. According to it the colonists were asked to register all legal and commercial documents by affixing revenue stamps. This enraged the colonists who in turn burnt the effigies of stamp collectors.

(iv) The British Parliament again passed an Act in 1767 known as the Revenue Act which imposed duties on paper, paint, glass, lead and tea. The colonists once again rose in rebellion.

(v) After the protests of the colonists, the British Parliament withdrew all the taxes on various goods but continued the duty on tea. In protest, a group of demonstrators, some disguised as Red Indians, boarded the ships and threw 342 chests of tea into the sea. This incident is known as the Boston Tea Party. 1+1+1+1 = 4

Q. 3. Write in brief about the Boston Tea Party.

Ans. (i) In 1773, the British Parliament passed the Tea Act which gave the British East India Company an exclusive monopoly on tea exported to the American colonies.

(ii) On 16th December, 1773, a group of demonstrators, some disguised as Red Indians, destroyed the ship in which the tea chests were sent by the East India Company in defiance of the Tea Act.

(iii) They boarded the ships and threw 342 chests of tea into the sea. This incident is known as the Boston Tea Party. It was a political protest by the Sons of Liberty in Boston.

(iv) After this incident the British Parliament passed orders and closed the port of Boston and declared the colonists who participated in these kinds of acts as criminals. 1+1+1+1 = 4



TOPIC-2

The French Revolution

QUICK REVIEW

- Feudal system came to an end. The aim of the revolution was to rebuild France on the basis of the ideals of liberty, equality and fraternity.
- French society was divided into three Estates. The clergy formed the First Estate and the nobles, the Second. The Third Estate consisted of traders, moneylenders, officials, doctors, teachers, etc.
- All rights and privileges were the prerogative of the first two Estates. Not only were the Third Estate denied all privileges but they also had to bear the entire burden of taxes.
- During 18th century, in France majority of lords were exploiting their peasants, with no wages on three to four days a week. The peasants had to grind their corn only in the flour mills owned by the lords for which they had to pay a fee.
- The lords collected rent from the peasants during the harvest season and also tolls on bridges and roads.
- The lords performed only military service to the state. Most of the cultivable land was owned by the king, the lords and the Church.

- The high clergy led a life of luxury and extravagance. But the condition of the ordinary clergy was pitiable. The poverty stricken clergy joined hands with the Third Estate during the Revolution.
- There was famous proverb "Nobles fight, clergy pray and people pay!"
- The progress of trade, industry and banking led to the rise of cities in France. An educated and wealthy Middle Class consisting of traders, bankers, lawyers and doctors grew up in these cities. They were known as bourgeoisie, which meant Middle Class.
- Bourgeoisie were dissatisfied with the prevailing social order. They realized that it was impossible for them to achieve their demands under the existing structure. So, they decided to overthrow the government by leading the revolution.
- Enlightened thinkers encouraged the peasants and the Middle Class to revolt against the feudal order in France. The statement of Rousseau that "Man is born free; but everywhere he is in chains" pushed France intensely to the revolution. His book 'Social Contract' influenced people to fight for their own welfare.
- Similarly, thinkers like Voltaire and Montesquieu criticised the existing social order. Voltaire was highly critical of the Church and the clergy. The physiocrats argued for free economy without the intervention of the state.



