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Practice Paper UT I and UT II

Practice Paper Term 1 and Term II

Social Science Syllabus 2017-2018

Class IX
HISTORY

APRIL -MAY

The French Revolution

French society during the late 18th century
The outbreak of the Revolution
France abolishes monarchy and becomes a republic
Did women have a Revolution?
The abolition of slavery
The Revolution and everyday life

MAY-JUNE: Summer Vacation Project. (Please refer to project page for project details)

JULY- AUGUST

Nazism and the Rise of Hitler

Birth of the Weimer Republic
Hitler's rise to power
Youth in Nazi Germany
Ordinary people and the crimes against humanity

SEPTEMBER:First term Examinations

OCTOBER -NOVEMBER

Forest Society and Colonialism

Why Deforestation?
The Rise of Commercial Forestry in England
Rebellion in the Forest
Forest Transformations In Java
production

Peasants and Farmers

- The Coming of modern agriculture
- Bread basket and dust bowl
- The Indian farmer and opium

OR

- Bread basket and dust bowl

JANUARY

Clothing: A Social History

Sumptuary laws and social hierarchy
Clothing and notions of beauty

MARCH:Revision and Final Examinations

**Class IX
POLITICAL SCIENCE**

APRIL- MAY

What is Democracy? Why Democracy

Features of Democracy

Why democracy?

Broader meanings of Democracy

MAY- JUNE: Summer Vacations. (Please refer to the project page for project details)

JULY

Democracy in a Contemporary World

Two tales of Democracy

The Changing map of Democracy

Phases in the expansion of Democracy

Democracy at a global level

AUGUST

Constitutional Design

Democratic Constitution in South Africa

Why do we need a Constitution?

Making of the Indian Constitution

Guiding values of the Indian Constitution

SEPTEMBER: First Term Examinations

OCTOBER-NOVEMBER

Electoral Politics

Why elections?

What is our system of elections?

What makes elections in India democratic?

DECEMBER

Working of Institutions

How is a major policy decision taken?

Parliament

Political Executive

The Judiciary

DECEMBER

Democratic Rights

Case Studies-Guantanamo Bay, Saudi Arabia, Kosovo

Definition of Rights, Fundamental Rights and Public Interest Litigation

The expanding scope of rights

MARCH : Revision and Final Examinations

PROJECT

Please read the following projects carefully and then choose any 1 of the following:

To be done during the Summer Vacations.

1. PAKISTAN/MYANMAR

In this project you will have to research the politics of the country concerned since its independence to the modern day.

You will deal not only with various forms of government but also the ethnic and economic conditions that led to the creation of alternately a military state and a democracy.

The project can be in the form of a Timeline highlighting the main events.

Student Name: - _____

	2.5	2	1.5	1
Content/Facts	Facts were accurate for all events reported on the timeline.	Facts were accurate for almost all events reported on the timeline.	Facts were accurate for most (~75%) of the events reported on the timeline.	Facts were often inaccurate for events reported on the timeline.
Presentation	Neat and organized	Neat but not organized	Partly followed	Not well presented
Instructions	All instructions were followed (Index, Bibliography, Acknowledgement)	Some details missing	Instructions followed partly	Instructions not followed properly
Images and Graphics	Visually rich.	Images not covering all the sub topics	Images relevant to few sub topics	Very few images

Total Marks: _____

2. WOMEN'S EMANCIPATION AND THEIR ROLE IN THE 21ST CENTURY

Write the role of any of the following inspirational women:

- Malala Yousafzai (Pakistan)
- Founder of Gulabi Gang, Sampat Pal Devi (India)
- Manal-Al-Sharif (Saudi Arabia)

You need to keep in mind the following points

- Biography
- Struggle to achieve their goal / Role of government / NGO's / any other support group or individuals
- Degree of achievement
- Present status

Student Name: _____

	2.5	2	1.5	1
Content/Facts	Facts were accurate for all events reported.	Facts were accurate for almost all events reported.	Facts were accurate for most (~75%) of the events reported.	Facts were often inaccurate for events reported.
Organisation	Neat and organized	Neat but not organized	Untidy and somewhat organized.	Not well presented
Instructions	All instructions were followed (Bibliography, Index, cover page Acknowledgement)	Some details missing	Instructions followed partly	Instructions not followed properly
Images and Graphics	Visually rich.	Images not covering all the sub topics	Images relevant to few sub topics	Very few images

Total Marks: _____

3.THE EMERGENCY

In this project you will focus on the causes of the emergency in India in 1977. The events that followed it and its ultimate withdrawal. The class12 Political Science text book will help you immensely.

Student Name: _____

	2.5	2	1.5	1
Content/Facts	Content rich and accurate.	Facts were accurate for almost all events reported.	Facts were accurate for most (~75%) of the events reported.	Facts were often inaccurate for events reported.
Presentation	Neat and organized	Neat but not organized	Partly followed	Not well presented
Instructions	All instructions were followed (Bibliography, Index, cover page Acknowledgement)	Some details missing	Instructions followed partly	Instructions not followed properly
Images and Graphics	Visually rich.	Images not covering all the sub topics	Images relevant to few sub topics	Very few images

Total Marks: _____

4.THE RUSSIAN REVOLUTION-IT'S CAUSES AND CONSEQUENCES/GERMANY UNDER HITLER.

You can choose any one of the above mentioned topics. The project should highlight the circumstances and situations in Russia during the Revolution or Germany under Nazi regime.

You could enrich the project with illustrations, time lines, maps and flow charts.

The project will carry 10 marks and will be evaluated as per the following Rubric-

Student Name: _____

	2.5	2	1.5	1
Content/Facts	Facts were accurate for all events reported.	Facts were accurate for almost all events reported.	Facts were accurate for most (~75%) of the events reported.	Facts were often inaccurate for events reported.
Organisation	Neat and organized	Neat but not organized	Untidy and somewhat organized.	Not well presented
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Images and Graphics	Visually rich.	Images not covering all the sub topics	Images relevant to few sub topics	Very few images

Total Marks: _____

Assessment Plan for Class IX (2017-18)

Term Examinations: 80marks each

Internal Assessment (one in each term): 20 marks (A+B+C)

- A. Unit Test 1 & Unit Test 2(one in each term): 40(10) marks**
- B. Note Book(Regularity/ Assignment Completion/Neatness): 5marks**
- C. Subject Enrichment Activity : 5marks**
Social Science: Map Work and Project Work

Term Examinations: 80marks each

History

CHAPTER - 1 THE FRENCH REVOLUTION

“A monarchy despotic and weak, a corrupt and worldly church, a nobility growing increasingly parasitical, a bankrupt exchequer, an irritated bourgeoisie, an oppressed peasantry, financial, administrative and economic anarchy, a nation strained and divided by misgovernment and mutual suspicion”, these according to Ketelby were the causes of the French Revolution of 1789.

Social Causes:

“The Revolution of 1789 was much less a rebellion against despotism than a rebellion against inequality”. French society was based on the principle of inequality. The French society was divided into three Estates- the privileged First and the Second Estate and the non- privileged Third Estate.

The First and the Second Estate – comprised of the rich and powerful clergy and nobility, who enjoyed certain privileges and positions by virtue of their birth. They owned 60% of the land in France, which yielded large revenue. In addition the clergy exacted tithes (a tax for providing community service) while the nobility collected feudal dues (tax on land). On the other hand they were exempted from paying any taxes.

The Third Estate – The Third Estate was the most unprivileged class and had three divisions - the bourgeoisie, the artisans and the peasantry.

- The bourgeoisie comprised of lawyers, physicians, teachers, literary men, bankers, merchants and all those who were not manual labourers. They were rich, intelligent, educated and resented the existing system of privilege and dominance of the nobles in public life. They favoured a political organization which would enable them to participate in the government and control its finances.
- The artisans were a comparatively small class organized in guilds while the peasants made up about 90% of the population. They were obliged to render services to the lord- to work in his house and fields and to serve in the army. They were heavily taxed and lived in extreme poverty. They paid tithes to the clergy and feudal dues to the nobility. They also paid many indirect taxes to the state, which were levied on articles of daily consumption like Gabelle or salt tax, Cervee or road tax. After paying all this he was left with only 20% of his earnings to support his family. He thus lived on the verge of disaster and starvation.

Political Causes:

- Another cause of the French Revolution was the rottenness of the French administrative system. France had an absolute monarchy where the king was the head of the state. He

claimed to rule by the will of God – made laws, levied taxes, declared war, made peace. He lived a luxurious life outside the city of Paris in Versailles.

- The government of France was a highly centralized monarchy. There was no question of people's participation in government. In all administrative matters the king's orders were final, although, he was totally cut off from the plight of the masses. The ministers simply carried out the king's directives.
- King Louis XVI of the Bourbon monarchy, who ascended the throne in 1774, was of mediocre intelligence, inefficient and unpopular and not interested in the affairs of the state. (Brainwork, it is said, depressed him). He was married to the Austrian princess Marie Antoinette, who was equally extravagant and squandered away all the wealth in festivities. She interfered in state appointments to promote her favourites.

Economic Causes:

The financial condition of France was deplorable and dangerous. Upon his accession, Louis XVI found an empty treasury. France was on the verge of bankruptcy –

- Long years of wars fought in the reign of Louis XIV and Louis XV had drained the financial resources of France.
- The cost of maintaining an extravagant court at Versailles.
- Under Louis XVI, France helped the 13 American colonies to gain independence from Britain which led to a further drain on her resources.

Almost half of the national income was devoted to the payment of interest on the national debt. Lenders who had given credit to the state began to charge 10% interest on loans. Expenditure was always larger than receipts resulting in an annual deficit which had to be met by contracting new loans thus increasing the debt and interest charges. People were unwilling to loan money to the state.

The only alternative was to increase taxes, which was impossible as the taxes were already very high and oppressive being paid by only one section of the society.

There was an acute shortage of food grains in the months preceding the Revolution, which led to a subsistence crisis. As population increased rapidly, demand for food grains also increased, but the production could not keep pace with the demand. The price of bread, which was the staple diet of the people, also rose rapidly. But wages did not keep pace with the rise in prices. As a result the gap between the rich and the poor widened.

