All in One
CBSE
SAMPLE PAPER 2014
Class 10

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SYLLABUS
ENGLISH COMMUNICATIVE (101)
Summative Assessment-II (2013-14)
CLASS –X

Division of Syllabus for Term I & II | Total Weightage Assigned
-------------------------------------|---------------------
Summative Assessment | 30%

Section | Marks
---|---
Reading | 15
Writing | 20
Grammar | 15

Literature+ Value Based Question | 15+5 = 20
Long Reading Text/ Fiction | 10
Listening and Speaking | 10

Formative Assessment | 20%

**TOTAL** | **90** | **50%**

The Question Paper will include Value Based Question(s) from Literature Section to the extent of 3-5 marks

**Note:**

1. The total weightage assigned to Summative Assessment (SA I & II) is 60%. The total weightage assigned to Formative Assessment (FA1, 2, 3, & 4) is 40%. Out of the 40% assigned to Formative Assessment, 10% weightage is assigned to conversation skills (5% each in Term I & II) and 10% weightage to the Reading Project (at least 1 Book is to be read in each term and the Project will carry a weightage of 5% in each term).

2. Formative Assessment 4 has been replaced by problem solving assessment (PSA) to be conducted by CBSE

2. The Summative Assessment I and Summative Assessment II is for ninety marks. Ten marks of listening and speaking test will be added in the 80 marks Summative Assessment paper i.e. 80+10 = 90 marks in each semester. The weightage assigned to Summative Assessment I is 30% and the weightage assigned to Summative Assessment II is 30%.
SECTION A: READING

Qs 1 & 2 The reading section will have two unseen texts as shown below:

<table>
<thead>
<tr>
<th>Text Number</th>
<th>Text Type</th>
<th>Length</th>
<th>Marks</th>
<th>Type of Questions</th>
</tr>
</thead>
<tbody>
<tr>
<td>Text 1</td>
<td>Factual/Discursive/Literary</td>
<td>500 - 550 words</td>
<td>8 marks</td>
<td>very short answer</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Supply Type</td>
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<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>(Gap filling, sentence completion, Table</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>completion, word attack questions,</td>
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<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Reference to context and Short Answer</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Questions) 2 marks will be for testing</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>vocabulary</td>
</tr>
<tr>
<td>Text 2</td>
<td>Factual/Discursive/Literary</td>
<td>300 – 350 words</td>
<td>7 marks</td>
<td>Multiple Choice Questions. 1 mark for</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>vocabulary.</td>
</tr>
</tbody>
</table>

The word limit has been reduced from 1100 to 900.

The total length of the two passages will be between 800 – 900 words. There will be at least 3 marks for assessing vocabulary.

Care should be taken to cover all the text types, ie discursive and literary while selecting the passages. A poem may or may not be used as one of the two texts. Apart from a poem, prose literary texts may include excerpts from authentic literature such as short story, autobiography, biography, travelogue, novel etc.

Whenever a poem or a prose/literary text is used, the other text should be factual or discursive. If a poem is selected then, the length of the poem may be between 14 to 25 lines.

SECTION B: WRITING

The writing section comprises of five writing tasks as indicated below.

Q. 3. A short composition of 50-60 words in the form of a Notice or a Message or a Diary Entry 3 marks

Q. 4. A composition of 50-60 words in the form of a report 3 marks

Q. 5. A composition in the form of Biographical sketch, Data Interpretation, Dialogue writing or Description (people, place, objects or events) 4 marks

Questions 3, 4 and 5 will assess students’ skill of expressing ideas in clear and grammatically correct English, presenting ideas coherently and concisely, writing a clear description, a clear account of events, expanding notes into a piece of writing, transcoding information from one form to another or using a style appropriate for a notice, message or a report.

Q. 6. An extended writing task of length 120-150 words in the form of a Formal/Informal Letter or Email. The long piece of writing will assess the use of appropriate style, language, content and expression. 5 Marks
Q. 7. An extended writing task in about 120 words in the form of an Article, Speech or a Debate. 5 Marks

Students’ skill in expressing ideas in clear and grammatically correct English, planning, organizing and presenting ideas coherently by introducing, developing and concluding a topic, comparing and contrasting ideas and arriving at a conclusion, presenting an argument with supporting examples, using an appropriate style and format and expanding notes into longer pieces of writing and creative expression of ideas will be assessed.

Qs 5, 6 & 7 will make use of a visual/ verbal stimulus and one of the questions will be thematically based on MCB.

Important Note on Format and Word Limit:

- Format will not carry any separate marks and in most cases, format will be given in the question paper.
- The word limit given is the suggested minimum word limit. No candidate may be penalized for writing more or less than the suggested word limit provided the topic is covered adequately. Stress should be on content, expression, coherence and relevance of the content presented.

SECTION C: GRAMMAR 15 Marks

This section will assess Grammar items in context for 15 Marks. It will carry 5 questions of 3 marks each.

Questions 8 & 9 will have Multiple Choice Questions. The test types for MCQs include the following:

- Gap filling
- Sentence completion/ Dialogue completion

Questions 10, 11 & 12 will be based on response supplied by students (Supply Type). The test types will include the following:

- Sentence reordering
- Editing/ Omission
- Sentence transformation

Questions 8 to 12 will test grammar items which have been dealt with in class IX. Different structures such as verb forms, sentence structure, connectors, determiners, pronouns, prepositions, clauses, phrases etc., can be tested through formative assessment over a period of time. As far as the summative assessment is concerned, it will recycle grammar items learnt over a period of time and will test them in context.

Test types used will include gap-filling, cloze (gap filling exercise with blanks at regular intervals), sentence completion, reordering word groups into sentences, editing, and sentence-transformation.

The grammar syllabus will be sampled each year, with marks allotted for:

Verbs forms
Sentence structures
Other areas

Note: Jumbled words in reordering exercise to test syntax will involve sentences in a context. Each sentence will be split into sense groups (not necessarily into single words) and jumbled up.
Q.13:
13 A: An extract from poetry with three very short questions based on reference to context. 3 Marks
13 B: An extract from the prose lessons with three reference to context questions requiring the students to supply the answers. 3 Marks
13 C: An extract from a play with three reference to context questions requiring the students to supply the answers. 3 Marks

Q.14 Two out of three short answer type questions based on prose, poetry and play (one out of each) 3 marks each. The questions will not test recall but inference and evaluation. (30-40 words each). 3+3=6 Marks

Q.15. One long answer type question to assess how the values inherent in the text (story, poem or play) have been brought out. Creativity, imagination and extrapolation beyond the text and across the texts will also be assessed. (120-150 words) 5 Marks

Novel/ Long Reading Text 10 Marks

Q 16. One question on theme, plot involving interpretation and inference in about 120 – 150 words. 5 Marks
Q 17 One character sketches in 120 - 150 words 5 Marks

Prescribed Books/ Materials
1. Interact in English – X Main Course Book Revised edition
2. Interact in English – X Literature Reader Revised edition Published by CBSE
3. Interact in English – X Workbook Revised edition Delhi-110092

Reading Section:
Reading for comprehension, critical evaluation, inference and analysis is a skill to be tested formatively as well as summatively. There will be no division of passages for this section, however, for reading purpose. The Interact in English Main Course Book will be read in two terms i.e. Term I (April-September) and Term II (October-March).
Writing Section:
All types of short and extended writing tasks will be dealt with in both I and II Term Summative as well as in Formative Assessment. For purpose of assessment all themes dealt with in Main Course Book and other themes may be used.

Note on assessing Writing Tasks.
Q. 3 Content : 2 marks
& Q. 4 Expression : 1 marks (Accuracy & Fluency)
Total : 3 marks

Upto one mark may be deducted for spelling, punctuation and grammar errors.

Q. 5 Content : 2 marks
Fluency : 2 marks
Accuracy
Total : 4 marks

Upto one mark may be deducted for spelling, punctuation and grammar errors.

Q.6 Content : 3 marks
& Q. 7 Accuracy: 1 mark
Fluency : 1 mark
Total : 5 marks

Upto two marks may be deducted for spelling, punctuation and grammar errors.

Though marks have been allotted specifically for Content, they should not be awarded in a mechanical manner. For instance, if a student has merely mentioned the value points (content) as per the marking scheme, the examiner should assess whether the content has been expressed/communicated in a coherent and cohesive manner. It means content and expression are perceived as interlinked aspects of writing.

Similarly in all the writing tasks credit should be given to creativity in the realm of ideas and language use. What it means for the examiner is that students who think differently and are able to use the language with felicity in terms of structures as well as vocabulary should be given due weightage. This need not necessarily be seen as leaning towards subjectivity in marking. A proper balance of content, expression (accuracy, fluency, cohesion and coherence) and creativity would encourage students to aim for higher standards in written communication. Errors in spelling, punctuation and grammar should be penalized to the extent of marks allotted for Accuracy.

Grammar:
Grammar items mentioned in the syllabus will be taught and assessed summatively as well as formatively over a period of time. There will be no division of syllabus for Grammar in the summative of formative assessments for the terms. However a suggested split – up of the Work Book for the two terms is given to help teachers in planning their classroom teaching.
<table>
<thead>
<tr>
<th>Textbooks</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Literature Reader</strong></td>
</tr>
<tr>
<td><strong>Summative Assessment – I</strong></td>
</tr>
<tr>
<td><strong>PROSE</strong></td>
</tr>
<tr>
<td>1. Two Gentlemen of Verona</td>
</tr>
<tr>
<td>2. Mrs. Packletide’s Tiger</td>
</tr>
<tr>
<td>3. The Letter</td>
</tr>
<tr>
<td><strong>POETRY</strong></td>
</tr>
<tr>
<td>1. The Frog and the Nightingale</td>
</tr>
<tr>
<td>2. Mirror</td>
</tr>
<tr>
<td>3. Not Marble, nor the Gilded Monuments</td>
</tr>
<tr>
<td><strong>DRAMA</strong></td>
</tr>
<tr>
<td>1. The Dear Departed</td>
</tr>
<tr>
<td><strong>Main Course Book</strong></td>
</tr>
<tr>
<td>3. Health and Medicine</td>
</tr>
<tr>
<td>2. Education</td>
</tr>
<tr>
<td><strong>Long Reading Text – Novels</strong></td>
</tr>
<tr>
<td>OR</td>
</tr>
</tbody>
</table>
**NOTE ON WORKBOOK**

The suggested split up of the units of the Workbook reflects a distribution for the purpose of classroom teaching only. Since grammar and usage is not to be tested discreetly, but in an integrated manner, the split up as shown above will not restrict questions in the grammar section of SA I and SA II question papers to the specific units shown in the split up of Workbook units. Grammar will be tested by recycling grammar items learnt over a period of time in a comprehensive manner. Teachers may adapt this suggested distribution for classroom teaching making modifications according to their specific needs. Similarly Formative Assessment of grammar items may also be carried out in an integrated manner along with the skills of Reading, Writing, Speaking and Listening as well as Literature.