KNOW THE TERMS

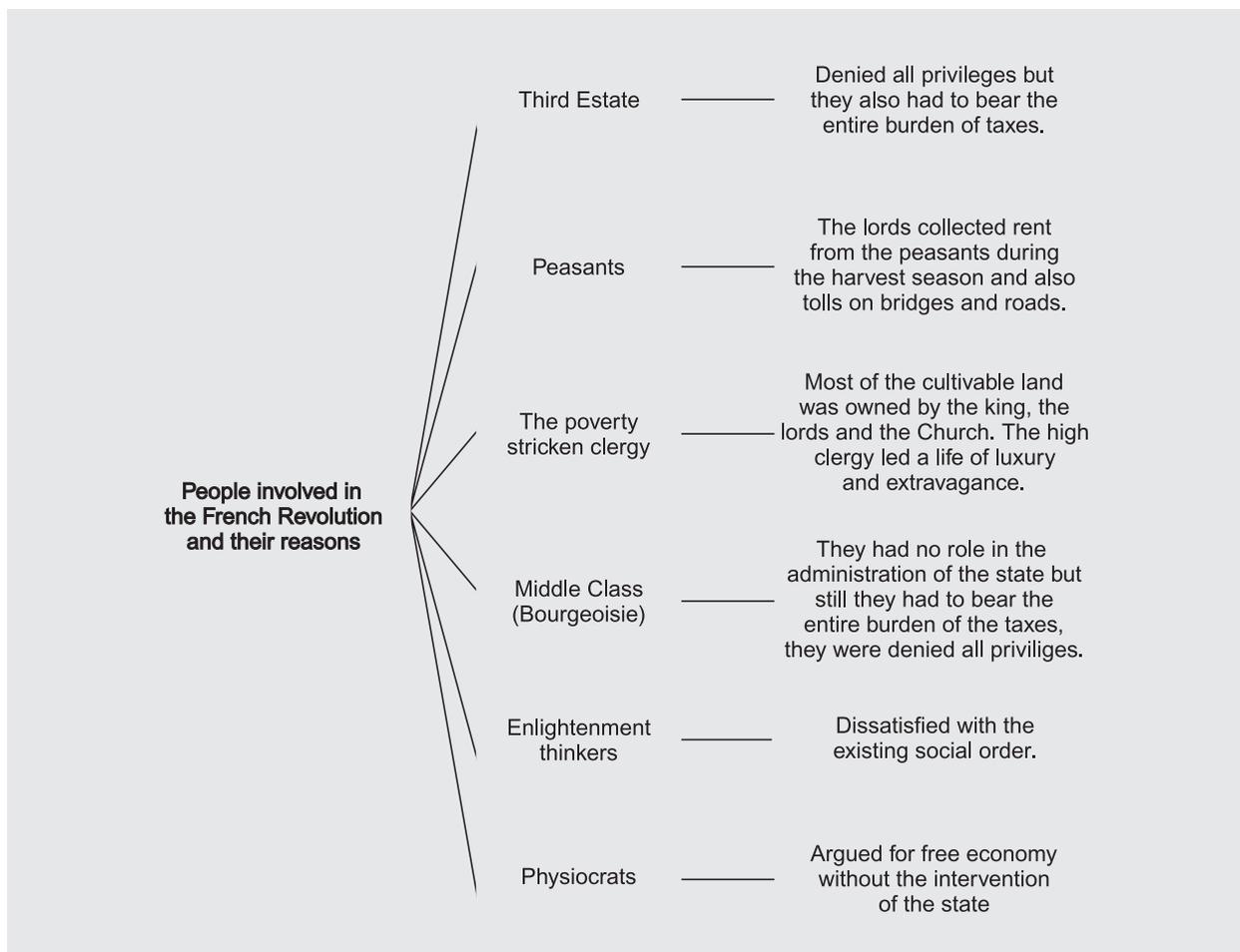
- **Bourgeoisie** : Educated, wealthy middle class people of France.
- **French Revolution** : The movement against the despotic kingship and the feudal order in France.

