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FOR GOA CLASS 9 PREPARATION

Goa Board Class 9 Sample Paper 2027 Social Science

EXAM	YEAR	TYPE	SUBJECT
Goa Class 9	2027	Sample Paper	Social Science

Goa Board of Secondary and Higher Secondary Education
Academic Year 2026-27 Sub: Social Science Std: IX
A. Academic Calendar

Chapters	Chapter No.	TOPICS	MARKS	PERIODS	Hours
April	H 1	**First Semester Portion** Geographical Explorations	7	8	5.3 Hours
		Internal Assessment		7	4.6 Hours
June	H 2	The American War of Independence	7	5	3.3 Hours
	G 1	India:Size and Location	5	5	3.3 Hours
	H 6	Sindhu- Saraswati Civilization	8	7	4.6 Hours
July	G 2	Physiographic Division of India	11	8	5.3 Hours
	Pol. Sc 11	Pillars of Democracy	6	8	5.3 Hours
	Eco 7	Introduction to Economics	3	6	4 Hours
August	H 10	Goa(From the establishment of Portuguese rule in 1510 till 1820) Upto Cuncolim (till pg. no. . 70)	6	6	4 Hours
	Eco 8	Economic systems and problems of an Economy	3	5	3.3 Hours
	G 3	Drainage: Rivers of India	12	6	4 Hours
September	Pol. Sc.12	Features of the Indian Constitution	6	5 9 periods for revision	3.3 Hours 6 Hours
	G	Geography of Goa (Units 1, 2 and 3 **End of First Semester**	4+3		

October	H 3	**Second Semester Portion** The French Revolution	5	9	6 Hours
November	G 4	Climate	10+1	8	5.3 Hours
	Pol. Sc 13	Fundamental Rights and Fundamental Duties	6	5	3.3 Hours
	H 10	Goa(From the establishment of Portuguese rule in 1510 till 1820) Mateus de Castro Mahale and Maratha-Portuguese Relations	6	6	4 Hours
December	H 4	Age of Industrialisation Field Trip	6	10 5	6.6 Hours 3.3 Hours
January	G 5	Natural Vegetation and Wildlife	9 +1	9	6 Hours
	Pol. Sc 14	Electoral System	6	5	3.3 Hours
	Eco 9	Food Security	4	5	3.3 Hours
February	H 5	South Indian Dynasties	5	7	4.6 Hours
	H 8	Mahajanapadas Mauryan Empire and the Gupta Empire.	6	7	4.6 Hours
	G 6	Population	10+1	6	4 Hours
	G	Geography of Goa (Unit, 5, 6 and 7)	4		
March		Internal Assessment		7	4.6 Hours

Map Work:

Only the following maps are for Map Work (Testing)

(I Semester) i. Goa Political Fig 1.5
ii. Goa Physical (only highlands) Fig 2.12
iii. Goa Rivers Fig 3.9

(II Semester) i. Rainfall Distribution Fig 4.1
ii. Types of Forest in India 5.1
iii. Density of Population of India Fig 6.6

Note:

Units and sub-units not for evaluation

History- Political science.

1. The Russian Revolution (whole lesson)
2. Vedic Period (Whole lesson)
3. Sindhu-Saraswati Civilization (Only Nature Worship not for Evaluation)
4. Mahajanapadas, Maurayan and Gupta Empire
   (Sixteen Mahajanpadas at a glance. (Table) is not for evaluation.)
   Some important Mahajanapadas (The Kingdom Kashi, Koshala, Avanti and Gandhara not for evaluation)
5. Features Of Indian Constitution (Sources of the Indian Constitution is only for reading and not for evaluation.)
6. Fundamental Rights and Fundamental Duties (Fundamental Duties of citizens is only for **subjective** evaluation.)
7. All tables and matter inside boxes are not for evaluation.
8. Articles mentioned in the political science units are not for evaluation.

Geography- Economics

1. Pg. 36. The box is not for testing.
2. Learn more on pg. 37 not for testing.
3. Drainage patterns on pg.30.
4. Learn more, pg.40.
5. Boxes on pg.50.
6. Pg.52.
7. Pg.56.
8. Pg.77. Table 6.1.
9. Pg. 79. Table 6.2
10. Pg. 82. Table 6.3
11. Pg. 86. Tables 6.4 and 6.5.