Influence of French Literary Men " The philosophers":

The sufferings of the common people were by no means confined to France. On the other hand, in countries like Austria and Russia, the condition of the common people was still more miserable. Yet, the revolution started in France. For this, the primary reason was the influence of the French philosophers.

The revolution was greatly influenced by the writings of Montesquieu, Voltaire, Rousseau, Diderot and others, who criticized the prevailing conditions.

The revolution was not caused by the philosophers. In fact, most of them had died even before the revolution began. However, they exposed the causes, focused attention upon them, compelled discussion and aroused discontent and passion.

They educated a group of leaders who would eventually lead the revolution inspired in them new hopes and prepared them to rebel against political tyranny, and socio-economic injustice.

The revolution had another source so far as ideology was concerned. The French soldiers returning from America brought with them an example of successful revolt against royal autocracy and social injustice. They placed before the people of France, the concrete possibility of improving their lot by open revolt.

Results or Significance of the Revolution:

- It accomplished the transition from the feudal and absolutist system of the Ancient Regime to the democratic system of the modern world.
- It removed class distinctions, abolished privileges of the higher classes and introduced the principle of equality of men
- The revolutionary ideals of Liberty, Equality and Fraternity inspired several nations of Europe and became the basic principle of political development in Europe in the 19th century.

Chapter 1

THE FRENCH REVOLUTION

I. Answer the following questions briefly.

- Q1. What is understood by the term 'Old Regime'?
- Q2. What were the privileges enjoyed by the first two estates in France?
- Q3. Who were the Jacobins?
- Q4. What steps did the Revolutionary Government take to improve the condition of women?
- Q5. How did the King and queen finally meet their end in France?

II. Answer the following questions in about 100 words.

- Q1. Briefly describe the subsistence crisis in pre-revolutionary France.
- Q2. Discuss the features of the French Constitution of 1791.
- Q3. Discuss the events that precipitated the Tennis Court Oath?
- Q4. "The French Revolution could not have led to the birth of republicanism had it not been for the many philosophers who created a climate for it." comment.
- Q5. Why is the period from 1793 to 1794 known as 'The Reign of Terror'?
- Q6. How was the Directory organized?
- Q7. How important was the slave trade to France?
- Q8. Which groups of French society benefitted from the revolution? Which groups were forced to relinquish power? Which sections of society would have been disappointed with the outcome of the revolution?
- Q9. Describe the legacy of the French Revolution for the people of the world during the 19th and 20th century.

Activity:

1. The French Revolution saw the rise of newspaper. Collect information and pictures on any women's issue and write a newspaper article.

OR

- Divide the class into groups.
- Each group represents a section of French society such as peasants, lords, teachers, banker,clergy etc.
- Each group writes their personal views about French society.
- Once the views are written, create wallpaper.

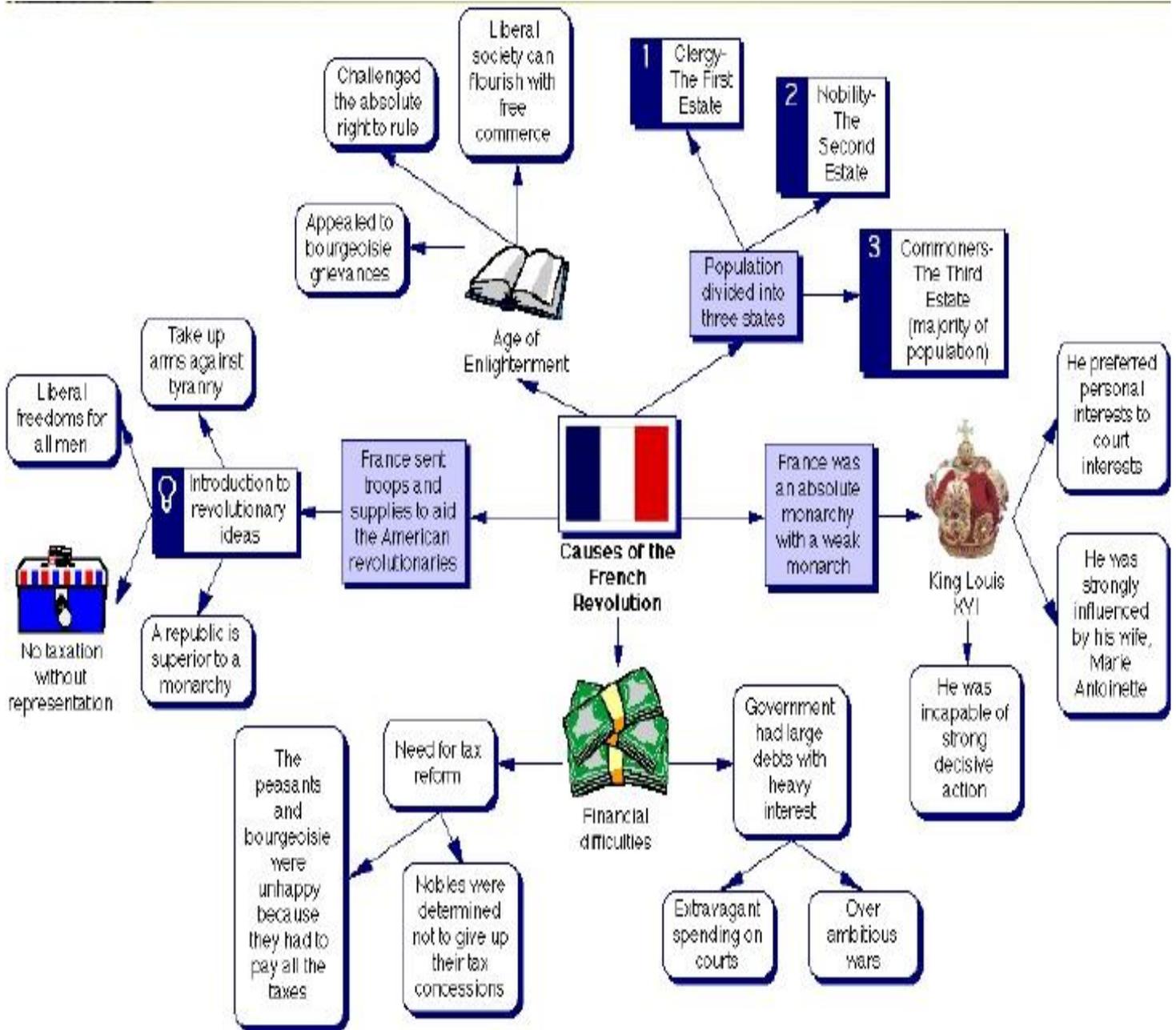
MAP WORK

On a political map of France mark the following:

1. The Estates General was located here.
2. Volunteers from this place marched to Paris singing a patriotic song that later became the country's national anthem.
3. In 1789 women brought the king back to this city.
4. These 2 ports owed their prosperity to slave trade.



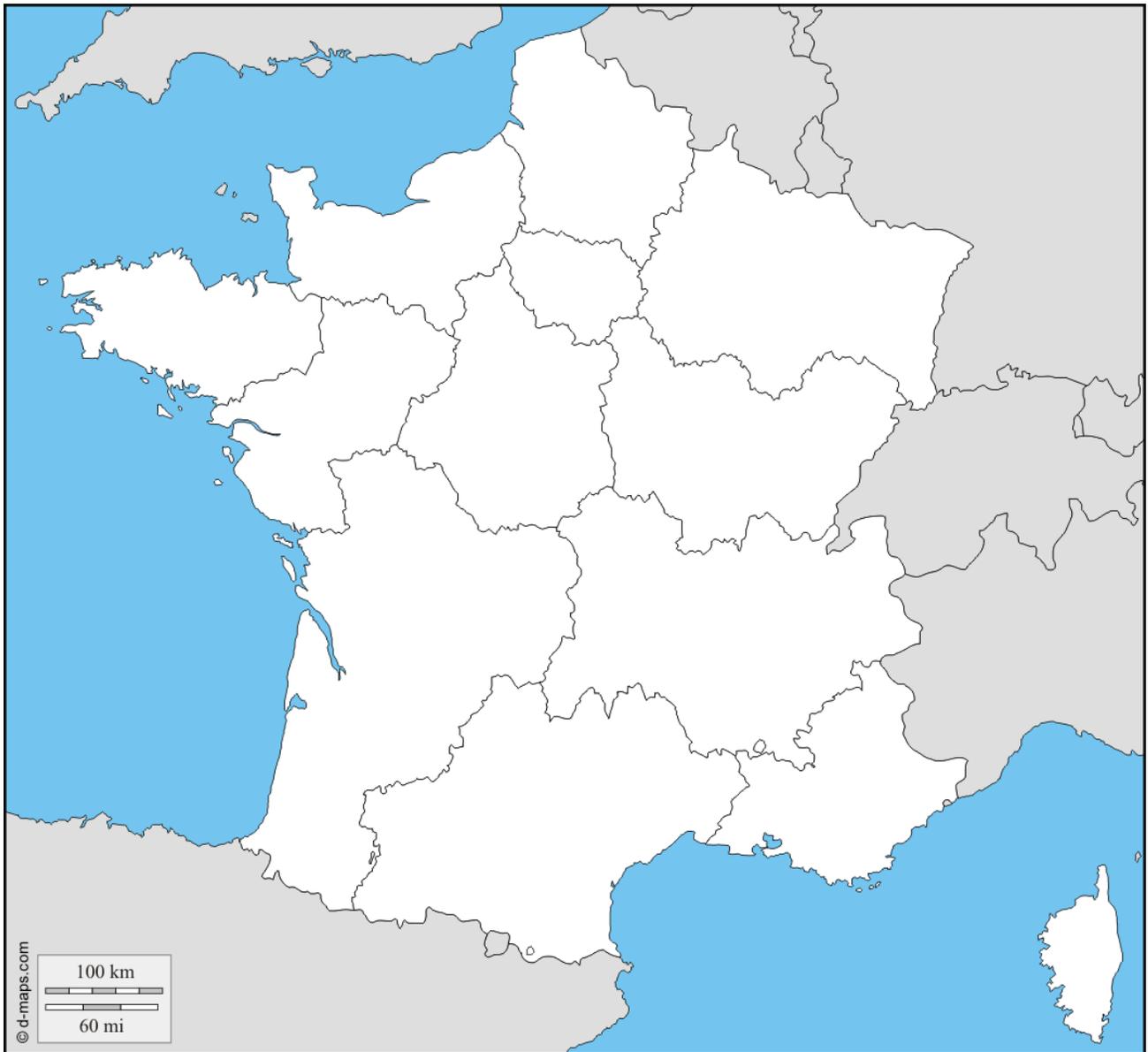
Let Us Recall.....