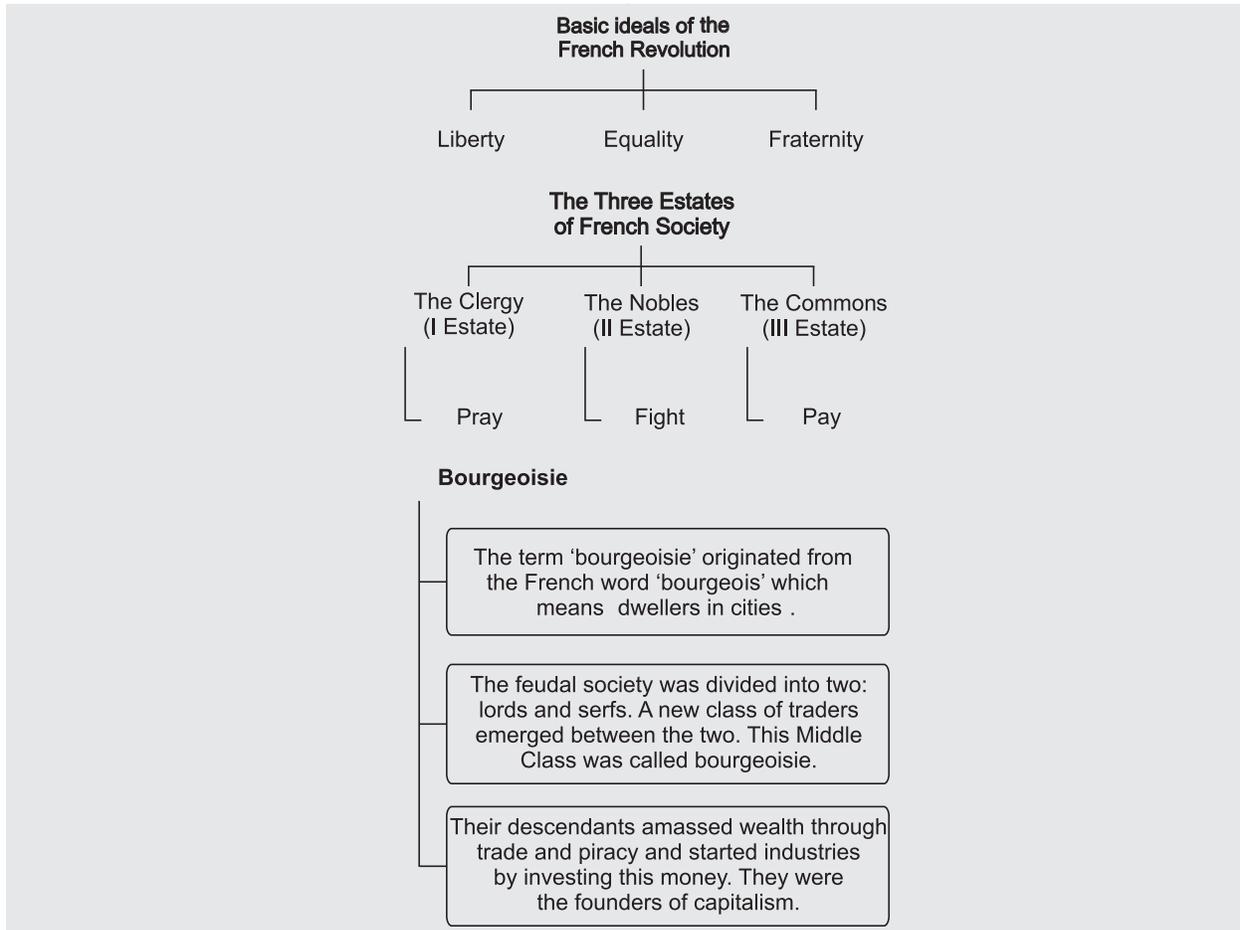


KNOW THE LINKS

- http://www.encyclopedia.com/topic/French_Revolution.aspx

FLOWCHART





Very Short Answer Type Questions

(1 mark each)

- Complete the following sentences by choosing the appropriate alternatives from those given in the brackets.
- Q. 1. Enlightened thinkers encouraged the peasants and the Middle Class to revolt against the in France.
- (a) Feudal order
(b) King
- Ans. (a) Feudal order
- Q. 2. The French Revolution was as much against the social inequalities of France as against the of the kings.
- (a) Tyranny
(b) Despotism
- Ans. (b) Despotism
- Q. 3. The consisted of traders, officials, moneylenders, doctors and teachers etc.
- (a) Clergy
(b) Nobles
(c) Third Estate
- Ans. (c) Third Estate
- Q. 4. Who were known as dwellers in cities?
- (a) Lords
(b) Bourgeois
(c) Serfs
- Ans. (b) Bourgeois

Short Answer Type Questions

(2 marks each)

- Q. 1. Arrange the following events in chronological order : [TBQ]
- (i) February Revolution
(ii) Long March
(iii) American Declaration of Independence
(iv) Tennis Court Oath.
- Ans. (i) American Declaration of Independence
(ii) Tennis Court Oath
(iii) Long March
(iv) February Revolution $\frac{1}{2} + \frac{1}{2} + \frac{1}{2} + \frac{1}{2} = 2$
- Q. 2. What was the French Revolution? What was its aim?
- Ans. (i) The French Revolution of 1789 was the movement against the despotic kingship and the feudal order

in France. This put an end to the feudal system which was existing in France for centuries together.

