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## FIRST YEAR HIGHER SECONDARY EXAMINATION SAY/IMP SEPTEMBER 2016

(Scheme of Valuation)

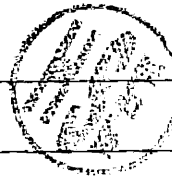
Subject : Economics

Code No. 426

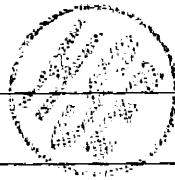
| Qn. No | Scoring Indicators   | Split Score      | Total Score |
|--------|--|------------------|-------------|
| 1.     | Reduction of greenhouse gases  | 1                | 1           |
| 2.     | Bio-Composting   | 1                | 1           |
| 3.     | Protection of trees and forests  | 1                | 1           |
| 4.     | Renewable resources  | 1                | 1           |
| 5.     | Ozone Depletion  | 1                | 1           |
| 6.     | 1. Self sufficiency in food grains<br>2. Reduction in prices of food grains<br>3. Enabled PDS<br>4. Increase in marketable surplus<br>(Any 3 points)   | 1x3              | 3           |
| 7.     | 1. Adversely affected trade<br>2. India become an exporter of primary goods and importer of finished goods   | 1x2              | 2           |
| 8.     | Correlation  | 1                | 1           |
| 9.     | Personality  | 1                | 1           |
| 10.    | Arithmetic mean  | 1                | 1           |
| 11.    | Salary   | 1                | 1           |
| 12.    | SGST   | 1                | 1           |
| 13.    | 1. Large pool of skilled human resources<br>2. Low wage rates<br>3. Proficiency in English<br>4. IT awareness/IT development<br>(Any 3 points)   | 1x3              | 3           |
| 14.    | 1. Format<br>2. Growth oriented approach<br>3. Employment generation programmes<br>PMRY, SJSRY, SGST, NREGP e..etc.<br>4. Food security programmes/provision of basic amenities PDS, ICDS, MDMS etc. | 2<br>1<br>3<br>2 | 8           |

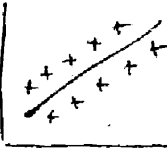

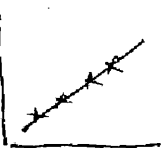

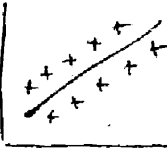

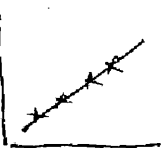

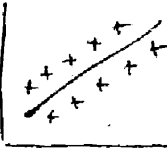

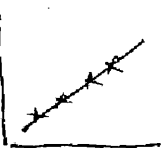

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| Qn.No        | Scoring Indicators  | Split Score      | Total Score      |       |   |       |   |       |   |       |   |       |   |  |   |
|--------------|---|------------------|------------------|-------|---|-------|---|-------|---|-------|---|-------|---|--|---|
| 15.          | False   | 1                | 1                |       |   |       |   |       |   |       |   |       |   |  |   |
| 16.          | False   | 1                | 1                |       |   |       |   |       |   |       |   |       |   |  |   |
| 17.          | True  | 1                | 1                |       |   |       |   |       |   |       |   |       |   |  |   |
| 18.          | True  | 1                | 1                |       |   |       |   |       |   |       |   |       |   |  |   |
| 19.          | <p>1. <u>Conventional</u> - They are non-renewable and cause pollution example: Coal, petrol, electricity etc.</p> <p>2. <u>Non-Conventional</u> - They are renewable and are pollution free. eg Sun, wind, tide, bio Composting etc.</p>   | 2<br><br>2       | 4                |       |   |       |   |       |   |       |   |       |   |  |   |
| 20.          | <p>Random sampling</p> <p>a) lottery method</p> <p>b) Table of Random numbers</p> <p>Non-Random sampling</p>  | 1<br>1<br>1<br>1 | 4                |       |   |       |   |       |   |       |   |       |   |  |   |
| 21.          | <table border="1"> <thead> <tr> <th><u>class</u></th> <th><u>Frequency</u></th> </tr> </thead> <tbody> <tr> <td>40-50</td> <td>3</td> </tr> <tr> <td>50-60</td> <td>5</td> </tr> <tr> <td>60-70</td> <td>8</td> </tr> <tr> <td>70-80</td> <td>7</td> </tr> <tr> <td>80-90</td> <td>2</td> </tr> </tbody> </table> <p>N.B Inclusive classes also may be considered</p> | <u>class</u>     | <u>Frequency</u> | 40-50 | 3 | 50-60 | 5 | 60-70 | 8 | 70-80 | 7 | 80-90 | 2 |  | 4 |
| <u>class</u> | <u>Frequency</u>  |                  |                  |       |   |       |   |       |   |       |   |       |   |  |   |
| 40-50        | 3   |                  |                  |       |   |       |   |       |   |       |   |       |   |  |   |
| 50-60        | 5   |                  |                  |       |   |       |   |       |   |       |   |       |   |  |   |
| 60-70        | 8   |                  |                  |       |   |       |   |       |   |       |   |       |   |  |   |
| 70-80        | 7   |                  |                  |       |   |       |   |       |   |       |   |       |   |  |   |
| 80-90        | 2   |                  |                  |       |   |       |   |       |   |       |   |       |   |  |   |
| 22.          | <ol style="list-style-type: none"> <li>Investment in education</li> <li>Investment in health</li> <li>On the job training</li> <li>Migrations</li> <li>Information</li> </ol> <p>(Any 3 points with explanation)</p>  | 1x3=             | 3                |       |   |       |   |       |   |       |   |       |   |  |   |



