

STANDARDISED ASSESSMENT FOR ELEMENTARY SCHOOLS (SAFES): 2025-2026

SUBJECT: SOCIAL SCIENCE

Class VIII

ANSWER KEY

SECTION A: OBJECTIVE TYPE QUESTIONS

(20× 1 = 20 Marks)

Q. No.	QUESTION	KEY POINTS	CHAPTERS	COMPETENCIES CG	OBJECTIVES	LEVELS	MARKS
A	1. The Information Technology (IT) Industry is an example of	Sunrise industry	<i>Resources & Development</i> Chapter 4 – Industries	CG – 6 C 6.2	Knowledge	Easy	1
	2. The name associated with the establishment of Serampore Mission	William Carey	<i>Our Pasts - III</i> Chapter 6 – Civilizing the ‘Native’, Educating the Nation	CG – 7 C – 7.1	Knowledge	Easy	1
	3. The Brahmo Samaj was founded by	Raja Rammohun Roy	<i>Our Pasts – III</i> Chapter 7 -Women, Caste and Reform	CG – 7 C – 7.3	Knowledge	Easy	1
	4. Choose the correct article which notes that no citizen of India shall be discriminated against on the basis of religion, race, caste, sex or place of birth	Article 15	<i>Social & Political Life – III</i> Chapter 7 – Confronting Marginalisation	CG – 5 C – 5.1	Application	Easy	1
	5. The burden of shortfalls in water supply mostly falls on this family.	Poor	<i>Social & Political Life – III</i> Chapter 8 – Public Facilities	CG – 8 C – 8.3 CG – 9 C – 9.1	Knowledge	Easy	1
B.	1. More than ___% of the world’s population resides on just 30% of the total land surface.	90	<i>Resources & Development</i> Chapter 5 – Human Resources	CG – 6 C – 6.4	Knowledge	Easy	1

Q. No.	QUESTION	KEY POINTS	CHAPTERS	COMPETENCIES CG	OBJECTIVES	LEVELS	MARKS
	2. The world's population reached a _____ in the year 1804.	Billion	<i>Resources & Development</i> Chapter 5 – Human Resources	CG – 6 C 6.4	Knowledge	Easy	1
	3. The Constitution of India recognizes the right to water as being a part of the _____ under Article 21.	Right to life	<i>Social & Political Life – III</i> Chapter 8 – Public Facilities	CG – 8 C – 8.1	Application	Easy	1
	4. _____ resource is the ultimate resource.	Human	<i>Resources & Development</i> Chapter 5 – Human Resources	CG – 6 C – 6.4	Understanding	Easy	1
	5. The average density of population in the world is _____ persons per square km.	59.74	<i>Resources & Development</i> Chapter 5 – Human Resources	CG – 6 C – 6.4	Knowledge	Easy	1
C.	1. Based on size, industries can be classified into small scale and big scale industries.	False	<i>Resources & Development</i> Chapter 4 – Industries	CG – 6 C 6.2	Understanding	Easy	1
	2. Manual scavenging refers to the practice of removing human and animal waste.	True	<i>Social & Political Life – III</i> Chapter 7 – Confronting Marginalisation	CG – 5 C 5.1	Knowledge	Easy	1
	3. Safe drinking water is not considered an essential public facility.	False	<i>Social & Political Life – III</i> Chapter 8 – Public Facilities	CG – 6 C 6.2	Knowledge	Easy	1
	4. No child below the age of 12 years shall be employed to work in any factory or mines or engaged in any other hazardous employment.	False	<i>Social & Political Life – III</i> Chapter 9 – Law and Social Justice	CG – 5 C 5.1	Knowledge	Easy	1
	5. In 1919, Gandhiji gave a call for a Satyagraha against the Rowlatt Act.	True	<i>Our Pasts - III</i> Chapter 8 – The Making of the National Movement: 1870s-1947	CG – 2 C 2.1	Knowledge	Easy	1

