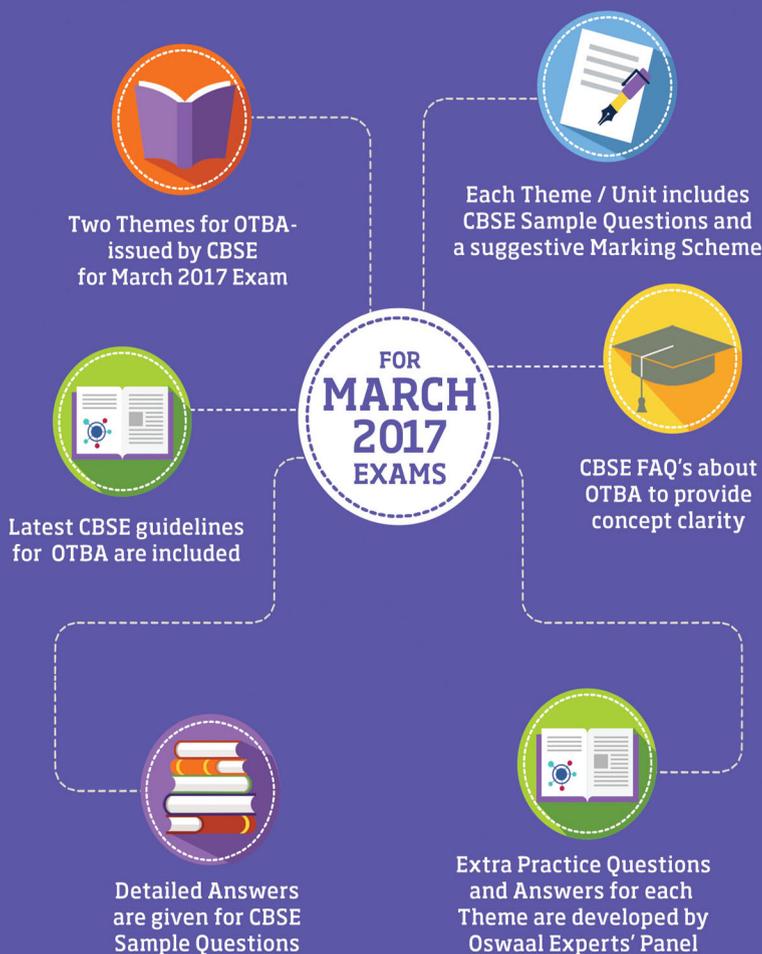


Strictly as per the latest Circular No. Acad. 47/2016  
Dt. 5th Dec. 2016, issued by CBSE

# OSWAAL CBSE QUESTION BANK WITH COMPLETE SOLUTIONS

## OTBA ECONOMICS

### CLASS 11



# QUESTION BANK

with Complete Solutions

CLASS 11

**Open Text Based Assessment**

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**OTBA ECONOMICS**

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Strictly Based on the Latest Syllabus issued by CBSE Board

For  
**MARCH**  
**2017**  
Exam

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# CONTENTS

<b>1. Themes : 1 — One Child Policy of China</b>	<b>11 - 21</b>
Questions Based on Theme : 1	<b>21 - 29</b>
<b>2. Theme : 2 — Role of FDI in Economic Development</b>	<b>30 - 41</b>
Questions Based on Theme : 2	<b>41 - 47</b>





# PREFACE

CBSE's curriculum making methodology is based on National Curriculum Framework-2005. As per which, CBSE continuously tries to come up with new ideas for improvement in curriculum. As a part of upgrading the curriculum, CBSE has introduced Open Text Material Assessment (OTBA) for use as a part of Summative Assessment II for Class IX.

According to CBSE, the concept of an Open Text-Based Assessment is meant to test the student's skills pertaining to information processing, comprehension, analysis and inference. It will also help in developing **High Order Thinking Skills** among student moving them away from rote learning.

