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CLASS X · SOCIAL SCIENCE (087) · ECONOMICS · CBSE BOARD EXAMINATION 2027

ECONOMICS · CHAPTER 1 MODEL ANSWERS

Development

Board-Style Answer Booklet · Answers as CBSE expects them

CBSE marking-scheme pattern | Word count on every answer | 63 model answers | Most-probable 2027 answers marked

INSIDE THIS BOOKLET

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HOW TO USE IT

1. Write your own answer first, in the practice notebook.
2. Then open this booklet. Tick each numbered point you also wrote.
3. Give yourself 1 mark per matching point – that is how the examiner marks.
4. Copy any point you missed into My Mistakes (last page of the Chapter Booklet).
5. Rewrite the answer after 3 days, from memory.

USE WITH Chapter Booklet, Economics Ch 1

M

READ THIS FIRST · BASED ON THE CBSE SAMPLE PAPER AND MARKING SCHEME 2026–27

How CBSE Marks Economics

Every answer in this booklet follows the official marking-scheme pattern: numbered value points, keyword first, inside the word limit. Under each answer you will see its word count and how the marks are split.

The Economics section of the 2027 paper

Section D · 20 marks

Item	Type	Marks	Words	What earns the marks
Q29–Q34	MCQs: definitions, data tables, matching, short cases, calculations	1 each	–	Letter + answer
Q35–Q37	Short answers	3 each	60	3 points × 1 mark
Q38	Long answer, (A) **or** (B) – or a 5-mark case with data, as in Sample Paper 2026–27	5	120	5 points, or 1 + 2 + 2
Practice	2-mark questions and 4-mark cases in this booklet build the same skills	2 / 4	40 / 100	One point per mark

Sustainability and different goals are the favourite long answers. In data MCQs, write the working (sum ÷ number; part ÷ whole × 100) beside the question before choosing.

How the marking scheme gives marks

SEVEN RULES

- **Marks come from value points.** Each correct, relevant point earns 1 mark: 2 marks = 2 points, 3 marks = 3 points, 5 marks = 5 points. The scheme accepts “any other relevant point”, so a correct NCERT point that is not in our answer also scores.
- **Points are numbered and short.** Official answers have no introduction or conclusion. Our 5-mark answers sometimes add one opening and one closing line only so the answer reads well – skip them when short of time.
- **Keyword first.** Start each point with the key word and underline it – the examiner scans for it. Then give one fact: a name, a date, a number or an example.
- **MCQs:** write the letter and the answer text. Combination questions are answered like “(b) Only a, b and d”.
- **Case / source-based:** (i) and (ii) need one clear line each; the 2-mark part needs two separate points. Use the passage’s own clues, then add chapter facts.
- **Internal choice:** write “(A)” or “(B)” in the margin and attempt only one.
- **Do not repeat** one idea in two points – it earns one mark only.

Answer frames – copy this shape

2-mark answer ≤ 40 words

1. Keyword: one reason or fact.
2. Keyword: a second, different reason or fact.

Two lines, no introduction.

3-mark answer ≤ 60 words

1. Keyword: point + name / date / number.
2. Keyword: point + example.
3. Keyword: point + result.

One sentence per point.

5-mark answer ≤ 120 words

→ Optional opening line that answers the question in short.

1–5 Five numbered points, keyword first, a fact in each.

→ Optional closing line: "So / Hence …".

Order the points in time, or from cause to result.

Case-based 1 + 1 + 2 · ≤ 100 words

(i) One line, from the passage.

(ii) One line: passage clue + chapter fact.

(iii) Two separate points, one line each.

Never copy the whole passage.

Short of time? Learn these ten first

Most probable for 2027

C1	"Sustainability of development is essential for the …	[3]	C2	Explain, with the examples of groundwater and crude oil …	[5]
C4	Why is the Human Development Report a better way of …	[3]	C6	"Different people have different, and sometimes …	[3]
C11	"A state with a lower per capita income can have better …	[3]	C9	"Average income is useful for comparison but it hides …	[3]
D1	Case: Three States Compared	[5]	D2	Case: The Dam on the River	[4]

A

ANSWERS · PART A

Textbook Check – Answers

Model answers to every Textbook Check question. Underlined words are the keywords the examiner looks for.