Q. No.	QUESTION	KEY POINTS	CHAPTERS	COMPETENCIES CG	OBJECTIVES	LEVELS	MARKS
D	1. Pathshalas	Schools in a natural environment	<i>Our Pasts - III</i> Pg. 71	CG – 1 C – 1.1	Knowledge	Moderate	1
	2. James Mill	The Orientalists	<i>Our Pasts - III</i> Pg. 67	CG – 4 C – 4.2	Knowledge	Easy	1
	3. Jallianwala Bagh	Amritsar	<i>Our Pasts - III</i> Pg.100	CG – 8 C – 8.2	Knowledge	Easy	1
	4. Pandita Ramabai	Widow's shelter	<i>Our Pasts -III</i> Pg. 83	CG – 4 C – 4.2	Knowledge	Easy	1
	5. Ministry of Human Resource Development	1985	<i>Resources & Development</i> Pg. 44	CG – 1 CG – 2 CG - 4	Knowledge	Easy	1

SECTION B: VERY SHORT ANSWER QUESTIONS**(14 × 2 = 28 Marks)**

Q No.	QUESTIONS	KEY POINTS	CHAPTERS	COMPETENCIES (CG)	OBJECTIVES	LEVELS	MARKS
E	1. Which Article of the Indian Constitution abolish untouchability?	Article 17	<i>Social & Political Life – III</i> Chapter 7 – Confronting Marginalisation	CG – 5 C – 5.1	Knowledge	Easy	2
	2. What is population density?	Number of people living per sq. km of area.	<i>Resources & Development</i> Chapter 5 – Human Resources	CG – 6 C 6.4	Understanding	Moderate	2
	3. Give two examples of raw materials.	- Iron ore - Coal	<i>Resources & Development</i> Chapter 4 – Industries	CG – 6 C – 6.2	Knowledge	Easy	2
	4. What does the term Dalit mean?	Dalit means 'broken' people earlier called untouchable.	<i>Social & Political Life – III</i> Chapter 7 – Confronting Marginalisation	CG – 5 C 5.1	Understanding	Easy	2
	5. What is an age-sex pyramid?	Population composition	<i>Resources & Development</i> Chapter 5 – Human Resources	CG – 2 C – 2.1	Understanding	Easy	2

Q No.	QUESTIONS	KEY POINTS	CHAPTERS	COMPETENCIES (CG)	OBJECTIVES	LEVELS	MARKS
		Number of males and females.					
	6. What do you understand by universal access?	The right of every person, rich or poor, to have sufficient amounts of water.	<i>Social & Political Life – III</i> Chapter 8 – Public Facilities	CG – 6	Understanding	Moderate	2
	7. Give two reasons why people had for not sending girls to school.	- Prevent them from domestic duties - Girls had to travel through public places.	<i>Our Pasts - III</i> Chapter 7 – Women, Caste and Reform	CG – 5 C – 5.1	Analysis	Moderate	2
	8. What do you mean by basic needs?	Primary requirements.	<i>Social & Political Life – III</i> Chapter 8 – Public Facilities	CG – 8 C – 8.3	Understanding & Application	Moderate	2
	9. What was the slogan of Bal Gangadhar Tilak?	‘Freedom is my birthright and I shall have it’.	<i>Our Pasts - III</i> Chapter 8 – The Making of the National Movement: 1870s -1947	CG – 2 C 2.1	Knowledge	Easy	2
	10. Write two features of the Non-Cooperation Movement.	- Thousands of students left government-controlled schools and colleges. - British titles were surrendered, legislatures boycotted.	<i>Our Past - III</i> Chapter 8 – The Making of the National Movement: 1870s-1947	CG – 4 C – 5.2 CG – 7	Knowledge	Moderate	2

Q No.	QUESTIONS	KEY POINTS	CHAPTERS	COMPETENCIES (CG)	OBJECTIVES	LEVELS	MARKS
	11. What is sati?	Social evil, widow burnt alive.	<i>Our Pasts - III</i> Chapter 7 – Women, Caste and Reform	CG – 5 C – 5.1	Understanding	Easy	2
	12. Who are consumers?	Someone who purchases products.	<i>Social & Political Life – III</i> Chapter 9 – Law and Social Justice	CG – 9 C – 9.1	Knowledge	Moderate	2
	13. Who was Bhagat Singh? What slogan did he raise?	Revolutionary nationalist. Inquilab Zindabad	<i>Our Pasts - III</i> Chapter 8 – The Making of the National Movement: 1870s-1947	CG – 2 C – 2.1	Knowledge	Moderate	2
	14. What was the Wood's Despatch of 1854 related to?	Spread of Western education in India.	<i>Our Pasts - III</i> Chapter 6- Civilizing the 'Native', Educating the Nation	CG – 2 C 2.1	Understanding & Analysis	Moderate	2

