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# Preface

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Assessments are an important tool that help gauge learning. They provide valuable feedback about the effectiveness of instructional methods; about what students have actually understood and also provide actionable insights. The National Education Policy 2020 has outlined the importance of competency-based assessments in classrooms as a means to reform curriculum and pedagogical methodologies. The policy emphasizes on the development of higher order skills such as analysis, critical thinking and problem solving through classroom instructions and aligned assessments.

Central Board of Secondary Education (CBSE) has been working closely with Educational Initiatives (Ei) in the area of assessment and capacity of the board. Through resources like the Essential Concepts document and A-Question-A-Day (AQAD), high quality assessment questions and concepts critical to learning have been shared with schools and teachers.

Continuing with the vision to ensure that every student is learning with understanding, Question Booklets have been created for five subjects of Grade 10. These booklets contain competency-based items, designed specifically to test conceptual understanding and application of concepts.

## ***Process of creating competency-based items***

All items in these booklets are aligned to the NCERT curriculum and have been created keeping in mind the learning outcomes that are important for students to understand and master. Items are a mix of subjective questions and Multiple-Choice Questions (MCQs). In case of MCQs, the options (correct answer and distractors) are specifically created to test for understanding and capturing specific errors/misconceptions that students may harbour. Each incorrect option can thereby inform teachers on specific gaps that may exist in student learning. In case of subjective questions, each question also has a detailed scoring rubric to guide evaluation of students' responses.

Each item has been reviewed twice by the experts, to check for appropriateness of the item, validity of the item, conceptual correctness, language accuracy and other nuances. The process is designed to increase the quality of each question.

## ***How can these item booklets be used?***

The purpose of these item booklets is to provide samples of high-quality competency-based items to teachers. The items can be used to—

- get an understanding of what good competency-based questions could look like
- give exposure to students to competency-based items
- assist in classroom teaching and learning
- to get inspiration to create more such competency-based items

Students can also use this document to understand different kinds of questions and practice specific concepts and competencies.

*Please write back to us if there is any feedback.*

**Team CBSE**

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# Section 1 - Economics



Q: 1 Which of the following groups of people are likely to have the **MOST** conflicting developmental goals?

- 1 students and teachers
- 2 tribals and industrialists
- 3 small farmers and large farmers
- 4 municipal corporations and road-construction companies

Q: 2 Study the data given below:

COUNTRY	TOTAL GDP	GDP PER CAPITA
Japan	\$4,872,415,104,315	\$38,214
Germany	\$3,693,204,332,230	\$44,680

*Source: World Bank*

Despite having a higher total income than Germany, Japan has a lower per capita income. What is the reason for this?

- 1 Japan has a more equitable distribution of income.
- 2 Germany has more rich people than poor people.
- 3 Japan has a smaller population than Germany.
- 4 Japan has a bigger population than Germany.

Q: 3 Which of the following is the best example of a public good?

- 1 medicines and injections
- 2 books and stationary
- 3 houses and furniture
- 4 law and order

Q: 4 *"We have not inherited the world from our forefathers, we have borrowed it from our children."*

- Mr. Lester Brown

Which of the following **BEST** displays this principle in action?

- 1 using up current oil reserves before beginning to explore more reserves
- 2 moving to oil reserves under the sea to avoid drilling on land
- 3 moving to alternative fuels to conserve world oil reserves
- 4 using modern drilling facilities to extract petroleum

Q: 5 For a famous businessman's mall-building project, a slum in Mumbai is being cleared and its people displaced, with only a small payment for their land. There have been protests and a Public Interest Litigation has been filed in the court.

What should the local government do?

- 1 cancel the project
- 2 arrest the protesters
- 3 forcefully remove the people
- 4 wait for the court's judgement



**Q: 6** Welfare economics is the branch of economics that seeks to evaluate economic policies in terms of their effects on the well-being of the community.

Which of the following improvements to your locality would NOT align with this view of welfare?

- 1 vaccinating the stray dogs in the area
- 2 building ramps in the society to aid the disabled
- 3 providing safety equipment to the garbage collectors
- 4 opening a park for people who can pay the membership fees

**Q: 7** *Our development is the earth's destruction.* [3]

Do you agree with the given statement? Give 2 reasons to support your answer.