B. Learning Objectives and Learning Outcomes

Geographical Explorations

Learning Objectives

- ❖ To understand the factors that led to the geographical discoveries.
- ❖ To acquire knowledge of various explorers and their explorations.
- ❖ To analyse the effects of geographical discoveries.

Learning Outcome

- ❖ Explain factors that led to the geographical explorations.
- ❖ Identify explorers and the places discovered by them.
- ❖ Assess the impact of geographical exploration on Asia, Africa and America.

American War of Independence

Learning Objectives

- ❖ To understand the relationship between the colonies and England.
- ❖ To analyse the policy of taxation followed by England towards its colonies.
- ❖ To analyse the significance of the American Revolution.

Learning Outcomes

- ❖ Explains the relationship between the colonies and England.
- ❖ Critically analyse the taxation policy of England towards its colonies.
- ❖ Evaluate the significance of the American Revolution.

Sindhu-Saraswati Civilization

Learning Objectives.

- ❖ To understand the geographical extent and essential sites of the Sindhu-Saraswati Civilization.
- ❖ To understand the social, cultural, and political life of the Sindhu Saraswati Civilization.
- ❖ To analyse the reasons for the decline of the Sindhu Saraswati Civilization.

Learning Outcomes

- ❖ Locates the sides of the Sindhu Saraswati Civilization on the map.
- ❖ Compares the town planning of the Sindhu Saraswati Civilization with modern town planning.
- ❖ Explains how environmental changes led to the decline of the Civilization.

Physiographic Division of India

Learning Objectives

- ❖ To acquire knowledge of the Continental Drift Theory and India's landforms.
- ❖ To interpret the interdependence of various landforms.
- ❖ To compare and contrast various physical features.

Learning Outcomes

- ❖ Students comprehend the geological process of forming the Indian subcontinent and India.
- ❖ Students identify different physiographic divisions and their characteristics.
- ❖ Students correlate with the physical features of Goa.

Pillars of Indian Democracy

Learning Objectives

- ❖ To acquire knowledge of the working of the parliamentary system of India.
- ❖ To acquire knowledge of the organization of the judicial system in India.
- ❖ To understand the role of the media in strengthening democracy in India.

Learning Outcomes

- ❖ Discusses the role of the three organs of the government in democracy.
- ❖ Explains the various levels of the judiciary.
- ❖ Critically analyse the role of the media.

Introduction to Economics

Learning Objectives

- ❖ To enable the students to understand Economics' meaning, nature and key concepts.

Learning Outcomes

- ❖ The student will understand the basic concepts of economics and their relevance in daily life.

Goa (From the Establishment of Portuguese rule in 1510 till 1820)

Learning Objectives

- ❖ To acquire knowledge of the Portuguese conquest of Goa.
- ❖ To understand the causes of rebellions against the Portuguese regime in Goa.
- ❖ To analyse the relations between the Marathas and the Portuguese.

Learning Outcomes

- ❖ Explains how the Portuguese established their rule in Goa.
- ❖ Evaluates the role played by the Goans in opposing Portuguese rule in Goa.
- ❖ Analyses the role of Chhatrapati Shivaji and Chhatrapati Sambhaji in Goan history.

Economic Systems &Problems of an Economy

LEARNING OBJECTIVES

- ❖ To understand the various economic systems.
- ❖ To understand the economic problem.

LEARNING OUTCOMES

- ❖ Students can recognize problems related to Capitalism, Socialism and Mixed Economy & how to deal with those economic systems.
- ❖ Students should understand and put into practice that our wants should not be more than our resources.

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Drainage: Rivers of India

LEARNING OBJECTIVES

- To acquire knowledge of the origin and the drainage basins of the major rivers of India.
- To understand the importance of the rivers and lakes of India and Goa.
- To compare and contrast the different river systems.

Learning Outcomes

- Students will list the number of rivers in India and Goa and their economic and ecological significance.
- Students will be able to explain the importance of rivers in India.
- Students will be able to differentiate between east-flowing and west-flowing rivers
- Students will be able to identify drainage patterns.

