

CBSE CLASS X
Social Science (087)

ANSWER KEY

AI-generated question paper

Code: S381SW

Questions: 19

Maximum Marks: 40

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SELECTIONS USED

Subject	Social Science
Lessons	1 Development
Level of understanding	Initial understanding
Question selection	Curated chapter coverage (~3 questions per section)
Model	claude-sonnet-4-6

Composition — Difficulty: 7 straightforward · 12 medium | Types: 12 Short · 6 Very short · 1 MCQ

Q1. medium initial-understanding § Notes for the Teacher

[2]

Why is per capita income alone considered an insufficient measure of a country's development?

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Model Answer

Per capita income alone is an insufficient measure of development because it does not reflect how income is distributed among people, nor does it account for other important aspects like health status, literacy rate, and quality of life. For example, Kerala has a lower per capita income than Haryana but has far better infant mortality rate (6 vs. 28) and literacy rate (94% vs. 82%). Thus, development must consider income **along with** health and education indicators.

Source: Chapter 1 — Income and Other Criteria; Human Development Report

Explanation

- The examiner expects **two clear limitations** of per capita income: (1) it hides inequality in distribution, and (2) it ignores non-income factors like health and education.
- Support with the **Kerala–Haryana example** from the textbook — this is the go-to illustration CBSE expects.
- Don't just say "it is not enough" — state *why* with evidence.
- The UNDP/HDI point (health + education + income) strengthens the answer for full marks.

Q2. medium initial-understanding § Introduction

[3]

Why might what counts as 'development' for one group of people actually be harmful or destructive for another? Give an example to support your answer.

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Model Answer

Development for one group may come at the cost of another group's well-being because different people have conflicting goals and needs.

Example: A dam built for irrigation and electricity benefits farmers and industries in some regions. However, it displaces tribal communities and villagers living near the river, who lose their homes and livelihoods. What is "development" for one group becomes destruction for another.

This shows that development decisions must consider whether benefits reach a large number of people or only a small group, and whether they are fair to all.

Source: Chapter 1 – National Development, Introduction

Explanation

- The examiner expects you to **state the conflict clearly** and back it with **one concrete example** — the dam/displacement example is ideal and textbook-relevant.
- Key phrase to include: "*different persons have different as well as conflicting notions of development*" (from the chapter).
- The toxic-waste Abidjan example from the textbook also works well as an alternative example.
- Avoid writing a long essay — at 3 marks, 3 clear points (conflict exists → example → conclusion) is enough.

Q3. medium initial-understanding § What Development Promises — Different People, Different Goals

[3]

Why might the development goals of a dam-building industrialist and a tribal community living near the proposed dam site conflict with each other?

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Model Answer

The developmental goals of a dam-building industrialist and a tribal community conflict because they want different things from the same land and water resources.

The **industrialist** wants to build a large dam to generate more electricity and promote industrial growth. His goal is increased production and profit.

The **tribal community** living near the dam site will be displaced and lose their land, homes, and livelihood. Their goal is security of land and continuation of their way of life. They may prefer small check dams or tanks to irrigate their fields instead.

Thus, what is development for one (the industrialist) is destruction for the other (the tribals).

Source: Chapter 1 — What Development Promises: Different People, Different Goals

Explanation

- The textbook explicitly uses the dam–tribal example: "industrialists may want more dams... this may submerge the land and disrupt the lives of people who are displaced – such as tribals."
- Examiners expect you to state **both sides' goals clearly** and then conclude with the textbook idea: "what may be development for one may not be development for the other – it may even be destructive for the other."
- Mentioning "small check dams or tanks" as the tribals' preference earns an extra mark as it shows close reading of the chapter.

Q4. straightforward initial-understanding § Income and Other Goals

[1]

Besides income, give two examples of goals that people consider important for their development.

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Model Answer

Besides income, two important goals people consider for their development are: (i) **security and freedom** from fear and violence, and (ii) **equal treatment and respect** from others without any discrimination.

Source: Chapter 1, Income and Other Goals

Explanation

The question asks for two non-income goals — any two from: security, freedom, equal treatment, respect, dignity. CBSE awards the mark for correctly naming two valid goals. Avoid vague answers; use the exact terms from the textbook passage.

Q5. medium initial-understanding § Income and Other Goals

[3]

A woman from a rural family takes up a paid job outside her home. In what ways could this change be considered development for her, beyond the income she earns?

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Model Answer

Beyond income, a rural woman taking up a paid job outside her home experiences development in the following ways:

1. **Decision-making power:** She gains greater say in household and personal decisions, reducing dependence on others.
2. **Social status and respect:** She earns recognition beyond her domestic role, which raises her dignity and confidence.
3. **Freedom and equality:** She gets an opportunity to move beyond traditional gender roles, enjoying freedoms comparable to male members of her family.
4. **Exposure and awareness:** Working outside exposes her to new people, ideas, and opportunities, broadening her outlook.

