

KOTHARI INTERNATIONAL SCHOOL, NOIDA
ENDTERM, SESSION: 2024-2025
GRADE: 8 SUBJECT: SOCIAL SCIENCE
SECTION B (SUBJECTIVE) SET A

DAY & DATE: MONDAY- 03/03/2025

MAXIMUM MARKS: 60

NAME: _____

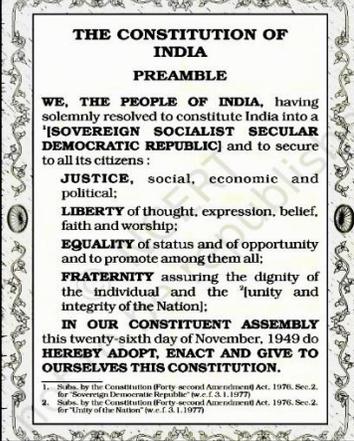
TIME ALLOTTED: 2 HOURS 30 MINUTES

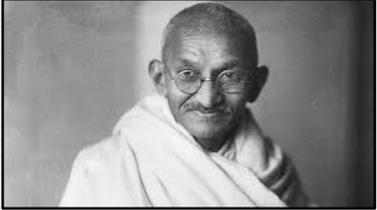
ROLL NO: _____

GENERAL INSTRUCTIONS:

- i). This question paper comprises of 5 pages, 1 political map of India , 1 political map of world and 19 questions. All questions are compulsory.*
- ii). SECTION A - Question Numbers 1 to 5 comprises of 5 questions of 2 marks each. Answers should not exceed 40 words.*
- iii). SECTION B - Question Numbers 6 to 11 comprises 6 questions of 3 marks each. Answers should not exceed 60 words.*
- iv). SECTION C - Question Number 12 to 14 comprises 3 questions of 4 marks each. Answers should not exceed 60 to 80 words.*
- v). SECTION D - Question Number 15 to 17 comprises 4 questions of 5 marks each. Answers should not exceed 100 words.*
- vi). SECTION E - Question Number 18 & 19 are map based questions.*
- vii). There is a choice in few of the questions of the question paper, attempt only one of the choice.*
- viii). Some of the questions are sub-divided.*
- ix). In addition to this, separate instructions are given with each section and question, wherever necessary.*
- x). One political map of India and one political map of world has been attached with the question paper.*

SECTION A		
Q1.	‘The Mughal emperor had agreed to support the rebels of 1857.’ Why do you think the emperor had agreed?	(2)
Q2.	‘The argument for practical education was strongly criticized by the Christian missionaries in India in the nineteenth century.’ Justify the statement.	(2)
Q3.	With reference to the rise of Radicals within the Congress, discuss: the objectives of the radicals.	(2)

Q4.		<p>This is the picture of the introductory page of the Indian Constitution.</p> <p>Mention two reasons why this is important.</p>	(1+1)
Q5.	Write two sentences about your understanding of the appellate system.		(2)
SECTION B			
Q6.	<p>Read the passage and answer the questions that follow.</p> <p>The Indian sepoys in the employ of the Company also had reasons for discontent. They were unhappy about their pay, allowances and conditions of service. Some of the new rules, moreover, violated their religious sensibilities and beliefs. In those days many people in the country people believed that if they crossed the sea they would lose their religion and caste. So when in 1824, the sepoys were told to go to Burma by the sea route to fight for the Company, they refused to follow the order, though they agreed to go by the land route. They were severely punished, and since the issue did not die down, in 1856 the Company passed a new law which stated that every new person who took up employment in the Company's army had to agree to serve overseas if required.</p> <ol style="list-style-type: none"> 1. List two reasons for the discontent of the sepoys. 2. Why were the sepoys severely punished? 		(1+2)
Q7.	Define Secularism and Separation of Power as the key features of the Indian Constitution.		(3)
Q8.	<p>Give 3 points of difference between the Rajya Sabha and the Lok Sabha.</p> <p style="text-align: center;">OR</p> <p>In reference to the Domestic Violence Act of 2006, why is it more important to refer women who face violence as survivors rather than as victims.</p>		(3)
Q9.		<p>This is a picture of one of the courts in India.</p> <ol style="list-style-type: none"> 1. Identify the court. 2. Briefly describe any two role of the judiciary. 	(3)
Q10.	Give three points on what will happen if the culture of majority influences the way in which society and government might express themselves.		(3)