**Q: 8** *People only need a good income to have a good standard of living, as income can buy everything that one needs for a good life.* [1]

Is this statement correct? Give reason to support your answer.

**Q: 9** How does the Human Development Report give a holistic view of development? [3]

**Q: 10** Sex ratio refers to the number of females per 1000 males in the population. [1]

Odisha has a better sex ratio (972) than Madhya Pradesh (919). All other indicators being equal, how does this affect the Human Development Index of the two states?

**Q: 11** The table below shows the income of the citizens of two countries, A and B, assuming that they have only 4 citizens. [5]

COUNTRY	CITIZEN I	CITIZEN II	CITIZEN III	CITIZEN IV
Country A	2,000	2,400	2,400	2,700
Country B	700	40,000	750	710

- (a) Calculate the per capita income of both the countries.
- (b) Which country has a higher per capita income?
- (c) Which country has a more equitable distribution of income?
- (d) Is the answer for (b) and (c) the same? Give reasons.

**Q: 12** The human development approach, developed by Mahbub ul Haq is often framed in terms of whether people are able to "be" and "do" desirable things in life. The freedom of choice is central - someone choosing to be hungry (as during a religious fast) is quite different from someone who is hungry because they cannot afford to buy food, or because the country is in a famine. [1]

Give an example (other than the one given) to demonstrate the 'freedom of choice' explained above.



The table below gives the correct answer for each multiple-choice question in this test.

Q.No	Correct Answers
1	2
2	4
3	4
4	3
5	4
6	4



Q.No	Teacher should award marks if students have done the following:	Marks
7	Establishment of viewpoint - agree / disagree	1
	Any 2 relevant reasons to support the viewpoint:  Agree- (1) present type and levels of development being unsustainable (2) overexploitation of resources (3) destruction of habitat (4) air, land and water pollution  Disagree- (1) development can be earth-conscious (2) sustainable development (3) alternate energy sources (4) reducing carbon footprint	2
8	no	0.5
	People also depend on public services.	0.5
9	Award 1 mark for each of the following: (1) per capita income (2) education indicators (3) health indicators	3
10	It does not affect the HDI as sex ratio is not used in the calculation of HDI.	1
11	(a) Country A: 2,375 Country B: 10,540	2
	(b) Country B	1
	(c) Country A	1
	(d) No, because despite having a high per capita income, country B has a wide gap between the rich Citizen II and the rest of the citizens.	1



**SS**

Economics\_Development\_G10 CLASS 10

**Answer Key**

Q.No	Teacher should award marks if students have done the following:	Marks
12	Award 1 mark for any relevant example:  A girl choosing not to do higher education and be a performing artist Vs. a girl not allowed to go to college due to family constraints.	1

## Section 2 - Geography



**Q: 1** In a village, the grazing ground can hold up to 10 cows per day. Beyond this, it cannot replenish itself. The villagers did not pay attention to this information and brought 50 cows to graze in the ground and soon the grazing ground ceased to exist.

What kind of resource is being depleted here?

- |                                 |                                   |
|---------------------------------|-----------------------------------|
| <b>1</b> potential resource     | <b>2</b> individual resource      |
| <b>3</b> non-renewable resource | <b>4</b> community-owned resource |

**Q: 2** Most of the alluvial soil found in India is formed from the silt deposited by the Indo-Gangetic-Brahmaputra rivers.

Which of the following regions contains the parent rock that forms this silt?

- |                          |                                 |
|--------------------------|---------------------------------|
| <b>1</b> Himalayas       | <b>2</b> Gangetic delta         |
| <b>3</b> Northern plains | <b>4</b> Eastern coastal plains |

**Q: 3** An Indian state was taken over by a new government. Which of the following actions by the government will reduce land degradation?

- 1** setting up three new quarries for the mining of limestone near the capital city
- 2** granting permissions for cement factories near farmlands
- 3** converting forest areas to greenhouse horticulture
- 4** creating separate grazing zones for livestock

**Q: 4** The forest cover in India as of December 2019 is nearly 25%. In the past decade, the government has tried meet the target of increasing the forest cover to 33%.

Although there have been efforts to increase the forest cover in the past few years, forests are not thriving as they used to. What could be the reason for this?