These gains reflect that development is not just about income but also about improving quality of life, freedom, and equality.

Source: Chapter 1 — *What Development Promises, Different People Different Goals*

Explanation

The textbook uses the example of "a rural woman from a land-owning family" in Table 1.1 to illustrate that developmental goals go beyond income. The chapter emphasises that development includes freedom, equality, dignity, and quality of life — not just money. Examiners expect you to identify **at least 3 non-income dimensions** (social respect, decision-making, freedom/equality, exposure) clearly. Avoid vague statements; link each point to the concept of development directly.

Q6. straightforward initial-understanding § National Development

[1]

Different groups of people often have conflicting ideas about what development should mean for the nation. What should be considered first when choosing between such conflicting development goals?

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Model Answer

When development goals conflict, we should first ask: **does the idea benefit a large number of people, or only a small group?** The path that is fair and just to the majority should be chosen.

Source: National Development, Chapter 1

Explanation

The textbook explicitly states: "*Would the idea benefit a large number of people or only a small group? National development means thinking about these questions.*" Examiners expect this exact criterion — benefit to the majority / a fair and just path. Avoid vague answers like "discuss" or "compromise."

Q7. straightforward initial-understanding § How to Compare Different Countries or States?

[1]

Why do we use per capita income rather than total income to compare the development of different countries?

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Model Answer

Countries have different populations, so total income does not show what an average person earns. Per capita income (total income ÷ population) allows meaningful comparison between countries.

Explanation

The examiner wants two things: **why total income fails** (different population sizes make it incomparable) and **what per capita income does** (gives average earning per person). Both points together make a complete 1-mark answer. Always link the concept to "average person" for full credit.

Q8. medium initial-understanding § How to Compare Different Countries or States?

[2]

What is the main limitation of using average income alone to assess how well-off the citizens of a country are?

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Model Answer

Average income (per capita income) hides **inequality in distribution**. A country may have a high average income, but if most of the wealth is concentrated among a few, the majority may still be poor. For example, four families with incomes Rs 4000, Rs 7000, Rs 3000 and Rs 6000 have an average of Rs 5000, yet none actually earns that amount. Hence, indicators like health status, literacy rate, and life expectancy must also be considered alongside average income.

Source: Chapter 1 – Income and Other Criteria; Human Development Report

Explanation

- The key limitation examiners want: **average income conceals the distribution of income** among people.
- Support with the textbook's own numerical example (four families) – this shows you understand the concept, not just memorised it.
- Mention 1–2 alternative indicators (health, literacy) to complete the answer, since the question implies "what should we use instead/additionally."
- Do **not** write a long essay – 2 marks = ~50 words, which is roughly what the model answer above gives.

Q9. medium initial-understanding § How to Compare Different Countries or States?

[3]

Consider two countries, each with five citizens. Country X has monthly incomes of ₹500, ₹500, ₹500, ₹500 and ₹48,000. Country Y has monthly incomes of ₹9,500, ₹10,500, ₹9,800, ₹10,000 and ₹10,200. Both countries have the same average income. Which country would most people prefer to live in, and why?

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Model Answer

Both countries have the same average income of ₹10,000 per month.

Country X: Four citizens earn ₹500 and one earns ₹48,000. The average is high only because of one very rich person; four citizens remain very poor.

Country Y: All five citizens earn between ₹9,500–₹10,200, showing equal distribution of income.

Most people would prefer to live in **Country Y**, because average income alone does not reflect the quality of life. In Country X, income is highly unequal — the average is misleading. Country Y offers greater economic equality, security, and a better standard of living for all citizens. As the textbook states, people seek not just higher income but also security, respect, and equal treatment.

Source: *Development, Income and Other Criteria / Limitations of Average Income — Chapter 1*

Explanation

- The examiner wants you to show **why averages can be misleading** — this is the core concept being tested.
- Always calculate or state the average to confirm both are equal (₹10,000), then contrast the **distribution**.
- Link to textbook ideas: people value **security, equality, and dignity**, not just income figures.
- Don't just say "Country Y is better" — explain *why* using the concept of income distribution and the limitations of averages.

Q10. medium initial-understanding § Income and Other Criteria

[3]

Haryana has a higher per capita income than Kerala, yet the two states differ significantly on social indicators like infant mortality and literacy. What does this comparison tell us about using per capita income alone as a measure of development?

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Model Answer

The comparison shows that **per capita income alone is an inadequate measure of development.**

Although Haryana has a higher per capita income (₹2,64,729) than Kerala (₹2,34,405), Kerala far outperforms Haryana on social indicators — Kerala's Infant Mortality Rate is only 6 per 1,000 live births compared to Haryana's 28, and Kerala's literacy rate is 94% against Haryana's 82%.

