CBSE Board
Class X Social Science
Board Paper – 2018 (Set 3)

Time: 3 hrs.   **Max. Marks: 80**

General Instructions:

(i) The question paper has **26** questions in all. All questions are compulsory.

(ii) Marks are indicated against each question.

(iii) Questions from serial number **1 to 7** are Very Short Answer Questions. Each question carries **1** mark.

(iv) Questions from serial numbers **8 to 18** are **3** marks questions. Answers of these questions should not exceed **80** words each.

(v) Questions from serial numbers **19 to 25** are **5** marks questions. Answers of these questions should not exceed **100** words each.

(vi) Question number **26** is a map question. It has two parts **26(A)** and **26(B)**. **26(A)** of **2** marks from History and **26(B)** of **3** marks from Geography. After completion attach the map inside your anther book.

(vii) There is no overall choice. However internal choice has been provided in some questions. You have to attempt only one of the alternatives in all such-questions.

1. State any two goals of development other than income.   [⅓ + ⅓ = 1]

2. 'A challenge is not just any problem but an opportunity for progress 'Analyse the statement.   [1]

3. Give any two examples of informal sector of credit.   [½ + ½ = 1]

4. When we produce goods by exploiting natural resources, in which category of economic sector such activities come?   [1]

5. Why did the Roman Catholic Church impose control over publishers and booksellers?

   OR

   Why do novels use vernacular?   [1]

6. Classify resources on the basis of origin.   [1]

7. Why were big European powers met in Berlin in 1885?   [1]

   OR

   Why were merchants from towns in Europe began to move countryside in seventeenth and eighteenth centuries?

   OR

   Why did Charles Booth, a Liverpool ship owner conduct the first social survey of low skilled workers in the East End of London in 1887?
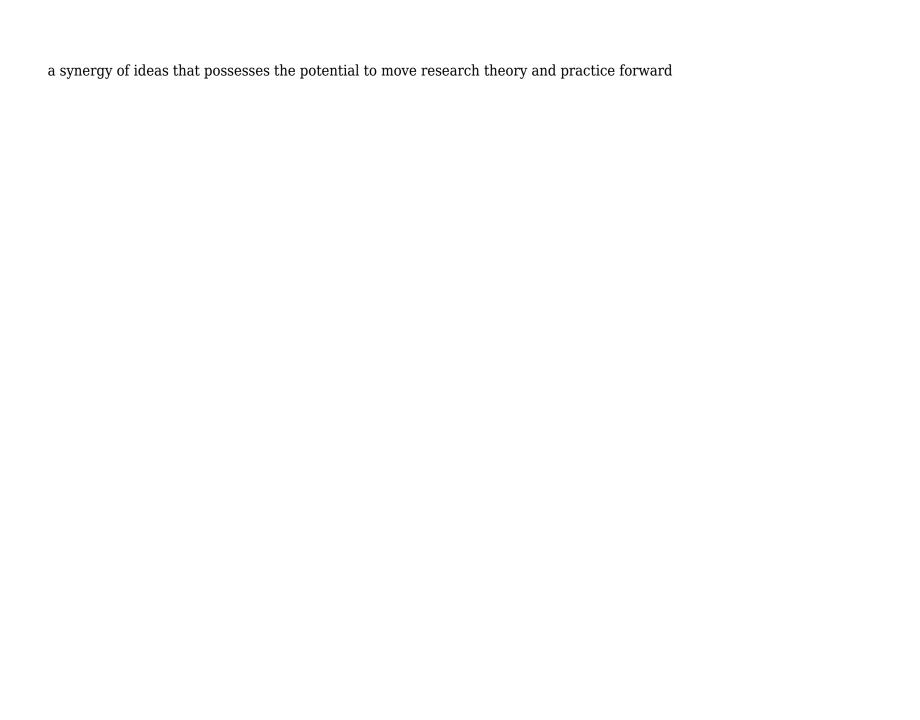
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JA Banks