**Note:**

1. Formative Assessment is **assessment ‘for’ learning**. Thus schools may adapt the above break-up as per their convenience.

2. All activities related to Formative Assessment such as Language games, quizzes, projects, role plays, dramatization, script writing etc must be done as ‘in class’ and ‘in school’ activities. In case, a field survey or visit is taken up it must be under the direct supervision of the teacher.
India has deployed aerial drones over Kaziranga National Park in Assam state in a bid to protect endangered one-horned rhinos from poachers. Kaziranga chief NK Vasu said the maiden drone flight on Monday was a “milestone in wildlife protection”.
The park is home to two-thirds of the world’s one-horned rhino population and also has a large number of elephants, tigers and other wildlife.
In recent months, rhinos have been killed in large numbers by poachers. Drones and other successful anti-poaching measures have also been used by the WWF in nearby Chitwan National Park in Nepal, where the hunting of one-horned rhinos has been drastically reduced.
“The Unmanned Aerial Vehicle (UAV) was up in the sky for 15 minutes. It landed safely,” Mr. Vasu said. “We hope this technology will go a long way in effective surveillance of the park.” Assam Forest Minister Rockybul Hussain said this was the first time that drones had been used for wildlife protection anywhere in India.
“The UAVs will deter poachers who will now have to reckon with surveillance from air as well as on ground,” Mr Hussain said.
The minister said it would now be possible to keep an eye on the remotest parts of the 480 sq km (185 sq miles) park.
The drones can fly a pre-programmed route at a maximum elevation of 200m (656ft) for up to 90 minutes, officials say.
They are light enough to be launched by hand and will be able to take images of the ground below with a still or video camera, they add.
Twenty-two one-horned rhinos were killed in Kaziranga by poachers last year.
In the first three years of this month, 16 rhinos have been killed, triggering a furore in Assam where the animal is seen as a symbol of regional pride and is also valued for drawing tourists to the state. A rhino census in Kaziranga last month said that there were about 2,300 of the animals in Kaziranga.

a) This passage states that drones .......................................................... And not only for wars between nations.
b) The drones will be able to do two things: they are

1) ........................................
2) ........................................
c) 22 one horned rhinos killed by poachers means........................................
d) The introduction of drones for surveillance is a ------------------------measure.
(one word)
e) The author states that there has been a public outburst because 16 rhinos were killed-the term he uses is-----------------------
f) This passage suggests that the greatest enemy of wildlife is-------------------
g) The passage begins with the idea that drones will be a “milestone in wildlife protection”. This actually means that-----------------------------
h) An elevation is a term that tells us that------------------------in the sky.
Read the poem given below and answer the questions that follow:

From Cocoon Forth a Butterfly

FROM cocoon forth a butterfly
As lady from her door
Emerged—a summer afternoon—
Repairing everywhere,

Without design, that I could trace
Except to stray abroad
On miscellaneous enterprise
The clovers understood.

Her pretty parasol was seen
Contracting in a field
Where men made hay, then struggling hard
With an opposing cloud,

Where parties, phantom as herself,
To Nowhere seemed to go
In purposeless circumference,
As ’t were a tropic show.

And notwithstanding bee that worked,
And flower that zealous blew,
This audience of idleness
Disdained them, from the sky,

Till sundown crept, a steady tide,
And men that made the hay,
And afternoon, and butterfly,
Extinguished in its sea.

EMILY DICKINSON

On the basis of your understanding of the poem, read the following questions and choose the best options, and write the complete answer in your answer sheets.

1. The poet compares the emerging butterfly to a lady who comes through the door to tell us that
   a) the butterfly is also a lady
   b) the lady and the butterfly are both delicate
   c) the lady is beautiful
   d) the butterfly and lady are friends

2. ‘Stray abroad’ suggests that the butterfly will actually
   a) fly away
   b) fly and explore new lands
   c) go abroad
   d) become astray

3. ‘purposeless circumference’ reflects that she will eventually
   a) take a new direction
   b) fly away to a circle
   c) fly in the form of a circles around flowers
   d) fly to a flower

4. The poet uses the alliteration ‘pretty parasol’ to tell us that
   a) the butterfly is an umbrella
   b) the butterfly has great beauty
   c) the butterfly flies
   d) the butterflies has its wings and the lady her parasol
<table>
<thead>
<tr>
<th>Question</th>
<th>Answer</th>
</tr>
</thead>
</table>
| 5. The poet refers to ‘audience of idleness’ - she is talking about | a) the world of nature  
| | b) the elements of nature  
| | c) herself as she sits and watches when she is idle  
| | d) lazy people who do no work  |
| 6. The poet uses the term ‘tropic show’ to suggest that this scene belongs to | a) the land of rains  
| | b) the tropical lands that have summer  
| | c) the season of winter  
| | d) the time of a topic  |
| 7. This poem deals with a butterfly and a lady – but it has a tone that is | a) simple  
| | b) whimsical with very little depth  
| | c) light  
| | d) amusing  |

**WRITING**

1. Salwan Public School Agra has been invited to present a program on Doordarshan on 13th January 2014. Ravi/Rani, the secretary is asked to write a notice in 50-60 words for the school notice board inviting talented students to appear for selection for the different programs. Write the notice as Ravi/Rani, the Cultural Captain of the School.

2. Your school collected a lot of clothing and articles for the recent Uttarakhand Tragedy. Write a report on the process and collection in your school and how you gained from the experience in terms of learning about welfare and outreach in times of an emergency. Your name is Joyal/Joey. Write your report in 50 words.

3. Given below is a bio sketch of cricketer Shikhar Dhawan.

Shikhar Dhawan (born 5 December 1985, Delhi)  
Indian international cricketer - left-handed opening batsman  
Sunrisers Hyderabad in Indian Premier League.  
Highest score 248 runs of 150 balls for India A against South Africa A on 12th August 2013.  
International debut – Australia in October 2010 – Visakhapatnam.  
Newspaper Guardian: Most Watchable New Star

Write out a bio sketch using a headline in about 100 words.

4. Rains have hit different parts of India last year. Torrential rains have shown how poor cities are in preparedness for rains – they also lack cleanliness and hygiene. As Secretary of the Resident’s Association of your colony in Bangalore, write a letter to the Editor of a national daily on the poor sanitary conditions in the locality/city, with suggestions for improvement. Take ideas from your Unit on Environment in the MCB. Write the letter in 120-150 words.

5. Reports in newspapers state that violence towards women is on the rise. “Places in cities are not safe any more,” says a report on rising violence and fear amongst women. Tourism figures show that India is not such a safe destination anymore.

As a student who cares deeply about the dignity and respect accorded to women and the need for security and the value of safety and respect write a speech on the importance of traditional values of respect and sensitivity towards women at all times and how media and schools can come together to sensitize young men from all walks of life to protect and care for women even as they show their care for society. Use your ideas from your MCB.(120-150 words)
### GRAMMAR

1. **There is one word missing in the following sentences. Write the correct answer in the blank.**

   Is necessity the mother _______ {of, in, for, from} invention? Well, not always. Determined to find a cheap sustainable fuel, _______ {the, an, it, for} engineer, Chitra Thiyagarajan developed a unit that converts plastic waste _______ {with, to, in, into} a fuel similar to diesel.

2. **Fill in the blanks with one word only:**

   After a series of tests in a sustained three-year effort, Thiyagarajan (i) ____________
   a) finally  b) equally  c) swiftly  d) ultimately
   perfected the device and applied for a patent. C S M Sundaram, Thiyagarajan's guide, said the device was the (ii) ____________
   a) consequence  b) result  c) effort  d) work
   of backbreaking (iii) ____________, persistence and dogged tenacity.
   a) Result  b) task  c) work  d) proposal

3. **Rearrange the jumbled words to make complete sentences: the first one has been done for you.**

   a) is debating/ the Indian parliament / /Food Security Bill/ the controversial
   b) to provide / this aims/ subsidised food/ /of the population/ to two-thirds
   c) Food Minister KV Thomas/ / by highlighting the details/ in the lower house/ began
   the debate/ of the bill/

4. **Read the following conversation between two friends, Raja and Suraiya and complete the paragraph that follows.**

   Raja : Our school is celebrating its sports day tomorrow.
   Suraiya : Will you have a March Past?
   Raja : Yes we will also have the lighting of the torch.
   Suraiya : That is quite incredible.
   Raja told Suraiya (a) ___________. Suriya wanted to (b) ___________ Raja replied, in the (c) ___________.
   Suraiya was delighted and commented that it was quite incredible.

5. **Expand the following headlines:**

   a) Market mayhem continues, rupee breaches 67 against dollar
   
   As the market mayhem continued the rupee _________________67 against the dollar in an all time low.

   b) Govt to double pension of retired bureaucrats who turn 100
   
   A news report stated that pension of retired bureaucrats who turned 100 ________________________________
   ________________________________________________________

   c) Two buildings collapse in Vadodara; 5 dead, many trapped
   
   As many as five people were dead and many trapped ________________ in Vadodara.
<table>
<thead>
<tr>
<th>LITERATURE</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>1. Read the extract given below and answer the questions that follow:</strong></td>
<td>3</td>
</tr>
<tr>
<td>&quot;Being earth-brown, earth-golden from the burning bowels of the earth On the day of Sicilian July, with Etna smoking.&quot;</td>
<td></td>
</tr>
<tr>
<td>a) Name the poetic device in the term ‘burning bowels’.</td>
<td></td>
</tr>
<tr>
<td>b) Why does the poet describe the snake with the word earth?</td>
<td></td>
</tr>
<tr>
<td>c) Why does the poet mention Etna?</td>
<td></td>
</tr>
<tr>
<td><strong>2. Read the extract given below and answer the questions that follow:</strong></td>
<td>3</td>
</tr>
<tr>
<td>“I thought you were Helen of Troy.”</td>
<td></td>
</tr>
<tr>
<td>(a) Who said these words and to whom?</td>
<td></td>
</tr>
<tr>
<td>(b) How does the listener answer?</td>
<td></td>
</tr>
<tr>
<td>(c) Where were these words spoken?</td>
<td></td>
</tr>
<tr>
<td><strong>3. Read the extract given below and answer the questions that follow:</strong></td>
<td>3</td>
</tr>
<tr>
<td>“This dream is all amiss interpreted. It was a vision fair and fortunate.”</td>
<td></td>
</tr>
<tr>
<td>a) Who says these words?</td>
<td></td>
</tr>
<tr>
<td>b) Who are the listeners?</td>
<td></td>
</tr>
<tr>
<td>c) What is the speaker’s plan?</td>
<td></td>
</tr>
<tr>
<td><strong>4. Answer any two questions in about 50-60 words:</strong></td>
<td>3x2=6</td>
</tr>
<tr>
<td>(a) What was Michael’s theory about how Sebastian had entered the games?</td>
<td></td>
</tr>
<tr>
<td>(b) How did the sailors feel when their ship was stuck in ice?</td>
<td></td>
</tr>
<tr>
<td>(c) Who said, ‘Et tu Brute’? When were these words spoken? Why?</td>
<td></td>
</tr>
<tr>
<td><strong>5. Does the poet talk to us indirectly about his inner voice and the need for man to forget age old prejudices and love nature’s creations like the snake? Discuss it with reference to D. H. Lawrence’s poem Snake. (120 to 150 words)</strong></td>
<td>5</td>
</tr>
</tbody>
</table>