Features of the Indian Constitution

Learning Objectives

- To understand the making of the Indian Constitution.
- To acquire knowledge of the salient features of the Indian Constitution.
- To evaluate the role of the Constitution in nation-building.

Learning Outcome

- Explains the formation of the Indian Constitution.
- Discusses the salient features of the Indian Constitution
- Appreciates the role of the Constitution of India in nation-building.

The French Revolution

Learning Objectives

- To understand the nature of the French Society.
- To analyse the role of the French monarch in the French Revolution.
- To discuss the factors leading to the French Revolution
- Identify the main events of the French Revolution.
- To assess the significance of the French Revolution

Learning Outcome

- Critically analyse the nature of French society.
- Examine the various factors leading to the French society.
- Discuss the significance of the French Revolution.

CLIMATE

Learning Objectives

- To know the difference between climate and weather.
- To understand the factors influencing India's climate.
- To comprehend the characteristics of various seasons.
- To evaluate the impact of monsoons on India's economy.
- To understand the influence of winds on the climate of Goa.

❖ **Learning Outcomes**
❖ Students differentiate between weather, climate, and factors influencing seasons.
❖ Students comprehend the climate of India in general and the Indian monsoon system in particular.
❖ Students compare and contrast the climate of Goa and India.

Fundamental Rights and Fundamental Duties

Learning Objectives

❖ To acquire knowledge of fundamental rights.
❖ To understand the significance of the fundamental duties.
❖ To understand the difference between the Directive Principles of State policy and the Fundamental rights.

Learning Outcomes

❖ Recalls the fundamental rights given to the citizens of India.
❖ Explains the importance of following fundamental duties.
❖ Differentiates between the Directive Principles of State policy and the Fundamental rights.

Age of Industrialisation

Learning Objectives

❖ To understand the factors that led to the Industrial Revolution in England.
❖ To acquire knowledge of inventors and their inventions.
❖ To analyse the effects of the Industrial Revolution on India and England in particular and the world in general.

Learning Outcomes

❖ Discuss the factors leading to the Industrial Revolution.
❖ Compares the domestic system and the factory system.
❖ Identify the inventors and their inventions.
❖ Critically examine the effects of the Industrial Revolution on workers, children, the continents of Asia and Africa and the environment.

Natural Vegetation and Wildlife

❖ **LEARNING OBJECTIVES**
❖ To acquire knowledge of factors influencing plant and animal diversity.
❖ To understand factors influencing vegetation and wildlife.
❖ To develop an understanding of the vegetation and wildlife of Goa.
❖ To develop a concern about the need to protect biodiversity.

❖ **LEARNING OUTCOMES**

❖ Students appreciate the need for biodiversity and comprehend the types of vegetation in India and Goa.

❖ Students develop steps and skills to conserve flora and fauna in India and Goa.

Electoral System

Learning Objectives

❖ To understand the Electoral System of India.

❖ To analyse the role of the Election Commission in conducting free and fair elections in India.

Learning Outcomes.

❖ Explain the election system in India.

❖ Critically evaluates the role of the election commission.

FOOD SECURITY

LEARNING OBJECTIVES

❖ To understand the concept of Food Security.
❖ Need for food security.
❖ New programmes of the public distribution system, buffer stock.
❖ Dimensions of food security.

LEARNING OUTCOMES

❖ To apply the knowledge learnt regarding food security to improve the social welfare, efficiency and economic development.

South Indian Dynasty

Learning Objectives

❖ To understand the significance of the Sangam literature to the Tamil Society.
❖ To acquire knowledge of the various dynasties that ruled South India.

Learning Outcomes

❖ Analyse the significance of the Sangam literature in the history, society and economy of South India.
❖ Explains the contribution of the South Indian dynasties to the history of South India.

Mahajanapadas, Mauryan And Gupta Empire

Learning Objectives

❖ To understand the causes for the rise of Mahajanapadas.

❖ To understand and analyse the factors that led to the decline of the Maurya and the Gupta Empire.

❖ To evaluate the role of Chanakya and the Mauryan rulers in the growth and expansion of the Mauryan rule.

Learning Outcome

❖ Discusses the causes for the rise of Mahajanpadas.

❖ Critically examines the factors that led to the decline of the Maurya and the Gupta Empire.

