CENTRAL BOARD OF SECONDARY EDUCATION

# CBSE 2026-27

## Social Science

Subject Code: 087 | Class X

## Marking Scheme – Sample Question Paper – Set 4

**Time Allowed: 3 Hours** **Maximum Marks: 80**

### General Instructions

1. This marking scheme gives the correct answers, value points and the mark split only; the questions are in Social Science (087) SQP Set 4. Question numbers are identical to the question paper.
2. Marks in square brackets show the split of marks for each value point. Where an internal choice is given, the two alternatives are separated by OR.
3. In MCQs and assertion–reason questions the correct option is given.
4. Any other relevant answer or correct value point should be given due credit.
5. Map questions: one mark for each item correctly located and labelled; the alternative for Visually Impaired candidates is marked on the answers given.

### Exam Pattern

| Section | Type of Questions | No. of Qs | Marks each | Total Marks |
|---|---|---|---|---|
| A | History: MCQs, VSA, SA, LA, source-based and map | 9 | 1–5 | 20 |
| B | Geography: MCQs, VSA, LA, source-based and map | 10 | 1–5 | 20 |
| C | Political Science: MCQs, VSA, SA, LA and source-based | 9 | 1–5 | 20 |
| D | Economics: MCQs, SA and LA | 10 | 1–5 | 20 |
| | **Total** | **38** | | **80** |

### Unit-wise Weightage of Marks

| Unit | Unit Name | Chapter | Marks |
|---|---|---|---|
| I | History (India and the Contemporary World–II) | Ch 1 The Rise of Nationalism in Europe; Ch 2 Nationalism in India; Ch 3 The Making of a Global World (subtopics 1–1.3 only); Ch 5 Print Culture and the Modern World; map work | 20 |
| II | Geography (Contemporary India–II) | Ch 1–6; Ch 7 Lifelines of National Economy (map pointing only); map work | 20 |
| III | Political Science (Democratic Politics–II) | Ch 1 Power-sharing; Ch 2 Federalism; Ch 3 Gender, Religion and Caste; Ch 4 Political Parties; Ch 5 Outcomes of Democracy | 20 |
| IV | Economics (Understanding Economic Development) | Ch 1 Development; Ch 2 Sectors of the Indian Economy; Ch 3 Money and Credit; Ch 4 Globalisation and the Indian Economy (What is Globalisation?; Factors that have enabled Globalisation) | 20 |
| | **Total** | | **80** |

## SECTION – A

*History: Q1–Q4 MCQs (1 mark each), Q5 VSA (2), Q6 SA with internal choice (3), Q7 LA with internal choice (5), Q8 source-based (4), Q9 map (2).*

**Q1.** **[1]**

(b) Ireland [1]

**Q2.** **[1]**

(d) She took part in the French Revolution as a real woman. [1]

**Q3.** **[1]**

(d) Absolutist institutions like monarchy and church [1]

**Q4.** **[1]**

(a) [1]

**Q5.** **[2]**

Germs such as smallpox spread deep into the continent before any European could reach there. [1]
America's original inhabitants had no immunity to diseases from Europe, so whole communities were wiped out, which made conquest easy for the Spanish. [1]

**Q6.** **[3]**

The Civil Code of 1804 (Napoleonic Code) abolished privileges by birth and established equality before the law and the right to property [1]
In the Dutch Netherlands, Switzerland, Italy and Germany, peasants were freed from manorial dues and serfdom, and in towns guild restrictions were removed [1]
Transport and communication were improved, and a common national currency and standardised weights and measures made administration and exchange more efficient [1]

**OR**

Several land and sea routes linked Asia with Europe and northern Africa; they existed before the Christian era and thrived till the fifteenth century. [1]
Chinese silk, pottery, textiles and spices from India and Southeast Asia travelled along them, while gold and silver flowed from Europe to Asia. [1]
Trade and cultural exchange went hand in hand: Buddhism spread from India through the routes, and later Christian and Muslim travellers used them too. [1]

**Q7.** **[5]**

It was the first mass movement against colonial rule, bringing students, lawyers, peasants, workers and traders into politics. [1]
It united Hindus and Muslims through the Khilafat question and gave the Congress a mass base. [1]
The boycott of foreign cloth, government schools and courts gave people practical experience of non-cooperation. [1]
Peasant and tribal movements, such as the Awadh Kisan Sabha and the Gudem uprising, were linked to the movement. [1]
Although it ended abruptly in 1922, it set the pattern for later mass movements such as the Civil Disobedience Movement. [1]

