



**INDIAN SCHOOL AL WADI AL KABIR**  
**Pre-Mid Term Examination: 2025-26**  
**Sub: SOCIAL SCIENCE (ANSWER-KEY)**

**SET: 2**

**Max: Marks: 30**

**Time: 1 Hr.**

**CLASS: VIII**


**Date: 15/05/2025**

**General Instructions: -**

1. Ensure that you have written your name and roll number correctly.
2. This Question Paper has two parts **A-History** and **B-Geography**.
3. All questions are compulsory.
4. All the answers must be correctly numbered as in the question paper in the answer sheet provided.

**SECTION - A (HISTORY) 15 MARKS**

I	Choose the correct option and write it on your answer paper: -				3 Marks
1	How did British historians typically view the period before British rule in India?				1 Mark
	(a) As a time of great scientific advancement	(b) As a period of economic prosperity	(c) <b>As an era of darkness</b>	(d) As a culturally vibrant period	
2	Who was the first Governor General of British India?				1 Mark
	a) <b>Warren Hastings</b>	b) Lord Mountbatten	c) Lord Dalhousie	d) Wellesley	
3	What are the common religious practices of the Tribals?				1 Mark
	(a) Ancestor Worship	(b) nature worship	(c) Spirits Worship	(d) <b>All of these</b>	
II	Fill in the blanks				2 Marks
4	James Mill divided Indian history into three periods: Hindu, _____ and _____. <b>Muslim British.</b>				1 Mark
5	History is certainly about _____ that occur over time. <b>changes</b>				1 Mark
III	Match the Following: -				4 Marks
		Column A		Column B	
	6	Census operations	a	To preserve important records	

	7	Calligraphists	b	James Mill	
	8	Archives	c	specialised in the art of beautiful writing	
	9	A History of British India	d	Ten	
			e	Five	
	<b>(6) d, (7) c,(8)a,(9)b</b>				
<b>IV</b>	<b>Answer the following in one or two sentences: -</b>				<b>2 Marks</b>
<b>10</b>	What is meant by the term 'Colonization'? <b>The subjugation of one country by other leads to political, social and cultural changes, this process is known as 'colonization'.</b>				1 Mark
<b>11</b>	How will the information historians get from old newspapers be different from that found in police reports? <b>The information printed in newspaper are usually affected by the views and opinions of the reporters, news editors etc. But what historians find in police reports are usually true and realistic</b>				1 Mark
<b>V</b>	<b>Observe the picture given below and answer the following questions: -</b> 				<b>2 Marks</b>
	1. What does the above picture try to suggest? <b>The picture tries to suggest that Indians willingly gave over their ancient texts scriptures (shashtra) to Britannia, the symbol of British power, as if asking her to become the protector of Indian culture.</b>				<b>1 Mark</b>
	2. How is imperial power or dominance represented in this image? <b>The image clearly depicts the imperial superiority. The image of the lion symbolizes superior power</b>				<b>1 Mark</b>

<b>VI</b>	<b>Read the given passage and answer the following questions:</b>			<b>2 Marks</b>
	<p>The Ahoms migrated to the Brahmaputra valley from present-day Myanmar in the thirteenth century. They created a new state by suppressing the older political system of the bhuiyans (landlords). The Ahoms built a large state, and for this they used firearms as early as the 1530s. By the 1660s they could even make highquality gunpowder and cannons. However, the Ahoms faced many invasions from the south-west. In 1662, the Mughals under Mir Jumla attacked the Ahom kingdom. Despite their brave defence, the Ahoms were defeated. But direct Mughal control over the region could not last long. The Ahom state depended upon forced labour. Those forced to work for the state were called paiks. A census of the population was taken. Each village had to send a number of paiks by rotation. People from heavily populated areas were shifted to less populated places. Ahom clans were thus broken up. By the first half of the seventeenth century the administration became quite centralised. Almost all adult males served in the army during war. At other times, they were engaged in building dams, irrigation systems and other public works. The Ahoms also introduced new methods of rice cultivation.</p> <p>a. From where did the Ahoms migrate and Whose political system did the Ahoms suppress to create their state??</p> <p>➤ <b>The Ahoms were the tribe which migrated to the Brahmaputra valley from Myanmar in the thirteenth century making new system of state by eradicating the bhuiyans and taking the kingdoms of many different tribes.</b></p> <p>b. How was the Paiks system organized?</p> <p>➤ <b>Each village had to send a number of paiks by rotation, and people were shifted to balance population.</b></p>			<p><b>1 Mark</b></p> <p><b>1 Mark</b></p>
	<b>SECTION - B (GEOGRAPHY) 15 MARKS</b>			
<b>VII</b>	<b>Choose the correct answer: -</b>			<b>3 Marks</b>
<b>12</b>	The world of non-living elements is called _____.			<b>1 Mark</b>
	(a) Biotic	(b) <b>Abiotic</b>	(c) Aquatic animals	
			(d) Plants and Animals	
<b>13</b>	Which of the following resources have economic value?			<b>1 Mark</b>
	(a) Landscape	(b) Home remedies	(c) <b>Metals</b>	
			(d) None of these	
<b>14</b>	Which one of the following is not a Renewable resource?			<b>1 Mark</b>
	(a) Solar energy	(b) <b>petroleum and natural gas</b>	(c) Wind Energy	
			(d) Water	
<b>VIII</b>	<b>Fill in the blank: -</b>			<b>1 Mark</b>
<b>15</b>	Renewable resources are those which get _____ quickly. <b>renewed or replenished</b>			<b>1 Mark</b>
<b>IX</b>	<b>Match the following: -</b>			<b>2 Marks</b>