**Long Reading Text**

<p>| | |</p>
<table>
<thead>
<tr>
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<th></th>
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</thead>
<tbody>
<tr>
<td><strong>1. “Kitty had immortalized Anne” .How did it become the best friend Anne ever had? Describe in about 150 -200 words.</strong></td>
<td>5</td>
</tr>
<tr>
<td><strong>2. Create a pen portrait of Anne Frank as she narrates the horrors of war and persecution of the Jews in the Wold War years. Describe in about 150-200 words.</strong></td>
<td>5</td>
</tr>
<tr>
<td><strong>3. Helen Keller says she depended on books for pleasure, wisdom and knowledge-mention what she says about books and how they affected her.</strong></td>
<td>5</td>
</tr>
<tr>
<td><strong>4. After reading the book we realize Helen’s teacher Anne Sullivan was indeed a Miracle Worker in the life of Helen Keller. Comment with examples.</strong></td>
<td>5</td>
</tr>
</tbody>
</table>
SYLLABUS
ENGLISH (LANGUAGE & LITERATURE) (184)
Summative Assessment-II (2013-14)
CLASS –X

<table>
<thead>
<tr>
<th>Division of Syllabus for Term I &amp; II</th>
<th>Total Weightage Assigned</th>
</tr>
</thead>
<tbody>
<tr>
<td>Summative Assessment</td>
<td>30%</td>
</tr>
<tr>
<td>Section</td>
<td>Marks</td>
</tr>
<tr>
<td>Reading</td>
<td>15</td>
</tr>
<tr>
<td>Writing</td>
<td>15</td>
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<tr>
<td>Grammar</td>
<td>15</td>
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<tr>
<td>Literature</td>
<td>25</td>
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<tr>
<td>Long Reading Text</td>
<td>10</td>
</tr>
<tr>
<td>Listening &amp; Speaking</td>
<td>10</td>
</tr>
<tr>
<td>TOTAL</td>
<td>80+10 = 90</td>
</tr>
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<td>Formative Assessment</td>
<td>20%</td>
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<td>90</td>
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<tr>
<td></td>
<td>50%</td>
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</tbody>
</table>

The Question Paper will include Value Based Question(s) from Literature Section to the extent of 3-5 marks

Note:

1. The total weightage assigned to Summative Assessment (SA I & II) is 60%. The total weightage assigned to Formative Assessment (FA1, 2, 3, & 4) is 40%. Out of the 40% assigned to Formative Assessment, 10% weightage is assigned to conversation skills (5% each in Term I & II) and 10% weightage to the Reading Project (at least 1 Book is to be read in each term and the Project will carry a weightage of 5% in each term).

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2. The Summative Assessment I and Summative Assessment II is for ninety marks. Ten marks of listening and speaking test will be added in the 80 marks Summative Assessment paper ie 80+10 = 90 marks in each semester. The weightage assigned to Summative Assessment I is 30% and the weightage assigned to Summative Assessment II is 30%.
SECTION A: READING 15 Marks 30 periods

Qs 1-3. This section will have three unseen passages of a total length of 600 words. The arrangement within the reading section is as follows:

Q. 1 A Factual passage of 200 words with Five MCQs out of which One will test Vocabulary. 5 marks

Q. 2. A Discursive passage of 200 words with Five MCQs out of which one will test vocabulary. 5 marks

Q. 3. This passage may be an extract from a poem or a literary passage. There will be Five Supply Type Questions to test inference, evaluation and analysis out of which one will test vocabulary. The passage, if prose, will be of 200 words or 14 lines of a poem. 5 marks

SECTION B: WRITING 15 Marks 40 periods

Q. 4. Letter Writing: Any One out of (a) informal letter/e mail (b) formal letter/e mail in about 120 words based on verbal stimulus and context provided. 5 marks

Q. 5. Writing a debate or an article or a speech based on visual or verbal stimulus in 120 –150 words. 5 marks

Q. 6. Writing a short composition in the form of story or report for a school magazine in 120-150 words. 5 marks

SECTION C: GRAMMAR 15 Marks 45 periods

This section will assess Grammar items in context for 15 marks.

➢ This section will carry five questions of three marks each
➢ Out of five questions two questions (question 7 and 8) carrying 6 marks will have MCQs of three marks each .The text types for MCQs will include:

Q. 7. Gap filling
Q. 8. Sentence completion/ Dialogue Completion

Questions 9, 10 and 11 (carrying 3 marks each i.e. total 9 marks) will be based on response supplied by students. (Supply Type Questions)

Q. 9. Sentence reordering
Q. 10. Editing/ Omission
Q. 11. Sentence transformation (including combining sentences)

The Grammar syllabus will include the following areas in class IX:

Tenses, Modals (have to/had to, must, should, need, ought to and their negative forms), Use of passive voice, Subject – verb concord,

Reporting
(i). Commands and requests
(ii). Statements
(iii). Questions

Clauses:
(i) Noun clauses
(ii) Adverb clauses of condition and time
(iii) Relative clauses

Determiners, and Prepositions

Note: No separate marks are allotted for any of the grammar items listed above.
SECTION D: TEXTBOOKS and LONG READING TEXTS

First Flight and Footprints without Feet (NCERT)

Q. 12. One extract from prose for reference to context. Three very short answer questions.

Q. 13. One extract from poetry or a play for reference to context. Three very short answer questions.

Q. 14. One reference to context stanza (based on poetry) followed by 3 questions to test local and global comprehension of the set text.

These passages would require effort on the part of the students to supply the responses

Up to one mark in each extract will be for vocabulary. At least one question will be used for testing local and global comprehension and one question will be on interpretation.

Q. 15. Six short answer type questions from First Flight and Footprints without Feet (three from each) to test local and global comprehension of theme and ideas (30-40 words each)—2 marks each. 2x6 = 12 marks

Q. 16. One long answer type question to assess how the values inherent in the texts have been brought out (First Flight and Footprints without Feet). Creativity, imagination and extrapolation beyond the text and across the texts will be assessed.

(80-100 words) 4 marks

Novel/ Long Reading Text 5+5=10 marks

Q. 17. Type of Questions:

Global question on theme, plot involving interpretation and inference 5 marks

Q. 18. One out of two character sketches in about 100 words 5 marks

Prescribed Books

1. First Flight – Textbook for Class X NCERT, Sri Aurobindo Marg,

2. Footprints without Feet – Supplementary Reader for Class X New Delhi.

Novel/ Long Reading Text

- Diary of a Young Girl – 1947 By Anne Frank (unabridged edition)
  1 SA-I June 12, 1942 to March, 1944
  2 SA-II March 16, 1944 to August 01, 1944

OR

- The Story of My Life – 1903 By Helen Keller(unabridged edition)
  3 SA – I Chapters – 1-14
  4 SA-II Chapters – 15-23
# ENGLISH LANGUAGE & LITERATURE COURSE

## SUMMATIVE ASSESSMENT (2013-14)

### CLASS X

### Textbooks

### Literature Reader

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<td>1. Glimpses of India</td>
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<td>3. The Tiger in the Zoo</td>
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<td>4. How to Tell Wild Animals</td>
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<td>6. Amanda</td>
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<td>1. The Making of a Scientist</td>
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<td>2. The Thief’s Story</td>
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<td>5. Footprints without Feet</td>
<td>5. The Book that Saved the Earth</td>
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### Long Reading Text – Novels

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<tr>
<td>June 12, 1942 to March 14, 1944 By Anne Frank (unabridged edition)</td>
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<th><strong>OR</strong></th>
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<tr>
<td>Chapter 1-14 By Helen Keller (unabridged edition)</td>
<td>Chapter 15-23 By Helen Keller (unabridged edition)</td>
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SAMPLE QUESTIONS
ENGLISH (Language and literature)
SA II (March-2014)
CLASS-X

READING
1 Read the passage given below and write the option that you consider the most appropriate in your answer sheets.

About the year, a small, dark haired boy named Charles Chaplin was often seen waiting outside the back entrances of London theaters. He looked thin and hungry but his blue eyes were determined. He was hoping to get work in show business. He could sing and dance. His parents were music-hall performers and he had been born into the life of the theater. And, although his own boyhood was painfully hard, he knew how to make people laugh. His own father had died from drinking too much. And his mother was not really able to look after Charles and his older half-brother, Sid. She was often sick in mind and had to be sent into hospital. When Charles could not get work, he wandered about the city streets. He found food and warmth wherever he could. Sometimes he was sent away to an orphanage—that is a boarding school for children who had no parents. It was cold and unfriendly there and the children were punished for the slightest fault. He hated it there.

(1) His blue eyes were determined means_______________
   (i) He was clear about his goal.
   (ii) He had dark blue eyes.
   (iii) His eyes had a frightened look.
   (iv) He had sad eyes.

(2) His parents were _________________________
   (i) Music hall performers.
   (ii) Singers
   (iii) Theater performers.
   (iv) Actors

(3) His father had died due to _________________
   (i) an illness
   (ii) excessive drinking
   (iii) an accident
   (iv) old age

(4) Charles was sent to an orphanage because he was found ________________
   (i) stealing
   (ii) crying
   (iii) wandering the streets.
   (iv) begging
2. Read the passage given below and write the option that you consider the most appropriate in your answer sheets.