- Evaluates the role of Chanakya and the Mauryan rulers in the growth and expansion of the Mauryan rule.

POPULATION

LEARNING OBJECTIVES

- To understand the characteristics of the Indian and Goan populations.
- To understand the meaning of people as a resource.
- To study the efforts to improve the quality of the population and measures taken to control population growth.

LEARNING OUTCOMES

- Students will understand the size, growth and distribution of population in India and Goa.
- Students will understand the factors responsible for population growth and migration in India.
- The students will also understand the measures to check population growth and population policy in India.

Curricular Goals, Competencies and Pedagogy

Sr. No	Name of the Chapter	Curricular Goals	Competencies	Pedagogy
1.	Geographical Explorations	CG-2	2.1, 2.3, 2.4, 2.5	Debates and discussions the results of Early trade activities. Incorporate technology. (such as web quest, ppts, videos etc.)
2.	American War of Independence	CG-2	2.1, 2.3, 2.4	Role Play. Incorporate technology. Incorporate technology.
3.	India Size and Location			Locating all the states and the union territories along with the neighbouring countries of India on the political map of India. Incorporate technology.
4.	Sindhu- Saraswati Civilization	CG -1	C. 1.1, 1.2, 1.3.	Debates and Discussions on the causes for the decline of the civilization. Charts, collages, models. and Incorporate technology.
5.	Physiographic division of India			Incorporate technology.

6.	Pillars of Democracy	CG. 5	C. 5.2, 5.3.	Discussions and debates on the role of media. Discussions on the three organs of the government. Mock parliament. Charts.
7.	Introduction to Economics	CG. 7, CG. 8	C. 7.1, 8.2	Interactive discussions on sharing about the economic choices that they make daily. Short quizzes to asses understanding of key concepts. Incorporate technology.
8.	Goa(From the establishment of Portuguese till 1510 to 1820)	CG-3	C.3.2	Roleplay, debate and discussion. Incorporate technology.
9.	Economic systems and problems of an economy	CG.7 CG.8	C. 7.1, 7.2, 7.3 C. 8.1, 8.2, 8.4, 8.5	Debates, Case studies, and group discussion. Incorporate technology.
10.	Drainage: Rivers of India	CG. 4	C.4.1, 4.3, 4.4, 4.5, 4.6.	Interactive lectures with visual aids.
11.	Features of the Indian Constitution	CG. 5	C. 5.1, 5.2, 5.4	Role Play. Debate, Discussion, Visit to the State Assembly. Incorporate technology.
12.	The French Revolution	CG-2	2.1, 2.3, 2.4, 2.5	Comparative analysis of the French society's estate system with that of the Indian system. Incorporate technology.
13.	Climate			Incorporate technology such as
14.	Fundamental Rights and Fundamental Duties	CG. 5	C. 5.3, 5.4.	Debates, discussions, and learning. Preparing charts and collages. Incorporate technology.
15.	Age of Industrialisation	CG-2 CG-4	2.4, 4.5	Debates and Discussions on the Effects of the Industrial Revolution. Visit to a factory. Incorporate technology.
16.	Natural Vegetation and Wildlife	CG. 4	C. 4.1, 4.2, 4.3, 4.4, 4.5.	Visual aids, fieldtrips, quizzes, and group discussions. Incorporate technology
17.	Electoral System	CG. 5	C. 5.2, 5.3.	Discussion. Role play, mock polls in the school. Interview with local leaders. Incorporate technology
18.	Food Security	CG. 8	C. 8.1, 8.4, 8.5	Debates, case studies, and group discussions. Incorporate technology.

19.	South Indian Dynasty	CG.1	C.1.1, 1.3, 1.4.	Incorporate technology.
20.	Mahajanapadas Mauryan Empire and the Gupta Empire.	CG. 1 CG. 5	1.1, 1.2, 1.3, 1.4. C.5.1.	Discussions. Charts. Ppts. Documentaries etc. Incorporate technology.
21.	Population	CG. 6, CG. 8	C. 6.4 C.8.1.	Incorporate technology such as web quest.