MAP WORK PRACTICE

Hints :

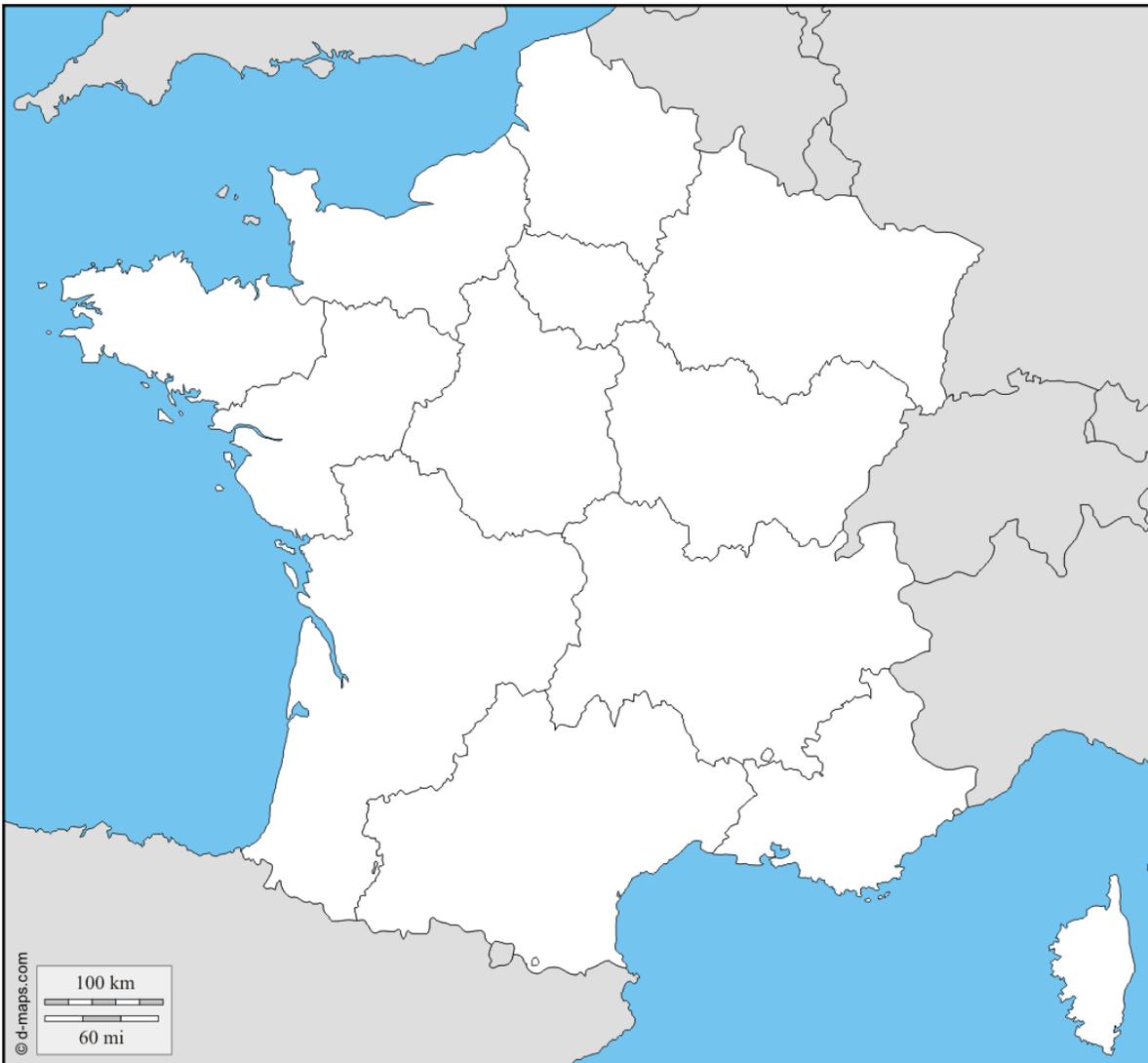
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MAP WORK PRACTICE

Hints :

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Chapter 3

NAZISM AND THE RISE OF HITLER

I. Answer the following questions briefly.

- Q1. On what grounds did Mahatma Gandhi make an appeal to Hitler to stop the War?
- Q2. Discuss the traditional Christian hostility towards Jews.
- Q3. What are some of the sources of our knowledge about the Holocaust?
- Q4. Why did Hitler want to conquer Eastern Europe?
- Q5. How did the Nazis influence the curriculum at the school level?
- Q6. How did the Nazis treat the women in Germany?

II. Answer the following questions in about 100 words.

- Q1. How did Hitler systematically destroy democracy in Germany?
- Q2. Discuss the main provisions of the Treaty of Versailles.
- Q3. How did Hitler devise his foreign policy? How did the Allies react to Hitler's ominous plans?
- Q4. Who were the 'November Criminals'? Why were they so named?
- Q5. How did Hitler make sure that an entire generation of Germans would completely believe in his world view?
- Q6. What factors led to Hitler and the Nazi Party taking power in Germany? Why do you think the German people supported their actions?

III. Make a Time- line on Hitler from 1932 - 1945

IV. Activity

The Holocaust was a human tragedy on a global scale. Millions of lives were exterminated by Hitler and the Nazis, and many more people died trying to stop them. Do you believe it's possible that a similar tragedy could still happen in the world today, even though the human race has already experienced it before? Why or why not? Are similar, smaller events going on right now (and in the recent past)? If so, why do you think they are happening?

Many observers argue that the Indian Constitution protects the actions and speech of hate groups.

Let us first investigate contemporary hate groups in India and then debate on tolerating their existence.

- Identify one or more contemporary hate groups in India.
- Then ask yourself the following questions
 - a. What kinds of beliefs are espoused by the hate groups located in the research?
 - b. What kinds of actions have these hate groups been known to take? What kinds of public statements have they made?
 - c. What are some landmark courts cases that have involved these hate groups?
 - d. What arguments have you come across for and against tolerating the existence of hate groups in India?

Sources:

Print Media and websites of Newspaper and Magazines like Times of India, Outlook etc.

For your information:

Read the following thoughts of Hitler on India and the colonial rule:

1942:

"The wealth of Great Britain is the result less of a perfect commercial organisation than of the capitalist exploitation of the three hundred and fifty million Indian slaves. The British are commended for their worldly wisdom in respecting the customs of the countries subject to them. In reality, this attitude has no other explanation than the determination not to raise the natives' standard of living. If we took India, the Indians would certainly not be enthusiastic, and they'd not be slow to regret the good old days of English rule! The climax of this cynical behavior of the English is that it gives them the prestige of liberalism and tolerance.

The prohibition of suttee for widows, and the suppression of starvation-dungeons, were dictated to the English by the desire not to reduce the labour-force, and perhaps also by the desire to economize wood! They set so cleverly about presenting these measures to the world that they provoked a wave of admiration. That's the strength of the English: to allow the natives to live whilst they exploit them to the uttermost.

There's not a single Englishman, at this moment, who isn't thinking constantly of India. In India, revolt is an endemic condition. Gandhi tried to succeed by pacific methods, but whatever be the methods chosen, the Indians are unanimous in their desire to shake off the British yoke."



Hitler meets Subhas Chandra Bose, leader of the Indian National Army which fought for Indian independence from colonial rule. Germany forms the Indische legion, made up of Indian volunteers and British-Indian POW's.

Chapter - 4 **FOREST SOCIETY AND COLONIALISM**

Answer the following questions briefly:

Q1. Define: Scientific Forestry

Reserved Forest

Q2. Why did the forest department promote the plantation of teak and sal?

Q3. What was the *blandongdienstensystem*?

Q4. Why did the Dutch force the Kalangs to work for them? How did the Kalangs react?

Q5. How was the disappearance of oak forests in England linked to felling of trees in India?

Q6. Why was Dietrich Brandis invited to India?

Answer the following questions in about 100 words:

Q1. What were the reasons for deforestation in the colonial period?

Q2. How did the forest rules affect the lives of ordinary people?

Q3. What is shifting cultivation? Why did the British government ban it?

Q4. Why did the Dhurwas of the Kanger forest rise in rebellion? How did the rebellion spread?

How did the British suppress the rebellion?

Q5. How did the World Wars affect the forests in India and Indonesia?

Q6. Write a short note on the Saminist Movement.

Activity:

I. India is the home of several tribal communities (like Santhals, Bhils, Mundas, Oraons, Gonds, Jarwas, Ahoms, Khasis, Garos to name only a few).

Each student will select any one tribe and write a dialogue between the colonial forester and a member of the tribe discussing the issue of hunting in the forest.