Fashion is a term commonly used to describe a style of clothing worn by a large number of people in a country. However, popular styles of furniture, homes and many other products are also fashions. Thus, a fashion is or elects a form of behavior accepted by most people in a society.

A fashion remains popular for a few months or years and then another fashion takes its place. A product or activity is in fashion or is fashionable during the period of time that many a people in society accept it. After a time, however, the same product or activity becomes old fashioned when the majority of people no longer use it. A clothing style may start as a fashion, but its use becomes a custom if it is handed down from generation to generation.

Today, wearing long trousers is a custom for men in most countries. But changes in the color and shape of trousers have taken place through the years.

(1) Fashion can be defined as ________________________________
   (i) a style of clothing
   (ii) a style of decorating homes
   (iii) a behavior pattern exhibited and accepted by the society
   (iv) style of living

(2) Old fashioned means ________________________________
   (i) something which is old
   (ii) a behavior or style that has become outdated
   (iii) old people
   (iv) people who like old clothes

(3) The word customs means ________________________________
   (i) A style
   (ii) A new trend
   (iii) A practice followed for years
   (iv) Fashion

(4) Men in most countries wear ________________________________
   (i) Short pants
   (ii) Shirts
   (iii) Long pants
   (iv) Pyjamas

(5) Trace a word from the extract which means “people in general”
   (i) Country
   (ii) Society
   (iii) Custom
   (iv) generation

3. Read the passage given below and answer the questions that follow.
Out in the dark over the snow
The fallow fawns invisible go
With the fallow doe;
And the winds blow
Fast as the stars are slow.
    Stealthily the dark haunts round
    And, when the lamp goes, without sound
At a swifter bound
Than the swiftest hound,
Arrives, and all else in drowned;
And star and I and wind and deer
Are in the dark together, --near,
Yet far, --and fear
Drums on my ear
In that sage company drear.

How weak and little is the light,
    All the universe of sight,
Love and delight,
    Before the might,
If you love it not, of night.

Questions:
1. The wind has been compared to __________
2. Where do the fawns become invisible?
3. Who are living together in the dark?
4. Write the rhyming words from the first extract.
5. Trace a word from the extract that means “gloomy”

WRITING

1. In all the metropolitan cities of India, a number of terrorist activities are increasing day by day. Needless to say that everyone should be aware in their surrounding for any unclaimed things like briefcase, radio, tiffin, bag etc. which may be bomb. Write a letter to the editor of national daily requesting him to give more space for the awareness posters, articles in the paper on this issue. You are Manu/ Miki living at 785, Moradabad.

2. Prices of all the commodities are increasing day by day and it is difficult for the common man to maintain the monthly budget. The govt is trying to control the prices but it has failed. Write an article in 120 words on “Price hiking “and give the suggestions how to control it.

3. You are the prefect of your school and you have been asked to prepare a speech for the morning assembly on the issue “Safety for women in Delhi”. Write your speech in 120 words.
Your school celebrated the “NO Tobacco Day“ in your school. On this occasion a number of activities were performed by the students and the teachers which were helpful to convey the message about the harmful effect of smoking. Write a report in about 120 words.

Complete the following story

One day I was coming from the school. On the way when I reached near the temple I saw that _____________________________________

<table>
<thead>
<tr>
<th>GRAMMAR</th>
<th>1x3=3</th>
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| 1. **Read the passage given below and fill in the blanks by choosing the most appropriate word/words from the given options.**

One morning, Shubham’s mother (a)___________(get) worried when he (b)__________(not take) the lunch. She asked him what the matter (c)________(be). He told that he was not feeling well in the night due to the headache.

(a)
- i) got
- ii) gets
- iii) is getting
- iv) are getting

(b)
- i) is not taking
- ii) has not taken
- iii) had not taken
- iv) was not taking

(c)
- i) was
- ii) is
- iii) being
- iv) were

| 2. **Complete the dialogue by choosing the correct alternative from those given below. Write only your answers in the answer sheet against the correct blank number.**

Radhika : Hi! Rashmi Do you know that the school picnic to Nainital has been cancelled?
Rashmi : No, I don’t know (a)______________________________.
Radhika : Our school principal is worried about our safety.
Rashmi : (b)__________________________________.
Radhika : Because (c)_________________________________ during the last five days in Nainital.
1. **(a)**
   i) why is the picnic being cancelled?
   ii) why has the picnic been cancelled?
   iii) why was the picnic being cancelled?
   iv) why will the picnic be cancelled?

2. **(b)**
   i) why is she worried?
   ii) why has she worried?
   iii) why was she worried?
   iv) why will she be worried?

3. **(c)**
   i) it will be raining heavily
   ii) it was raining heavily
   iii) it is raining heavily
   iv) it has been raining heavily

3. **Look at the words and phrases given below. Rearrange them to form meaningful sentences as given in the example.**

   **Example:**
   Delhi/ very common/are/ like/in big/road accidents/cities.

   Road Accidents are very common in big cities like Delhi.

   (a) Are killed/ accidents/daily/in/road/many/people.
   (b) is/a/road/ the /the/great/there/rush/on/time/morning/in.
   (c) people/ hurry/ are/ to go / many/offices/to their/ in a.

4. **The following passage has not been edited. There is an error in each line against which a blank has been given. Write the incorrect word and the correction in your answer sheet against the correct blank number as given in the example. Remember to underline the word that you have supplied.**

   Students are generally immature in his mental e.g. his---------their faculties. They are rash and hot-blood. (a) ------------------

   They are not suppose to be wise and balanced (b) ------------------

   in their judgment. His active participation (c) ------------------

   in politics can lead to dangerous consequences.
## 5. **Do as directed.**

(a) One should keep one’s promise. (Change the voice)
(b) That kind of joke does not amuse me. (Interchange of one part of speech for another)
(c) We must finish this exercise. There are still three sentences. (Use Infinitive)

## TEXT BOOKS

### 1. **Read the passage given below and answer the questions that follow.**

They crossed a cattle bridge and entered Dekabari Tea Estate. On both sides of the gravel-road were acres upon acres of tea bushes, all neatly pruned to the same height. Groups of tea pluckers, with bamboo baskets on their backs, wearing plastic aprons, were plucking the newly sprouted leaves.

Pranjol’s father slowed down to allow a tractor, pulling a trailer-load of tea leaves to pass. “This is the second flush or sprouting period, isn’t it, Mr. Barua? Rajvir asked. “It lasts from May to July and yields the best tea.”

**Questions:**

(a) How can the tea pluckers be recognised in the farms?
(b) Which time is the best for the tea plucking?
(c) Trace a word from the passage that means “measure of land”.

### 2. **Read the passage given below and answer the questions that follow.**

Standing at the front door was every bit as enjoyable as any of the elaborate games other children played. Watching the street gave her many new unusual experience. The most fascinating thing of all was the bus that travelled between her village and the nearest town. It passed through her street each hour, once going to the town and once coming back. The sight of the bus, filled each time with a new set of passengers, was a source of unending joy for Valli.

**Questions:**

(a) How was Valli different from other children?
(b) Where did the bus travel?
(c) Trace a word from the passage that means “extremely interesting”.

### 3. **Read the extract given below and answer the questions that follow.**

Not one is dissatisfied, not one is demented with the mania of owning things, not one kneels to another, nor to his kind that lived thousands of years ago, not one is respectable or unhappy over the whole earth.
### Questions

(a) “Not One” is referred to in the extract.
(b) How does the poet compare the animals to the human beings?
(c) Make the noun form of the verb “dement”

---

4. **Answer the following questions in 30-40 words each.**

(a) What was the routine of Mij in London?
(b) “Coorg is a treasure of natural beauty” Describe.
(c) How did the baker maintain his account?
(d) What do you know about Bishambar? Give the details from the text.
(e) How was the lawyer treated in the office when he returned back?
(f) Why did Matilda not want to go to the ball?

5. **Answer the following question in 80-100 words (Value Based Question).**

“The world is afflicted with death and decay, therefore the wise do not weep, knowing the terms of the world.” Do you think that the statement is appropriate for today’s life? Write your own experience in reference with this context.

**OR**

“Richard Ebright had all the qualities of a scientist and he proved it” Every student has his own qualities and abilities. Do you have the qualities and abilities like Ebright, if yes, mention them. If not, what type of qualities do you have and why?

### LONG READING TEXT

(a)

1. Anne had taken a book from the library with the title of “What do you think of the modern young girl?” What description was made by Anne in her diary about this book?

2. Do you think that Anne has outstanding character, which strikes everyone who knows her? Describe in reference to the novel.

(b)

3. What is Helen’s favorite past time and favorite amusement when she is not reading?

4. Write the character sketch of Bishop Brooks.
SYLLABUS
MATHEMATICS
SUMMATIVE ASSESSMENT-II (2013-14)
Class-X

Second Term

UNIT II : ALGEBRA (Contd.)

3. **QUADRATIC EQUATIONS**

Standard form of a quadratic equation \(ax^2 + bx + c = 0, (a \neq 0)\). Solution of the quadratic equations (only real roots) by factorization, by completing the square and by using quadratic formula. Relationship between discriminant and nature of roots.

Problems related to day to day activities to be incorporated.

4. **ARITHMETIC PROGRESSIONS**

Motivation for studying AP. Derivation of standard results of finding the \(n^{th}\) term and sum of first \(n\) terms and their application in solving daily life problems.

UNIT III : GEOMETRY (Contd.)

2. **CIRCLES**

Tangents to a circle motivated by chords drawn from points coming closer and closer to the point.

1. (Prove) The tangent at any point of a circle is perpendicular to the radius through the point of contact.

2. (Prove) The lengths of tangents drawn from an external point to circle are equal.

THE QUESTION PAPER WILL INCLUDE VALUE BASED QUESTION(S) TO THE EXTENT OF 3-5 MARKS.

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Annexure 'E'

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Marks : 90

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3. **CONSTRUCTIONS** (8 Periods)
   1. Division of a line segment in a given ratio (internally)
   2. Tangent to a circle from a point outside it.
   3. Construction of a triangle similar to a given triangle.

**UNIT IV : TRIGONOMETRY**
3. **HEIGHTS AND DISTANCES** (8 Periods)
   Simple and believable problems on heights and distances. Problems should not involve more than two right triangles. Angles of elevation / depression should be only 30°, 45°, 60°.

**UNIT V : STATISTICS AND PROBABILITY**
2. **PROBABILITY** (10 Periods)
   Classical definition of probability. Connection with probability as given in Class IX. Simple problems on single events, not using set notation.