Goals and national development

A1. "Different people have different developmental goals." Explain with three examples. [3]

Goals depend on a person's life situation:

1. **Landless labourer:** more days of work, better wages, schooling for children, no discrimination.
2. **Prosperous farmer:** assured high income through higher support prices and cheap labour.
3. **Urban girl:** as much freedom as her brother and the right to decide her own life.

48 words · limit 60 | Marking: 3 points × 1 = 3 | 2025 32/1/1 Q33(B). | MUST DO

A2. "What may be development for one may be destructive for another." Give an example. [2]

1. **Example:** industrialists want a dam for more electricity.
2. **Destructive:** the same dam submerges land and displaces adivasis living there.

19 words · limit 40 | Marking: 2 points × 1 = 2

A3. Apart from income, what other goals do people seek? Why can they matter more than income? [3]

1. **Other goals:** equal treatment, freedom, security and respect from others.
2. **Why:** material goods alone cannot give a good quality of life.
3. **Example:** a job near home may be preferred to a better-paid job far away.

35 words · limit 60 | Marking: 3 points × 1 = 3

A4. How can a safe and secure environment and paid work raise the status of women? [2]

1. **Paid work:** raises women's dignity in the household and society.
2. **Safety:** a safe environment lets more women take jobs or run a business.

23 words · limit 40 | Marking: 2 points × 1 = 2

Comparing countries and states

A5. Why do we use average income rather than total income to compare countries? [2]

1. **Population differs:** total income does not show what an average person earns.
2. **Average:** total income ÷ population gives comparable per capita income.

22 words · limit 40 | Marking: 2 points × 1 = 2 | MUST DO

A6. What criterion does the World Bank use to classify countries? What are its limitations? [3]

1. **Criterion:** per capita income, in its World Development Report.
2. **Classes:** rich, middle-income and low-income; India is low middle-income.
3. **Limitation:** it hides distribution of income and ignores health, education and freedom.

30 words · limit 60 | Marking: 3 points × 1 = 3 | MUST DO

A7. Country A has incomes ₹9,500, ₹10,500, ₹9,800, ₹10,000 and ₹10,200; Country B has ₹500, ₹500, ₹500, ₹500 and ₹48,000. Find the average income of each. In which country would you prefer to live, and why? [3]

1. **Country A:** 50,000 ÷ 5 = ₹10,000.
2. **Country B:** 50,000 ÷ 5 = ₹10,000.
3. **Preference:** Country A – income is evenly spread; in B one person is very rich and four are very poor.

33 words · limit 60 | Marking: 3 points × 1 = 3 | MUST DO

A8. Define infant mortality rate, literacy rate and net attendance ratio. [3]

1. **IMR:** children dying before age one per 1000 live births in a year.
2. **Literacy rate:** proportion of literate people aged 7 years and above.
3. **Net attendance ratio:** children aged 14–15 attending school as a percentage of all children of that age.

42 words · limit 60 | Marking: 3 points × 1 = 3 | 2026 32/1/1 Q34 (literacy age group). | MUST DO

A9. Why does Kerala have a low infant mortality rate? [2]

1. **Health:** adequate provision of basic health facilities.
2. **Education:** adequate basic educational facilities, so people know about care and nutrition.

19 words · limit 40 | Marking: 2 points × 1 = 2

A10. "Money cannot buy all the goods and services we need to live well." Explain with examples. Why are some facilities best provided collectively? [3]

1. **Environment:** money cannot buy a pollution-free environment or unadulterated medicines.
2. **Disease:** it cannot protect from infectious diseases unless the whole community acts.
3. **Collective:** schools, security and health care are cheaper and better when provided for all.

36 words · limit 60 | Marking: 3 points × 1 = 3

A11. Calculate the BMI of a student who weighs 45 kg and is 1.5 m tall. Is the student undernourished? [2]

1. **Working:** BMI = $45 \div (1.5)^2 = 45 \div 2.25 = 20$.
2. **Result:** 20 lies between 18.5 and 25, so the student is not undernourished.