- (ii) The aim of the revolution was to rebuild France on the basis of the ideals of liberty, equality and fraternity. 1+1 = 2

Q. 3. What were the three Estates of French society?

Ans. French society was divided into three Estates. The clergy formed the First Estate and the nobles, the Second. The Third Estate consisted of traders, moneylenders, officials, doctors, teachers, etc. 2

Q. 4. Name three famous Philosophers who encouraged in bringing French Revolution ?

- Ans.** (a) Rousseau
(b) Montesquieu
(c) Voltaire. 2

Q. 5. Which statement and by whom was France pushed intensely to the revolution ?

Ans. Rousseau's statement that "Man is born free; but everywhere he is in chains" pushed France intensely to the revolution. 2

Long Answer Type Questions

(4 marks each)

Q. 1. How did the resentment of the Middle Class lead to the French Revolution ? (TBQ)

Or

Examine the role of the Middle Class in making France a Republic.

Ans. (i) The progress of trade, industry and banking led to the rise of cities in France.

- (ii) An educated and wealthy Middle Class consisting of traders, bankers, lawyers and doctors grew up in these cities. They were known as bourgeoisie, which meant Middle Class.

- (iii) They realized that it was impossible for them to achieve their demands under the existing structure. So, they decided to overthrow the government by leading the revolution.

- (iv) The term 'bourgeoisie' originated from the French word 'bourgeois' which means dwellers in cities. They were the wealthy Middle Class emerged between the two divisions of the feudal society, the lords and serfs. They were the founders of capitalism. 1+1+1+1=4

Q. 2. How were the peasants subjected to exploitation? Who fought for them ?

Ans. (i) During 18th century, in France majority of lords were exploiting their peasants, with no wages on three to four days a week. The peasants had to grind their corn only in the flour mills owned by the lords for which they had to pay a fee.

- (ii) The lords collected rent from the peasants during the harvest season and also tolls on bridges and roads.

- (iii) The lords performed only military service to the state. Most of the cultivable land was owned by the king, the lords and the Church.

- (iv) The high clergy led a life of luxury and extravagance. But the condition of the ordinary clergy was pitiable. The poverty stricken clergy joined hands with the Third Estate during the Revolution.

- (v) Enlightened thinkers encouraged the peasants and the Middle Class to revolt against the feudal order in France. The statement of Rousseau that "Man is born free; but everywhere he is in chains" pushed France intensely to the revolution. His book 'Social Contract' influenced people to fight for their own welfare.

- (vi) Similarly, thinkers like Voltaire and Montesquieu criticised the existing social order. Voltaire was highly critical of the Church and the clergy. The physiocrats argued for free economy without the intervention of the state. 4

Q. 3. Of the three Estates in France, why did the Third Estate alone stand for social change? (TBQ)

Ans. (i) French society was divided into three Estates. The clergy formed the First Estate and the nobles, the Second. The Third Estate consisted of traders, moneylenders, officials, doctors, teachers, etc.

- (ii) All rights and privileges were the prerogative of the first two Estates. Not only were the Third Estate denied all privileges but they also had to bear the entire burden of taxes.

- (iii) During 18th century, in France majority of lords were exploiting their peasants, with no wages on three to four days a week. The peasants had to grind their corn only in the flour mills owned by the lords for which they had to pay a fee.

- (iv) The lords collected rent from the peasants during the harvest season and also tolls on bridges and roads.

- (v) The lords performed only military service to the state. Most of the cultivable land was owned by the king, the lords and the Church.

- (vi) The high clergy led a life of luxury and extravagance. But the condition of the ordinary clergy was pitiable. The poverty stricken clergy joined hands with the Third Estate during the revolution. 4

Q. 4. Critically examine the causes of the French revolution 1789?

Ans. The causes of the French Revolution can be classified as social, economic, political and intellectual causes.

- (i) **Social Causes :** The French society was divided into three Estates : the First Estate formed by the clergy, the Second Estate by nobles and the Third Estate comprising traders, moneylenders, officials, doctors, teachers, etc. The First and Second Estates enjoyed all the privileges whereas the Third Estate was denied privileges. Besides, those belonging to the Third Estate had to bear the entire tax burden.

- (ii) **Economic causes :** The middle class people including doctors, traders, bankers and lawyers were dissatisfied with the economic inequality that existed in France.