This happens because money in one's pocket cannot buy all goods and services needed to live well — public health facilities, education, and collective services matter greatly. Kerala's low IMR is due to adequate provision of basic health and educational facilities.

Therefore, **income must be supplemented by health and education indicators** to get a true picture of development.

Source: Chapter 1 — Development, Sections: Per Capita Income; Public Facilities

Explanation

- **Examiner focus:** They want to see you use the specific data from Tables 1.3 and 1.4 to support your argument — don't just make general statements.
- **Key concept:** Per capita income is necessary but not sufficient; collective public services (health, education) are crucial — this is the textbook's core argument in the "Public Facilities" section.
- **Avoid:** Saying per capita income is "useless" — the textbook says it is important but *inadequate*, not irrelevant.
- For 3 marks, aim for: one statement of the limitation → evidence from data → reason (public facilities argument) → conclusion.

Q11. medium initial-understanding § Income and Other Criteria

[2]

Why is per capita income alone not a sufficient indicator of the quality of life of citizens in a country? Support your answer with one example.

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Model Answer

Per capita income is an average that hides inequalities in income distribution and ignores non-income factors like health, education, and security. For example, Haryana has a higher per capita income than Kerala, yet Kerala has a far lower Infant Mortality Rate (6 vs. 28 per 1,000 live births) and a higher literacy rate (94% vs. 82%), indicating a better quality of life.

Source: *Development, Tables 1.3 and 1.4*

Explanation

- Examiners expect you to **state the limitation** (averages hide distribution; non-income factors matter) and then **give a specific example** — the Haryana vs. Kerala comparison from the textbook is the standard one to use.
- Quote at least one statistic (IMR or literacy rate) to make the example concrete; vague examples lose marks.
- Do not write about HDI or UNDP here — the question is only about per capita income's limitation, so keep focus tight.

Q12. straightforward initial-understanding § Income and Other Criteria

[1]

What does the Infant Mortality Rate (IMR) of a country measure?

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Model Answer

IMR indicates the number of children that die before the age of one year as a proportion of 1000 live births in that particular year.

Source: *Income and Other Criteria, Chapter 1*

Explanation

The textbook gives a precise definition of IMR in Table 1.4's explanation. Examiners expect this exact meaning — "before age one year" and "per 1000 live births" are the two key phrases that fetch the mark. Do not write a vague answer like "it measures child deaths."

Q13. medium initial-understanding § Public Facilities

[3]

Why is per capita income considered an incomplete measure of a country's development? Give any two reasons.

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Model Answer

Per capita income is considered an incomplete measure of development for the following reasons:

1. **It hides inequality:** Per capita income is an average figure. It does not show how income is distributed among people. A country may have a high average income but extreme inequality, where a few are very rich and most are poor.
1. **It ignores other important aspects:** Development also depends on health, education, security, and equal treatment. For example, Kerala has a lower per capita income than Haryana but performs much better in literacy rate (94% vs 82%) and infant mortality rate (6 vs 28 per 1,000). This shows income alone cannot measure the quality of life.

Source: Chapter 1 — Development, *Income and Other Criteria* section

Explanation

- Examiners expect **two distinct, clearly explained reasons** — not just listed but briefly supported with an example (Kerala vs Haryana is ideal here as it is directly from the textbook).
- For 3 marks: introduce the idea briefly (1 mark), then give two reasons with explanation/example (1 mark each).
- Avoid writing a long essay — the answer above is the right length (~80 words).
- Key terms to use: *average, inequality, distribution, health indicators, literacy, quality of life*.

Q14. medium initial-understanding § Public Facilities

[3]

Despite having a higher per capita income than Kerala, Haryana has a much higher Infant Mortality Rate. What does this reveal about the relationship between income and human well-being?

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Model Answer

Haryana's higher per capita income but much higher IMR (28 per 1000) compared to Kerala's (6 per 1000) reveals that **income alone is an inadequate measure of development and human well-being**.

This is because money cannot buy all the goods and services needed for a healthy life. Kerala has adequate provision of basic health and educational facilities, which are best provided **collectively**. As the textbook notes, money cannot protect you from infectious diseases unless the whole community takes preventive steps.

Thus, **health and education indicators** are equally important alongside income in measuring true development and well-being.

Source: Chapter 1 — Income and Other Criteria; Public Facilities

Explanation

- Examiners expect you to: (1) acknowledge the paradox, (2) state that income is inadequate, (3) explain *why* (collective provision of health/education), and (4) name the better indicators.
- Quote the IMR figures (28 vs 6) to show you've read the data — it earns marks.
- Don't write general theory; tie it back to Kerala–Haryana contrast as the passage does.
- "Collectively provided public facilities" is the key concept from the source — use it explicitly.