25 words · limit 40 | Marking: 2 points × 1 = 2

Human development and sustainability

A12. Which organisation publishes the Human Development Report? On what basis does it compare countries? [2]

1. **Publisher:** UNDP – United Nations Development Programme.
2. **Basis:** educational levels, health status and per capita income.

15 words · limit 40 | Marking: 2 points × 1 = 2 | 2026 32/1/1 Q33.

A13. Explain: life expectancy at birth, gross enrolment ratio, mean years of schooling. [3]

1. **Life expectancy at birth:** average expected length of life of a person at birth.
2. **Gross enrolment ratio:** enrolment ratio for primary, secondary and higher education.
3. **Mean years of schooling:** average years of education of people aged 25 and above.

39 words · limit 60 | Marking: 3 points × 1 = 3

A14. What is meant by sustainability of development? Why is it important? [2]

1. **Meaning:** development that continues without harming resources for future generations.
2. **Importance:** present development overuses resources and may not last.

19 words · limit 40 | Marking: 2 points × 1 = 2

A15. Why is the overuse of groundwater a concern? In which regions is it found? [3]

1. **Overuse:** more water is drawn than rain replenishes, so water tables fall.
2. **Extent:** about one-third of the country is overusing groundwater.
3. **Regions:** Punjab, western UP, hard-rock plateaus of central and south India, some coasts and growing cities.

37 words · limit 60 | Marking: 3 points × 1 = 3

A16. "The consequences of environmental degradation do not respect national boundaries." Explain. [2]

1. **Spread:** pollution and overuse of rivers harm neighbouring regions too.
2. **Shared future:** so sustainability concerns all; our future is linked together.

21 words · limit 40 | Marking: 2 points × 1 = 2

ANSWER KEY · PART B

B Objective – Answer Key

All 20 MCQ and assertion–reason answers, each with a one-line reason so you learn the fact, not only the letter.

Write the option letter **and** the answer, as the marking scheme does – e.g. "(b) ..." followed by the answer text.

Q	Answer	Why (one line)
B1	**(b) more days of work and better wages**	Regular work and wages.
B2	**(a) assured high family income through higher support prices**	Higher crop prices.
B3	**(d) Equal treatment**	Equality, freedom, respect.
B4	**(a) total income ÷ total population**	Average income.
B5	**(c) World Bank**	UNDP publishes the HDR.
B6	**(d) health, education and per capita income**	Wider than income.
B7	**(a) one**	Per 1000 live births.
B8	**(c) 7 years and above**	7+ years.
B9	**(b) undernourished**	Below 18.5.
B10	**(d) ₹12,000**	60,000 ÷ 5.
B11	**(b) 75%**	900 ÷ 1,200 × 100.
B12	**(d) State Q**	Lowest IMR (8).
B13	**(c) 29**	93 – 64.
B14	**(c) Groundwater**	Replenished by rain.
B15	**(b) Only II is correct**	Money cannot buy clean air.
B16	**(a) a-ii, b-iii, c-iv, d-i**	Learn the four definitions.
B17	**(a) Both A and R are true, and R is the correct explanation of A.**	R explains A.
B18	**(b) Both A and R are true, but R is not the correct explanation of A.**	Both true; R does not explain A.
B19	**(d) A is false, but R is true.**	A false – it is overused when drawn faster than recharge.
B20	**(c) A is true, but R is false.**	A true; R false.

C

ANSWERS · PART C

Board Pattern – Answers

Model answers in the marking-scheme pattern. Orange tags show where a similar question came in a board or sample paper.

Sustainability of development

★★★ 8 of 11 papers · 1–5 marks

C1. "Sustainability of development is essential for the future." Explain with examples. [3]

1. **Future:** resources must last for future generations, not just today.
2. **Examples:** groundwater is overused in one-third of India; crude oil will run out.
3. **Shared:** degradation crosses boundaries, so everyone's future is at stake.