II. The class will be divided into 4 groups.

Groups 1 and 2 will be given a topic for debate. One group will speak for and the other against the motion **"Deforestation is necessary for development"**

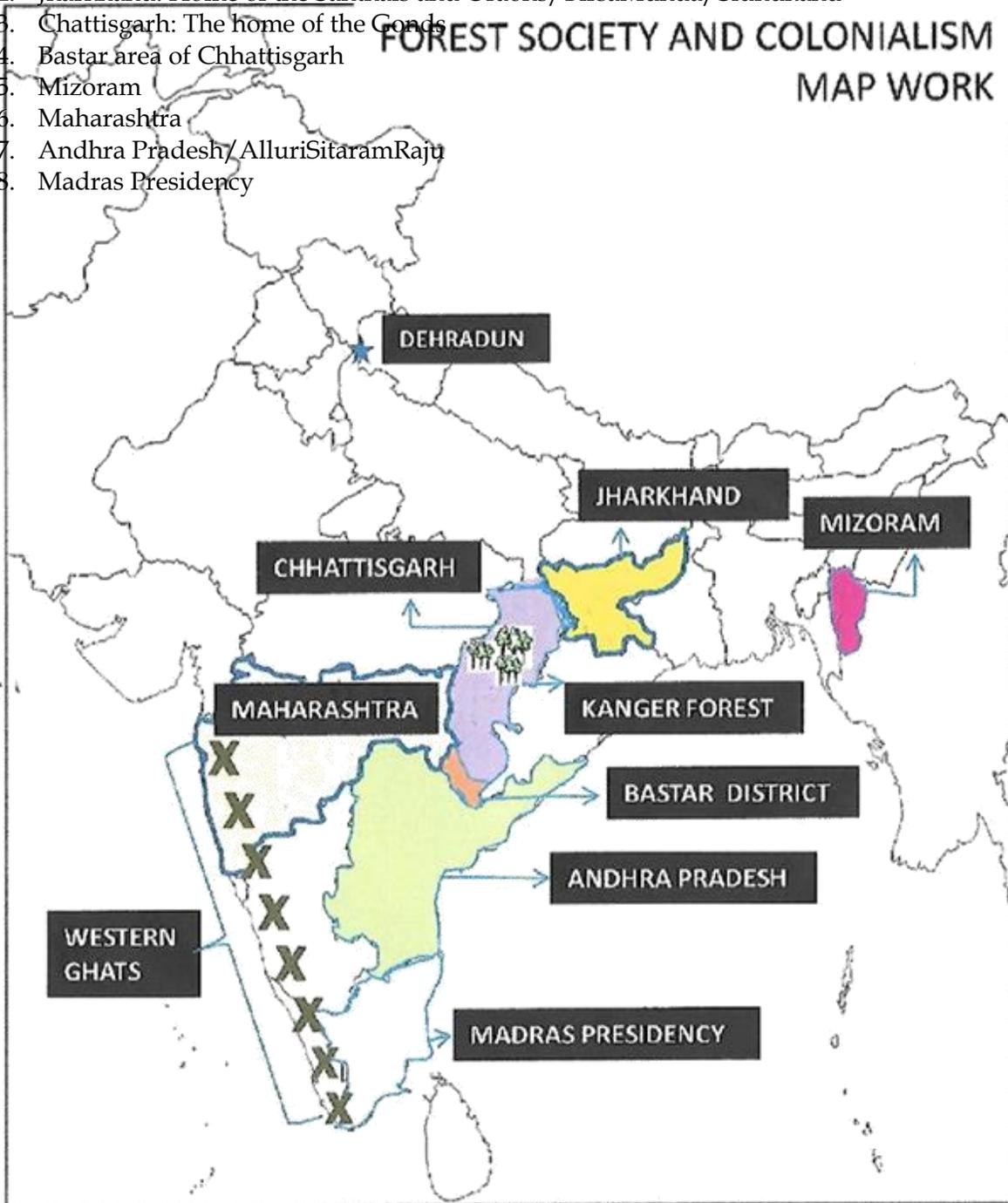
Each group member will contribute towards the preparation of the debate and 1 member will present the views before the class.

Groups 3 and 4 will conduct research and make a presentation on Medha Patkar, Sundarlal Bahuguna, Chandi Prasad Bhatt, Rajendra Singh (any one of these people). The presentation can be made with the help of charts, posters, poems or enacting a scene based on the life of their chosen leader and the movement led by him/her

MAP WORK - FOREST SOCIETY AND COLONIALISM

On a political map of India mark the following

1. Dehra Dun: The Imperial Forest Research Institute was set up here in 1906
2. Jharkhand: Home of the Santhals and Oraons/Birsa Munda/Sidhukanu
3. Chattisgarh: The home of the Gonds
4. Bastar area of Chhattisgarh
5. Mizoram
6. Maharashtra
7. Andhra Pradesh/Alluri Sitaram Raju
8. Madras Presidency



MAP WORK PRACTICE

Hints :

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Chapter 6
PEASANTS AND FARMERS

I. **Explain the following :-**

- Q.1 Strip Cultivation.
- Q.2 Opium Trade.
- Q.3 Native Americans.
- Q.4 Enclosure movement.
- Q.5 Triangular Trade.

Q.6 Open Field System.

II. **Answer the following briefly:-**

Q.1 What do you understand by the illegal trade of opium in china?

Q.2 Write a paragraph on why the British insisted for farmers growing opium in India?

Q.3 How was land cultivated before the enclosure movement?

Q.4 Why was their rioting in the 19th century in England? What action did government take against the rioters?

Q.5 What problems did expansion of wheat agriculture in the Great Plains cause?

Q.6 Why did urban population grow in 18th and 19th century in England?

Q.7 What was the effect of enclosures on people of Midland and around?

Q.8 What changes occurred due to the coming of modern agriculture in England?

Assignment:

1. What do you think happened to the native Indians after their lands were taken over? Find out about the Trail of Tears.
2. What is their current status? Do they enjoy equal status with the Americans?
3. What do you think was the impact of opium addiction in China?

MAP WORK : PEASANTS AND FARMERS

On the given outline map of India, mark the following:

1. Bengal and Bihar: Cultivation of Opium
2. Benares: People refused to cultivate opium here.
3. Rajasthan: Princely state
4. Calcutta: Opium was exported from here



MAP WORK PRACTICE

Hints :

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MAP WORK PRACTICE

Hints :

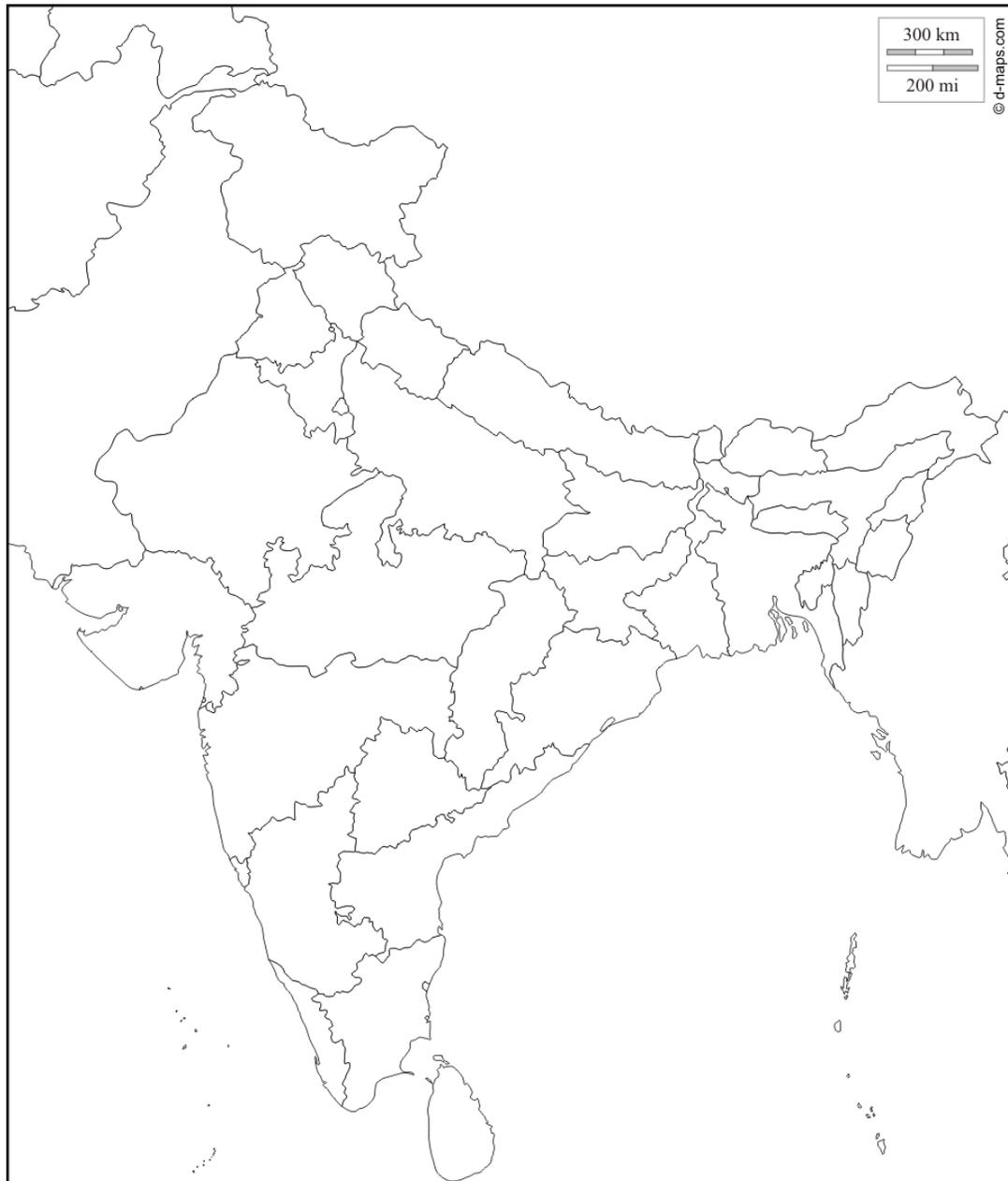
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Chapter 7

HISTORY AND SPORT: THE STORY OF CRICKET

I Answer the following:

1. When were the 'Laws of Cricket' drawn up? What was mentioned in the first written laws of cricket?
2. What is the major 'The Battle of Waterloo was won on the playing fields of Eton'?

3. What were the differences between amateurs and professionals?
4. Why was the Pentagonal Tournament condemned by Gandhiji?
5. 'One hundred and fifty years ago the first Indian cricketers, the Parsis had to struggle to find an open space of play. Why was it so?
6. 'The history of Gymkhana cricket led to first class cricket being organized on common and racial lines'. Explain.
7. What changes were introduced in cricket during the late 18th century?
8. Why did cricket remain a colonial game?