As per the CBSE Circular No. **Acad - 47/2016, dated December 5<sup>th</sup>, 2016** CBSE has revealed that SA-II will include a section on OTBA of 10 marks. Question will be asked from the latest Themes provided by the Board for the Units mentioned in the syllabus. The main objective of introducing this element is to provide opportunities to students to apply theoretical concepts to a real-life scenario mentioned in the themes. This would also encourage active group learning in the class.

We at Oswaal Books, always try to keep pace with the dynamic approach of the CBSE. Hence, our latest offering is **OTBA Question Bank with Solutions** for 3 subjects for class XI as specified by the Board—Economics, Geography and Biology. It is a comprehensive collection of questions from the prescribed Themes issued by CBSE. All the Questions have been developed by our Expert Authors' Panel, where each and every concept has been researched properly and the questions have been framed accordingly.

We are sure that this book will serve as a perfect teaching guide for the teachers and the students alike. It is expected that they will take full advantage of our knowledge and experience and sail through the final term examinations with ease.

Although enough care has been taken to make this book error free. We highly appreciate feedbacks and suggestions from our readers which will help us in improving this book.

We wish you all Happy Learning

—Publisher



**केन्द्रीय माध्यमिक शिक्षा बोर्ड**  
(मानव संसाधन विकास मंत्रालय, भारत सरकार, के अधीन एक स्वायत्त संगठन)  
शिक्षा सदन, 17, इन्स्टिट्यूशनल क्षेत्र, राजज एवेन्यु, दिल्ली-110002.



**CENTRAL BOARD OF SECONDARY EDUCATION**

(An Autonomous Organization under the Union Ministry of Human Resource Development, Govt. of India)  
"Shiksha Sadan", 17, Institutional Area, Rouse, Avenue, New Delhi-11002.

CBSE/ACAD/OTBA/2016

5th December, 2016

Circular No : Acad-47/2016

To

All the Heads of Institutions affiliated to CBSE.

**Subject : Availability of text material for Open Text Based Assessment (OTBA) for classes IX & XI, 2017**

The Central Board of Secondary Education recommends that multiple modes of assessment need to be provided to cater to the varied abilities of individual strengths of learners. Accordingly, an element of Open Text Based Assessment for classes IX and XI was introduced by the Board in 2014 Examination. These are meant to incorporate analytical and higher Order thinking skills, thus moving away from rote memorization. The following open text materials for Classes IX and XI are being provided for the Examination in 2017 as per the curriculum issued.

**Class XI**

Sr. No.	Subject (Code)	Specified Units	Themes for OTBA	Marks Distribution for one Theme
1.	Geography (029)	Unit-VI : Life on Earth	1. Organic Farming 2. Naturalization of Humans and Humanization of Nature	5 + 5 = 10
2.	Biology (044)	Unit-V Human Physiology-(A)	1. Long Live Humanity 2. "Learn to live well"	5 + 5 = 10
3.	Economics (030)	Unit 6 : Development Experience of India	1. One Child Policy of China 2. Role of FDI in Economic Development	5 + 5 = 10

The detailed guidelines to teachers and frequently asked questions are enclosed for reference. Please note that

no questions shall be sent to the schools for conducting class XI examination. The schools are advised to prepare their own question papers as per curriculum. For class IX, the question paper which can be downloaded from the ITMS shall have the component of OTBA.

Sd/-  
(Manoj Kr. Srivastava)  
JS (ART & I)

Encl :

- Annexure 1** : Guidelines to teachers for Open Text Based Assessment  
**Annexure 2** : Frequently Asked Questions (given in detail on the next page).  
**Annexure 3** : Open Text Material for Class IX, 2016  
**Annexure 4** : Open Text Material for Class XI, 2016

# Frequently Asked Questions on

## OPEN TEXT- BASED ASSESSMENT

(updated in December 2016)

(source : [www.cbse.nic.in](http://www.cbse.nic.in))

### Query 1 :

Will the OTBA marks will also be part of Summative Assessment-I ?