| Qn.No   | Scoring Indicators   | Split Score   | Total Score  |   |  |     |     |     |     |                        |   |
|---|--|---|--|---|--|-----|-----|-----|-----|------------------------|---|
| 23.   | <p><u>Food</u> <u>Rent</u> <u>Education</u> <u>cloths</u> <u>misc.</u><br/>             8000 5000 4000 2000 1000<br/>             Avg. 144 90 72 36 18<br/>             For calculation <math>2\frac{1}{2}</math> and for diagram <math>2\frac{1}{2}</math></p>  | <p><math>2\frac{1}{2}</math><br/><math>2\frac{1}{2}</math></p>                      | 5  |   |  |     |     |     |     |                        |   |
| 24.   | <p>write the importance of the four sources of agricultural diversifications</p>   | 1x4   | 4  |   |  |     |     |     |     |                        |   |
| 25.   | <p><u>Arithmetic Mean</u>; Formule 1, Process 1, Answer 1<br/> <math>A.M = 64.7</math><br/> <u>Median</u>; Formule-1, Process-1, Answer-1<br/> <math>median = 64.81</math><br/> <u>Mode</u>; Formule-1, Process, Answer-1<br/> <math>Mode = 64.74</math></p>   | <p>3<br/>3<br/>2</p>  | 8  |   |  |     |     |     |     |                        |   |
| 26.   | <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="text-align: center; border-bottom: 1px solid black;">Organised</th> <th style="text-align: center; border-bottom: 1px solid black;">Unorganised</th> </tr> </thead> <tbody> <tr> <td style="border-right: 1px solid black; padding: 5px;">                     School teacher<br/>                     Business executive<br/>                     Railway ticket examiner<br/>                     Soft wear engineer                 </td> <td style="padding: 5px;">                     Agricultural labourer<br/>                     Street vendor<br/>                     head load worker<br/>                     cart puller                 </td> </tr> </tbody> </table> | Organised   | Unorganised  | School teacher<br>Business executive<br>Railway ticket examiner<br>Soft wear engineer | Agricultural labourer<br>Street vendor<br>head load worker<br>cart puller            | 2+2 | 4   |     |     |                        |   |
| Organised   | Unorganised  |   |  |   |  |     |     |     |     |                        |   |
| School teacher<br>Business executive<br>Railway ticket examiner<br>Soft wear engineer | Agricultural labourer<br>Street vendor<br>head load worker<br>cart puller  |   |  |   |  |     |     |     |     |                        |   |
| 27.   | <table style="width: 100%; text-align: center;"> <tr> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>(a)</td> <td>(b)</td> <td>(c)</td> <td>(d)</td> </tr> </table>   |  |   |    |  | (a) | (b) | (c) | (d) | $\frac{1}{2} \times 4$ | 2 |
|    |   |  |  |   |  |     |     |     |     |                        |   |
| (a)   | (b)  | (c)   | (d)  |   |  |     |     |     |     |                        |   |



| Qn.No | Scoring Indicators  | Split Score            | Total Score |
|-------|---|------------------------|-------------|
| 28.   | Standard Deviation = 14<br>Formula<br>Process<br>Answer   | 1<br>3<br>1            | 5           |
| 29.   | 1. Identifying a problem<br>2. Choice of target group<br>3. Collection of data<br>4. Organisation and presentation of data<br>5. Analysis, Conclusions etc. | $\frac{1}{2} \times 4$ | 2           |
| 30.   | Poi = 125<br>Formula 1 + answer 1   | 1<br>1                 | 2           |
| 31.   | Explain development experience of India, China and Pakistan.<br>(Any relevant two comparisons about each country)   | $\frac{1}{2} \times 6$ | 3           |
|       |   |                        |             |