

SOLUTIONS

SAMPLE QUESTION PAPER - 2

Solved _____

Time : 3 Hours

Maximum Marks : 90

1. 1929. OR Bengal and Bombay OR London. 1
2. Diamond Sutra OR England and France. 1
3. Buddhism. 1
4. Panchayati Raj. 1
5. (i) Cultural unity; (ii) Religious equality. 1
6. Middle East. 1
7. Total production of the sectors. 1
8. Agriculture, dairy and mining. 1

9. (i) **Flow of Trade** : Trade in goods, e.g., cloth or wheat, giving shape to a global agricultural economy where food has no longer come from a nearby village or town, but from thousands of miles away.
- (ii) **Flow of labour** : The migration of people in search of employment is called flow of labour. Nearly 50 million people emigrated from Europe to America and Australia in 19th century. All over the world some 150 million are estimated to have left their homes, crossed oceans and vast distances over land in search of a better future.
- (iii) **Flow of capital investment** : Investments over long distances is called flow of capital investment. Capital flowed from financial centres such as London to build railways and other buildings. (CBSE Marking Scheme, 2012) 1 × 3 = 3

OR

- (i) Supply merchants linked the port towns to the inland regions.
- (ii) They gave advances to weavers, procured the woven cloth from wearing villagers and carried the supply to the ports.
- (iii) At ports, they had brokers who negotiated the price and bought goods from the supply merchants who were operating inland. (CBSE Marking Scheme, 2012) 1 × 3 = 3

OR

- (i) Ancient towns and cities appeared along river valleys such as Ur, Nippur and Mohenjodaro.
- (ii) They were large in scale than other human settlements, performances and exchange of news related to jobs, strikes, riots, etc.
- (iii) These cities were centres of political power, administrative network, trade and industry, religious institutions and intellectual activities. (CBSE Marking Scheme, 2012) 1 × 3 = 3

10. (i) The rate of literacy was very low in Europe till the end of the 20th century. In order to attract people towards books, the printers started printing popular ballads and folk tales with lot of illustration.
- (ii) Such books were recited at gatherings and it attracted listeners.
- (iii) Thus, the oral culture was printed and printed material was orally transmitted. That's how oral and reading culture intermingled. (CBSE Marking Scheme, 2012) 1 × 3 = 3

OR

- (i) Charles Dickens wrote about terrible effects of industrialisation on people's lives and characters.
- (ii) His novel 'Hard Times' depicts a fictions industrial town as a grim full of machinery, smoking chimneys and rivers polluted.
- (iii) Dickens criticized not just the greed for profit but also the ideas that reduced human beings into simple instruments of production. In other words, he dwells on the sad conditions of urban life under industrial capitalism. 1 × 3 = 3
- 11.

S.No.	Renewable Resources	Non-renewable Resources
(i)	These resources have the ability to renew themselves in a given period of time.	These resources can't be renew after exhaustion.
(ii)	These are inexhaustible or replenishable resources.	These are exhaustible or non-replenishable resources.
(iii)	They don't require substitutes or conservation. Ex. Forest, Water, etc.	They require substitutes or conservation. Ex. Iron, Coal etc.

12. Resource planning is the method to use the resources in optimum way so that maximum benefit should reach to maximum people. Resource planning also means avoiding wastage, misuse and overuse of resources. There are three steps for resource planning.
- (a) Identification and inventory of resources by surveying and mapping
- (b) Evolving a planning structure to use the resources with appropriate technology
- (c) Matching resource development plan with national development plan 3

13.

S. No.	Endangered Species	Vulnerable Species
(i)	These are the species which are in danger of extinction.	These are the species whose population has decreased over a period of time and in danger of extinction.
(ii)	The survival of these species is difficult if the negative factors that have led to a decline in their population are not checked in time.	A vulnerable species is a step short of an endangered species, which in turn is a step short of an extinct species.
(iii)	Example : Black buck, Crocodile.	Example : Gangetic dolphin, Blue sheep.