If these are parts of SA-I then what will be the maximum marks for each subject 90 or 100 ?

If not then how these marks will be reflected in the Report Card ?

### Reply :

The OTBA has been introduced in Summative Assessment II only. Hence till further directions are issued, both SA-I and SA-II will be of 90 Marks only. The Report Card will reflect grade points/grades based on Students performance in Formative Assessments 1,2,3,4 and Summative Assessments I and II.

### Query 2 :

Are students allowed to carry the Open text material with them to the examination Centre ?

Whether questions will be based on the same text material supplied to the schools?

### Reply :

The question paper in each main subject will have a separate section of 10 marks for open-textbased assessment (OTBA). The OTBA section will comprise of 2-3 questions based on that text The concerned open text theme will be supplied along with question paper. Hence, there is no need of carrying the Open Text material to the Examination Centre. The questions will be based on one of the two themes of open text material supplied to students in advance.

### Query 3 :

The Board has announced that there will be OTBA in all the main subjects in class IX, but questions in Sanskrit and other languages are not there. So whether OTBA will be only in Hindi or the Board will supply the same for Sanskrit also?

### Reply :

The OTBA has been introduced at present in the five main subjects of Secondary level, i.e., Hindi, English, Mathematics, Science and Social Science. For rest of the subjects/languages, the teachers are expected to follow prescribed syllabus and question paper design.

### Query 4 :

The Board has been placing more importance on assessment of higher order thinking skills. Is

not recalling and remembering important for students?

### Reply :

The importance of recalling and remembering cannot be denied in the teaching learning process. Based on the knowledge of facts, figures, events, etc., that the learner is able to further process it, derive meaningful information and apply to new situations for further enrichment and extension of his/her learning. Hence it is very important that knowledge of facts and events is integral to the teaching learning process and used as a base to acquire more in-depth information and skills.

### Query 5 :

With the introduction of OTBA the stress on students has increased as they will be required to study more for examination.

### Reply :

The OTBA aims to reduce the learning stress on students in many ways. With the supply of text material to students

*in advance, sufficient time is given to students to process it and link the learnt concepts to given situation. Since the text material is also part of the Question paper, the student is relieved from the burden of remembering the content given there in.*

**Query 6 :**

OTBA is introduced only in two languages, Hindi and English of Class IX. Can the school, not offering these two languages, assess students on Open Text material developed by them in other languages offered?

**Reply :**

*OTBA is an alternative mode of assessment which can be tried by teachers in any subject of their choice in formative assessment/s. However, as far as Summative Assessment is concerned, the question paper will be set as per the prescribed design and syllabus.*

**Query 7 :**

Will the questions in examination be based on the open text material supplied to students?

**Reply :**

*The questions under OTBA Section will not be directly based on the text material supplied. Rather it will test the students' ability to apply the learnt concepts (in the unit specified as per syllabus) to the situation given in the open text material. The students will be tested on their ability to comprehend, analyze and interpret the given situation and offer suggestions and opinions on the given issues based on their knowledge of concepts.*

**Query 8 :**

How will OTBA help the slow learners?

**Reply :**

*The role of teachers is to motivate all sections of learners and provide opportunities to students to apply theoretical concepts to a real-life scenario by encouraging active and group learning in the Class. It is expected that through cooperative learning and teachers' encouragement and guidance, all students will strive ahead to achieve expected levels of learning.*

**Query 9 :**

How should teachers take up open text material in class room situation?

**Reply :**

*The teachers are expected to read, discuss and analyze the open text material with respect to :*

- Objectives.
- Concepts involved
- Application of concepts to situation
- Description and further explanation of the Case/problem
- Higher Order thinking skills involved.
- Different perspectives.