SECTION C: SHORT ANSWER QUESTIONS : ANSWER ANY 9 (NINE)**(9 × 3 = 27 MARKS)**

Q No.	QUESTIONS	KEY POINTS	CHAPTERS	COMPETENCIES (CG)	OBJECTIVES	LEVELS	MARKS
F	1. Which industry is often referred to as the backbone of modern industry and why?	Steel – almost everything is made of steel & iron.	<i>Resources & Development</i> Chapter 4 – Industries	CG – 6 C 6.2	Application	Moderate	3
	2. Bangalore is called Silicon Plateau. Explain.	IT Industry, Deccan Plateau	<i>Resources & Development</i> Chapter 4 – Industries	CG – 6 C – 6.2	Knowledge	Easy	3
	3. Why did Rathnam use the 1989 Scheduled Caste and Scheduled Tribes (Prevention of Atrocities) Act to file a complaint?	Because this law protects SC's and ST's.	<i>Social & Political Life – III</i> Chapter 7 – Confronting Marginalisation	CG – 5 C – 5.1	Evaluation	Moderate	3
	4. Give three reasons why there are so few cases of private water supply in the world.	Profit, facility, market	<i>Social & Political Life – III</i> Chapter 8 – Public Facilities	CG – 9 C – 9.1	Analysis	Difficult	3

Q No.	QUESTIONS	KEY POINTS	CHAPTERS	COMPETENCIES (CG)	OBJECTIVES	LEVELS	MARKS
5.	Why should public facilities be provided by the government?	Right to life, constitutional guarantee.	<i>Social & Political Life – III</i> Chapter 8 – Public Facilities	CG – 8 C- 8.1	Understanding	Moderate	3
6.	Distinguish between agro based and mineral based industry.	Plants and animals based. Mineral ores based.	<i>Resources & Development</i> Chapter 4 – Industry	CG – 6 C- 6.4	Understanding	Easy	3
7.	Why did William Jones feel the need to study Indian history, philosophy and law?	Due to deep respect for India's ancient knowledge.	<i>Our Pasts – III</i> Chapter 6 – Civilizing the 'Native', Educating the Nation	CG – 3 C – 3.2	Evaluation	Moderate	3
8.	Write the three main factors that cause population change.	Births, deaths and migration.	<i>Resources & Development</i> Chapter 5 – Human Resources	CG – 1 CG – 2 CG – 6	Knowledge and understanding	Easy	3
9.	What did Ambedkar want to achieve through the temple entry movement?	To make everyone see the power of caste prejudices.	<i>Our Pasts - III</i> Chapter 7 – Women, Caste and Reform	CG – 5 C- 5.1	Evaluation	Moderate	3
10.	Elaborate on how Christian missionaries contributed to social reform in India.	Set up schools for tribal groups and lower caste children thus equipping the children with resources to make their way into a changing world.	<i>Our Pasts - III</i> Chapter 7 – Women, Caste and Reform	CG – 1 C – 1.1 CG – 4 C – 4.2	Knowledge	Difficult	3
11.	Why did Gandhiji choose to break the salt law?	Gandhi felt that it was wrong to impose tax on salt.	<i>Our Pasts - III</i> Chapter 8 – The making of the National Movement: 1870s – 1947	CG – 5 C – 5.2	Analysis	Moderate	3

Q No.	QUESTIONS	KEY POINTS	CHAPTERS	COMPETENCIES (CG)	OBJECTIVES	LEVELS	MARKS
	12. Write three advantages of foreign companies in setting up production in India.	- Cheap labour - Lower wages - Need to invest less	<i>Social & Political Life – III</i> Chapter 9 – Law and Social Justice	CG – 2 C – 2.1	Analysis	Moderate	3

SECTION D: LONG / ESSAY TYPE QUESTIONS: ANSWER ANY FIVE (5)

(5 × 5 = 25 Marks)