II Answer the following:

1. Explain difference between the Melbourne Cricket ground and Feroz Shah Kotla ground in Delhi?
2. Why is cricket considered a game with characteristic of both the past and present day?
- 3 Give two reasons why Parsis adopted cricket?

Activity.

1. A debate 'Commercialization of Cricket has killed the sportsman spirit'.
2. Make a collage with pictures of cricketers from the IPL teams. All cricketers who have set an example of good discipline, team spirit .collage should depict their positive qualities.

Chapter 8

CLOTHING: A SOCIAL HISTORY

I. Explain the following :-

- Q.1 Sumptuary Laws.
- Q.2 Sans Culottes
- Q.3 Victorian England.
- Q.4 Suffrage.
- Q.5 Pabulum
- Q.6 Busk.
- Q.7 Chintz.
- Q.8 Shoe Respect controversy.

II. Answer the following questions briefly.

- Q.1 Why were the traditional Feminine clothes criticized in the 1830s in England?
- Q.2 What were the demands of National Women Suffrage Association?
- Q.3 Why did the Conservatives oppose change in America?
- Q.4 How did the Brahmika Sari come into being?
- Q.5 What was the importance of Khadi for Mahatma Gandhi?

III. Answer the following questions in about 100 words:

- Q.1 How did the changes in clothing after the French Revolution express the idea of equality?
- Q.2 How did the style in clothing emphasis difference between men & women in Victorian England?
- Q.3 What radical changes in women clothing were observed during the two world wars?
- Q.4 Mention the three ways in which Indians reacted when western style clothing came to India in the 19th century.
- Q.5 What was Swadeshi movement? What impact did it have on Indian clothing & growth of nationalist movement?
- Q.6 Why and how did Mahatma Gandhi experiment with changes in clothing?

Assignment:

Read the following extract from William Dalrymple's book "Nine Lives"

"In reality Kerala has always been one of the most conservative, socially oppressive and rigidly hierarchical societies in India. When the British traveler and Doctor Francis Buchanan passed through the area at the beginning of the 19th century he found caste inequalities and restrictions so severe that a warrior caste Nayyar was considered within his rights instantly to behead and kill a low caste man if the latter dared to appear on the same road at the same time. The exact differences that each caste had to keep from each other were laid down in arcane legal codes, as was the specific way that different castes should tie their lungis or even dress their hair."

Later he writes, "These inequalities are the fertile soil from which theyyam grew, and the dance form has always been a conscious and ritualized inversion of the usual structures of Keralan life: for it is not the pure and sanctified Brahmins into whom the gods choose to incarnate, but the shunned and insulted Dalits."

Write an article on theyyam and how it questions the injustice of the upper caste towards the lower caste.

POLITICAL SCIENCE

Chapter 1

Democracy in a Contemporary World

I. Answer the following questions briefly.

- Q.1 Mention any two policy decisions taken by Salvador Allende between 1970 and 1973.
- Q.2 What were the similarities and differences in governments formed by Pinochet and Jaruzelski?
- Q.3 What is Solidarity? Why did it resurface in 1988?
- Q.4 How did the Cold War accelerate the progress of Democracy?
- Q.5 Mention any two democratic countries, which reverted to dictatorships by 2000.

II. Answer the following questions in about 100 words.

- Q.1 Can the United Nations be called the most democratic organization? Give any two reasons for and against it.
- Q.2 Why did USA launch an attack on Iraq? Do you think it was justified?

Assignment:

Q1. When did the Iraq -US War break out?

Q2. Why did it break out?

Q3. Who was the leader of Iraq during the war?

Q4. How did the war impact the environment?

Q5. On an outline map of the world identify and colour Iraq.

Colour Iraq's neighbours and find out the political status of these countries and their relation with USA.

Q6. Since September 2014 the USA has been conducting airstrikes in Syria as a part of an international coalition against jihadist groups

Form groups of four and conduct a debate on -The airstrikes are justified.

-USA should not intervene.

Chapter: 2
What is Democracy? Why Democracy?

I. Answer the following questions briefly.

- Q.1 Define and classify Democracy.
- Q.2 Do you know of any other government other than a Democracy? Name them.
- Q.3 Mention three instances where people are denied the right to vote.
- Q.4 What kind of government does Myanmar have today? What kind of a government did it have in the 1970s?

II. Answer the following questions in about 100 words.

- Q.1 Give two reasons to show that Pakistan's government (2007) cannot be called a Democracy.
- Q.2 Why are the elections in China and Mexico neither free nor fair?
- Q.3 Why is the ZANU-PF the most undemocratic political organization Zimbabwe?
- Q.4 How can you say that democracy improves the quality of decision making?
- Q.5 What is a democratic decision?
- Q.6 Which according to you is a better form of government-Democracy or Dictatorship? Give reasons for your answer.

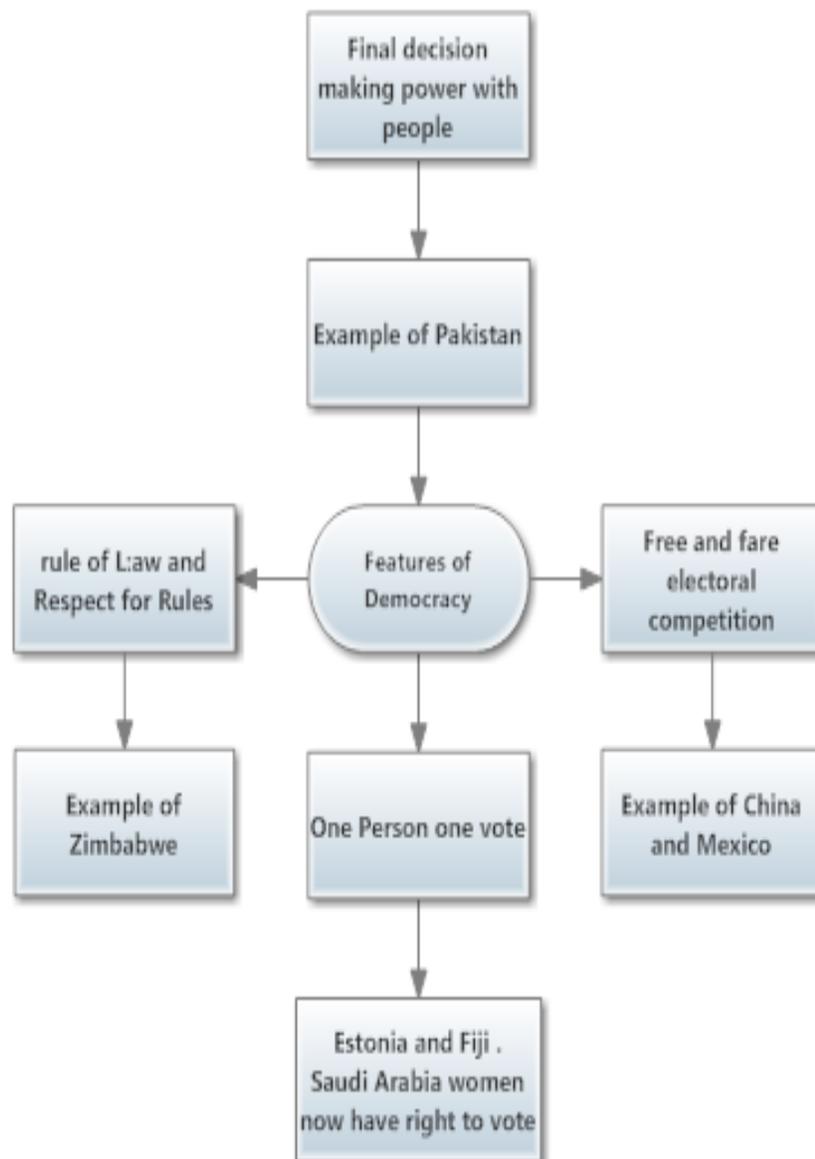
Assignment

Complete the Table

COUNTRY	FORM OF GOVERNMENT	POLITICAL PARTY IN POWER	UNIVERSAL ADULT FRANCHISE	PARTY SYSTEM
Pakistan				
China				
Zimbabwe				
Sri Lanka				
Saudi Arabia				

Mexico				
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Features of Democracy (Mind-Map)



Chapter: 3
Constitutional Design

I. Answer the following questions briefly.

- Q.1 Define apartheid \ segregation.
- Q.2 Define the following principles of the Indian Constitution:
- Sovereign
 - socialist
 - secular
 - democracy
 - fraternity
- Q3. What do you understand by the term rainbow nation?

II. Answer the following questions in about 100 words.

- Q.1 How did the South Africa evolve its Constitution?
- Q.2 Did the Indian and South African Constitutions evolve in different ways?
- Q.3 Why was it not difficult for India to draft its Constitution?
- Q.4 What is a Constitution? Why do we need a Constitution?
- Q.5 Why hasn't our Constitution been challenged?

Assignment

Discriminatory laws continue to exist across the world even today. Men and women, black and white, rich and poor-continue to be treated differently. Invisible walls divide races, communities and religions.

Read the following extract from an article written by VirSangvi :

“A no good son of a politician walks into a bar carrying a gun. The girl behind the counter is well educated, well brought up, models and anchors TV shows for a living. She is bartending for a lark and so refuses to treat the politician's son with deference he is so accustomed to. Angered by the girl's insolence the boy pulls out his gun and shoots her dead.

