**SINDHI HIGH SCHOOL – HEBBAL-2023-24**

**CLASS – X I PERIODIC TEST MARKS-30**

**DATE: 30-6-2023 SUBJECT- SOCIAL SCIENCE**

**Answer Key**

1. In the following question a statement of Assertion(A) followed by a statement of Reason (R). Mark the correct choice as: **(1)**

Assertion(A): Serfdom and bonded labour were abolished both in the Habsburg dominions and in Russia.

Reason (R): Monarchs were beginning to realize that the cycles of revolution and repression could only be ended by granting concessions to the liberal revolutionaries.

1. **Both A and R are true and R is the correct explanation of A.**
2. Both A and R are true and R is NOT the correct explanation of A.
3. A is true but R is false
4. A is false but R is true

2. Arrange the following in correct sequence **(1)**

i) Treaty of Constantinople

ii) First upheaval took place in France

iii) Lord Byron died

iv) Greek struggle for independence begins

1. (i) (ii) (iii) (iv)
2. (ii) (iv) (i) (iii)
3. **(iv) (iii) (ii) (i)**
4. (iii) (iv) (ii) (i)

3. When running water cuts through clayey soils and makes deep channels, they lead to: (1)  
 **a) Gully erosion** b) Sheet erosion  
 c) Deforestation d) Afforestation

4. **Human Development Report published by UNDP compares countries based on-** (1)

a) health status b) per capita income

c) educational levels of the people **d) all of the above**

5. What is necessary for sustained quality of life and global peace?  
 a) Stopping use of resources b) Saving resources for future (1)  
 c) Exploitation of resources **d) Equitable distribution of resources**

**6. What led to tensions between the Dutch-speaking and French-speaking communities During the 1950’s and 1960’s? Why was it more acute in Brussels? 2**

* The minority French-speaking community was relatively rich and powerful. This was resented by the Dutch-speaking community who got the benefit of economic development and education much later.
* Brussels presented a special problem: the Dutch-speaking people constituted a majority in the country, but a minority in the capital.

**7. The 1830’s were years of great economic hardships in Europe. Explain (3)**

* The first half of the nineteenth century saw an enormous increase in population all over Europe. In most countries there were more seekers of jobs than employment.
* Population from rural areas migrated to the cities to live in overcrowded slums.
* Small producers in towns were often faced with stiff competition from imports of cheap machine-made goods from England, where industrialisation was more advanced than on the continent. This was especially so in textile production.
* In those regions of Europe where the aristocracy still enjoyed power, peasants struggled under the burden of feudal dues and obligations.
* The rise of food prices or a year of bad harvest led to widespread pauperism in town and country (any 3 points)

**8. Explain the Civil Code of 1804 (3)**

* The Civil Code of 1804 – usually known as the Napoleonic Code – did away with all privileges based on birth, established equality before the law and secured the right to property.
* This Code was exported to the regions under French control. In the Dutch Republic, in Switzerland, in Italy and Germany, Napoleon simplified administrative divisions, abolished the feudal system and freed peasants from serfdom and manorial dues.
* In the towns too, guild restrictions were removed.
* Transport and communication systems were improved. Peasants, artisans, workers and new businessmen enjoyed a new-found freedom.
* Businessmen and small-scale producers of goods, in particular, began to realise that uniform laws, standardised weights and measures, and a common national currency would facilitate the movement and exchange of goods and capital from one region to another

**9. Explain the three stages involved in Resource Planning. (3)**

* Resource planning is a complex process which involves :
* (i) identification and inventory of resources across the regions of the country. This involves surveying, mapping and qualitative and quantitative estimation and measurement of the resources.
* (ii) Evolving a planning structure endowed with appropriate technology, skill and institutional set up for implementing resource development plans.
* (iii) Matching the resource development plans with overall national development plans.

**10. According to the World Development Report, how does the world bank classify countries as rich and low income countries? (3)**

* In World Development Reports, brought out by the World Bank, this criterion is used in classifying countries.
* Countries with per capita income of US$ 49,300 per annum and above in 2019, are called high income or rich countries and
* those with per capita income of US$ 2500 or less are called low-income countries.
* India comes in the category of low middle income countries because its per capita income in 2019 was just US$ 6700 per annum.

**11. Explain any three land conservation measures. (3)**

* Afforestation and proper management of grazing can help to some extent.
* Planting of shelter belts of plants, control on over grazing, stabilisation of sand dunes by growing thorny bushes are some of the methods to check land degradation.
* Proper management of waste lands, control of mining activities, proper discharge and disposal of industrial effluents and wastes after treatment can reduce land and water degradation in industrial and suburban areas

**12. Money in your pocket can not buy all that you need to live well. Explain. (3)**

* Income by itself is not a completely adequate indicator of material goods and services that citizens are able to use.
* For example, normally, your money cannot buy you a pollution-free environment or ensure that you get unadulterated medicines, unless you can afford to shift to a community that already has all these things.
* Money may also not be able to protect you from infectious diseases, unless the whole of your community takes preventive steps.

**13. What led to civil war in Srilanka? List the results of civil war. (3+2= 5)**

* In 1956, an Act was passed to recognise Sinhala as the only official language, thus disregarding Tamil. The governments followed preferential policies that favoured Sinhala applicants for university positions and government jobs. A new constitution stipulated that the state shall protect and foster Buddhism.
* All these government measures, coming one after the other, gradually increased the feeling of alienation among the Sri Lankan Tamils. They felt that none of the major political parties led by the Buddhist Sinhala leaders was sensitive to their language and culture. They felt that the constitution and government policies denied them equal political rights, discriminated against them in getting jobs and other opportunities and ignored their interests. As a result, the relations between the Sinhala and Tamil communities strained over time.
* The Sri Lankan Tamils launched parties and struggles for the recognition of Tamil as an official language, for regional autonomy and equality of opportunity in securing education and jobs. But their demand for more autonomy to provinces populated by the Tamils was repeatedly denied. By 1980s, several political organisations were formed demanding an independent Tamil Eelam (state) in northern and eastern parts of Sri Lanka.

The distrust between the two communities turned into widespread conflict. It soon turned into a civil war.

**Result**

* Thousands of people of both the communities have been killed.
* Many families were forced to leave the country as refugees and many more lost their livelihoods.

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