Q No.	QUESTIONS	KEY POINTS	CHAPTERS	COMPETENCIES (CG)	OBJECTIVES	LEVELS	MARKS
G	1. Write down in detail the main factors which influence the location of an industry.	Availability of raw materials, land, water, labour, power, capital, transport and market	<i>Resources & Development</i> Chapter 4 – Industries	CG – 6 C – 6.2	Evaluation	Difficult	5
	2. What are the causes for the uneven distribution of population in the world?	Depends on climate - geographical factors – employment opportunities	<i>Resources & Development</i> Chapter 5 – Human Resources	CG – 6 C – 6.2	Evaluation & analysis	Difficult	5
	3. Do you think the victims of the Bhopal gas tragedy got justice? Discuss.	No justice, negligence of safety measures, demanded \$ 3 billion but had to accept \$ 470 million only.	<i>Social & Political Life – III</i> Chapter 9 – Law and Social Justice	CG – 5 C – 5.1	Evaluation	Difficult	5
	4. Why did Mahatma Gandhi think that English education had enslaved Indians?	- Colonial education created sense of inferiority. - Destroyed pride of Indians.	<i>Our Pasts – III</i> Chapter 6 – Civilizing the 'Native', Educating the Nation	CG – 1 CG – 4 CG – 5	Evaluation & Analysis	Difficult	5

Q No.	QUESTIONS	KEY POINTS	CHAPTERS	COMPETENCIES (CG)	OBJECTIVES	LEVELS	MARKS
		Indians began admiring British rule, etc.					
5.	Why were people dissatisfied with the British rule in the 1810s and 1880s?	British control resources in India, controlling their lives, Arms Act 1878, Vernacular Press Act 1879.	<i>Our pasts - III</i> Chapter 8 – The Making of the National Movement: 1870s-1947	CG – 8 C – 8.2	Evaluation	Difficult	5
6.	What do we mean when we speak of law enforcement? Who is responsible for enforcement? Why is enforcement so important?	- Implementation of law. - Government is responsible. - Enforcement is important to ensure justice.	<i>Social & Political Life – III</i> Chapter 9 – Law and Social Justice	CG – 8 C – 8.3	Analysis & Evaluation	Difficult	5
7.	What economic impact did the First World War have on India?	Rise of military expenditure shape individual and government income.	<i>Our Pasts – III</i> Chapter 8 – The Making of the National Movement: 1870s-1947	CG – 2 C – 2.1	Knowledge & Understanding	Moderate	5

ASSESSMENT RUBRICS**SOCIAL SCIENCE RUBRICS (1 MARK)**

PERFORMANCE	DESCRIPTION	MARK
Correct	Answer is correct and relevant	1
Partially correct	Answer is partially correct	1/2
Incorrect/incomplete	Answer is wrong, incomplete or not attempted	0

SOCIAL SCIENCE RUBRICS (2 MARKS)

PERFORMANCE LEVEL	DESCRIPTION	MARKS
Excellent	Answer is correct, complete and explained	2
Satisfactory	Answer is correct but explanation/details are limited	1
Poor/incorrect	Answer is incorrect, incomplete or not attempted	0

SOCIAL SCIENCE RUBRICS (3 MARKS)

PERFORMANCE LEVEL	DESCRIPTION	MARKS
Excellent	Answer is correct, complete, well explained and uses relevant facts / examples	3
Good	Answer is correct but explanation or details are limited	2
Basic	Answer shows partial understanding with minimal explanation	1
Poor/incorrect	Answer is incorrect, irrelevant or not attempted	0

SOCIAL SCIENCE RUBRICS (5 MARKS)

CRITERIA	5 MARKS (EXCELLENT)	4 MARKS (VERY GOOD)	3 MARKS (GOOD)	2 MARKS (BASIC)	1 - 0 (POOR)
Content Accuracy	All facts correct and relevant	Mostly correct, minor errors	Some correct facts	Few correct facts	Incorrect facts
Explanation and depth	Clear, detailed explanation with key points	Good explanation, missing one point	Basic explanation	Very limited explanation	No explanation
Use of Examples/Evidence	Relevant examples, dates or maps used	Some examples used	Few examples	Examples missing	No examples
Organization & Structure	Well-organized, logical, clear paragraphs	Mostly organized	Some organization	Poor organization	Disorganized
Language & presentation	Clear language, correct terms, neat work	Minor language errors	Some error	Many errors	Very unclear

CURRICULAR GOALS & COMPETENCIES (NCF -2023)