**OR**

Gutenberg developed a printing press with movable metal type cast in moulds [1]
He adapted the screw press used for pressing wine and olive oil to press the printed sheet [1]
He used an oil-based ink that gave clear, durable impressions on metal type [1]
His Bible, printed around 1455 in about 180 copies, showed both the craft and the efficiency of the method [1]
Faster and cheaper production spread printing across Europe, helping the Reformation and a new reading public [1]

**Q8.** **[4]**

**(i)** People discovered their unity while struggling against colonial rule, so nationalism grew out of that struggle. [1]
**(ii)** Heavy taxes or forced cultivation (colonial economic exploitation). [1]
**(iii)** Oppression created a shared bond that tied different groups together [1]
people began to see themselves as one nation with a common cause. [1]

**Q9.** **[2]**

**(a)** Calcutta (West Bengal) [1]
**(b)** Amritsar, Jallianwala Bagh (Punjab) [1]

*Alternative for Visually Impaired candidates:*
**(a)** Calcutta (West Bengal) [1]
**(b)** Amritsar, Jallianwala Bagh (Punjab) [1]

## SECTION – B

*Geography: Q10–Q15 MCQs (1 mark each), Q16 VSA (2), Q17 LA with internal choice (5), Q18 source-based (4), Q19 map (3).*

**Q10.** **[1]**

(c) Pulses [1]

**Q11.** **[1]**

(b) a-ii, b-i, c-iv, d-iii [1]

**Q12.** **[1]**

(b) Spinning fibre into yarn [1]

**Q13.** **[1]**

(a) Black soil [1]

**Q14.** **[1]**

(a) 1972 [1]

**Q15.** **[1]**

(a) [1]

**Q16.** **[2]**

Irrigation of large areas through canals to increase agricultural production [1]
Hydroelectricity generation and supply of drinking water, along with flood control [1]

**Q17.** **[5]**

Intensive subsistence: practised on small holdings in densely populated areas [1]
Intensive subsistence: high labour input, use of manure and irrigation, and multiple cropping [1]
Intensive subsistence: food crops such as rice and wheat grown mainly for family consumption [1]
Plantation: single crop grown on large estates with heavy capital investment [1]
Plantation: produce such as tea, coffee and rubber is processed and sold in the market or exported [1]

**OR**

Black soil is ideal for growing cotton, jowar and sugarcane [1]
It is typical of the Deccan trap (basalt) region, made of lava flows, covering Maharashtra, Saurashtra, Malwa, Madhya Pradesh, Chhattisgarh and the Godavari and Krishna valleys [1]
It is made of extremely fine clayey material and is well known for its capacity to hold moisture [1]
It is rich in calcium carbonate, magnesium, potash and lime but generally poor in phosphoric content [1]
It develops deep cracks in hot weather, which aerate the soil, and it is sticky when wet [1]

**Q18.** **[4]**

**(i)** Fabric [1]
**(ii)** Spinning, which converts raw fibre into yarn (weaving yarn into fabric or dyeing and finishing fabric are also value addition) [1]
**(iii)** The industry links closely with agriculture and provides a living to farmers and cotton boll pluckers [1]

**Q19.** **[3]**

**(a)** Black soil (regur soil) [1]
**(b)** Bailadila iron ore mines, in Dantewada district, Chhattisgarh [1]
**(c)** Paradip port — Odisha, east coast [1]

*Alternative for Visually Impaired candidates:*
**(a)** Black soil (regur soil) [1]
**(b)** Chhattisgarh [1]
**(c)** Odisha [1]

## SECTION – C

*Political Science: Q20–Q23 MCQs (1 mark each), Q24–Q25 VSA (2 each), Q26 SA (3), Q27 LA with internal choice (5), Q28 source-based (4).*

**Q20.** **[1]**

(c) United States of America [1]

**Q21.** **[1]**

(d) Democratic Government [1]

**Q22.** **[1]**

(c) Community Government [1]

**Q23.** **[1]**

(a) [1]

**Q24.** **[2]**

*Any two of the following points, 1 mark each:*
No single party can accommodate the diversity of interests in India's large and complex society. [1]
The multi-party system allows a variety of interests and opinions to enjoy political representation and gives voters a real choice. [1]

**Q25.** **[2]**

*Any two of the following points, 1 mark each:*
Horizontal power sharing distributes power among organs of government at the same level (legislature, executive, judiciary). [1]
Vertical power sharing distributes power among different levels of government (central, state, local). [1]

**Q26.** **[3]**

*Any three of the following points, 1 mark each:*
Citizens can find out if a decision was taken through correct procedures - they have the right and means to examine it. [1]
Example: the Right to Information Act lets citizens demand records of government decisions. [1]
A free press and open legislatures reveal how power is used, which no dictatorship allows. [1]