1 × 3 = 3

14. In semi-arid and arid regions of Rajasthan almost all the houses traditionally had underground tanks for storing drinking water. They are extremely reliable source of drinking water when other sources are dried up. This is considered the purest form of natural water.
- (i) The tanks can be as large as big rooms.
- (ii) The tanks were part of the well-developed roof-top rainwater harvesting system.
- (iii) The tanks were built inside the main house or the courtyard giving cooling effect to the rooms in the summer.

- (iv) Those tanks were connected to the sloping roofs of the houses through a pipe.
- (v) Rain falling on these rooftops would travel down the pipe and stored in these underground tanks.
- (vi) Usually first rain water is not collected to clean the rooftop and the pipe. **(Any three)**
(CBSE Marking Scheme, 2012) $1 \times 3 = 3$

15. Farmers are unable to compete with foreign agricultural products. To improve their condition and prevent farmer suicides, various suggestions are as follow :

- (i) Genetic engineering can help to invent hybrid seeds.
- (ii) Organic farming will preserve the soil, water and environment.
- (iii) Diversification of crops from only cereals to high-value crops which can grow easily in Indian climatic conditions. **$1 \times 3 = 3$**

16. The dominance of majority community to rule the country in whichever way it wants totally disregarding the wishes and needs of minority commission is known as majoritarianism.

- (i) Government adopted majoritarian measure to establish Sinhala Supremacy. In 1956, an Act was passed to recognise Sinhala as the only official language thus disregarding Tamil.
- (ii) The governments followed preferential politics that favoured Sinhala applicants for university positions and government jobs. A new constitution stipulated that the state shall protect and foster Buddhism.
- (iii) Srilankan Tamils felt that none of the major political parties by the Buddhist Sinhala leaders were sensitive to their language and culture.

As a result, the relations between the Sinhala and Tamil communities strained overtime and it soon turned into a Civil War. **(CBSE Marking Scheme, 2013) $1 \times 3 = 3$**

17. No, we do not think that social divisions are always dangerous because :

- (i) In a democracy, political expression of social divisions is normal and can be healthy.
- (ii) It allows the various disadvantaged and marginal social groups to express their grievances and get the government to attend to these.
- (iii) Expression of various kinds of social division in politics often results in their cancelling one another out. **$1 \times 3 = 3$**

18. The status of women's representation in India's legislative bodies are follow :

- (i) **Central Legislature** : Less than 10% of its total strength are women.
- (ii) **State legislature** : Less than 5% of their total strength are women.
- (iii) **Panchayati Raj** : One-third of the seats are reserved for women belonging to SC/ST. **$1 \times 3 = 3$**

19. (i) High per capita income.

(ii) High HDI.

(iii) Greater focus on economic growth rather than development.

(iv) High standard of living.

(v) Most of the population has access to basic healthcare and education.

(vi) High quality of life parameter — including freedom, equal opportunities, etc.

(CBSE Marking Scheme 2013) $\frac{1}{2} \times 6 = 3$

20. (i) The World Bank defined low and high income countries according to per capita income (PCI).

(ii) Countries with per capita income of ₹ 4,53,000 per annum and above are called rich countries.

(iii) Countries with per capita income of ₹ 37,000 or less are called low-income or poor countries.

$1 \times 3 = 3$

21. (i) Service sector in India employs many different kinds of people. At one end there are a limited number of services that employ highly skilled and educated workers, such as managers, lawyers, accountants, etc.

(ii) At the other end, there are a very large number of workers engaged in services, such as small shopkeepers, repair persons, transport persons. These people barely manage to earn a living and yet perform these services.

- (iii) There is no alternative opportunity for them. Only a part of this sector is growing in importance.
(CBSE Marking Scheme, 2012) $1 \times 3 = 3$

22. Post First World War period economic conditions :

- (i) Britain which had world's leading economy in the pre-war period faced a prolonged crisis.
- (ii) Indian and Japanese industries were developed as Britain were occupied with war.
- (iii) After the war, it was difficult for Britain to recapture its earlier position in the Indian market.
- (iv) Britain was burdened with huge external debts from the US.
- (v) Government reduced bloated war expenditure. This led to huge job loses and unemployment.
- (vi) Grain prices were fallen steep as wheat supply was disrupted during the First World War.