33 words · limit 60 | Marking: 3 points × 1 = 3 | 2026 32/1/1 Q37. | MUST DO

C2. Explain, with the examples of groundwater and crude oil, why we need sustainable development. [5]

1. **Groundwater:** renewable, replenished by rain, but overused when drawn faster than recharge.
2. **Extent:** one-third of India overuses it – Punjab, western UP, hard-rock plateaus, cities.
3. **Crude oil:** a non-renewable fixed stock; it will be exhausted over time.
4. **Dependence:** countries that import oil are at risk if supplies fall or prices rise.
5. **Way ahead:** careful use – rainwater harvesting, renewable energy – lets development last.

61 words · limit 120 | Marking: 5 points × 1 = 5 | 2025 32/1/1 Q33(A). | MUST DO

C3. Distinguish between renewable and non-renewable resources, with one example of each. [2]

1. **Renewable:** replenished by nature, e.g. groundwater.
2. **Non-renewable:** a fixed stock that gets exhausted, e.g. crude oil.

16 words · limit 40 | Marking: 2 points × 1 = 2

Human Development Report

★★★ 7 of 11 papers · 1–3 marks

C4. Why is the Human Development Report a better way of comparing countries than per capita income? Give three reasons. [3]

1. **Wider:** it adds health and education to income.
2. **Quality of life:** life expectancy and schooling show how people actually live.
3. **Fair income:** income is in dollars of equal buying power, so countries compare fairly.

34 words · limit 60 | Marking: 3 points × 1 = 3 | MUST DO

C5. Sri Lanka is a smaller country than India but ranks higher in human development. Explain why this is possible. [2]

1. **Basis:** HDI depends on health, education and income, not on size.
2. **Sri Lanka:** its people have better life expectancy and schooling.

21 words · limit 40 | Marking: 2 points × 1 = 2

Different people, different goals

★★★ 5 of 11 papers · 1–5 marks

C6. "Different people have different, and sometimes conflicting, notions of development." Explain with examples. [3]

1. **Situation:** goals depend on life situation – a labourer wants work, a rich farmer high prices.
2. **Conflict:** industrialists want dams for power; adivasis lose land to them.
3. **Fair path:** so national development must seek a fair and just path for all.

40 words · limit 60 | Marking: 3 points × 1 = 3 | MUST DO

C7. Evaluate how the developmental goals of four categories of people may differ. Why can these goals conflict? [5]

1. **Landless labourer:** more days of work, better wages and no discrimination.
2. **Rain-fed farmer:** assured irrigation, better yields and fair prices.
3. **Urban youth:** a regular job with fair pay.
4. **Urban girl:** freedom equal to her brother; to study and decide her own life.
5. **Conflict:** one group's gain may hurt another – a dam gives power but displaces adivasis.

56 words · limit 120 | Marking: 5 points × 1 = 5 | 2025 32/1/1 Q33(B).

C8. "Besides income, people seek equal treatment, freedom, security and respect." Explain with examples. [3]

1. **Equal treatment:** people resent discrimination by caste or gender.
2. **Security:** women value safety at work and in public places.
3. **Respect:** a job with dignity or near home may be preferred to higher pay.

33 words · limit 60 | Marking: 3 points × 1 = 3

Average income

★★☆ 4 of 11 papers · 1–3 marks

C9. "Average income is useful for comparison but it hides disparities." Explain with an example. [3]

1. **Useful:** total income ÷ population allows comparison between countries.
2. **Hides:** it does not show how income is distributed.
3. **Example:** A and B both average ₹10,000, but in B one person earns ₹48,000 and four earn ₹500.

36 words · limit 60 | Marking: 3 points × 1 = 3 | MUST DO

C10. Why is per capita income alone not an adequate indicator of development? [3]

1. **Distribution:** it hides inequality between rich and poor.
2. **Other goals:** health, education, freedom and safety are left out.
3. **Example:** Haryana earns more per head than Kerala but has a higher IMR.

