

# **SAMP -2 (2025-26) 9TH CLASS SOCIAL STUDIES KEY**

**PREPARED BY**

## **SECTION - A**

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<b>1.D</b>	<b>9.C</b>
<b>2.A</b>	<b>10.A</b>
<b>3.B</b>	<b>11.B</b>
<b>4.D</b>	<b>12.D</b>
<b>5.B</b>	<b>13.C</b>
<b>6.A</b>	<b>14.B</b>
<b>7.C</b>	<b>15.B</b>
<b>8.A</b>	

**SA(SS), PM SHRI ZPHS I PANGIDI.**

## **SECTION - B**

**16.**

1. The provisional government was led by Kerenskii.
2. Conflict between the government and the Bolsheviks grew.
3. The Bolsheviks under Leon Trotsky decided to seize power.
4. Prime Minister Kerenskii called the troops.
5. Military went to take control of the telephone offices.
6. The ship Aurora shelled the Winter Palace.
7. The Military Revolutionary Committee captured the city.
8. The ministers were surrendered.
9. By December, the Bolsheviks controlled the Moscow.

**17.**

A. A narrow longitudinal flat-bottomed strike valleys between the Himachal and the Shiwaliks are called Duns. The prominent Duns are Dehradun, Kotli Dun and Patli Dun.

**18.**

## **SECTION - C**

### **DIFFERENCE IN ECONOMIC CONTRIBUTION AFTER 10 YEARS**

1. **\*EDUCATION LEVEL\*:** CHILD ATTENDING SCHOOL LIKELY HAS BETTER EDUCATION, SKILLS.
2. **\*EMPLOYMENT PROSPECTS\*:** EDUCATED CHILD MAY HAVE FORMAL, HIGHER-PAYING JOB OPPORTUNITIES.
3. **\*ECONOMIC PRODUCTIVITY\*:** EDUCATED INDIVIDUAL TENDS TO CONTRIBUTE MORE VIA TAXES, SKILLED WORK.
4. **\*EARNING POTENTIAL\*:** SCHOOL-GOING CHILD LIKELY HAS HIGHER INCOME POTENTIAL VS THE OTHER.

**19.**



## SECTION -D

20.

**APARTHEID WAS A SYSTEM IN SOUTH AFRICA THAT DIVIDED PEOPLE BASED ON THEIR \*SKIN COLOUR\*, CLASSIFYING THEM INTO RACIAL GROUPS LIKE WHITE, BLACK COLOURED, AND INDIAN. THIS LED TO \*SEGREGATION\* AND \*UNEQUAL TREATMENT\*, WITH WHITES HOLDING MORE PRIVILEGES AND OTHERS FACING DISCRIMINATION IN AREAS LIKE HOUSING, EDUCATION, AND JOBS. IT CREATED A \*RACIAL HIERARCHY\*, CAUSING DEEP SOCIAL AND ECONOMIC INEQUALITIES AMONG SOUTH AFRICANS.**

21. **A \*CONSTITUTION\* IS LIKE A FOUNDATIONAL RULEBOOK FOR A COUNTRY THAT OUTLINES HOW THE GOVERNMENT WORKS AND PROTECTS CITIZENS' RIGHTS.**

### *IN DEMOCRATIC COUNTRIES*

1. **\*PROTECTS RIGHTS\***: CONSTITUTIONS OFTEN LIST FUNDAMENTAL RIGHTS LIKE FREEDOM OF SPEECH.
2. **\*DEFINES GOVERNMENT STRUCTURE\***: EXPLAINS BRANCHES LIKE LEGISLATURE, EXECUTIVE, JUDICIARY.
3. **\*RULE OF LAW\***: ENSURES GOVERNMENT FOLLOWS LAWS, PROMOTES FAIRNESS.
4. **\*PREVENTS MISUSE OF POWER\***: HAS CHECKS AND BALANCES TO KEEP POWER IN CONTROL.
5. **\*PROVIDES STABILITY\***: HELPS IN SMOOTH GOVERNANCE AND TRANSITIONS.

### *IN NON-DEMOCRATIC COUNTRIES*

1. **\*LEGITIMACY\***: GOVERNMENTS MIGHT USE CONSTITUTIONS TO SHOW THEY'RE LEGITIMATE.
2. **\*GOVERNANCE FRAMEWORK\***: OUTLINES HOW GOVERNMENT IS ORGANIZED.
3. **\*STATES POWERS\***: CAN DEFINE STATE AUTHORITY AND CONTROL.
4. **\*INTERNATIONAL RELATIONS\***: CAN IMPACT HOW OTHER COUNTRIES VIEW THE NATION.