(Any five) $1 \times 5 = 5$
(CBSE Marking Scheme, 2013)

OR

Jobber was employed to get new recruits for the factories or industrialists.

The jobber misused his position and power in the following ways :

- (i) Initially jobbers cured people from his village ensuring them jobs. He also helped them to settle in the city and lent them money in the time of crisis.
- (ii) Gradually, jobbers got position and power.
- (iii) They started demanding money and gifts for all the favours.
- (iv) They also started to control the lives of the workers.
- (v) Jobbers got people from his own village and restricted entries of others in the mills.

(CBSE Marking Scheme, 2013) $1 \times 5 = 5$

OR

In the 18th century, the family had been a unit of production and consumption as well as of political decision-making. There was a big change in the older pattern.

- (i) Ties between members of household loosened.
- (ii) The institution of marriage among the working class tended to break down.
- (iii) Women of the upper and middle classes in Britain faced increasingly higher level of isolation although their lives were made easier by maids.
- (iv) Women who worked for wages had some control over their lives particularly among the lower social classes.
- (v) By the 20th century, the urban family had been transformed again partly by experience of the war time work done by the women who were employed in large numbers.

$1 \times 5 = 5$
(CBSE Marking Scheme, 2012)

23. Impact on Women :

- (i) Women became important readers and writers. Penny magazines, especially meant for women, contained guidelines on proper behaviour and housekeeping.
- (ii) Novel began to be written in the 19th century and some of the best novelists were women like Jane Austen, Bronte sisters, George Eliot, etc.
- (iii) Their writings created a new image of women with will, strength of personality, determination and power to think.

Impact on Children :

- (i) Primary education became compulsory from the late 19th century.
- (ii) School textbooks, rural folk tales in edited versions, fairy tales and new stories were published for children.
- (iii) Grimm brothers of Germany spent years to collect traditional folk tales from peasants and France and set up a children's press in 1857.

(CBSE Marking Scheme, 2012) $1 \times 5 = 5$

OR

To colonial administration :

- (a) A source to understand native life and customs.

- (b) It helped to govern Indian society with various communities and castes.
- (c) Novels helped to know the domestic life dresses religious worships etc.
- (d) Some of the books were translated into English by British administrators or Christian missionaries.

To Indians :

- (a) Indians used the novels as a powerful medium to criticise defects what they considered in the society and to suggest remedies.
 - (b) To establish relationship to its past.
 - (c) To propagate their ideas about society.
 - (d) It glorified the accounts of the past and helped in creating sense of national pride among the readers.
 - (e) Novels helped in creating a sense of collective belongingness on the basis of one's language. 5
24. From 19th century, issues of caste discrimination began to be written.
- (i) Jyotiba Phule, the Maratha pioneer of low caste, started protest movement. He wrote about the injustice of the caste system in his Gulamgiri.
 - (ii) B. R. Ambedkar in Maharashtra and E.V. Ramaswamy in Madras wrote powerfully on caste. Their writings were read by people all over India.
 - (iii) Local protest movements and sets also created a lot of journals and tracts.
 - (iv) Kashibaba millworker wrote and published 'Chhota Aur Bada ka Sawal'.
 - (v) Bangalore cotton mill workers set up libraries to educate themselves.
 - (vi) Workers were overburdened and lacked the education to write much. (Any five) $1 \times 5 = 5$
(CBSE Marking Scheme, 2013)

OR

- (i) The novelists played an important role in spreading social awareness by talking themes such as caste oppression, life of the common people, marriage, practices, etc.
- (ii) They tried to create social awareness on the prevalence of backward social customs which were exploitative in nature.
- (iii) As early as 1857, Baba Padamanji's Yamuna Paryatan, used a simple style of storytelling to speak about the plight of widows.
In 'Sevasadan', Premchand deals mainly with the poor condition of women in societies. Issues like child marriage and dowry are woven into the story of the novel. Social evils like caste oppression was highlighted by Potheri Kunjambu a lower caste writer from North Kerala who wrote a novel called Saraswativijayam in 1892, mounting a strong attack on caste oppression. This man shows a young man from an untouchable caste leaving his village to escape cruelty of his Brahmin landlord. He converts to Christianity, obtains modern education and leads a respectable life with his family.
- (iv) Hence, issues like plight of widows, problems created by the early marriage of the girls and caste oppression were the important social issues which were highlighted through novels.
(CBSE Marking Scheme, 2013) 5