31 words · limit 60 | Marking: 3 points × 1 = 3

IMR, literacy, attendance and public facilities

★★★ 5 of 11 papers · 1 mark

C11. "A state with a lower per capita income can have better human development." Explain with an example. [3]

1. **Example:** Kerala has lower per capita income than Haryana but lower IMR and higher literacy.
2. **Reason:** it has adequate basic health and educational facilities.
3. **Lesson:** public facilities, not income alone, decide well-being.

32 words · limit 60 | Marking: 3 points × 1 = 3 | MUST DO

C12. Why are public facilities like health care, schools and the PDS important for development? Give three points. [3]

1. **Health:** public hospitals and health centres reduce IMR and disease.
2. **Education:** government schools raise literacy and attendance.
3. **PDS:** a working ration system improves the nutrition of the poor.

28 words · limit 60 | Marking: 3 points × 1 = 3

D

ANSWERS · PART D

Case-Based – Answers

One line each for the 1-mark parts; separate points for the 2-mark parts. The whole answer stays within the word limit.

D1. Case-Based · Three States Compared (printed in the booklet) [5]

(i) Which state has the highest literacy rate? [1]

State Y (94%).

(ii) State X has the highest per capita income but not the best health and education. Explain why this can happen. [2]

(i) Income may be unequally distributed, so many people stay poor.
(ii) State Y has better public health and education facilities, so its IMR is lower and literacy higher.

(iii) Suggest two public facilities that State Z should improve, and explain how each will help. [2]

(i) Primary health centres – care and immunisation will lower the IMR.
(ii) Schools with mid-day meals – will raise literacy and attendance.

53 words in all · limit 120 | Marking: 1 + 2 + 2 = 5 | Format of the 5-mark data case in the Sample Paper 2026–27.

D2. Case-Based · The Dam on the River (printed in the booklet) [4]

(i) Name one group that sees the dam as development. [1]

Factory owners in the city (or downstream farmers).

(ii) Why do the upstream families oppose the dam? [1]

They will lose their land and forests and be displaced.

(iii) What does this case teach us about developmental goals? Explain two points. [2]

(i) Different people have different developmental goals.
(ii) Development for one group can be destructive for another, so a fair path is needed.

41 words in all · limit 100 | Marking: 1 + 1 + 2 = 4 | Same theme as 2025 32/1/1 Q33(B).

D3. Case-Based · The Falling Water Table (printed in the booklet) [4]

(i) **Is groundwater a renewable or a non-renewable resource?** [1]

Renewable.

(ii) **Why has the water table fallen even though rainfall is the same?** [1]

More water is pumped out than rain replenishes.

(iii) **Suggest two ways in which the village can make its use of groundwater sustainable.** [2]

(i) Rainwater harvesting and recharge pits.
(ii) Drip irrigation and less water-hungry crops instead of summer paddy.

26 words in all · limit 100 | Marking: 1 + 1 + 2 = 4 | Same theme as 2025 32/1/1 Q33(A) and 2026 32/1/1 Q37.

D4. Case-Based · Two Islands, One Average (printed in the booklet) [4]

(i) **Find the average monthly income of each island.** [1]

₹16,000 on both (64,000 ÷ 4).

(ii) **On which island would most families prefer to live?** [1]

Sunpur – income is evenly distributed.

(iii) **Give two limitations of average income as a measure of development.** [2]

(i) It hides inequality in the distribution of income.
(ii) It says nothing about health, education or freedom.

29 words in all · limit 100 | Marking: 1 + 1 + 2 = 4

D5. Case-Based · Bicycles to School (printed in the booklet) [4]

(i) **Calculate this year's net attendance ratio for these girls.** [1]

108 ÷ 120 × 100 = 90%.

(ii) **What kind of facilities are the bicycles, the toilet and the ration shop?** [1]

Public facilities, provided collectively.

(iii) **How do such facilities help development? Two points.** [2]

(i) Higher attendance raises literacy and future earnings.
(ii) Better nutrition and education give girls health, freedom and dignity.

30 words in all · limit 100 | Marking: 1 + 1 + 2 = 4 | Same skill as 2026 32/1/1 Q29 (attendance table).