**UNIT VI : COORDINATE GEOMETRY**
1. **LINES (In two-dimensions)** (14 Periods)
   Review the concepts of coordinate geometry done earlier including graphs of linear equations. Awareness of geometrical representation of quadratic polynomials. Distance between two points and section formula (internal). Area of a triangle.

**UNIT VII : MENSURATION**
1. **AREAS RELATED TO CIRCLES** (12 Periods)
   Motivate the area of a circle, area of sectors and segments of a circle. Problems based on areas and perimeter / circumference of the above said plane figures. (In calculating area of segment of a circle, problems should be restricted to central angle of 60°, 90° & 120° only. Plane figures involving triangles, simple quadrilaterals and circle should be taken.)

2. **SURFACE AREAS AND VOLUMES** (12 Periods)
   (i) Problems on finding surface areas and volumes of combinations of any two of the following: cubes, cuboids, spheres, hemispheres and right circular cylinders/cones. Frustum of a cone.
   (ii) Problems involving converting one type of metallic solid into another and other mixed problems. (Problems with combination of not more than two different solids be taken.)

**RECOMMENDED BOOKS**
1. Mathematics - Textbook for class X - NCERT Publication
2. Guidelines for Mathematics laboratory in schools, class X - CBSE Publication
3. A hand book for designing mathematics laboratory in schools - NCERT Publication
Design of Question Paper
Mathematics (041)
Summative Assessment-II (2013-2014)
Class X

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The Question Paper will include value based question(s) to the extent of 3-5 marks

Weightage

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SAMPLE QUESTIONS
MATHEMATICS
SA II (March-2014)
CLASS-X

Multiple Choice type (1 mark) questions

1. द्विगुणात्मक समीकरण 2x²-7x+6 = 0 के मूल समान हैं। x का मान है:
(A) केवल 0 (B) 4 (C) केवल 8 (D) 0, 8
Values of k for which the quadratic equation 2x²-7x+6 = 0 has equal roots is:
(A) 0 only (B) 4 (C) 8 only (D) 0, 8

2. एक त्रिभुज की त्रिज्या वाले बूट के बिन्दु P पर एक स्पर्श रेखा खींची गई जो कि केन्द्र से खींची गई रेखा को Q पर प्रतिच्छेदित करती है। OQ = 12cm तो PQ की लम्बाई है:
(A) 12cm (B) 13cm (C) 8.5cm (D) √119cm
A tangent PQ at a point P of a circle of radius 5cm meets a line through the center O at a point Q, such that OQ = 12cm. Length of PQ is:
(A) 12cm (B) 13cm (C) 8.5cm (D) √119cm

3. 1 से 52 तक संख्या के कार्डों में से एक कार्ड यादृच्छिक लिया गया। कार्ड पर एक घन वर्ग संख्या के आने की प्रायिकता है:
(A) $\frac{1}{13}$ (B) $\frac{2}{13}$ (C) $\frac{7}{52}$ (D) $\frac{10}{13}$
A card is drawn from a deck of cards numbered 1 to 52. The probability that the number on the card is a perfect square is:
(A) $\frac{1}{13}$ (B) $\frac{2}{13}$ (C) $\frac{7}{52}$ (D) $\frac{10}{13}$

4. बिन्दु P(2, 3) की x-अक्ष से दूरी है:
(A) 2इकाई (B) 3इकाई (C) 1इकाई (D) 5इकाई
The distance of the point P(2, 3) from the x-axis is:
(A) 2units (B) 3units (C) 1unit (D) 5units

5. 6cm भुजा के वर्ग के अन्तः बूट का क्षेत्रफल है:
(A) 36π cm² (B) 18π cm² (C) 12π cm² (D) 9π cm²
The area of the circle that can be inscribed in a square of side 6cm is:
(A) 36π cm² (B) 18π cm² (C) 12π cm² (D) 9π cm²

Short Answer-I type (2 mark) questions

1. द्विगुणात्मक समीकरण 3x² - 4√3x+4 = 0 के मूलों की प्रकृति ज्ञात कीजिए।
Find the nature of the roots of the quadratic equation:
3x² - 4√3x+4 = 0

2. k के किस मान के लिए 2k, k+10 तथा 3k+2 समान्तर श्रेणी में हैं?

k के किस मान के लिए 2k, k+10 तथा 3k+2 समान्तर श्रेणी में है?
For what value of k are $2k$, $k+10$ and $3k+2$ in AP?

3 सिद्ध कीजिए कि वृत्त के व्यास के छोर बिन्दुओं पर खींची गई स्पर्श रेखाएं समान्तर होती हैं।
Prove that tangents drawn at the ends of a diameter of a circle are parallel.

4 सिद्ध कीजिए कि एक वृत्त के परिगम समान्तर चतुर्भुज समचतुर्भुज है।
Prove that the parallelogram circumscribing a circle is a rhombus.

5 क्रिकेट कारण 132 अच्छे पेनों के साथ 12 खराब पेन मिल गए केवल देखकर यह नहीं बताया जा सकता है कि कोई पेन खराब है या अच्छा। इसमें एक पेन यादृच्छिक रूप से निकाला गया। प्रायिकता ज्ञात कीजिए कि निकाला गया पेन अच्छा पेन है।
12 defective pens are accidently mixed with 132 good ones. It is not possible to just look at a pen and tell whether or not it is defective. One pen is taken out at random from this lot. Determine the probability that the pen taken out is a good one.

Short Answer-II type (3 mark) questions

1 निम्न द्विघाती समीकरण के मूल गुणनखण्ड विधि से ज्ञात कीजिए:
\[ \sqrt{2}x^2 - 7x + 5\sqrt{2} = 0 \]
Find the roots of the following quadratic equation by factorization:
\[ \sqrt{2}x^2 - 7x + 5\sqrt{2} = 0 \]

2 एक समान्तर श्रेणी में प्रथम पद 5, सार्व अन्तर 3 तथा $n$वां पद 50 है। इस समान्तर श्रेणी में $n$ का मान तथा प्रथम $n$ पदों का योग ज्ञात कीजिए।
In an A.P., first term is 5, common difference is 3 and $n$th term is 50. Find the value of $n$ and sum of its first $n$ terms.

3 एक टेकंदार ने पार्क में बच्चों के लिए दो फिसलने वाली फिसल पहाड़ी लगानी है। 5वर्ष से कम आयु के बच्चों के लिए फिसलने पहाड़ी के सिरे की ऊंचाई 1.5मीटर तथा इसका ग्रामण के साथ झुकाव 30° का है। बड़े बच्चों के लिए अधिक ऊंचाई की फिसलने पहाड़ी लगानी है जिसकी ऊंचाई 3मीटर तथा ग्रामण के साथ झुकाव 60° का है। प्रत्येक अवस्था में फिसलने पहाड़ी की लम्बाई ज्ञात कीजिए।
A contractor plans to install two slides for the children to play in a park. For the children below the age of 5 years, she prefers to have a slide whose top is at a height of 1.5m, and is inclined at an angle of 30° to the ground, whereas for older children, she wants to have a steep slide at a height of 3m and inclined at an angle of 60° to the ground. What should be the length of the slide in each case?

4 12 cm त्रिज्या वाले वृत्त में एक जीवा केंद्र पर 120° का कोण बनाती है। इस वृत्तखण्ड का क्षेत्रफल ज्ञात कीजिए। ($\pi = 3.14$ तथा $\sqrt{3} = 1.73$ का प्रयोग कीजिए)
A chord of a circle of radius 12cm subtends an angle of 120° at the centre. Find the area of the segment of the circle. (Use $\pi = 3.14$ and $\sqrt{3} = 1.73$)

5 एक संकर्न का तम्बू 3m. की ऊंचाई तक बेलनाकार तथा उसपर ऊपर शंकुवाकार है। यदि आधार का व्यास 105m तथा शंकुवाकार भाग की तिरछी ऊंचाई 53m है तो इस टेंट को बनाने में प्रयोग में लाई गई कैबल का क्षेत्रफल ज्ञात कीजिए।
A circus tent is cylindrical up to a height of 3m and conical above it. If the diameter of the
base is 105m and the slant height of the conical part is 53m, find the area of canvas used in making the tent.

**Long Answer-I type (4 mark) questions**

1. एक भिंग का अंश हर से 2 कम है। यदि अंश तथा हर दोनों में 1 जोड़ा जाए तो नई भिंग तथा मूल भिंग का योग \(\frac{19}{15}\) है तो मूल भिंग ज्ञात कीजिए।

The numerator of a fraction is 2 less than the denominator. If 1 is added to both numerator and denominator, the sum of the new and original fraction is \(\frac{19}{15}\). Find the original fraction.

2. एक समान्तर श्रेणी के प्रथम n पदों का योग \(S_n = 3n^2 - 4n\) है। समान्तर श्रेणी तथा इसका 12वां पद ज्ञात कीजिए।

The sum of the first n terms of an AP is given by \(S_n = 3n^2 - 4n\). Determine the AP and the 12th term.

3. एक वृत के परिगमन चतुर्भुज की समुच्चय भुजाएं वृत के केंद्र पर सम्पूरक कोण अतिरिक्त करती हैं। सिद्ध कीजिए।

Prove that opposite sides of a quadrilateral circumscribing a circle subtend supplementary angles at the centre of the circle.

4. 1.2 m लम्बी लड़की एक गुबारे को हवा के साथ कैसे दिशा में 88.2 m की ऊंचाई पर उठाता देखती है। गुबारे का लड़की की ऊंचाई पर उछालन कोण 60° का है। कुछ समय पश्चात् उछालन कोण घटकर 30° हो जाता है। (आकृति देखें)। इस अवधि में गुबारे द्वारा कितनी दूरी तय की गई?

A 1.2 m tall girl spots a balloon moving with the wind in a horizontal line at a height of 88.2m from the ground. The angle of elevation of the balloon from the eyes of the girl at any instant is 60°. After some time, the angle of elevation reduces to 30° (see figure). Find the distance travelled by the balloon during the interval.

5. 6 cm व्यास का एक गोला पानी वाले बेलनाकार में झाला गया। इस बर्तन का व्यास 12 cm है। यदि गोला पूरी तरह से पानी में डुबाया जाए तो ज्ञात कीजिए कि पानी का स्तर कितना बढ़ जायेगा?

A sphere of diameter 6cm is dropped into a cylindrical vessel partly filled with water. The diameter of the vessel is 12cm. If the sphere is completely submerged, how much will the surface of water be raised?

-000000-
THE QUESTION PAPER WILL INCLUDE VALUE BASED QUESTION(S) OF 3-5 MARKS.