25. We need to save the biodiversity of our planet because :

- (i) Human beings alongwith all living organisms form a complex web of ecological system in which they are only a part and are very much dependent on this system for their existence.
- (ii) The plants, animals and micro-organisms recreate the quality of the air we breathe, the water we drink and the soil that produces our food without which we cannot survive.
- (iii) Forests play a key role in the ecological system as these are also the primary producers on which all other living beings depend.
(CBSE Marking Scheme, 2013) 5

26. Impact of local self-government on Indian democracy :

- (i) Constitutional status for local government has helped to deepen democracy.
- (ii) It has increased women's representation and voice in our democracy.

Difficulties :

- (i) Gram Sabhas are not held regularly.
- (ii) Most state governments have not transferred significant powers to local government.
- (iii) State governments do not provide adequate resources. (CBSE Marking Scheme, 2013) $2 + 3 = 5$

27. The status of women's representation in India's legislative bodies is as follows :

- (i) **Central Legislature** : Less than 10% of its total strength are women.
- (ii) **State Legislature** : Less than 5% of its total strength are women.
- (iii) **Panchayati Raj** : One-third of the seats are reserved for women.
- (iv) India is among the bottom group of nations in the world, in this aspect.
- (v) Women's organisations and activists have been demanding a similar reservation of atleast one-third of seats in Lok Sabha and State Assemblies. But the bill to this effect has not been passed.

(CBSE Marking Scheme, 2012) $1 \times 5 = 5$

28. World Development-Report-Classified the countries :

- (i) World Bank classifies countries according to the Per Capita Income.
- (ii) Countries with PCI of more than ₹ 4,53,000 per annum and above are called rich countries.
- (iii) Countries with PCI less than ₹ 37,000 are called poor countries.
- (iv) Countries with income between ₹ 37,000 and ₹ 4,53,000 are called middle income countries.

The limitations of this report are :

- (i) It considers only income and not other aspects such as literacy, health, life expectancy, etc.
- (ii) World Development Report (WDR) only tells about income and not how it is distributed among the citizens.

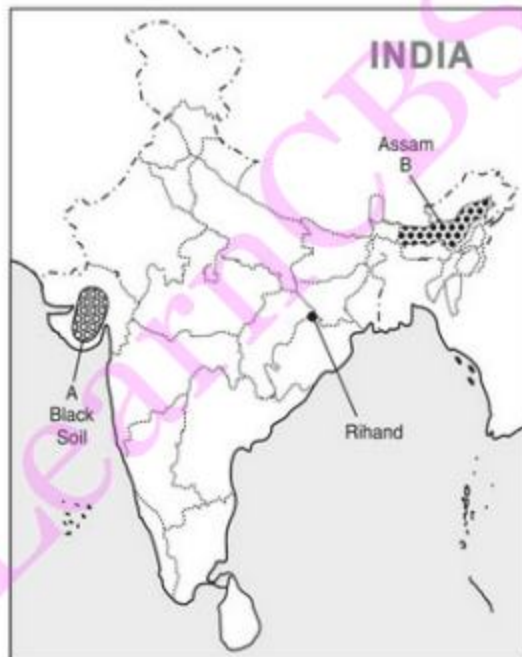
(CBSE Marking Scheme 2013) $3 + 2 = 5$

29. Areas where the government must spend for the welfare of the people are :

- (i) Providing health and education facilities by building proper schools.
- (ii) Providing proper food to tackle the problem of mal-nutrition.
- (iii) Government also needs to pay attention to the aspects of human development such as safe drinking water, housing, and taking care of the poorest.
- (iv) Safe drinking water must be made available to all.
- (v) Housing facilities must be provided to the homeless.
- (vi) It is the duty of the government to take care of ignored and backward regions of the country to bring balanced growth development in the entire country.

(CBSE Marking Scheme, 2013) (any five) $1 \times 5 = 5$

30.



$1 + 1 + 1 = 3$