Q11.	<p>Answer the following:</p> <ol style="list-style-type: none"> 1. What did the marginal groups rely on to protect themselves from continued exploitation by other groups? 2. Give an example of a scheme implemented by the government for the benefit of Dalit and Adivasi communities. 	(2+1)
SECTION C		
Q12.	<p>List the reasons why a community is marginalized, and how does it affect the community. Also give an example for the same.</p> <p style="text-align: center;">OR</p> <p>List ways in which we can tackle marginalization.</p>	(4)
Q13.	<div style="display: flex; align-items: center;">  <div data-bbox="654 562 1458 814"> <p>This is the picture of an Indian leader who was known as the 'Father of The Nation'.</p> <ol style="list-style-type: none"> 1. What method did he use in the Indian struggle for freedom? 2. Why is he called the leader of the masses? 3. Briefly write about anyone of his acts against the British. </div> </div>	(1+1+2)
Q14.	<p>Read the passage and answer the questions that follow.</p> <p>Manual scavenging refers to the practice of removing human and animal waste/excreta using brooms, tin plates and baskets from dry latrines and carrying it on the head to disposal grounds some distance away. A manual scavenger is the person who does the job of carrying this filth. This job is mainly done by Dalit women and young girls. According to the Andhra Pradesh-based Safai Karamchari Andolan, an organisation working with manual scavengers, there are one lakh persons from Dalit communities who continue to be employed in this job in this country and who work in 26 lakh private and community dry latrines managed by municipalities.</p> <p>They often live in separate settlements on the outskirts of the village and are denied access to the temple, public water facilities etc.</p> <p>In 1993, the government passed the Employment of Manual Scavengers and Construction of Dry Latrines (Prohibition) Act. This law prohibits the employment of manual scavengers as well as the construction of dry latrines. In 2003, the Safai Karamchari Andolan and 13 other organisations and individuals, including seven scavengers, filed a PIL in the Supreme Court. The petitioners complained that manual scavenging still existed and it continued in government undertakings like the railways. The petitioners sought enforcement of their Fundamental Rights. The court observed that the number of manual scavengers in India had increased since the 1993 law. It directed every department/ministry of the union government and state governments to verify the facts within six months. If manual scavenging was found to exist, then the government department has to actively take up a time-bound programme for their liberation and rehabilitation. The Prohibition of Employment as Manual Scavengers and their Rehabilitation Act came into force on 6 December 2013.</p> <ol style="list-style-type: none"> 1. What do you understand by manual scavenging? 2. What did the Supreme Court do on hearing their case in 2005? 	(2+2)
SECTION D		
Q15.	<p>Draw the hierarchy of courts in India. Briefly explain why everyone does not/does have access to courts.</p> <p style="text-align: center;">OR</p> <p>Write differences between civil and criminal law.</p>	(3+2)

Q16.	Identify the type of cultivation which is practiced in the thickly forested areas of Amazon basin, tropical Africa, parts of Southeast Asia and Northeast India. Briefly describe it and write 2 disadvantages of this type of cultivation.	(1+2+2)
Q17.	 <p>Read the passage and answer the questions that follow.</p> <p>In the 1830s, William Adam, a Scottish missionary, toured the districts of Bengal and Bihar. He had been asked by the Company to report on the progress of education in vernacular schools. The report Adam produced is interesting. Adam found that there were over 1 lakh pathshalas in Bengal and Bihar. These were small institutions with no more than 20 students each. But the total number of children being taught in these pathshalas was considerable – over 20 lakh. These institutions were set up by wealthy people, or the local community. At times they were started by a teacher (guru). The system of education was flexible. Few things that you associate with schools today were present in the pathshalas at the time. There were no fixed fee, no printed books, no separate school building, no benches or chairs, no blackboards, no system of separate classes, no roll-call registers, no annual examinations, and no regular time-table. In some places, classes were held under a banyan tree, in other places in the corner of a village shop or temple, or at the guru’s home. Fee depended on the income of parents: the rich had to pay more than the poor. Teaching was oral, and the guru decided what to teach, in accordance with the needs of the students. Students were not separated out into different classes: all of them sat together in one place. The guru interacted separately with groups of children with different levels of learning.</p> <p>Adam discovered that this flexible system was suited to local needs. For instance, classes were not held during harvest time when rural children often worked in the fields. The pathshala started once again when the crops had been cut and stored. This meant that even children of peasant families could study.</p> <ol style="list-style-type: none"> 1. Which areas did Adam tour? 2. List 2 disadvantages of the existing pathshala system. 3. What was the report produced by Adam? 	(1+2+2)
SECTION E		
Q18.	<p>ON THE GIVEN POLITICAL MAP OF INDIA LABEL AND MARK THE FOLLOWING.</p> <ol style="list-style-type: none"> 1. The place of cotton millworker satyagraha. 2. The state having Chattisgarh as it’s capital. 3. The place of revolt from where Begum Hazrat Mahal fought. 4. The high court of Karnataka. 5. A rice producing state of North East India . 6. The state having Jaipur as it’s capital. 	(3)

Q19.	ON THE GIVEN POLITICAL MAP OF WORLD LABEL AND MARK THE FOLLOWING. 1. The enclosed on three sides by landmasses 2. The largest continent in size. 3. The largest and deepest ocean. 4. The coldest continent.	(2)

Q18.