- |  |  |
|--|--|
| <b>1</b> soil erosion and low soil quality | <b>2</b> lack of irrigation around forests           |
| <b>3</b> low quality of seeds and saplings | <b>4</b> cultivating food grains within forest areas |



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**Q: 5** Uranium is found in Ladakh but has not been mined due to a lack of funding. What kind of resource is this?

- 1 stock  2 reserves  
 3 potential resources  4 developed resources

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**Q: 6** Which of the following is **NOT** an important factor in the formation of soil?

- 1 running water  2 chemical reactions  
 3 atmospheric pressure  4 change in temperature

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**Q: 7** There are two statements given below, marked as Assertion (A) and Reason (R). Read the statements and choose the correct option.

**Assertion(A):** Soil formation and erosion go hand in hand but sometimes this balance is disrupted by human activities.

**Reason(R):** The formation of soil takes millions of years while soil erosion takes much less time.

- 1 A is true but R is false.  
 2 A is false but R is true.  
 3 Both A and R are true and R explains A.  
 4 Both A and R are true but R does not explain A.

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**Q: 8** Historically, colonising countries took advantage of India's rich resources to gain supremacy. Why was India not able to resist the exploitation of her resources?

- 1 due to lack of use for products derived from natural resources  
 2 due to the colonising countries' superior technology  
 3 due to lack of awareness about India's resources  
 4 due to over-utilisation of resources

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**Q: 9** The inequitable distribution of access to resources has disrupted world peace by dividing society into \_\_\_\_\_.

- 1 the haves and the have nots  
 2 the environmentalists and the exploiters  
 3 resource-rich regions and resource-poor regions  
 4 the climate change believers and climate change deniers

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**Q: 10** A river valley in India is being developed into a hydroelectric power plant. State the three steps of resource planning to achieve this. [3]

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**Q: 11** Give one example of an urban community-owned resource. [1]

- Q: 12** Aaron gave his friends three clues about a type of soil. [1]
- 1) It is found in Maharashtra, the largest producer of cotton in India.
  - 2) During summers, the soil exhibits self-aeration capacity.
  - 3) It is rich in nutrients.

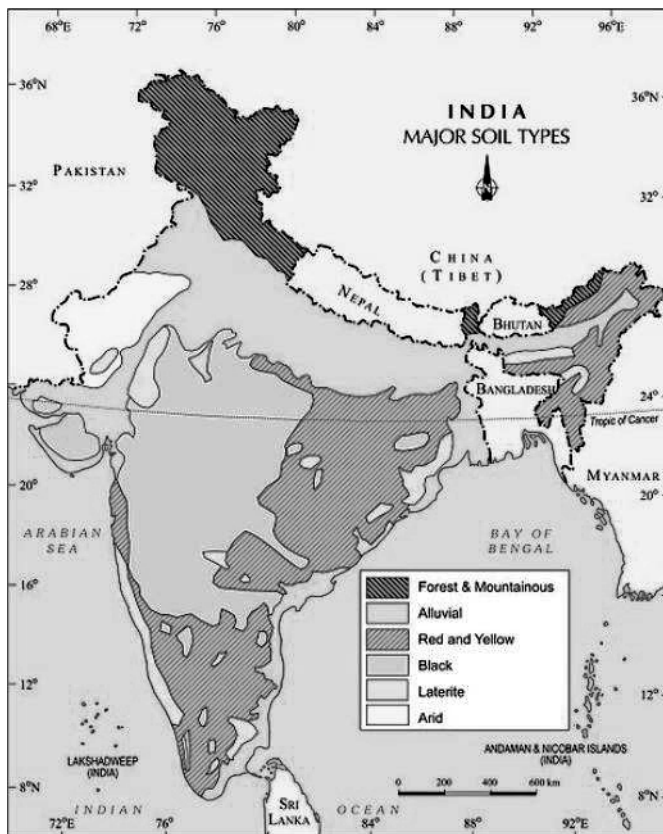
What soil is being referred to by Aaron?

- Q: 13** "It's surely our responsibility to do everything within our power to create a planet that provides a home not just for us, but for all life on Earth." - Sir David Attenborough [3]

- (a) What is meant by the above quote? Explain in two points.
- (b) How does this quote align with sustainable development?

- Q: 14** (a) Give two examples of resource conservation practices in our daily lives that make way for sustainable development. [5]
- (b) We need sustainable development because resource exploitation is leading to inequality. Explain the inequity of resources in two points.
- (c) Name one international summit that discussed sustainable development as a goal.