- (iii) **Political causes** : French despotism was the highest during the rule of Louis XVI. He suppressed all opposition against the monarchy. In order to overcome the economic crisis, Louis XVI proposed new taxes.
- (iv) **Intellectual causes** : The Enlightened thinkers encouraged the peasants and the middle class to revolt against the feudal order in France. The words of Rousseau and his book 'Social Contract' inspired France. Thinkers including Voltaire and Montesquieu greatly influenced the French Revolution. $1+1+1+1=4$

Q. 5. Examine the role played by Rousseau in the outbreak of the French Revolution?

Ans. (i) The advocates of Enlightenment were the representatives of the emerging bourgeoisie. It was the Enlightened thinkers who encouraged the peasants and the middle class to revolt against the feudal order in France.

- (ii) The statement of Rousseau that "Man is born free; but everywhere he is in chains" pushed France intensely to the revolution. His book 'Social Contract' in which he explained that the state came into being as a result of a contract entered into by the people themselves for their own welfare, influenced people to a large extent.
- (iii) The Preamble of the Constitution was the statement of Declaration of Rights of Man which reflected the ideas of Rousseau, 'All men are born equal and are free'. People are sovereign. Laws are the reflections of general will. The people directly or through their representatives became part of the government. These were the principles which the Rights of Man proclaimed.
- (iv) The National Assembly enacted laws by honouring the general will. Through these legislations several administrative, economic and religious reforms were introduced in France. $1+1+1+1=4$



TOPIC-3

The Latin American Revolution

QUICK REVIEW

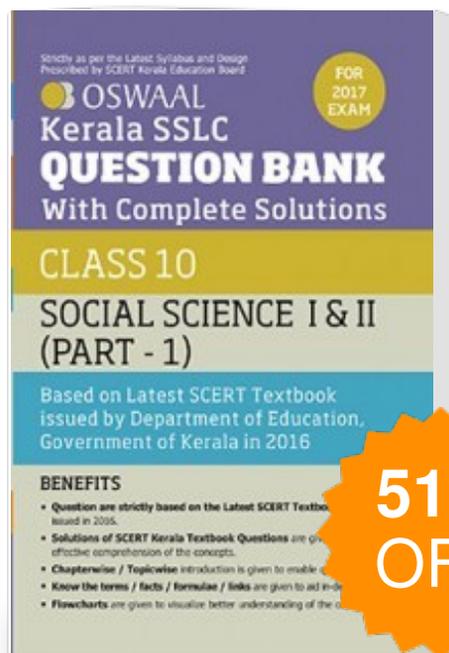
- The Latin American Wars of Independence took place during the late 18th and early 19th centuries and resulted in the creation of a number of independent countries in Latin America.
- In the colonial era most of the immigration comprised Spanish and Portuguese settlers.
- The main purpose of the Europeans was to loot the wealth and resources of Latin American countries.
- The Spanish and the Portuguese dominated the countries and propagated their language, religion, culture and customs.
- They even made Spanish the official language. A large number of schools were also built for imparting Spanish system of education.
- The Spanish style of architecture could be seen in the houses and churches built there.
- In the agricultural sector too, Spanish method of farming and growing crops was adopted.
- The Latin American people faced racial discrimination. They were not permitted to carry out trade with any other country other than Spain.
- No safety measures were provided to the people working in hazardous environment.
- The Latin American people were enslaved to work in plantations and mines.
- A large number of the indigenous population was affected by epidemics of diseases brought by the Europeans, such as smallpox and measles.
- The American and French Revolution inspired the Latin American people to fight back for their independence.
- Gradually, under the leaders like Simon Bolivar, Jose De San Martin, Francisco Miranda, the Latin American colonies were getting liberated.
- Simon Bolivar was from northern South America, battled the Spanish by ruthlessly driving his soldiers and officers to win over them. He was called the 'Liberator'.
- In southern South America, Jose de San Martin masterminded the liberation of Argentina and Chile. He was known as the 'Protector'.
- By 1825, almost all the Latin American countries were liberated.



KNOW THE TERMS

- **Latin America** : Parts of North America (Mexico), Central America (except Belize), and South America (except French Guyana, Guyana, and Suriname) where mainly Spanish or Portuguese is spoken.
- **Indigenous** : People who lived in a particular place for a very long time before other people came to live there.

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