Theme : Materials  
(25 Periods)

Unit : Chemical Substances - Nature and Behaviour

Carbon compounds : Covalent bonding in carbon compounds. Versatile nature of carbon. Homologous series
Nomenclature of carbon compounds containing functional groups (halogens, alcohol, ketones, aldehydes, alkanes
and alkynes), difference between saturated hydrocarbons and unsaturated hydrocarbons. Chemical properties of
carbon compounds (combustion, oxidation, addition and substitution reaction). Ethanol and Ethanoic acid (only
properties and uses), soaps and detergents.

Periodic classification of elements : Need for classification, Modern periodic table, gradation in properties,
valency, atomic number, metallic and non-metallic properties.

Theme : The World of The Living  
(30 Periods)

Unit : World of Living

Reproduction : Reproduction in animal and plants (asexual and sexual) reproductive health-need for and methods
of family planning. safe sex vs HIV/AIDS. Child bearing and women's health.

Heridity and evolution : Heredity; Mendel's contribution- Laws for inheritance of traits: Sex determination: brief
introduction; Basic concepts of evolution.

Theme : Natural Phenomena  
(23 Periods)

Unit : Reflection of light at curved surfaces, Images formed by spherical mirrors, centre of curvature, principal axis,
principal focus, focal length, mirror formula (Derivation not required), magnification.

Refraction; laws of refraction, refractive index.

Refraction of light by spherical lens, Image formed by spherical lenses, Lens formula (Derivation not required),
Magnification. Power of a lens; Functioning of a lens in human eye, defects of vision and their corrections, applications
of spherical mirrors and lenses.

Refraction of light through a prism, dispersion of light, scattering of light, applications in daily life.
Theme : Natural Resources
(12 Periods)

Unit : Conservation of natural resources

Management of natural resources. Conservation and judicious use of natural resources. Forest and wild life, coal and petroleum conservation. Examples of People's participation for conservation of natural resources.

The Regional environment : Big dams : advantages and limitations; alternatives if any. Water harvesting. Sustainability of natural resources.


PRACTICALS
SECOND TERM

1. To study the following properties of acetic acid (ethanoic acid) :
   i) odour
   ii) solubility in water
   iii) effect on litmus
   iv) reaction with sodium bicarbonate

2. To study saponification reaction for preparation of soap.

3. To study the comparative cleaning capacity of a sample of soap in soft and hard water.

4. To determine the focal length of
   i. Concave mirror
   ii. Convex lens

   by obtaining the image of a distant object.

5. To trace the path of a ray of light passing through a rectangular glass slab for different angles of incidence. Measure the angle of incidence, angle of refraction, angle of emergence and interpret the result.

6. To study (a) binary fission in Amoeba and (b) budding in yeast with the help of prepared slides.

7. To trace the path of the rays of light through a glass prism.

8. To find the image distance for varying object distances in case of a convex lens and draw corresponding ray diagrams to show the nature of image formed.

9. To study homology and analogy with the help of preserved / available specimens of either animals or plants.

10. To identify the different parts of an embryo of a dicot seed (Pea, gram or red kidney bean).

RECOMMENDED BOOKS :
Science - Textbook for class X - NCERT Publication
Assessment of Practical Skills in Science - Class X - CBSE Publication
Laboratory Manual Science - Class X, NCERT Publication
Design of Question Paper
Science (086),
Summative Assessment-II
Class X – (2012-13)

<table>
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<tr>
<th>Types of questions</th>
<th>Marks per question</th>
<th>Total no of questions</th>
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<td>VSA</td>
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The question paper will include value based question(s) to the extent of 3-5 marks.

WEIGHTAGE

<table>
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<th>Name of the unit</th>
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<td>1.</td>
<td>Chemical substances Nature and Behaviour</td>
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<td>2.</td>
<td>World of Living</td>
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<td>3.</td>
<td>Natural Phenomena</td>
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<tr>
<td>4.</td>
<td>Natural resources</td>
<td>8</td>
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<td><strong>TOTAL</strong></td>
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**SAMPLE QUESTIONS**  
**SCIENCE**  
**SA II (March-2014)**  
**CLASS-X**

<table>
<thead>
<tr>
<th>Very Short Answer type (1 mark) questions</th>
</tr>
</thead>
</table>
| **1** | ऑक्सिकारक किन्हे कहते हैं? इसका एक उदाहरण दीजिए।  
What are oxidizing agents? Give one example. |
| **2** | कायदिक प्रवर्धन के दो लाभ लिखिये।  
State two advantages of vegetative propagation. |
| **3** | एक हरे पौधे को सूर्य से 50,000 जूल ऊर्जा सोर प्रकाश के रूप में प्राप्त होती है। यह इसमें से कितनी  
ऊर्जा ग्रहण करेगा और उसे भोजन की ऊर्जा के रूप में परिवर्तित करेगा?  
A green plant receives 50,000J of energy from the sun in the form of sunlight. How much  
energy will it capture and convert to food energy? |

<table>
<thead>
<tr>
<th>Short Answer-I type (2 mark) questions</th>
</tr>
</thead>
</table>
| **1** | हमे जीवाश्मों ईंधनों के अलावा अन्य ऊर्जा के ओरों की आवश्यकता क्यों होती हैं? इसके कोई दो कारण  
लिखिए।  
Why do we need to look for alternatives sources of energy other than fossil fuels? Give two  
reasons. |
| **2** | मिन्नलिखित का कारण लिखिये—  
(a) अन्तरिक्ष में अन्तरिक्षयात्रियों को आकाश नीते की अपेक्षा काला क्यों दिखाई पड़ता है?  
(b) ग्रह टिमटिमाते नहीं हैं।  
Give reasons for the following—  
(a) Sky appears dark instead of blue to an astronaut in space.  
(b) Planets do not twinkle. |
| **3** | ज्येसेंट किसे कहते हैं? इसके दो प्रकार लिखिये।  
What is placenta? Write its two functions. |

<table>
<thead>
<tr>
<th>Short Answer-II type (3 mark) questions</th>
</tr>
</thead>
</table>
| **1** | संकलन अभिक्रिया की परिभाषा लिखिये। इसका एक औद्योगिक अनुप्रयोग लिखिये। मिन्नलिखित  
हाइड्रोकार्बन में से किनमें संकलन अभिक्रिया होगी?  
$C_3H_6$, $C_4H_{10}$, $CH_4$, $C_2H_4$  
Define addition reaction. Write its one industrial application. Which of the following  
hydrocarbons undergo addition reaction?  
$C_3H_6$, $C_4H_{10}$, $CH_4$, $C_2H_4$. |
2. (a) Mention the fundamental property of an element which formed the basis of the Modern periodic table and state the Modern periodic law.

(b) Mention the period to which Na, Mg, and Al belong. Justify their position in the periodic table.

3. The fundamental property of an element that formed the basis of the Modern periodic table is its atomic number. The Modern periodic law states that elements are arranged in order of increasing atomic number, and elements with similar properties are found in vertical columns called groups.

The periods to which Na, Mg, and Al belong are as follows:

(a) Na is in Period 3.
(b) Mg is in Period 3.
(c) Al is in Period 4.

Justification:

- Na is in Period 3 because it has 3 electron shells.
- Mg is in Period 3 because it has 3 electron shells.
- Al is in Period 4 because it has 4 electron shells.

4. The Mendelian experiment consisted of a cross between a round and yellow seed plant and a wrinkled and green seed plant. The progeny had all round seeds but almost half of them had green seeds. The genetic make up (genotype) of the following:

(a) parent plant with round and yellow seeds
(b) parent plant with wrinkled and green seeds
(c) progeny with round and green seeds

5. How can the age of fossils be estimated?

6. An object 3cm in length is held 25cm away from a converging lens of focal length 15cm. Find (i) the position (ii) size (iii) nature of the image formed.

7. Ramesh is not able to see distant objects clearly. Name the eye defect he is suffering from and how can this defect be corrected?

Draw the ray diagram to show image formation (i) by the eye with defect (ii) by the corrected eye.
Seema is a student of class X. She read in her textbook that certain compounds used as refrigerants and in the deodorants are harmful to the ozone layer. She got concerned as she knew about the importance of the ozone layer in the atmosphere. She also talked to her teacher about her interest in spreading awareness about ozone depletion. Now answer the following questions:

(a) Write the full form of the compounds which harm the ozone layer.
(b) Mention the function of the ozone layer.
(c) How can Seema spread awareness about the ozone layer in her school? Mention any two activities that may help her in doing it.

**Long Answer -II type (5 mark) questions**

1. (a) बांसून की सफाई की प्रक्रिया समझाइये।
   (b) कठीन जल में अपार्जक प्रभाव होते हैं जबकि साबुन प्रभावी नहीं होते। क्यों?
   (a) विस्तृत विषयों के लिए किरण चित्र खींचिए जबकि वस्तु रखी हो।
   (b) Detergents are effective in hard water but soaps are not. Why?

2. (a) एक अवतार दर्पण द्वारा प्रतिबिंब की रचना दर्शाने के लिए किरण चित्र खींचिए जबकि वस्तु रखी हो।
   (i) अनन्त पर (ii) F और C के मध्य (iii) P और F के मध्य
   (b) विस्तृत विषयों के हम ग्राफिक एवं परस्पर सम्बन्ध में दर्पण के लिए उत्तर दर्पण की प्रयोग के लिए क्यों चुनते हैं?
   (c) अवतार दर्पण के कोई दो उपयोग लिखिए।

   (a) Draw the ray diagrams for the image formation by a concave mirror when the object is at infinity (ii) between F and C (iii) between P and F
   (b) Explain why we prefer to use a convex mirror as a rear view mirror in vehicles?
   (c) Write any two uses of a concave mirror.

3. (a) 20 cm के फोकस दूरी वाले उत्तर दर्पण से एक वस्तु 15 cm दूर रखी है। प्रतिबिंब की स्थिति और प्रक्तत्त्व ज्ञात कीजिए।
   (b) अपवर्तनांक की परिमाण लिखिए। प्रकाश वायु से हीरे में प्रवेश करता है, जिसका अपवर्तनांक 2.42 है। हीरे में प्रकाश का वेग ज्ञात कीजिए। निर्विश्वास में प्रकाश का वेग 3 × 10⁸ m/s है।

   (a) An object is placed at a distance of 15cm from a convex mirror of focal length 20cm. Find the position and nature of the image.
   (b) Define refractive index. Light enters from air to diamond having refractive index 2.42. Find the speed of light in the diamond. The speed of light in vacuum is 3 × 10⁸ m/s.
Practical Based MCQ type (1 mark) questions

1. A bottle containing a solution was left open by mistake in the laboratory. As soon as, Rahul entered the laboratory, he got the smell of vinegar. Rahul concluded that the bottle surely contained-
   (a) sodium hydroxide  
   (b) acetic acid
   (c) hydrochloric acid  
   (d) sodium bicarbonate

2. A student dipped a red litmus paper in the soap solution. She observed that-
   (a) it changed to blue  
   (b) it remained red
   (c) it changed to green  
   (d) it changed to orange

3. The soap solution was added to the given water samples A, B and C.
   The water sample that will produce the maximum foam is:
   (a) A only  
   (b) A and B
   (c) C only  
   (d) B and C
Four students A, B, C and D made the following diagrams after observing permanent slides of budding in yeast.