- Q: 15** Look at the map given below. [3]



Observe the regions where laterite soil is present. Using the map, explain the similarities between areas that have laterite soil.



The table below gives the correct answer for each multiple-choice question in this test.

Q.No	Correct Answers
1	4
2	1
3	4
4	1
5	3
6	3
7	3
8	2
9	1



Q.No	Teacher should award marks if students have done the following:	Marks
10	<p>Award 1 mark for each of the following:</p> <ul style="list-style-type: none"><li>i) estimating the amount of energy that can be produced by measuring the resource quantitatively and qualitatively</li><li>ii) planning for development of infrastructure for the power plant, employing people with appropriate skills</li><li>iii) matching the electricity generation to overall electricity development plans across the country</li></ul>	3
11	<p>Award 1 mark for any one of the following or any other relevant answer:</p> <ul style="list-style-type: none"><li>1) ponds and water bodies</li><li>2) parks</li><li>3) picnic spots</li><li>4) burial grounds</li><li>5) public beaches</li></ul>	1
12	black soil	1
13	<p>(a) Award 1 mark each to the following points or any other relevant point:</p> <ul style="list-style-type: none"><li>1) It is our responsibility to conserve Earth's resources.</li><li>2) We must conserve resources not just for humans but for all species.</li></ul>	2
	<p>(b) This quote talks about creating a planet that does not compromise the needs of life on Earth. This is on the lines of sustainable development, which refers to development without harming the environment and in a way that does not compromise the needs of future generations.</p>	1
14	<p>(a) Award 1 mark each to any two of the following examples or any other relevant example:</p> <p>rainwater harvesting/solar energy/clean fuels like CNG/using public transport/solid waste management/recycling and re-using</p>	2
	<p>Award 1 mark each for any two of the following points or any other relevant point:</p> <ul style="list-style-type: none"><li>1) accumulation of resources in the hands of a few</li><li>2) division of society into haves and have nots</li><li>3) effects of climate change and resource shortage faced by marginalized communities</li></ul>	2



Q.No	Teacher should award marks if students have done the following:	Marks
	<p>(c) Award 1 mark for any one of the following or any other relevant example:</p> <ol style="list-style-type: none"><li>1) Rio de Janeiro Earth Summit 1992</li><li>2) Johannesburg Summit 2002</li><li>3) The Kyoto Protocol 1997</li><li>4) Millennium Summit and sustainable development conference 2000</li><li>5) New York and the new sustainable development goals 2015</li></ol>	1
15	<p>(a) Award 1 mark each to the following three points:</p> <ol style="list-style-type: none"><li>1) coastal climate/tropical climate</li><li>2) alternate wet and dry periods</li><li>3) heavy rainfall leads to leaching</li></ol>	3



## Section 3 - History

**Q: 1** What impact did the storming of the Bastille by the French have on Europe?

- 1** People across Europe got inspired to fight against the rule of the monarch.
- 2** Made monarchs from different parts of Europe abdicate from the throne.
- 3** Inspired nations across Europe to colonise other countries of the world.
- 4** People in Europe started to fear the French revolutionaries.

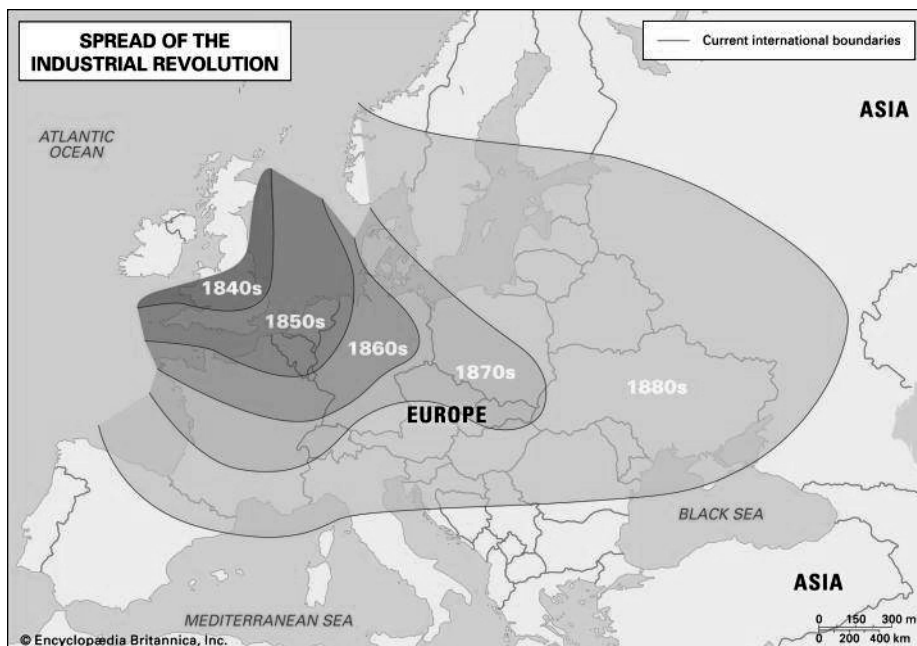
**Q: 2** There are two statements given below, marked as Assertion (A) and Reason (R). Read the statements and choose the correct option.