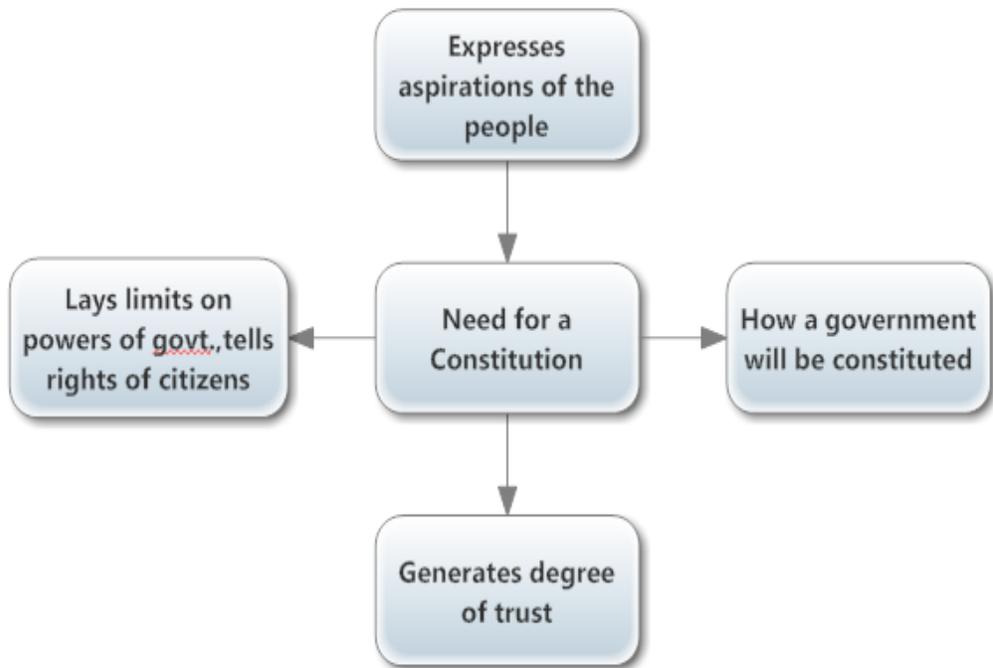
From that point on, the political class closes ranks. Favours are called in, phone calls are made, and instructions are issued. The police contaminate the crime scene and damage the evidence. The forensic guys are nobbled. Bullets are switched and lies are told. When the case comes to court, the boy is acquitted.”

Later he writes “When it comes to its children the political class is united. It's them first. And it is the rest of us afterwards. But I don't think that any of us will let it be. We recognize what they are up to.”

Hindustan Times, November 15 2009.

Find out what happened to this “no good son of a politician”, how he was finally nailed and how he managed parole. Who do you think has the REAL power to fight injustice?

Need for a Constitution (Mind Map)



Chapter: 4 Electoral Politics

Answer the following questions briefly.

- Q.1 Define the following: Constituency, wards, Voter's List, ticket, incumbent, Code of Conduct and rigging
- Q.2 Why do we need elections?
- Q.3 What makes an election democratic?

II. Answer the following questions in about 100 words.

- Q.1 Mention the advantages of political competition?
- Q.2 What is a constituency? How are they formed?
- Q.3 Why are some constituencies reserved? Are the proportion of reserved seats same in all the states?
- Q.4 Do you think that a candidate standing for elections should have some basic educational qualifications? If so what are the basic requirements?
- Q.5 What are the different ways in which a candidate campaigns for votes?
- Q.6 Mention two unfair practices used by Candidates in India? Discuss the solution to these malpractices .
- Q.7 Discuss the powers of the Election Commission.

III. Activity

Mock Elections

Guidelines to include:

- Classes to be allowed 1 political party each
- Political parties to register with the EC .EC to assign them political symbols.
- Strict vigilance by EC on campaigning strategies
- Campaigning to happen only during lunch break
- Class to prepare a chart on their political party, with the symbol, their representatives and their ideology. (to be stuck outside their class)
- Inform political parties of the Day and date of election
- Campaigning to end 2 days before elections
- EC to prepare Voter' List, Ballot Paper and Ballot Boxes.(3)

EC to ensure that voters carry some form of identification on Election Day

Design a Poster in your notebook about :

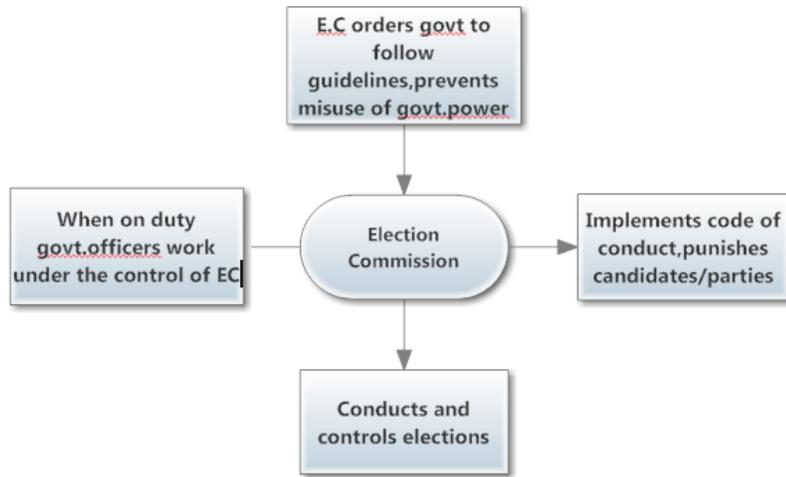
Your Political Party

Party Symbol

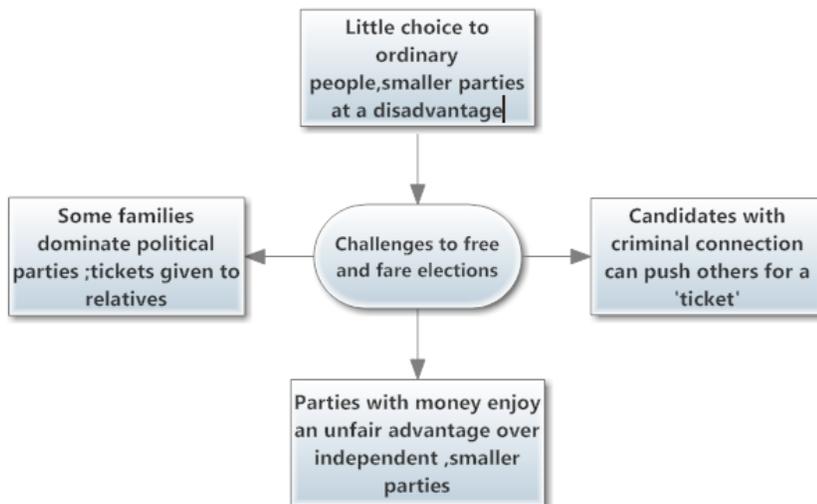
Election Slogan(must be relevant to a current issue facing the country)

A five point Election Manifesto.

Roles of Election Commission



Challenges to Free and Fair Elections



1. Three conditions which make an election democratic are.....
2. Two merits of electoral competition are
3. Two demerits of electoral competition are.....
4. Election Commission of India is independent as.....
5. A significant challenge regarding the level playing field in context of election is.....
6. How can it be said that the reserved seats do not take away the legitimate share of the other groups?

GENERAL ELECTIONS 2014

Please answer the following in your Political Science notebooks.

1. Who were the Prime Ministerial Candidates from major political parties?
2. What is the difference between Opinion Polls and Exit Polls? Do you think these should be conducted?
3. What regulations have been enforced by the Election Commission of India to ensure fair campaigning?
4. Who is the Chief Election Commissioner of India?
5. What were the key issues raised by political parties in the General Election?
6. What catchy slogans were raised by the political parties?
7. Before 2014, how many General Elections have taken place in India?
8. What is the gap between last day of campaign and the day of polling? Why do you think it is important to have this gap?
9. What is the importance of the NOTA option?
10. Mention some innovative methods used by political parties and candidates for campaigning and reaching out to the people.
11. Find out more about Representative Democracy vs. Participatory Democracy.

Chapter 5

Working of Institutions

I. Answer the following questions in about 100 words.

- Q.1 Why was the Mandal Commission constituted in 1979? Did it help the Janata Dal in any way?
- Q.2 What is the composition of the Parliament? What are its functions?
- Q.3 How is the Lok Sabha more powerful than the Rajya Sabha?
- Q.4 Why is the political executive more powerful than the non-political executive?
- Q.5 How is the PM appointed? Can a person who is not a Member of Parliament become a minister?
- Q.6 Explain the term Council of Ministers. Find out names of important ministers of the Indian government.
- Q.7 What are the executive powers of the President?
- Q.8 Show two instances where the President is able to exercise power without consulting the PM.
- Q.9 What is the Cabinet Secretariat? What is its role in the government?
- Q.10 Why is the Judiciary independent and integrated?
- Q.11 How are the judges of the High Court and Supreme Court appointed? Who is the present Chief Justice of India?
- Q.12 What is Judicial Review?

Tabular Questions

Q1. Complete the table

	Lok Sabha	Rajya Sabha
No. of members		
How are they elected?		
Term		
Presiding officers		
Bills introduced		

Q2. Complete the table

	Prime Minister	President
Qualifications		
Elections		
Term		
Removal		
Powers		

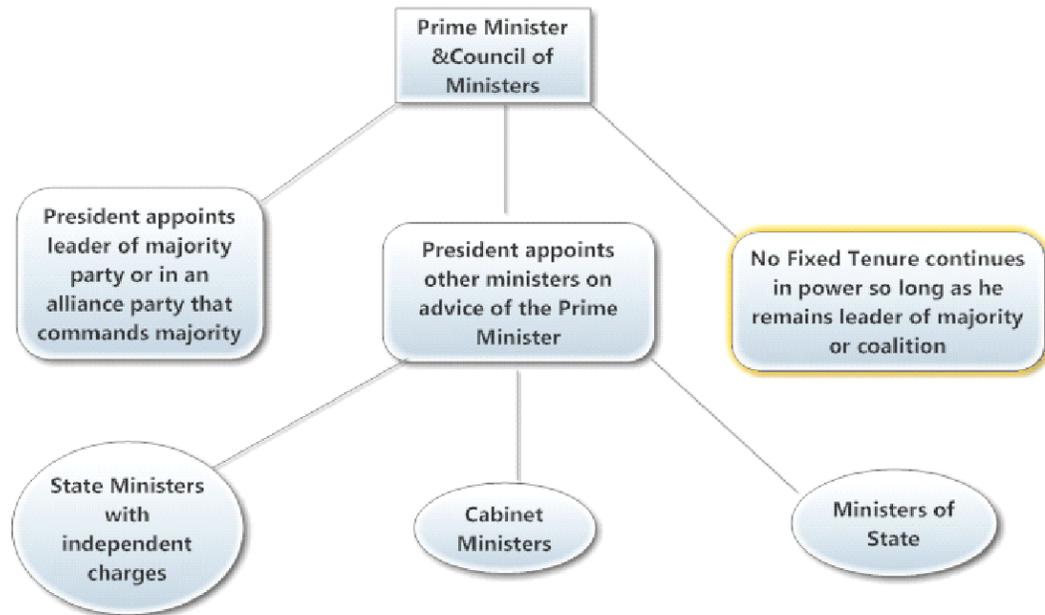
Q3. Compare the powers of the President of USA with that of the President of India

President of USA	President of India

Assignment:

1. Organize a debate on the topic, "Reservation is justified."
2. Find who the PM and the President of India was at the time Mandal Commission was implemented and about the agitation that followed.
3. What is the percentage of seats reserved for the SC, ST AND OBC?