*They should then assign them to students in groups for further analysis and discussions.*

**Query 10 :**

Are the sample questions on OTBA uploaded by the Board for classes IX & XI final or the Board will again supply questions for annual examination ?

**Reply :**

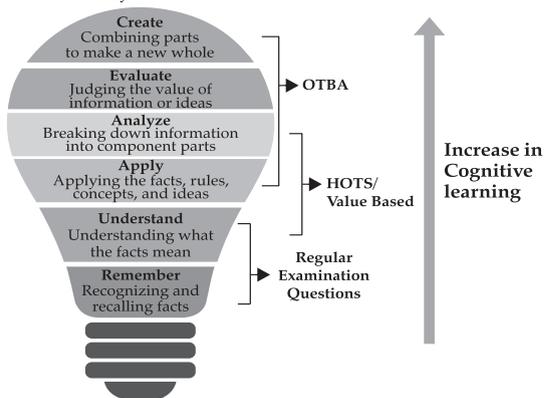
*The Questions given along with the Open Text Material in different subjects are only as Samples. The teachers are expected to use them as base and develop more such open ended questions for use by students. The Examination Questions will be different from the ones given as Samples.*

## Bloom's Taxonomy and its relevance to CBSE curriculum

Over the years, the examination questions in India, have been testing the low order thinking skills at the very bottom of Bloom's Taxonomy like Remembering and Understanding.

But with the continuous evolution of CBSE, over the last 3 years we have seen some path breaking cognitive learning tools introduced by CBSE. They not only develop high order thinking skills among students but also increase the overall cognitive learning of students which includes–Application, Analysis, Evaluation & Creation.

**HOTS, Value Based Questions and OTBA**, introduced by CBSE have been targeted at penetrating into the topmost layers of Bloom's Taxonomy.



**Table : Description of levels of Bloom's Taxonomy with relevant Questions from the latest OTBA Themes.**

DESCRIPTION OF LEVEL	EXAMPLE OF MEASURABLE STUDENT OUTCOME	EXAMPLES
1. REMEMBER	Recall, or recognition of terms, ideas, procedure, theories, etc.	Can you name the bird hospital established in the year 1929 ?
2. UNDERSTAND	Translate, interpret, extrapolate, but not see full implications or transfer to other situations, closer to literal translation.	What is meant by the term 'Golden Hour'?
3. APPLY	Apply abstractions, general principles, or methods to specific concrete situations.	From the information given, can you develop a set of instructions to avoid road accidents.
4. ANALYSE	Separation of a complex idea into its constituent parts and an understanding of organization and relationship between the parts. Includes realizing the distinction between hypothesis and fact as well as between relevant and extraneous variables.	Agriculture is one of the most primitive activity of human which has transformed humans from hunter and food gatherer to a settled cultivator. How has this activity affected the Environment ?
5. EVALUATE	To make a judgment of ideas or methods using external evidence or self-selected criteria substantiated by observations or informed rationalizations.	The drought situation in Vidarbha region of Maharashtra has not improved much, instead it has worsened over the years. Justify the statement.
6. CREATE	Put elements together to form a coherent or functional whole; reorganize elements into a new pattern or structure.	Draft a plan as to how the local people can look after stray and wounded animals in the neighbourhood.



open text-based  
**Assessment**  
2016-17



Class **XI**

## Economics

Themes :

1. One Child Policy of China
2. Role of FDI in Economic Development



**Central Board of Secondary Education**  
Shiksha Kendra, 2, Community Centre, Preet Vihar, Delhi-110092, India



# Economics

Code (030)