**Assertion (A):** Napoleon's French army brought democracy and accountability in governance across Europe by 1804.

**Reason (R):** Napoleon simplified administrative divisions, abolished the feudal system, and freed peasants from serfdom and manorial dues.

- 1** A is true but R is false.
- 2** A is false but R is true.
- 3** Both A and R are true and R explains A.
- 4** Both A and R are true but R does not explain A.

**Q: 3** Observe the image below.



Which of the following is **FALSE** based on the above map?

- 1** Industrialisation first started in England.
- 2** Nations from eastern Europe were industrialised by the late 19th century.
- 3** All European nations reaped the benefits of industrialisation at the same time.
- 4** Most factories were set up in western Europe during the initial phase of industrialisation.



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**Q: 4** There are two statements given below, marked as Assertion (A) and Reason (R). Read the statements and choose the correct option.

**A:** Many artists and poets within Europe made paintings and wrote poems to highlight the plight of Greeks under the Ottoman empire.

**R:** Many Europeans had sympathies for ancient Greek culture and supported the work of Greek nationalists.

- 1** A is true but R is false.
- 2** A is false but R is true.
- 3** Both A and R are true and R explains A.
- 4** Both A and R are true but R does not explain A.

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**Q: 5** Omar wanted to learn more about the Ottoman Empire.

Which of the following European countries he should visit?

- 1** France
- 2** Austria
- 3** Bulgaria
- 4** Switzerland

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**Q: 6** Who would Rico be fighting against if he was a volunteer in the Red Army which was led by Garibaldi in 1867? [1]

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**Q: 7** Write one key feature of constitutional monarchy. [1]

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**Q: 8** Oliver Kahn ran a business that spread across Germany, the Dutch Republic, and Italy when the Napoleonic Code of 1804 was implemented. [5]

What were the five key changes Mr. Kahn experienced due to the Napoleonic Code of 1804?

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**Q: 9** State any two characteristics of a utopian society. [1]

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**Q: 10** The French revolutionaries introduced the French flag as a measure to create a sense of collective identity amongst the French people. [1]

Similarly, name two nation-states that had adopted a national flag for their respective nations by 1848.



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**Q: 11** *'Folk dances and their association with national identity have made their vehicles for government propaganda. In Nazi Germany in the 1930s and 1940s, the government used charming folk dances to embody the mystique of an idyllic Germany. Similarly, in the present scenario certain governments, for example, those of North Korea and China have used dance in mass performances to symbolize the people's support of their political systems.'* [1]

Source (edited): Joann W. Kealiinohomoku (October 2020) 'Trends into the 21st century: Political uses of folk dance'.Encyclopedia Britannica, Inc

Give a similar example of how dance forms helped in developing nationalist sentiments among people from 19th century Europe.

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**Q: 12** Explain any five challenges which the Silesian weavers faced in 1845 when contractors reduced their payments? [5]

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**Q: 13** Write any five expectations which the monarch of the Bourbon dynasty would have had from the French people after he was restored to power in 1815. [5]



The table below gives the correct answer for each multiple-choice question in this test.