CG-1 Comprehends and interprets sources related to different aspects of human life and makes meaningful interpretations.	C-1.1 Collects and interprets multiple sources of information (primary and secondary) to understand the historical, cultural, geographical, and socio-political aspects of human life. C-1.2 Represents and analyses data related to various aspects of human life given in the form of text, tables, charts, diagrams, and maps.
CG-2 Explores the process of continuity and change in human civilisations through specific examples from their context and a few historical episodes.	C-2.1 Explains and analyses major changes in the past and their impact on society. C-2.2 Recognises elements of the continued prevalence of certain beliefs, relationships, practices, and activities in human society, notwithstanding major changes in society.
CG-3 Draws connections between the causes and effects of different social and historical events or episodes and connects them with the overall impact	C-3.1 Analyses the effect of various changes in early human society from nomadism to settled life and early civilisation (such as the emergence of agriculture, changes in food habits, basic technologies like construction, transport, pottery, metallurgy), and changes in human habitation, family structures and relationships, the nature of work, people's sociocultural beliefs and concepts over time (e.g., ahimsa, and the fallout of major wars or

on human life.	invasions) that significantly impacted human societies. C-3.2 Identifies reasons behind harmony and conflict among social groups and communities, in their region and in other parts of the world, and their impact on human societies.
CG-4 Understands the functioning of social, cultural, and political institutions and their impact on society, and the way individuals and collectives shape these institutions.	C-4.1 Collects, organises, and interprets information about various social, cultural, economic, and political institutions in their vicinity and region, and realises its significance for human society. C-4.2 Assesses the influence of social, cultural, and political institutions on an individual/ group/ community/ society in general.
CG-5 Understands various forms of inequality and prejudice in society — from those prevalent in a family to those at a community/ regional/ national level — and also the initiatives and efforts at various levels to address these issues.	C-5.1 Identifies, explains, and raises questions about different forms of inequality, prejudice, and discrimination prevailing in one's own family, locality, region, and national and global levels. C-5.2 Identifies, explains, and appreciates efforts (being) made at different levels through various (including social, cultural, economic, and political) mechanisms and institutions, and what individuals can do, to address these to ensure equity, inclusion, and justice.
CG-6 Understands the spatial distribution of resources (from local to global), their conservation, the interdependence between natural phenomena and human life, and their environmental and other implications.	C-6.1 Explains key natural phenomena such as climate, weather, ocean cycles, soil formation, the flow of rivers, and how they are spatially distributed. C-6.2 Identifies the distribution of resources such as water, agriculture, raw materials, and services across geographies. C-6.3 Analyses Indian perspectives on and efforts towards conservation and sustainability in society, and advocates the importance of the same, and what more needs to be done in these directions including in the context of global climate change. C-6.4 Correlates the existence of different patterns of livelihoods with different types of landforms, availability of resources, and climatic conditions and changes (in local, regional, national, and global contexts).
CG-7 Appreciates the importance and meaning of being Indian (Bharatiya) by understanding (a) India's rich past and present including its glorious cultural unity in diversity, pluralism,	C-7.1 Explains India's unity in diversity by recognising commonalities in its rich and diverse cultural elements, languages, art, philosophical ideas, values, clothing, cuisines, traditions, festivals, trade, commerce, and health practices including ayurveda and yoga. C-7.2 Discovers the topographical diversity of the Indian landmass – from the semi-arid zone in the west and the areas of heavy rains in the north-east to the long coastal areas in the south

heritage, traditions, literature, art, architecture, philosophy, medicine, science, and other contributions to humanity, and (b) other integrating factors despite the geographical diversity of India.	C-7.3 and the snow-clad mountains in the north, as well as the rich biodiversity of the country. Appreciates India's tradition of inclusion across communities and social groups, and its influence in vast parts of the world through its cultural elements.
CG-8 Understands and appreciates the process of development of the Constitution of India and upholds its importance to promote democratic values in Indian society.	C-8.1 Understands the need for a constitution for any country during the last few centuries – especially in a country such as India – and its deeper objectives. C-8.2 Explains the process of formation of the Indian Constitution and understands the ideas and ideals of the Indian national movement enshrined in it as well as those drawn from India's civilisational heritage. C-8.3 Explains the working of the three tiers of local self-government and appreciates its significance in upholding democracy at the grassroot level.
CG-9 Understands the processes of economic activities (production and consumption, trade, and commerce).	C-9.1 Explains the key elements of trade and commerce (commodity, production, consumption, and capital) and its impact on individual life and society.
CG-10 Understands and appreciates the contributions of India through history and in the present times, to the overall field of Social Science, including the different disciplines that constitute it.	C-10.1 Knows and explains the significant contributions of India to all matters (concepts, explanations, methods) studied within the curriculum, in an integrated manner along with the particular matter – illustratively, understands the strengths of India's democratic traditions through its history.