## 1. Theme—*One Child Policy of China*

### Abstract

*China has always been known for its hard to believe policy formulations and their beyond imagination implementations, be it the Great Proletarian Cultural Revolution or Great Leap Forward or the magnanimous Special Economic Zone (SEZ) policy, China has always taken far-reaching steps under its One Party - Communist Rule to ensure its socio-economic growth. One such highly talked and hotly debated policy step has been the 'One Child Policy' (OCP) adopted by China since the year 1978 (which is recently taken back on 29<sup>th</sup> October, 2015 by the Government of China). Revoking the policy by the government may have brought smiles on the faces of innumerable couples across China, yet a segment of Economists are sceptical about success of the pull-back due to reasons like high cost of (quality) living and even conditioning of people living in a three-members family, over all these years. This text is an attempt to understand and analyse the policy and its repercussions on the socio-economic conditions of China. In addition, an attempt is also made to make a comparative study of Indo-China population growth over the last few decades.*

October 30<sup>th</sup>, 2015 (Beijing) NEWS HEADLINES  
'Government Pulls Back One-Child Policy'

Win-li (*an imaginary identity*) is reading the newspaper headline regarding the pull back of the One Child Policy by the government of China and is just trying to gel with the event where history is being re-written. He is one of those millions of lucky (or the unlucky) middle-aged urban dwellers in the capital city of Beijing who have never been into the company of any sibling (brother or sister) around him, thanks to the One Child Policy implemented by the Chinese government way back in 1978. Year after year, decade after decade and generation after generation of people are growing up without any 'brother/sister/sibling' in their lives and families.

There may be some valid economic arguments (like controlled fertility rate, increased per-capita income etc.) in favour of the policy of 'one child', however, for the 'void' created in the lives of millions of parents and kids, there may not be any reason which may be said to be a 'valid argument'. Also, this policy has given birth to new problems like the rising elderly dependent population in China. He begins the retrospective thought process on how and from where it all began:

**Mao Zedong (1893-1976)**, the legendary leader of China had always believed that '**Populous China**' may give birth to a '**Prosperous China**' during the earlier part of his revolution movement. China's fertility rate remained exceptionally high during most of the 1950s and 1960s so the population began to grow rapidly. Unfortunately, there was a catastrophic famine during 1959-1961 which brought down the fertility rate and the growth rate of the Chinese population drastically. According to very conservative estimates, it brought about as many as 20,000,000 (20 million) deaths and 30,000,000 (30 million) premature deaths due to a breakdown in agricultural production and resulting food shortages. However, it was also followed by a sharp rebound in the birth rate that lasted for several years in the decade of 1960s. In the year 1970, the population of China crossed 800 million and the State Council (China's Cabinet) called for sharp reduction in the population growth rate and as a result People's Republic of China announced its National Population Policy in 1971, due to the following two main reasons :

- (1) Speedy surge in population growth rate and;
- (2) Relatively slower pace of food supply growth vis-à-vis to the rate of rise in population.

In 1975, it came up with the slogan '**Later, Longer and Fewer**' and urged urban couples not to have more than two kids and the rural couples to restrict the number to maximum of three.



A government sign in Tangshan Township: “For a prosperous, powerful nation and a happy family, please practice family planning.”

*Source : Tangshan Province, Township Authority*

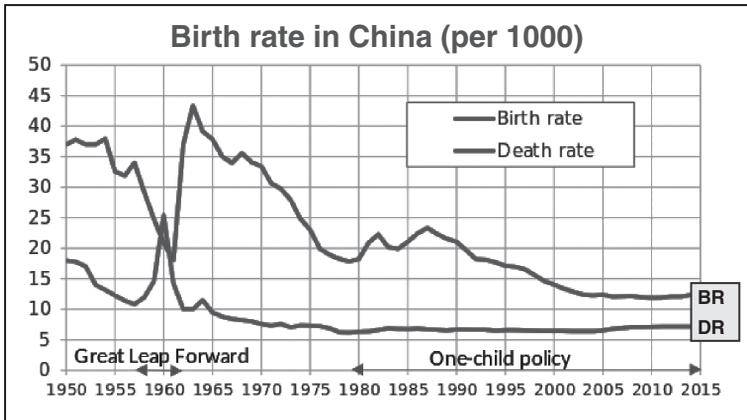
The **One Child Policy** was introduced in 1978 (it came into effect in the year 1979, three years after the death of the legendary leader Mao), by Deng Xiaoping, father of Open Door Policy of China, as an endeavour to control the rapidly increasing population. The Chinese authorities were so much inclined towards the implementation of the policy in the early 1980s that they used variety of methods like incentives, forced abortions, infanticide and strict penalties for those who did not follow it. However, in 1984, some relaxations were announced for rural families on certain grounds conditions. In the year 2001, Chinese government commanded for greater decentralisation of the policy and allowed some of the local governments to impose fines and penalties for the couples having more than one child in the family.