The student who did not draw the diagram correctly is-

(a) A  
(b) B  
(c) C  
(d) D

In the experiment to study refraction of light through a glass prism, a student marked the different angles as 1, 2 and 3. The angle of deviation is marked as-

(a) $\angle 1$  
(b) $\angle 2$  
(c) $\angle 3$  
(d) $180^\circ - \angle 2$
## SYLLABUS

### SOCIAL SCIENCE

#### SUMMATIVE ASSESSMENT-II (2013-14)

**Class-X**

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<tr>
<td>5 Disaster Management-only through project work and assignments.</td>
<td>-</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>90</strong></td>
</tr>
</tbody>
</table>

The prescribed syllabus will be assessed using formative and summative assessments with the following weightages during an Academic session:

<table>
<thead>
<tr>
<th></th>
<th>Term-I</th>
<th>Term-II</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Formative Assessment 1 and 2, 3 and 4</td>
<td>20%</td>
<td>20%</td>
<td>40%</td>
</tr>
<tr>
<td>Summative Assessment</td>
<td>30%</td>
<td>30%</td>
<td>60%</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td>50%</td>
<td>50%</td>
<td>100%</td>
</tr>
</tbody>
</table>

The formative assessment will comprise of Projects, assignments, activities and Class Tests/periodic tests for which Board has already issued guidelines to the schools. The Summative assessment will comprise of Theory paper as per the prescribed design of the Question Paper.
# Unit 1: India and the Contemporary World - II

<table>
<thead>
<tr>
<th>Themes</th>
<th>Objectives</th>
</tr>
</thead>
<tbody>
<tr>
<td>In sub-unit 1.1 students are required to choose any two themes. In that sub-unit, theme 3 is compulsory and for second theme students are required to choose any one from the first two themes. In sub-units 1.2 and 1.3 student are required to choose any one theme from each. Thus all students are required to study four themes in all. Term II Sub-unit 1.1: Events and processes: Any two of the following themes: 1. Nationalism in Europe: (a) The growth of nationalism in Europe after the 1830s. (b) The ideas of Giuseppe Mazzini etc. (c) General characteristics of the movements in Poland, Hungary, Italy, Germany and Greece. (Chapter 1) 2. Nationalist Movement in Indo China: Factors leading to growth of nationalism in India. (a) French colonialism in Indochina. (b) Phases of struggle against the French. (c) The ideas of Phan Dinh Phung, Phan Boi Chau, Nguyen Ac Quoc. (d) The second world war and the liberation struggle. (e) America and the second Indochina war. (Chapter 2) 3. Nationalism in India: Civil Disobedience Movement. (a) First world war, Khilafat and Non-Cooperation. (b) Salt Satyagraha. (c) Movements of peasants, workers, tribals. (d) Activities of different political groups. (Chapter 3) 4. Mapwork based on theme 3 only. (2 marks)</td>
<td></td>
</tr>
<tr>
<td>□ The theme will discuss the forms in which nationalism developed along with the formation of nation states in Europe in the post-1830 period. □ Discuss the relationship/difference between European nationalism and anti-colonial nationalisms. □ Point to the way the idea of the nation states became generalized in Europe and elsewhere. □ Discuss the difference between French colonialism in Indochina and British colonialism in India. □ Outline the different stages of the anti-imperialist struggle in Indochina. □ Familiarize the students with the differences between nationalist movements in Indo China and India. □ Discuss the characteristics of Indian nationalism through a case study of Civil Disobedience Movement. □ Analyze the nature of the diverse social movements of the time. □ Familiarize students with the writings and ideals of different political groups and individuals, notably Mahatma Gandhi.</td>
<td></td>
</tr>
<tr>
<td>Themes</td>
<td>Learning Objectives</td>
</tr>
<tr>
<td>--------</td>
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</tr>
<tr>
<td><strong>Term I</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Sub-unit 1.2: Economies and livelihoods:</strong></td>
<td></td>
</tr>
<tr>
<td>Any one of the following themes:</td>
<td></td>
</tr>
<tr>
<td>4. <strong>Industrialization 1850s - 1950s:</strong> (a) Contrast between the form of industrialization in Britain and India. (b) Relationship between handicrafts and industrial production, formal and informal sectors. (c) Livelihood of workers. Case studies: Britain and India. (Chapter 4)</td>
<td>- Discuss two different patterns of industrialization, one in the imperial country and another within a colony. - Show the relationship between different sectors of production. - Show the difference between urbanization in two different contexts. A focus on Bombay and London will allow the discussions on urbanization and industrialization to complement each other.</td>
</tr>
<tr>
<td>5. <strong>Urbanization and urban lives:</strong> (a) Patterns of urbanization (b) Migration and the growth of towns. (c) Social change and urban life. (d) Merchants, middle classes, workers and urban poor. (Chapter 5) Case studies: London and Bombay in the nineteenth and twentieth century.</td>
<td>- Show that globalization has a long history and point to the shifts within the process. - Analyze the implication of globalization for local economies. - Discuss how globalization is experienced differently by different social groups.</td>
</tr>
<tr>
<td>6. <strong>Trade and Globalization:</strong> (a) Expansion and integration of the world market in the nineteenth and early twentieth century. (b) Trade and economy between the two Wars. (c) Shifts after the 1950s. (d) Implications of globalization for livelihood patterns. Case study: The post War International Economic order, 1945 to 1960s. (Chapter 6)</td>
<td>- Discuss the link between print culture and the circulation of ideas. - Familiarize students with pictures, cartoons, extracts from propaganda literature and newspaper debates on important events and issues in the past. - Show that forms of writing have a specific history, and that they reflect historical changes within society and shape the forces of change. - Familiarize students with some of the ideas of writers who have had a powerful impact on society.</td>
</tr>
</tbody>
</table>

| Sub-unit 1.3: Culture, Identity and Society | |
| Any one of the following themes: | |
| 7. **Print culture and nationalism.** (a) The history of print in Europe. (b) The growth of press in nineteenth century India. (c) Relationship between print culture, public debate and politics. (Chapter 7) | - |
| 8. **History of the novel:** (a) Emergence of the novel as a genre in the west. (b) The relationship between the novel and changes in modern society. (c) Early novels in nineteenth century India. (d) A study of two or three major writers. (Chapter 8) | - |
## Unit 2: India - Resources and their Development

### Themes

<table>
<thead>
<tr>
<th>Term I</th>
<th>Term II</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. <strong>Resources</strong>: Types - natural and human; Need for resource planning. (Chapter 1)</td>
<td>6. <strong>Mineral Resources</strong>: types of minerals, distribution, use and economic importance of minerals, conservation. (Chapter 5)</td>
</tr>
<tr>
<td>2. <strong>Natural Resources</strong>: land as a resource, soil types and distribution; changing land-use pattern; land degradation and conservation measures. (Chapter 1)</td>
<td>7. <strong>Power Resources</strong>: types of power resources: conventional and non-conventional, distribution and utilization. (Chapter 6)</td>
</tr>
<tr>
<td>3. <strong>Forest and Wild life resources</strong>: types and distribution, depletion of flora and fauna; conservation and protection of forest and wild life. (Chapter 2)</td>
<td>8. <strong>Manufacturing Industries</strong>: Types, spatial distribution, contribution of industries to the national economy, industrial pollution and degradation of environment, measures to control degradation. (One case study to be introduced) (Chapter 7)</td>
</tr>
<tr>
<td>4. <strong>Water resources</strong>: sources, distribution, utilisation, multi-purpose projects, water scarcity, need for conservation and management, rainwater harvesting. (One case study to be introduced) (Chapter 3)</td>
<td>9. <strong>Transport, communication and trade</strong> (Chapter 8)</td>
</tr>
<tr>
<td>5. <strong>Agriculture</strong>: types of farming, major crops, cropping pattern, technological and institutional reforms; their impact; contribution of Agriculture to national economy - employment and output. (Chapter 4)</td>
<td>10. <strong>Map Work</strong> (3 marks)</td>
</tr>
</tbody>
</table>

### Objectives

- Understand the value of resources and the need for their judicious utilisation and conservation;
- Identify various types of farming and discuss the various farming methods; Describe the spatial distribution of major crops as well as understand the relationship between rainfall regimes and cropping pattern;
- Explain various government policies for institutional as well as technological reforms since independence;
- Understand the importance of forest and wild life in our environment as well as develop concept towards depletion of resources.
- Understand the importance of agriculture in national economy;
- Understand the importance of water as a resource as well as develop awareness towards its judicious use and conservation;
- Discuss various types of minerals as well as their uneven nature of distribution and explain the need for their judicious utilisation;
- Discuss various types of conventional and non-conventional resources and their utilisation;
- Discuss the importance of industries in the national economy as well as understand the regional disparities which resulted due to concentration of industries in some areas;
- Discuss the need for a planned industrial development and debate over the role of government towards sustainable development;
- To explain the importance of transport and communication in the ever shrinking world;
- To understand the role of trade in the economic development of a country;
Project / Activity

- Learners may collect photographs of typical rural houses, and clothing of people from different regions of India and examine whether they reflect any relationship with climatic conditions and relief of the area.
- Learners may write a brief report on various irrigation practices in the village and the change in cropping pattern in the last decade.

Posters

- Pollution of water in the locality.
- Depletion of forests and the greenhouse effect.

Note: Any similar activities may be taken up.

