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| logo**2024-2025** | **MOTHER THERESA MEMORIAL SCHOOL**  **High School Division – Term - I**  **Subject: Social Science** | **Class: VIII**  **Marks: 80** |

I. The question paper comprises four sections – A, B, C, D, E and F. There are 32 questions on the question paper.

All questions are compulsory.

**II. Section A** – Question no. 1 to 20 24are Objective Type Questions of 1 mark each.

**III. Section B** – Question no. 21 to 25 are short answer type questions of 2 marks each. The answer to each question should not exceed 10 to 20 words.

**IV. Section C** – Question no. 26 to 29 are long answer type questions of 3 marks each. The answer to each question should not exceed 20 to 35 words.

**V. Section D** -- Question no. 30 to 33 are very long answer type questions of 5 marks each. The answer to each question should not exceed 100 words.

**VI. Section E -** Question no. 34 to 35 are case based questions with 9 sub questions of 13 marks

**VII. Section F –** Map Pointing consist of 1 mark each.

There is no overall choice in the question paper. However, an internal choice has been provided in few questions. Only one of the choices in such questions has to be attempted.

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**Section-A**

1. Multiple Choice Question: (20\*1=20)

Assertion-and-Reason Type

Direction: For questions given below. In each question given below, there are two statements marked as Assertion (A) and reason (R). Mark as per the codes provided below.  
(a) Both A and R are correct and R is the correct explanation of A.  
(b) Both A and R are correct but R is not the correct explanation of A.  
(c) A is correct but R is wrong.  
(d) R is correct but A is wrong.

Section-B

1. Answer the following questions: (Short type) (5\*2=!0)

21.

Section-C

III. Answer the following Question:(Long type) (4\*3=12)

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Section-D

IV. Answer the following questions in detail: (Very long type) (4\*5=20)

Section-E

V. Case Study: (4\*1=4)

Mona and Raju were helping Amma to clean their house. “Look at all these things…. clothes, utensils,  
foodgrains, combs, this bottle of honey, books…..Each of these has a use,” said Mona. “That is why they  
are important,” said Amma. “These are resources…..”. “What is a resource?” was Raju’s question to  
Amma. “Anything that can be used to satisfy a need is a resource”, replied amma. “Look around you and  
observe, you will be able to identify many types of resources. The water you drink when you are thirsty,  
the electricity you use in your house, the rickshaw you use to get home from school, the textbook you  
use to study are all resources. Your father has prepared a tasty snack for you. The fresh vegetables he  
has used are also a resource”. Water, electricity, rickshaw, vegetable and textbook have something in  
common. They have all been used by you, so they have utility. Utility or usability is what makes an  
object or substance a resource. “How does something become a resource?” Raju now wanted to know.  
Amma told the children that things become resources only when they have a value. “Its use or utility  
gives it a value. All resources have some value.” said Amma. Value means worth. Some resources have  
economic value, some do not. For example, metals may have an economic value, a beautiful landscape  
may not. But both are important and satisfy human needs.

**QUESTION & ANSWER: MARKS:1**

**1.What is resource?**

**2.What makes an object or substance a resource?**

**QUESTION & ANSWER: MARKS:2**

**1.How does something become a resource?**

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**2.What is the meaning of value? Give example.**

By the beginning of the twentieth century, the Indian national movement had been active in the struggle for independence from British rule for several decades. During the freedom struggle the nationalists had devoted a great deal of time to imagining and planning what a free India would be like. Under the British, they had been forced to obey rules that they had had very little role in making. The long experience of authoritarian rule under the colonial state convinced Indians that free India should be a democracy in which everyone should be treated equally and be allowed to participate in government. What remained to be done then was to work out the ways in which a democratic government would be set up in India and the rules that would determine its functioning. This was done not by one person but by a group of around 300 people who became members of the Constituent Assembly in 1946 and who met periodically for the next three years to write India’s Constitution. These members of the Constituent Assembly had a huge task before them. The country was made up of several different communities who spoke different languages, belonged to different religions, and had distinct cultures. Also, when the Constitution was being written, India was going through considerable turmoil. The partition of the country into India and Pakistan was imminent, some of the Princely States remained undecided about their future, and the socio-economic condition of the vast mass of people appeared dismal. All of these issues played on the minds of the members of the Constituent Assembly as they drafted the Constitution. They rose to the occasion and gave this country a visionary document that reflects a respect for maintaining diversity while preserving national unity. The final document also reflects their concern for eradicating poverty through socio-economic reforms as well as emphasising the crucial role the people can play in choosing their representatives.

**1.) Reflect upon the primary aims of the anti-British national movement in India.**

**2.) Describe the process used to draught the Indian Constitution.**

**3.) What difficulties did the Constituent Assembly members encounter when they drafted the Indian Constitution?**

**4.) What concerns and goals of the Constituent Assembly were reflected in the final draught of the Indian Constitution?**

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**5.) How did the Indian Constitution’s formulation reflect the Constituent Assembly’s commitment to building a progressive and inclusive society?**

(2\*2=4)

Section-F

36. Map Pointing: (5\*1=5)

Mark the given places of India in a Political map.

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