The year 2006, however saw the **‘beginning of the end’** of the One Child Policy when some of the provinces (facing the labour deficit) were allowed by the Chinese government by easing out restrictions to the couple who were both the ‘only children’ of their parents. They were allowed to have two children but not beyond that and since then the relaxations have come to the present day, with the pull back of the policy by the government.

### **Outcomes of the One Child Policy**

The Chinese authorities had claimed that the One Child Policy has been extremely successful. According to an estimate, in the first half of 1960s, the average Total Fertility Rate (TFR) was 6 children per woman, that had led to a phase of population explosion and by the end of the decade of 1960, the population in China had reached to more than 800 million. Demographers suggest that China has by now experienced two **‘baby booms’** (A baby boom

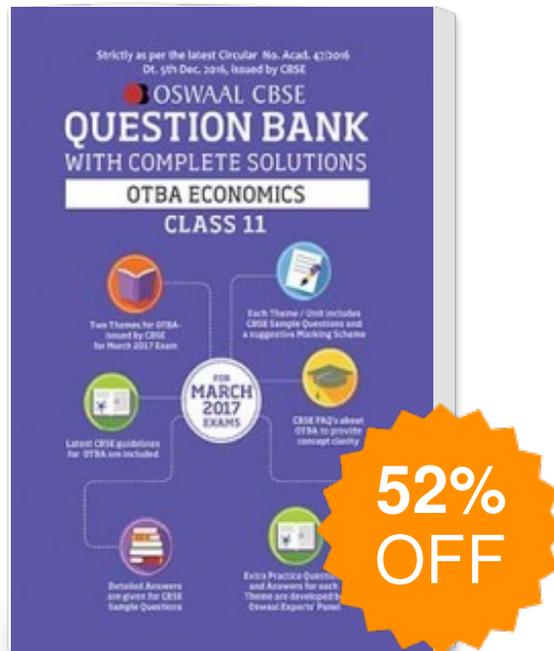
is a period marked by a significant increase in the birth rate); one following the Liberation War and the second after the 1960s Great Leap Forward.



*Source : China Statistical Yearbook 2014, Chapter 2- Population, National Bureau of Statistics (China); stats.gov.cn*

The graph above clearly depicts the period when the death rate outplayed the birth rate during the famine years and the subsequent upsurge in the birth rate. It also displays the effect of One Child Policy, during the period 1978-2011. The vertical distance between the Birth Rate and the Death Rate curves represents the Growth Rate of the population which, as the graph represents, is on a persistent and rapid decline over the Post-GLF (Great Leap Forward) period. The authorities in China assert that the policy has prevented around 400 million births from 1979 to 2011. However, some demographers argue that such a decline was bound to happen with the rapid rise in urbanization and fast industrialization due to the 'Open Door Policy' enforced by China. The fertility rate dropped to half in less than a decade, population growth was reduced to a handy level. As reported by Aileen Clarke of National Geographic, presently **China** has its birth rate much below the replacement rate/level of 2.1%. **However**, the first and foremost negative result of this policy was the beginning of the process of aging of China's average population structure, which is encountered by some other oriental countries too.

# Oswaal CBSE CCE Question Bank Class 11 Open Text Based Assessment- OTBA Economics (March 2017 Exams)



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