Q.No	Correct Answers
1	1
2	2
3	3
4	3
5	3



Q.No	Teacher should award marks if students have done the following:	Marks
6	The Papal troops	1
7	The monarch exercises authority according to a written or unwritten constitution.	1
8	Award 1 mark each to the following points or any other relevant point:  1) He was able to run his entire business in one currency as the same currency was used across all locations. 2) He was able to transport his goods and capital from one region to another as transport was improved. 3) He along with his other business partners and customers came under one uniform law. 4) He was able to use standardised weights and measures across locations 5) He was no longer required to pay taxes to any aristocrat.	5
9	Award 0.5 marks each to the following points or any other relevant points:  1) There would be no crime in society. 2) It would be a classless society with no hierarchy. 3) Citizens embrace social and moral ideals. Individuality and innovation are welcomed. 4) Citizens are truly free to think independently. 5) Citizens have no fear of the outside world.	1
10	Award 0.5 marks each to any two following points or any other relevant points:  1) Switzerland 2) Greece 3) the United States of America	1
11	Award 1 mark to any one of the following points or any other relevant point:  1. In Poland, folk dances were used to unite people. 2. Karol Kurpinski, a Polish man, used folk dances like the <i>polonaise</i> and <i>mazurka</i> to unite the people of Poland.	1
12	Award 1 mark each to the following points or any other relevant points: 1) Forced many weavers into poverty. 2) Fear of being unemployed increased. 3) Weavers faced food shortages for themselves and their respective families as money was limited. 4) Food shortages meant poor health conditions for the Silesian weavers and their respective families. 5) Inaction from the Silesian king against the contractors ensured continuous exploitation of weavers in the hands of contractors.	5
13	Award 1 mark each to any five of the following points or any other relevant points:  1) to follow the Catholic church 2) to write books, plays, and songs that are in favour of the government 3) to work in the government's army and follow the orders of the monarch 4) to discourage friends, family, or anyone from critiquing the government 5) to not indulge in any activity at an individual level that questions the authority of the government 6) to not criticise any law which is implemented by the government like censorship on press freedom	5

## Section 4 – Social and Political Life



**Q: 1** Proportionality is an important practice in power sharing which includes proportional allocation of jobs, representation and participation by ethnic group leaders etc.

**Which of the following is an example of proportionality?**

- 1** Many political organisations demanded an independent Tamil state in Sri Lanka.
- 2** Roles and responsibilities are allotted to both the Central and the State government in India.
- 3** Around 24% of total seats in Lok Sabha are reserved for members belonging to SC-ST categories.
- 4** The minority French-speaking community (around 45%) is more rich and powerful than the majority Dutch-speaking community in Belgium.

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**Q: 2** There are two statements given below, marked as Assertion (A) and Reason (R). Read the statements and choose the correct option.

**A: Power-sharing can only emerge in a democratic setup.**

**R: In an ideal democracy, political power is distributed among as many people as possible.**

- 1** A is true but R is false.
- 2** A is false but R is true.
- 3** Both A and R are true and R explains A.
- 4** Both A and R are true but R does not explain A.

---

**Read the passage given below and answer the questions based on it.**

Between 1992-95, a conflict broke out between three ethnic groups in the Bosnian territory. These three ethnic groups are the Bosnian Serbs, the Bosnians Croats and the Bosnian Muslims. These ethnic groups had religious differences as the Serbs were Orthodox, the Croats were Catholics and the Muslims followed Islam.

As a compromise, Dayton agreement was designed. It proposed power-sharing as a solution to reduce the conflict. Dayton consisted of both territorial and political power-sharing.

A system was chosen where the national ethnicities were separated by territory. There is significant autonomy granted to the separate entities, since they each have their own presidents, parliaments and other governing bodies, which are responsible for policy making on the entity level.

So instead of having one president, the entire population of Bosnia is represented by a

three-presidency which consist of a Bosniak, a Croat and a Serb. The 42 seats of the House of Representatives are chosen by proportional representation which results in a corresponding reflection of the population. The seats in the other house, House of Peoples, are equally divided amongst the ethnicities. There is clear political and territorial power sharing found within the case of Bosnia-Herzegovina.

Although the Dayton Agreement did stop the violence and stabilised the conflict, it seems to have made the ethnic differences more rigid.