Prime Minister and his Council



Democratic Rights

I. Answer the following questions briefly.

- Q.1 Why did Guantanamo Bay attract the attention of the international community?
- Q.2 How has the PIL made the courts more accessible to the people?
- Q.3 What are the different provisions mentioned in the Right against Exploitation?
- Q.4 How has the Constitution protected us from violation of rights?
- Q.5 Discuss Cultural and Educational Rights as provided by the Constitution.

II. Answer the following questions in about 100 words.

- Q.1 What is the 'Amnesty International? What role did it play in exposing Guantanamo Bay to the world?
- Q.2 Give an example to show, how a democratically elected leader in East Europe, violated the principles of democracy in a most inhuman way.
- Q.3 Define rights. Enumerate the Fundamental Rights guaranteed by the Indian Constitution.
- Q.4 Do you think the government's policy of reservations is against the Right to Equality?
- Q.5 Discuss a few limitations to the Right to Freedom.
- Q.6 Why did Dr. Ambedkar refer to the Right to Constitutional Remedies as the heart and soul of the constitution?
- Q.7 What do you understand by the term secular? How is secularism practiced in India?

Assignment:

The class will be divided into 5 groups of 5-6 members each. Each group will be assigned a topic on human rights violation. The class will be given a weeks' time to prepare the presentation after which they will be asked to showcase the same in their respective classes.

Topics include:

Jews in Nazi Germany

Guantanamo Bay

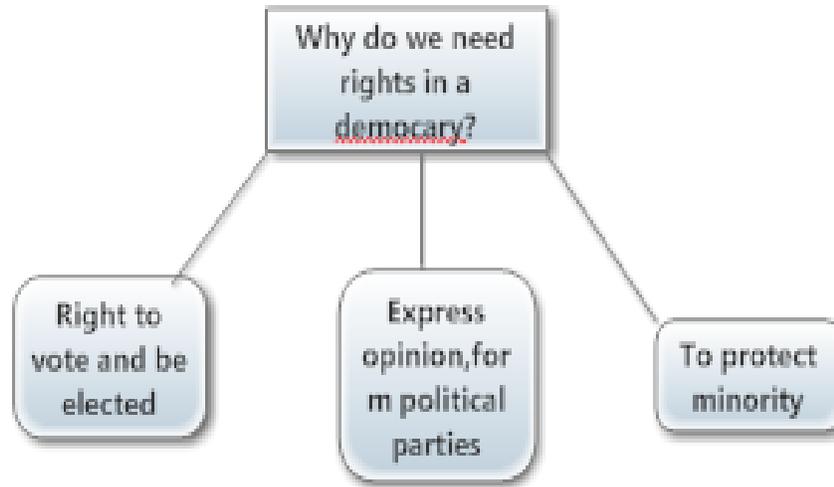
Dafur

Godhra Massacre

Kosovo Crisis

Apartheid

DEMOCRACY



Activity: Prepare a report on any one case of Human Rights violation in India in the recent times. Your report must include the following details:

- The regional setting of the case.
- The nature of violation.
- Action taken by the concerned authority.
- Involvement of NGOs, if any.
- Your views.

UT Practice Paper

1 Hr. 30 Mins Max. Marks: 45

Section A: History Marks: 13

- Q1. What did the broken chain and the winged woman represent? 2
- Q2. List the three things that changed the life of the Third estate in France on 4th August 1789? 3
- Q3. Mention any three democratic ideals that the Indian Constitution has adopted from France? 3
- Q4. "The 18th century witnessed the emergence of the middle class." Explain their role and importance in the French Revolution. 5

Political Science Marks: 10

- Q.5 Write a two sentences on the following: 2
- a) Solidarity
 - b) General Jaruzelski
- Q.6 Name the political party that ruled Poland in 1980. Why was this party unpopular? 1+2
- Q.7 "Because I was the victim of hatred, I have dedicated my life to reverse that hatred and turn it into understanding, tolerance and -why not say -into love" 5
- a) Who said this? 1
 - b) What happened in Chile on 11th September 1973? 2
 - c) What turn of events took place in Chile in 1988? 2

Geography Marks: 12

- Q8. What is a Strait? Give example 2
- Q9. Give reasons for the following 1+1=2
- a) 82° 30' East selected as a standard meridian of India
 - b) Two hours difference between India's easternmost and westernmost points

- Q10. What evidences do we have, which establish India's contacts with other parts of the world in ancient times? 3
- Q11. The central location of India at the head of Indian ocean is considered of great significance .Why? 2
- Q12. On the political map of India provided to you mark and label the following: 3
- a) Westernmost longitude of India
 - b) Southernmost point of Indian Union.
 - c) Tripura and its capital

Economics Marks: 10

- Q13. Why is Green revolution considered boon and bane? Give two points each 2+2=4
- Q14. What is land fragmentation? How does it affect production ? 2
- Q15. Distinguish between Fixed and Working capital .Give two examples for each 2
- Q16. What do large farmers do with the capital earned by them? 2

UT Practice Paper
1 Hr. 30 Mins Max. Marks: 45

HISTORY

Marks 12

- Q1. Between 1880 and 1920 forest cover in the Indian subcontinent declined drastically. Discuss the role of the railways and shipbuilding in the decline of the forest cover. 2
- Q2. Write two examples to show villagers used forests in a variety of ways. 2
- Q3. Why was Diertrich Brandis appointed by the British? Explain any one reform introduced by him. 1+1=2
- Q4. a) What is shifting cultivation? 1+1+1=3
b) Why was this practice banned by European foresters?
c) Mention any one of its local name in Africa and India.
- Q5. What was the difference between protected and reserved Forest? What hardships were faced by the villagers as a result of the Forest Act? 2+1=3

Political Science Marks: 10

- Q.6 Mention any two election laws that regulate election campaigns? 2
- Q.7 What is the importance of electoral competition among political parties? 2
- Q.8 'Shyamlal is a Dalit whereas Rajbir a Brahmin, who has been found guilty practicing of untouchability'. Of the two names given which one should be allowed to contest elections and which one should not. Give reasons for both. 1+2=3
- Q.9 Enumerate any three challenges to free and fair elections. 3

Geography Marks: 13

- Q.10 How do the following affect the distribution of flora and fauna? 1+1=2
a) Land
b) Soil
- Q.11. How do human beings influence the ecology of a region? 3
- Q.12 Mangrove forests live life on the edge-with one foot on the land and one in the sea. 1+1+1=3
a) Where in India are Mangrove forests found?
b) Give another name for Mangrove forests. Which famous place has the largest collection of mangrove forests?
c) Which famous carnivore and tree is associated with this forest?
- Q.13 As we climb higher in a mountainous region, there is a distinct change in the type of vegetation. 1+2=3
a) What is the reason for this change?
b) Name the types of vegetation according to their transition.(any four)
- Q.14 What is a Biome? How are biomes identified? What type of vegetation is found in high rainfall areas? 1+1/2+1/2=2