Political Map of India
Grade 8-Endterm Assessment - Map Work

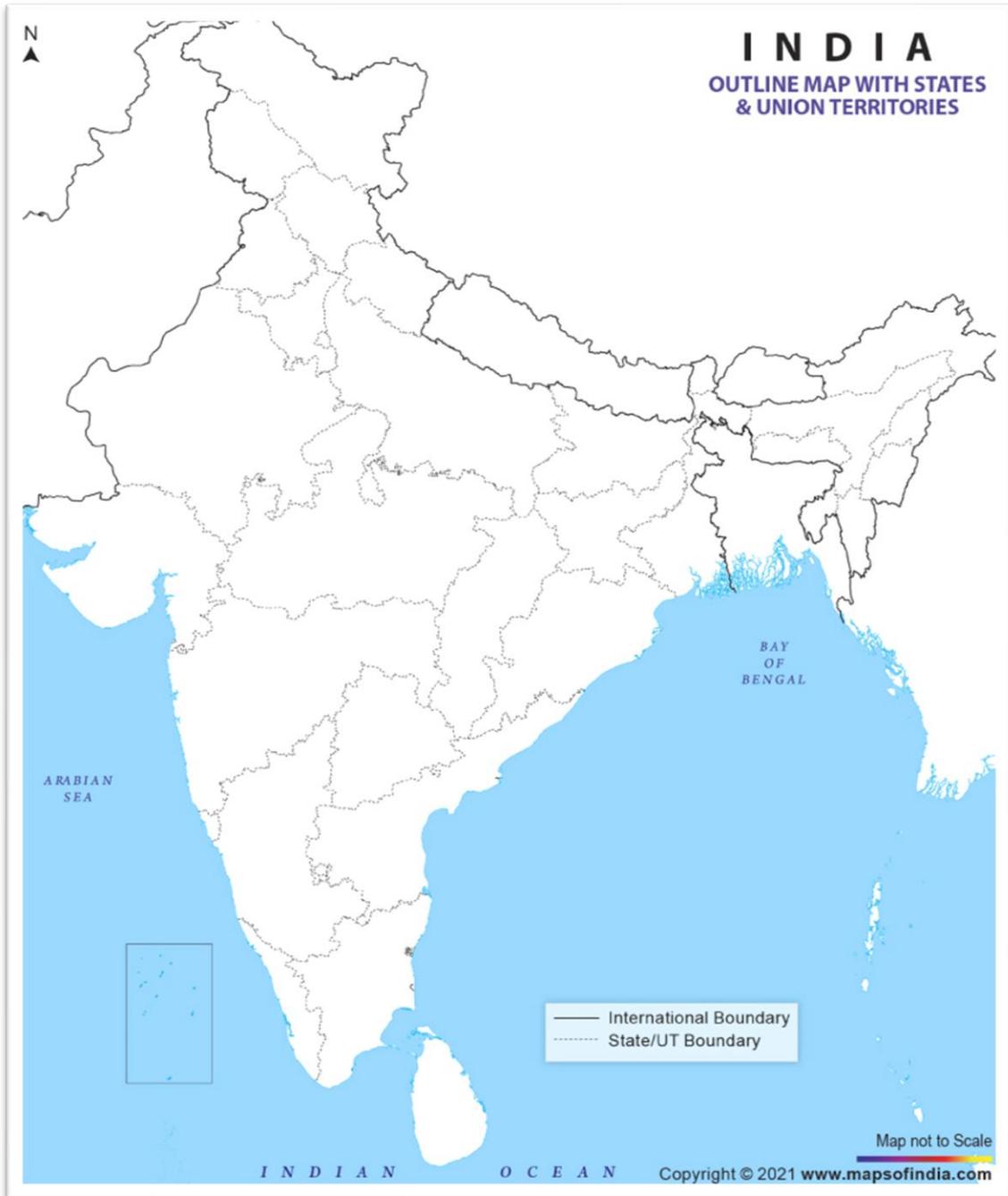
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Section: _____

Roll no.: _____



Q19.

**Political Map of World
Grade 8-EndtermAssessment 1- Map Work**

Date:03/03/2025

Name: _____

Signature of the Invigilator: _____

Section: _____

Roll no.: _____

THE WORLD - POLITICAL