Source(edited): The Experience of power sharing through Bosnia- Herzegovina, Wageningen University, 2014





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Q: 3 (a) What was the reason for the conflict in the Bosnian territory? [1]

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Q: 4 (b) Mention the two forms of power-sharing that were proposed as a solution to the conflict. [1]

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Q: 5 (c) Mention one example each for the two forms of power sharing that was adopted in the Bosnian territory. [1]

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Q: 6 (d) Mention one positive effect that power sharing had on the conflict in the Bosnian territory. [1]

---

Q: 7 Read the following lines from an article written by a group of authors. [1]

"The rise of majoritarianism in recent years may weaken power-sharing in Indian democracy. There is a need for constitutional provisions to protect minority rights."  
Which type of reasoning for power-sharing is visible here?

---

Q: 8 (a) State whether the following statement is true or false. [1]

'Power sharing is effective only for small countries like Belgium.'

(b) Given an example to support your answer.

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Q: 9 One of the remedies that are suggested for societies struggling with civil conflict are power-sharing arrangements that accommodate the various parties involved in the civil conflict. Power-sharing guarantees each of the critical players, a significant payoff from cooperation and peaceful behavior. [3]

This peaceful behaviour can be maintained in the power-sharing arrangements in two ways:

(1) by providing minimum benefit to each party from cooperation in collective decisions, and

(2) through provisions that protect group autonomy in sensitive policy areas.

1) In Lebanon, The Prime Minister must be a Sunni Muslim and the Deputy Prime Minister must be an Orthodox Christian. Which of the two ways of maintaining peaceful behaviour given above is this an example of?

2) Give one example each for the two ways of maintaining peaceful behaviour in the context of power sharing arrangement in Belgium.

Source: Power sharing, Agency and Civil Conflicts, Scott Gates, 2007.



**Q: 10** (1) Bengaluru's Jalaposhan trust, a citizens collective, collaborates with the Municipal Corporation (BBMP) of Bengaluru to conserve and revive a lake in the city. [5]

(2) In Maharashtra, every level of government was given a stake in taking action against the spread of coronavirus.

(a) State the type of power-sharing arrangement that each of the two examples represent?

(b) In the above examples, who is sharing power with whom?

(c) In which kind of government are such power-sharing arrangements possible ?



The table below gives the correct answer for each multiple-choice question in this test.

Q.No	Correct Answers
1	3
2	2



Q.No	Teacher should award marks if students have done the following:	Marks
3	(a) Award 1 mark for the following: ethnic and religious differences between the three communities	1
4	(b) Award 1 mark to the following: territorial and political power sharing	1
5	(c) Award 0.5 mark each for the following points or any other relevant example: (1) territorial: the national ethnicities were separated by territory (2) political: proportional representation in the House of Representatives	1
6	(d) Award 1 mark to the following: power sharing reduced the violence in the territory	1
7	Moral reason	1
8	(a) Award 0.5 marks for the following false	0.5
	(b) Award 0.5 marks for the following or any other relevant example: The given statement is false because power sharing is also effective in a large and diverse country like India.	0.5
9	1) Award 1 mark for the following: This is an example of providing minimum benefit to each party to cooperate in collective decisions	1



Q.No	Teacher should award marks if students have done the following:	Marks
	<p>2) Award 1 mark each for the following or any other relevant point:</p> <p>a) The French-speaking people accepted equal representation in Brussels because the Dutch-speaking community accepted equal representation in the Central Government- providing minimum benefit to each party for cooperating in collective decisions</p> <p>b) Community government in Belgium- protects group autonomy in sensitive policy areas</p>	2
10	<p>(a) Award 1 mark each to the following:</p> <p>(1) Power-sharing between pressure groups and people in power (2) Power-sharing between different levels of government</p>	2
	<p>(b) Award 1 mark each to the following:</p> <p>(1) the local body of governance (BBMP) is sharing power with a pressure group (citizens collective) (2) The state government of Maharashtra with the municipal and the village panchayats.</p>	2
	<p>(c) democratic government</p>	1

## **About Educational Initiatives**

***Educational Initiatives (Ei)** is working with the vision of creating a world where children everywhere are learning with understanding.*

*Ei leverages the twin levers of cutting-edge educational research and technology-based solutions to improve student learning outcomes through personalized adaptive learning solutions.*

*Ei has undertaken several projects with various government and civil society partners in India and abroad, serving students across different grades and socio-economic backgrounds.*



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