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   Developing Excellence in Autism Practice Karen Guldberg,2020-05-11 This ground breaking book gives an accessible overview and synthesis of current knowledge of relevance to the development of excellence in autism education By situating understandings of autism within a bio psycho social insider framework the book offers fresh insights and new ways of thinking that bring together global pedagogic practice research policy and the insider perspective Guldberg critiques current notions of Evidence Based Practice and suggests ways of bridging the research practice gap She explores the interrelationship between inclusive principles distinctive group learning needs and the individual needs of the child or young person Eight principles of good autism practice provide a helpful framework for how education settings and practitioners can adapt classroom environments and teaching so that autistic children and young people can thrive Written for anyone who wants to make a difference to the lives of autistic pupils Developing Excellence in Autism Practice provides practitioners and students on education courses with tools for best practices and shows how to draw on these to implement true positive change in the classroom   **English Teaching and Evangelical Mission** Bill Johnston,2017-01-25 Debates about the place of mission work in English Language Teaching continue to rage and yet full length studies of what really happens at the intersection of ELT and evangelical Christianity are rare In this book Johnston conducts a detailed ethnography of an evangelical language school in Poland looking at its Bible based curriculum and analyzing interaction in classes for adults He also explores the idea of relationship in the context of the school and its mission activity and more broadly the cultural encounter between North American evangelicalism and Polish Catholicism The book comprises an in depth examination of a key issue facing TEFL in the 21st century and will be of interest to all practitioners and scholars in the field whatever their position on this topic   **A Practical Guide to Teaching Physical Education in the Secondary School** Susan Capel,Joanne Cliffe,Julia Lawrence,2020-11-16 A Practical Guide to Teaching Physical Education in the Secondary School is written for all student teachers on university and school based initial teacher education programmes It offers a wealth of tried and tested strategies together with practical activities and materials to support your teaching to enhance pupils learning It is designed for you to dip in and out of and enable you to focus on specific areas of teaching your programme or pupils learning This third edition is fully updated with the most recent developments in teaching physical education and features five brand new chapters Key topics covered include Planning schemes of work units of work and lessons Safe practice risk assessment and risk management Promoting positive behaviour Applying theories of learning to your practice Overcoming barriers and maximising the achievement of all pupils Assessing learning Physical literacy NEW Health related learning NEW Using digital technologies NEW Reflective practice and action research Managing your workload resilience health and well being NEW Working with your mentor NEW Photocopiable resources offer assistance in lesson observation planning preparation teaching and evaluation An annotated Further resources section at the end of each chapter provides

information about some useful additional resources to support you in your development as a teacher Illustrated throughout with examples of existing good practice this highly practical resource offers valuable support and guidance to all student teachers as well as those in the early years of their teaching career Although A Practical Guide to Teaching Physical Education in the Secondary School 3rd Edition can be used successfully on its own it is also a companion to Learning to Teach Physical Education in the Secondary School 5th Edition and can be used to reinforce the basic teaching skills covered in that core textbook   *Researching the Nineteenth-Century Periodical Press* Alexis Easley,Andrew King,John Morton,2017-07-14 Extending the work of The Routledge Handbook to Nineteenth Century British Periodicals and Newspapers this volume provides a critical introduction and case studies that illustrate cutting edge approaches to periodicals research as well as an overview of recent developments in the field The twelve chapters model diverse approaches and methodologies for research on nineteenth century periodicals Each case study is contextualized within one of the following broad areas of research single periodicals individual journalists gender issues periodical networks genre the relationship between periodicals transnational transatlantic connections technologies of printing and illustration links within a single periodical topical subjects science and periodicals and imperialism and periodicals Contributors incorporate first person accounts of how they conducted their research and provide specific examples of how they gained access to primary sources as well as the methods they used to analyze the materials The 2018 winner of the Robert and Vineta Colby Scholarly Book Prize The Committee describes the focus of the book on methodology and case studies as fresh and original and useful for both experienced scholars and those new to the field Overall Case Studies suggests new ways of reading canonical authors new unerstandings of the interprentation of the personal and the public and an admirable energy in engaging with the structures of national and transnational periodical discourses that are clearly implicated in maintaining soft power within societies Brian Maidment Liverpool John Moores University   **The Oxford Handbook of Deaf Studies in Learning and Cognition** Marc Marschark,Harry Knoors,2020-04-15 In recent years the intersection of cognitive psychology developmental psychology and neuroscience with regard to deaf individuals has received increasing attention from a variety of academic and educational audiences Both research and pedagogy have addressed questions about whether deaf children learn in the same ways that hearing children learn how signed languages and spoken languages might affect different aspects of cognition and cognitive development and the ways in which hearing loss influences how the brain processes and retains information There are now a number of preliminary answers to these questions but there has been no single forum in which research into learning and cognition is brought together The Oxford Handbook of Deaf Studies in Learning and Cognition aims to provide this shared forum focusing exclusively on learning cognition and cognitive development from theoretical psychological biological linguistic social emotional and educational perspectives Each chapter includes state of the art research conducted and reviewed by international experts in the area Drawing this research together this volume allows for

a synergy of ideas that possesses the potential to move research theory and practice forward

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