**Q27.** **[5]**

*Any five of the following points, 1 mark each:*
Whether it promotes equality among citizens - political equality through universal adult franchise. [1]
Whether it enhances the dignity and freedom of individuals, including women and disadvantaged groups. [1]
Whether it improves the quality of decision-making through deliberation, transparency and procedures. [1]
Whether it provides methods to resolve conflicts and accommodate social diversity peacefully. [1]
Whether it produces an accountable, responsive and legitimate government - people's own government. [1]

**OR**

*Any five of the following points, 1 mark each:*
Education: the literacy rate among women is only 54 per cent compared with 76 per cent among men, and parents prefer to spend resources on boys' education, so fewer girls go for higher studies. [1]
Work: the proportion of women among the highly paid and valued jobs is still very small, though an Indian woman works one hour more than a man on average every day. [1]
Wages: despite the Equal Wages Act, in almost all areas of work women are paid less than men even when both do exactly the same work. [1]
Son preference: in many parts of India parents prefer sons and find ways to have the girl child aborted before birth, leading to a decline in the child sex ratio. [1]
Everywhere: women are still expected to do housework and care-giving, which is neither paid nor valued, and they face violence and harassment in public and private life. [1]

**Q28.** **[4]**

**(i)** Every ten years. [1]
**(ii)** The census records religion exactly as each person describes it, and the same method is used across the country at regular intervals. [1]
**(iii)** It gives reliable information on the proportion of different religious communities and their change over time, which helps in planning, policy, reservation of seats and understanding how India's social diversity is evolving. [2]

## SECTION – D

*Economics: Q29–Q34 MCQs (1 mark each), Q35–Q37 SA (3 each), Q38 LA with internal choice (5).*

**Q29.** **[1]**

(b) National Rural Employment Guarantee Act [1]

**Q30.** **[1]**

(d) The total income divided by the number of individuals in a population [1]

**Q31.** **[1]**

(c) Basket weaver [1]

**Q32.** **[1]**

(d) Money as the medium of exchange [1]

**Q33.** **[1]**

(c) Only I and III [1]

**Q34.** **[1]**

(a) [1]

**Q35.** **[3]**

*Any three of the following points, 1 mark each:*
Basic services such as hospitals, schools, transport, banks and insurance are provided by the tertiary sector. [1]
Development of agriculture and industry increases demand for services such as transport, trade and storage. [1]
Rising incomes increase demand for tourism, shopping, private hospitals and schools, and ICT services such as software and call centres have grown rapidly. [1]

**Q36.** **[3]**

*Any three of the following points, 1 mark each:*
Kerala has the highest literacy rate (94%), showing the strongest educational development [1]
Punjab/Haryana lie in between (82%), with moderate literacy despite higher per capita income [1]
Bihar has the lowest literacy rate (62%), indicating weak schooling outcomes [1]
A high literacy rate usually accompanies low infant mortality and better health awareness, as in Kerala [1]
So literacy comparisons show development differs sharply across states, independent of income alone [1]

**Q37.** **[3]**

*Any three of the following points, 1 mark each:*
Rapid improvement in technology: faster transport delivers goods quickly and cheaply across long distances; ICT moves information instantly [1]
Liberalisation of foreign trade and investment policy: governments removed barriers, allowing freer movement of goods and investment [1]
Movement of people between countries for jobs and education spreads skills, demand and culture across regions [1]
Expansion of MNCs, which set up production across countries and interlink markets [1]
(any three) [1]

**Q38.** **[5]**

*Any five of the following points, 1 mark each:*
M (organised): regular employment with assured work and fixed terms; enterprises are registered and follow legal rules such as the Factories Act and Minimum Wages Act. [1]
M (organised): job security, overtime compensation, paid leave, holidays, provident fund, gratuity and medical benefits; safe working conditions; pension after retirement. [1]
N (unorganised): irregular, low-paid and often seasonal jobs; little or no government regulation and few legal protections. [1]
N (unorganised): no employee benefits such as paid leave, overtime or medical benefits; job insecurity, dismissal without notice and dependence on the employer's whims. [1]
N (unorganised): many workers are self-employed in small informal jobs such as street vending or repair work (any five points, with comparison). [1]

**OR**

*Any five of the following points, 1 mark each:*
Economic goals: growth in income and output, productive employment, industrial and infrastructural growth [1]
Income is a key goal because it buys the goods and services people need for a better life [1]
Social goals: education, health, equal treatment, security and respect for all sections [1]
Goals like freedom, security and equal treatment cannot be bought with money but are essential for well-being [1]
Development has to balance both: growth that funds public services, and services that spread well-being [1]
Hence countries are compared not only by per capita income but also by health and education indicators [1]

***** END OF PAPER *****