Term End Examination Practice Paper 1

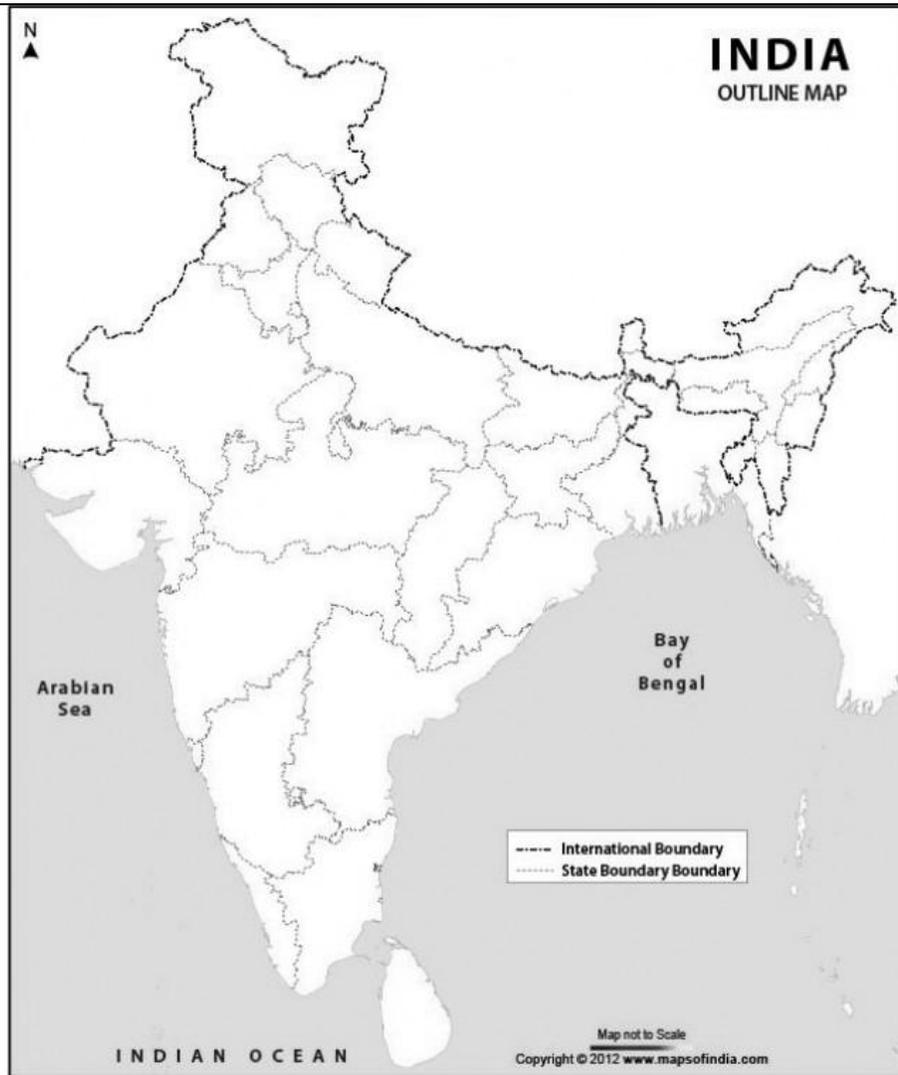
3 hrs

90 Marks

Q1.	On what charges was Louis the XVI guillotined?	1
Q2.	What was the relevance 'Auschwitz' in Nazi Germany?	1
Q3.	Which country does not allow its minority any voting rights?	1
Q4.	What inspiration did our constitution makers adopt from the Socialist revolution in Russia?	1
Q5.	In democracy what do you understand by political equality?	1
Q6.	Beyond which latitude does the Indian subcontinent begin to taper?	1
Q7.	How many states and union territories does India have?	1
Q8.	Name the highest mountain peaks of Western and Eastern Ghats.	1
Q9.	'All schools were cleansed and purified'. What did this statement mean in Nazi Germany?	3
Q10.	How did Robert Mugabe's party Zanu-PF violate the features of democratically elected government?	3
Q11.	'Democracy is the most popular form of government that has emerged in modern era, however its limitations cannot be ruled out.' Justify this statement by assessing three shortcomings of democracy.	3
Q12.	"The Preamble is a short statement of basic values of our Indian Constitution." Mention any three values from the Preamble that inspire you.	3
Q13.	In respect to Himachal Himalayas describe: a. Its structure b. Its altitude c. Give one specific feature of these mountain ranges.	3
Q14.	With the help of a diagram explain dendritic drainage pattern. Give examples of this type of pattern in India.	2+1
Q15.	What is IST? Why was a particular meridian of longitude chosen to give us our Standard Time?	2+1
Q16.	Write a short note on the Indian desert.	3
Q17.	Name some of the non-farm activities being taken up in Palampur. Explain any	3

	one briefly.																									
Q18.	Farmers sell the surplus produce in the markets. What do they utilize the capital thus earned from their sales?	3																								
Q19.	Analyze the graph given below and answer the questions that follow. (Literacy rates of India have been given for various decades in percentages.)	$1\frac{1}{2}+1\frac{1}{2}+1=$ 3																								
	<div data-bbox="261 434 1214 926" data-label="Figure"> <table border="1"> <caption>Literacy Rate in India : 1951-2011</caption> <thead> <tr> <th>Year</th> <th>Male (%)</th> <th>Female (%)</th> </tr> </thead> <tbody> <tr> <td>1951</td> <td>28</td> <td>10</td> </tr> <tr> <td>1961</td> <td>42</td> <td>15</td> </tr> <tr> <td>1971</td> <td>48</td> <td>22</td> </tr> <tr> <td>1981</td> <td>58</td> <td>30</td> </tr> <tr> <td>1991</td> <td>65</td> <td>40</td> </tr> <tr> <td>2001</td> <td>75</td> <td>65</td> </tr> <tr> <td>2011</td> <td>82</td> <td>68</td> </tr> </tbody> </table> </div> <p>a. What do you get to know about the growth of male literacy from the graph? Compare it to the Female literacy graph.</p> <p>b. In which year is the female literacy rate the least?</p> <p>c. From 1951 to 2001 by how much has female literacy increased? (Approximate figures)</p>	Year	Male (%)	Female (%)	1951	28	10	1961	42	15	1971	48	22	1981	58	30	1991	65	40	2001	75	65	2011	82	68	
Year	Male (%)	Female (%)																								
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1971	48	22																								
1981	58	30																								
1991	65	40																								
2001	75	65																								
2011	82	68																								
Q20.	What is unemployment? Distinguish between seasonal and disguised unemployment.	1+2																								
Q21.	Write three economic effects of the Great Depression on Germany and two weaknesses of the Weimar Republic.	3+2=5																								
Q22.	Why did the women in France form political clubs? What new laws were introduced by the revolutionary government?	2+3=5																								
Q23.	Explain two features of Hitler's new style of politics. What steps did Hitler undertake to dismantle democracy in Germany?	2+3=5																								
Q24.	"After years of discussion and debate South Africa came out with one of the finest constitutions the world has ever had."	5																								
	a) Name the leader who fought Apartheid in South Africa.	1																								

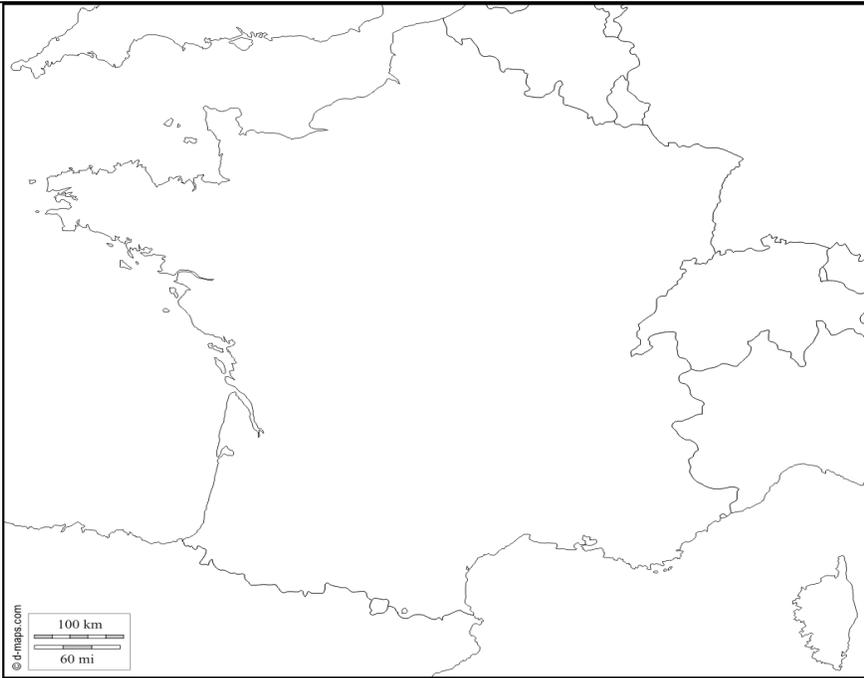
	b) As a reaction to the protests against apartheid what changes were made by the white government?	2
	c) What compromise was made between the white minority and black majority?	2
Q25.	a) Explain two common features and two differences between Pinochet's Chile and Communist rule in Poland? b) Based on stories of these two nations what is the most important feature that would make a nation democratic?	4+1=5
Q26.	Describe the drainage basin of River Narmada explaining its a. Origin b. Direction of flow c. Locations and features it creates d. Tributaries	1+1+2+1
Q27.	Keeping in mind the story of the village Palampur answer the following questions- a. Why are the wages of farm labourers less than minimum wages? b. Where does the labour come from for both small as well as large farmers? c. How do small and large farmers arrange for capital for their farm operations?	1+2+2
Q28.	Give a detailed explanation of any five steps that have been taken over the years to improve the education levels in the country.	5
Q29.	i) On the given political map of India mark and name the following: <u>Secure</u> <u>the map properly with your answer sheet.</u> a. Chota Nagpur Plateau b. Standard Meridian of India c. Mt. Nanda Devi	3



3

ii) On the given outline map of France name and locate the following:

- a) Two ports from where French merchants sailed to the African coast.
- b) The representatives of the third Estate assembled at the Tennis court in the grounds of this place.



Term End Practice Paper 2

- 1 “Indians responded in different ways to Gandhiji’s call for khadi”. With the help of three examples, justify the above statement.
- 2 What were the Sumptuary Laws? How did the aristocracy in France assert itself through clothing?
- 3 Why do Jodhpur and Jaisalmer have hot desert type of climate?
These places have very high temperature and low rainfall due to-
- 4 Describe the processes of population change very briefly.
- 5 What important needs of adolescents have been emphasized upon by the National Population Policy 2000? How does it plan to address these needs?
What adaptations have been made by the thorn forests and scrubs to the desert conditions?
- 7 Election Commission in India has a powerful role in our electoral system. Explain.
- 8 Why is the Indian democracy seen as a Prime Ministerial form of government?
- 9 List out the procedures that should be followed by the Police when they arrest or detain any citizen.
- 10 Write a note on the role of co-operatives in providing food security. Support your answer with examples.
- 11 Give three important features of ‘National Food For Work Programme’.
- 12 What are the problems that have come to infect the Public Distribution System? Give three points.
- 13 What was the ‘Scorched Earth’ policy? Why was it difficult for the Indonesian government to take the land back? Give any one similarity between the problem faced in Java and India.
- 14 Western style clothing in the colonial period saw varied reactions from the Indians. Explain the statement. These also often led to conflict. Give reason for this, using the Shoe respect controversy.
- 15 How did the colonial government interfere in the day to day activities of the people of Bastar? What were Forest Villages? How did the rebellion spread in the villagers of Bastar?
- 16 What are the five facts important to understand the mechanism of monsoon?

- 17 What is the structure of Judiciary in India? What do you understand by integrated judiciary?
- 18 The scope of rights has expanded in the recent past. Explain.
- 19 What is buffer stock? Why is keeping high level of buffer stock undesirable and what are the measures that the government can take or has taken to control excess buffer stock?
- 20 Explain Five major causes of poverty in India.
- 21
- i. On an outline map of India mark and name the following:-
 - a) Leh
 - b) The state having lowest sex ratio.
 - ii. On the given map of India, Identify the following. You need to name the answers on the map and attach the map with your answer sheet.
 - a) A type of natural vegetation
 - b) A Wildlife sanctuary



Practice Maps