Q15. straightforward initial-understanding § Public Facilities [1]

Why is collective provision of services like healthcare and education considered more effective than individuals purchasing them with money? Give one reason. [very_short_answer]

- A Collective provision allows the government to earn more tax revenue.
- B Many essential services are cheaper and more accessible when provided to the whole community rather than purchased individually.
- C Individual spending on services is always more expensive than government spending.
- D Private companies refuse to provide health and education services to individuals.

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Model Answer

Answer: B

Collective provision of essential services like healthcare and education is more effective because it is cheaper and more accessible when provided to the whole community rather than purchased individually by each person.

Source: *Public Facilities, Chapter 1*

Explanation

The textbook clearly states: "for many of the important things in life the best way, also the **cheapest way**, is to provide these goods and services collectively." Option B directly reflects this idea. Avoid option C — the text does not say individual spending is *always* more expensive, only that collective provision is often the best and cheapest method for essential services.

Q16. straightforward initial-understanding § Human Development Report [1]

The Human Development Report published by the UNDP compares countries using three broad criteria. What are these three criteria?

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Model Answer

The UNDP's Human Development Report compares countries based on three criteria: **(1) educational levels of the people, (2) health status, and (3) per capita income.**

Source: Human Development Report, Chapter 1

Explanation

The textbook explicitly states these three criteria in the "Human Development Report" section. Examiners expect all three named clearly. "Health status" and "educational levels" must both be mentioned — omitting either loses the mark. Per capita income is the third. Write all three in one concise line.

Q17. medium initial-understanding § Human Development Report

[3]

India has a higher per capita income than Sri Lanka, yet Sri Lanka ranks higher on the Human Development Index. What does this suggest about the limitations of using per capita income as the sole indicator of a country's development?

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Model Answer

Per capita income measures only the average income of a country's citizens, but it hides inequalities and ignores other crucial aspects of well-being. As seen in Table 1.6, Sri Lanka has a GNI per capita of 11,899 (PPP) against India's 6,951, yet both comparisons matter less than the fact that Sri Lanka ranks 78th on HDI while India ranks 134th. This is because HDI also considers **life expectancy** (Sri Lanka: 76.6 years vs India: 67.7 years) and **mean years of schooling** (11.2 vs 6.5). Per capita income alone ignores health, education, and public facilities, which are essential for true development. Therefore, development must be measured using multiple indicators, not income alone.

Source: Chapter 1 — Development, Income and Other Criteria / Human Development Report section

Explanation

- The examiner expects you to **name the limitation clearly**: per capita income ignores health and education outcomes.
- Always **cite the specific data** from Table 1.6 (HDI ranks, life expectancy, schooling) — this earns full marks in a 3-mark answer.
- The key concept is: money in your pocket cannot buy everything (pollution-free environment, public health, education) — collective/public provision matters.
- Conclude with the idea that **HDI (UNDP measure)** is more comprehensive than the World Bank's income-only criterion.

Q18. straightforward initial-understanding § Sustainability of Development

[3]

What is the difference between a renewable resource and a non-renewable resource? Give one example of each.

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Model Answer

Renewable resource: A resource that can be replenished naturally over time and is not exhausted by use.

Example: Solar energy, wind energy, forests (trees).

Non-renewable resource: A resource that exists in limited quantity in nature and cannot be replenished once used up.

Example: Coal, petroleum, natural gas.

Difference: Renewable resources are available continuously and do not get depleted with use, whereas non-renewable resources took millions of years to form and will eventually be exhausted if overused. Sustainability of development depends on using non-renewable resources carefully and shifting to renewable alternatives.

Source: Chapter 1 — Development (Sustainability and Resources)

Explanation

- This question is from the **sustainability** theme in Chapter 1 (Economics, Class 10).
- Examiners expect: **one clear definition each + one example each + a contrasting statement** — all three points must appear for full 3 marks.
- Do **not** write lengthy paragraphs; two-three crisp lines per resource is enough.
- Common mistakes: giving the same example twice, or confusing "renewable" with "abundant" — renewable means *naturally replenished*, not just plentiful.
- The source passages discuss sustainability of development and environmental resources, which is the context for this question.

Q19. medium initial-understanding § Sustainability of Development

[1]

Why is sustainable development considered a global concern and not just the responsibility of a single country? Give one reason.

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Model Answer

Environmental degradation and depletion of natural resources do not respect national boundaries — their consequences affect all countries. As the textbook states, "Consequences of environmental degradation do not respect national or state boundaries; this issue is no longer region or nation specific. Our future is linked together."

Source: Sustainability of Development, Chapter 1

Explanation

The examiner expects you to use the key phrase from the textbook: environmental consequences cross national boundaries, making sustainable development a shared global responsibility. Quote or closely paraphrase the textbook line for full marks.

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