Unit 3: Democratic Politics II

45 Periods

<table>
<thead>
<tr>
<th>Themes</th>
<th>Objectives</th>
</tr>
</thead>
</table>
| 1. **Power sharing mechanisms in democracy**
  Why and how is power shared in democracies? How has federal division of power in India helped national unity? To what extent has decentralisation achieved this objective? How does democracy accommodate different social groups? (Chapter 1&2) | • Analyse the relationship between social cleavages and political competition with reference to Indian situation.  
• Understand and analyse the challenges posed by communalism to Indian democracy.  
• Understand the enabling and disabling effects of caste and ethnicity in politics.  
• Develop a gender perspective on politics.  
• Introduce students to the centrality of power sharing in a democracy.  
• Understand the working of spatial and social power sharing mechanisms.  
• Analyse federal provisions and institutions.  
• Understand the new Panchayati Raj institutions in rural and urban areas.  
• Understand the vital role of struggle in the expansion of democracy.  
• Analyse party systems in democracies.  
• Introduction to major political parties in the country. |
| 2. **Working of Democracy**
  Are divisions inherent to the working of democracy? What has been the effect of caste on politics and of politics on caste? How has the gender division shaped politics? How does communal division shape democracy? (Chapter 3&4) | |
| 3. **Competition and contestations in democracy**
  How do struggles shape democracy in favour of ordinary people? What role do political parties play in competition and contestation? Which are the major national and regional parties in India? Why have social movements come to occupy large role in politics? (Chapter 5&6) | |
### Themes

<table>
<thead>
<tr>
<th>4. Outcomes of democracy</th>
</tr>
</thead>
<tbody>
<tr>
<td>Can or should democracy be judged by its outcomes? What outcomes can one reasonably expect of democracies? Does democracy in India meet these expectations? Has democracy led to development, security and dignity for the people? What sustains democracy in India? (Chapter 7)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>5. Challenges to democracy</th>
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<tbody>
<tr>
<td>Is the idea of democracy shrinking? What are the major challenges to democracy in India? How can democracy be reformed and deepened? What role can an ordinary citizen play in deepening democracy? (Chapter 8)</td>
</tr>
</tbody>
</table>

### Learning Objectives

- Analyse the role of social movements and non-party political formations
- Introduction to the difficult question of evaluating the functioning of democracies
- Develop the skills of evaluating Indian democracy on some key dimensions: development, security and dignity for the people.
- Understand the causes for continuation of democracy in India.
- Distinguish between sources of strength and weaknesses of Indian democracy
- Reflect on the different kinds of measures possible to deepen democracy
- Promote an active and participatory citizenship.

### Unit 4: Understanding Economic Development-II

**45 Periods**

<table>
<thead>
<tr>
<th>Themes</th>
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</thead>
<tbody>
<tr>
<td><strong>Term I</strong></td>
</tr>
<tr>
<td>1. The Story of Development: The traditional notion of development; National Income and Per-capita Income. Growth of NI - critical appraisal of existing development indicators (PCI, IMR, SR and other income and health indicators) The need for health and educational development; Human Development Indicators (in simple and brief as a holistic measure of development. The approach to this theme: Use case study of three states (Kerala, Punjab and Bihar) or take a few countries (India, China, Sri Lanka and one developed country) (Chapter 1)</td>
</tr>
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</table>

<table>
<thead>
<tr>
<th>Learning Objectives</th>
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</thead>
<tbody>
<tr>
<td><strong>Familiarisation of some macroeconomic concepts.</strong></td>
</tr>
<tr>
<td><strong>Sensitizing the child about the rationale for overall human development in our country, which include the rise of income, improvements in health and education rather than income.</strong></td>
</tr>
<tr>
<td><strong>It is necessary to raise question in minds of the children whether the increase in income alone is sufficient for a nation.</strong></td>
</tr>
<tr>
<td><strong>How and why people should be healthy and provided with education.</strong></td>
</tr>
<tr>
<td>Themes</td>
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<tr>
<td>2. <strong>Sectors of the Indian Economy</strong> : Sectors of Economic Activities; Historical change in sectors; Rising importance of tertiary sector; Employment Generation; Division of Sectors-Organised and Unorganised; Protective measures for unorganised sector workers. (Chapter 2)</td>
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<tr>
<td>3. <strong>Money and Credit</strong> : Role of money in an economy : Historical origin; Formal and Informal financial institutions for Savings and Credit - General Introduction; Select one formal institution such as a nationalized commercial bank and a few informal institutions; Local money lenders, landlords, self help groups, chit funds and private finance companies. (Chapter 3)</td>
</tr>
<tr>
<td>4. <strong>Globalisation</strong> : What is Globalisation (through some simple examples); How India is being globalised and why ; Development Strategy prior to 1991. State Control of Industries : Textile goods as an example for elaboration; Economic Reforms 1991; Strategies adopted in Reform measures (easing of capital flows; migration, investment flows); Different perspectives on globalisation and its impact on different sectors; Political Impact of globalisation. (Chapter 4)</td>
</tr>
<tr>
<td>5. <strong>Consumer Awareness</strong> : How consumer is exploited (one or two simple case studies) factors causing exploitation of consumers; Rise of consumer awareness; how a consumer should be in a market; role of government in consumer protection (Chapter 5)</td>
</tr>
</tbody>
</table>
Suggested Activities

Theme 2:
Visit to banks and money lenders/pawnbrokers and discuss various activities that you have observed in banks in the classroom;
Participate in the meetings of self help groups, which are engaged in micro credit schemes in the locality of learners and observe issues discussed.

Theme 4:
Provide many examples of service sector activities. Use numerical examples, charts and photographs.

Theme 5:
Collect logos of standards available for various goods and services. Visit a consumer court nearby and discuss in the class the proceedings; Collect stories of consumer exploitation and grievances from news papers and consumer courts.

Unit 5: Disaster Management (Through Formative Assessment only) 10 Periods
- Tsunami
- Safer Construction Practices.
- Survival Skills.
- Alternate Communication systems during disasters.
- Sharing Responsibility

Note: Project, activities and other exercises in Unit 5 should encourage students to place 'disasters' and 'disaster management in:
(i) The wider context of Social Science knowledge as covered through the History, Geography, Political Science and Economics textbooks of class IX/X.
(ii) Other problems faced by our country & the world from time to time.

Prescribed Textbooks:
1. India and the Contemporary World-II (History) - Published by NCERT
2. Contemporary India II (Geography) - Published by NCERT
3. Democratic Politics II (Political Science) - Published by NCERT
4. Understanding Economic Development II - Published by NCERT
5. Together Towards a Safer India - Part III, a textbook an Disaster Management - Published by CBSE.
Design of Question Paper
Social Science (087)
Summative Assessment-II (2013-2014)
Class X

<table>
<thead>
<tr>
<th>S. No.</th>
<th>Form of questions</th>
<th>Marks of each question</th>
<th>Number of questions</th>
<th>Total Marks</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>MCQ</td>
<td>1</td>
<td>9</td>
<td>09</td>
</tr>
<tr>
<td>2</td>
<td>Short Answer-II</td>
<td>3</td>
<td>12</td>
<td>36</td>
</tr>
<tr>
<td>3</td>
<td>Long Answer-II</td>
<td>5</td>
<td>8</td>
<td>40</td>
</tr>
<tr>
<td>4</td>
<td>Map Question</td>
<td>5</td>
<td>1</td>
<td>05</td>
</tr>
<tr>
<td></td>
<td>Total</td>
<td>-</td>
<td>30</td>
<td>90</td>
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</tbody>
</table>

The question paper will include value based question(s) to the extent of 3-5 marks.

| S. No. | Unit No.                                                        | Marks |
|--------|                                                               |       |
| 1      | INDIA AND THE CONTEMPORARY WORLD -II                           | 23    |
| 2      | INDIA-RESOURCES AND THEIR DEVELOPMENT                           | 23    |
| 3      | DEMOCRATIC POLITICS-II                                         | 22    |
| 4      | UNDERSTANDING ECONOMIC DEVELOPMENT-II                          | 22    |
|        | Total                                                           | 90    |
## Multiple Choice type (1 mark) questions

1. Which one of the following pacts reserved seats for ‘dalits’?
   - (a) Lucknow Pact
   - (b) Gandhi Irwin Pact
   - (c) Poona Pact
   - (d) None of the above

2. Which of the following movements started in Vietnam in 1868 against the spread of Christianity by the French?
   - (a) The Scholar’s Revolt
   - (b) The Hoa Hao Movement
   - (c) Go East Movement
   - (d) The Liberation Movement

3. The water war in Bolivia was led by:
   - (a) Socialist
   - (b) Maoist
   - (c) FEDECOR
   - (d) BAMCEF

4. The challenge of making transition from non-democratic government to democracy is known as-
   - (a) Foundation challenge
   - (b) Challenge of Expansion
   - (c) Challenge of Deepening
   - (d) None of the above.

## Short Answer-II type (3 mark) questions

1. Why did the Muslims fail to respond to the call of unified struggle during Civil Disobedience Movement? Explain
2 ‘नेपोलियन ने फ्रांस में लोकतंत्र को नष्ट किया लेकिन प्रशासनिक क्षेत्र में उसने क्रांतिकारी सिद्धांतों को प्रतिपादित किया’ इस कथन को पुष्टि कीजिए।
“Napoleon had destroyed democracy in France, but in administrative field he had incorporated revolutionary principles” Justify this statement.

3 भारत के लिए तीन खनिजों के महत्व को उजागर कीजिए।
Highlight the importance of ferrous minerals for India.

4 लोकतंत्र किस प्रकार सामाजिक विभिन्नताओं के साथ समानज्ञाति करता है? स्पष्ट कीजिए।
How does democracy accommodate social diversities? Explain.

5 राजनीति में धन की प्रौढ़ता को कम करने के लिए उठाए जा सकने वाले किन्हीं तीन कदमों को सुझाइये।
Suggest any three steps which can be taken to reduce role of money in politics.

Long Answer-II type (1 mark) questions

1 राष्ट्रीय आंदोलन में महात्मा गांधी की भूमिका का उपकर द्वारा अपनाए गए तरीकों के सतर्क में आकलन कीजिए।
Assess the role of Mahatma Gandhi in the National Movement with special reference to the methods adopted by him.

2 वियतनाम के युद्ध में अमेरिका के शामिल होने का वियतनामियों तथा अमेरिका में लोगों के जीवन पर हुए प्रभावों का वर्णन कीजिए।
Describe the effects of US entry into war in Vietnam for the Vietnamese as well on the life within USA.

3 सीमाना सड़कों के महत्व की व्याख्या कीजिए।
Explain the significance of Border Roads.

4 बैंकों की निकेतन तथा ऋण सम्बन्धी गतिविधियों की व्याख्या कीजिए।
Explain the deposit and loan activities of banks.

5 गांव के छोटे भूमिहरू कृषि मजदूरों तथा मध्यम किसानों के लिए ऋण की शर्तों की तुलना कीजिए।
Compare the terms of credit for small -landless agricultural workers and medium farmers in a village.