Marking Scheme Class X -Social Science (087) SET-32/5/3

| No. | Points. | Marks |
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| 25 | (i) We would like the level of development to go up further. (ii) Sustainability is environment friendly economic development-this is obviously desirable. (iii) Non- renewable sources will get exhausted after a few years. (iv) We need to look for alternative sustainable sources like non conventional sources like solar, wind and tidal energy (v) Reduce, Reuse, and Recycle resources. | 3X1=3 |

| 26 | (i) Kharif crops are grown with the onset of monsoon in different parts of the country. (ii) These are harvested in September-October. (iii) Important crops grown during this season are paddy, maize, jowar, bajra, tur (arhar), moong. urad, cotton, jute, groundnut and soyabean. (iv) Some of the most important rice-growing regions are Assam, West Bengal, coastal regions of Odisha, Andhra Pradesh, Tamil Nadu, Kerala and Maharashtra, particularly the (Konkan coast) along with Uttar Pradesh and Bihar. | 3X1=3 |
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| 27 | | 3X1=3 |
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| | (i) Contest elections and form government. | |
| | (ii) Putting forward different policies and programs. | |
| | (iii) Making laws. | |
| | (iv)Political parties form and run governments. | |
| | (v) Shaping public opinion. | |
| | (vi)Parties provide access to government machinery and | |
| | welfare schemes. | |
| | (vii) Any other relevant point. | |
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| 28 | (i) Constitution prescribes that the number of Dutch and French speaking ministers shall be equal in the central government. Some special laws require the support of the majority of members from each linguistic group. (ii) Many powers of the Central Government have been given to State Governments of the two regions of the country. State governments are not subordinate to the centre. (iii) Brussels has a separate government in which both the communities have equal representation. (iv) Another government called the community government was formed. It was elected by the people belonging to one language | 3X1=3 |
| | | 1 |
| | community-Dutch, French, German speaking. The government has the power regarding cultural, educational and language related issues. (v) Any other relevant point. | |

| 29 | | 3X1=3 |
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| | (i) The idea of nationalism developed through a movement to revive Indian folklore. (ii) In the late nineteenth century India, nationalists began recording folk tales sung by bards and they toured villages to gather folk songs and legends. (iii) These tales they believed gave a true picture of traditional culture that had not been corrupted by outside forces. (iv) It was essential to preserve this folk tradition in order to discover one's national identity and restore a sense of pride in one's past. (v) Rabindranath Tagore collected ballads, nursery rhymes and myths. (vi) In Madras, Natesa Sastri published a four-volume collection of Tamil tales called The Folklore of Southern India. (vii) As the national movement developed leaders became aware of icons and symbols to unify the people. (viii) During the swadeshi movement in Bengal, a tri-color flag (red, green and yellow) was designed. (ix) It had eight lotuses representing the eight provinces of British India and a crescent moon, representing the Hindus and Muslims. | 3X1=3 |