	<table><tr><th colspan="2">Column A</th><th colspan="2">Column B</th></tr><tr><td>16</td><td>Human-made Resource</td><td>A</td><td>Resources</td></tr><tr><td>17</td><td>Utility</td><td>B</td><td>Air</td></tr><tr><td></td><td></td><td>C</td><td>A vehicle</td></tr></table> <p><b>(16) C (17) A</b></p>	Column A		Column B		16	Human-made Resource	A	Resources	17	Utility	B	Air			C	A vehicle	
Column A		Column B																
16	Human-made Resource	A	Resources															
17	Utility	B	Air															
		C	A vehicle															
<b>X</b>	<b>Answer in one sentence: -</b>	<b>2 Marks</b>																
18	What are 'Natural Resources'? <b>Resources that are drawn from nature and used without much modification are called natural resources.</b>																	
19	How are resources generally classified? <b>Resources are generally classified into different groups depending upon their level of development and use, origin, stock and distribution.</b>																	
<b>XI</b>	<b>Answer the following: -</b>	<b>4 Marks</b>																
20	Why are human resources important? • <b>People can make the best use of nature to create more resources when they have the knowledge, skill and technology to do so. This is why human beings are a special resource.</b> • <b>It is the abilities of human beings which help in transferring a physical material into a valuable resource. Hence, human resources are important.</b>	2 Marks																
21	What is the significance of time and technology in making a substance as a resource? (Any 3 points) • <b>Time and technology are two important factors that can change substances into resources.</b> • <b>Each discovery or invention leads to many others.</b> • <b>The discovery of fire led to the practice of cooking and other processes while the invention of the wheel ultimately resulted in development of newer modes of transport.</b> • <b>The technology to create hydroelectricity has turned energy in fast flowing water into an important resource.</b>	2 Marks																
<b>XII</b>	<b>Read the given passage and answer the following questions: -</b>	<b>3 Marks</b>																
	That evening the children and their friends made packets and shopping bags out of old newspapers, discarded clothes and baskets from bamboo sticks. “We will give a few to every family we know,” said Mona. “After all it is for a very good cause,” said Mustafa, “To save our resources and to keep our earth alive”. “I am going to be very careful not to waste paper,” said Jessy. “Many trees are cut down to make paper,” she explained. “I will see that electricity is not wasted in my house,” shouted Mustafa. “Electricity comes from water and coal. “I will make sure that water is not wasted at home,” said Asha. “Every drop of water is precious” “Together we can make a difference!” chorused the children. These are some of																	

	<p>the things Mona, Raju and their friends did. What about you? How are you going to help in conserving resources? The future of our planet and its people is linked with our ability to maintain and preserve the life support system that nature provides. Therefore, it is our duty to ensure that:</p> <ul style="list-style-type: none"> <li>• All uses of renewable resources are sustainable</li> <li>• The diversity of life on the earth is conserved</li> <li>• The damage to natural environmental system is minimised.</li> </ul> <p>22.What is resource conservation?</p> <p><b>Ans. Using resources carefully and giving them time to get renewed is called resource conservation.</b></p> <p>23.What is sustainable development?</p> <p><b>Ans. Balancing the need to use resources and also conserve them for the future is called sustainable development.</b></p> <p>24. How can humans help in conserving resources? (Any 2 Points)</p> <ul style="list-style-type: none"> <li>• <b>All uses of renewable resources are sustainable</b></li> <li>• <b>The diversity of life on the earth is conserved</b></li> <li>• <b>The damage to natural environmental system is minimized.</b></li> </ul>	<p>1 Mark</p> <p>1 Mark</p> <p>1 Mark</p>
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