C. INTERNAL ASSESSMENT SCHEME 2026-27.

STD: IX **SUB: SOCIAL SCIENCE** **MARKS: 20**

INSTRUCTIONS:

1. Four innovative activities, along with assessment criteria, are given.
2. First semester, two topics: **Goa: past and present,** and the **Major rivers of Goa and ongoing pollution**, are the two topics for the
3. Two topics for the second semester: **Traditional occupation of Goa and Festivals: By product of seasons,** Students may choose **any one**.
4. Each activity has a maximum of 20 marks.
5. Rubrics for assessment are given below.
6. The write up may include a maximum of 250 words.

1) Goa: past and present.

Criteria	Excellent (4marks)	Very good (3marks)	Good (2marks)	Satisfactory (1mark)
1.Theories regarding origin of Goa(4mks)	◆Includes four theories. ◆Evidence of thorough research ◆Well documented	◆Includes three theories. ◆Well researched ◆Well documented	◆Includes two theories. ◆Satisfactorily researched.	◆Includes one theory. ◆Some research is done.
2.Interesting facts about pre-Portuguese Goa (4mks)	◆Includes eight facts. ◆Extreme creativity in organization	◆Includes six facts. ◆Very creatively organized.	Includes four facts. ◆Attempts to be Creative in organization.	◆ Includes only two facts. ◆ Little or no attempt at Creativity.
3.Recent achievements. (4mks)	◆Extremely relevant information with latest updates	◆Very informative with latest information	◆Informative to a certain extent with bit older information	◆not much relevant
4. Sources of Information and visuals. (4mks)	◆Variety of sources used like Books, e-source, interviews of expert, etc. ◆ Very appropriate visuals used in a creative manner.	◆ Well referred, used more than two sources. Includes expert opinion. ◆Appropriate visuals very well laid out	◆Only two sources of Information used. ◆Visuals are well selected and Shows some variety.	◆Only E- source (unreliable sources) ◆Few visuals used, lay out works fine.

5.Presentation (4mks)	◆Demonstrate full knowledge of the content. ◆Shows a great deal of efforts. ◆Very effective use of visual aid.	◆Has some knowledge of content. ◆Shows a lot of Efforts. ◆Effective use of visual aid.	◆Not confidant content. ◆Some effort. ◆Good use of Visual aid.	.◆Very poor knowledge of content. ◆Little effort. ◆Satisfactory use of Visual aid.

2) Major rivers of Goa and ongoing pollution.

Criteria	**Excellent(5)**	**Very Good(4)**	**Good(3)**	**Satisfactory(2)**	**Fair(1)**
Identification of the major rivers of Goa (5mks)	Students are able to identify all the major rivers of Goa, namely, the Mandovi, the Zuari, the Sal and the Chapora, with their sources and important features	Students are able to identify all the major rivers and their features, but fail to identify the source	Students are able to identify some major rivers of Goa with some omission of their features	Students are able to identify only the major rivers of Goa	Students are able to identify only two major rivers of Goa
Understanding the ongoing pollution and its consequences (5mks)	Students understand all the causes of ongoing pollution and its consequences on human life	Students understand only some causes of ongoing pollution and its consequences on human life	Students understand only the causes of ongoing pollution and some effects on human life	Students understand only the causes of ongoing pollution	Students fail to understand the causes of ongoing pollution
Organization and Clarity (5mks)	Students present information in a clear logical and well-organized manner	Students present information in a generally clear and organized manner	Students present information with some organization but lacks clarity	Students present information only in bits and pieces	Students present information in a disorganized and unclear manner
Uses Evidence (5mks)	Students support the matter with maps/Charts/ Data/Graphs	Students support the matter with some evidence	Students support the matter with some evidence but it may not be entirely relevant	Students use limited evidence to support the matter	Students provide little or no evidence to support the matter

3) Traditional occupation of Goa (Any one)

Criteria	Excellent(5)	Very Good(4)	Good(3)	Satisfactory(2)	Fair(1)
1. Introduction, including origin, practice, and Causes for the decline of the traditional occupation. (5mks)	◆Provides Comprehensive and insightful facts about the origin and practice of the occupation. ◆Lists more than five causes with detail and clarity for the decline.	◆Enumerates key facts about the origin and practice of the occupation in the past with accuracy. ◆ Lists five causes with details for the decline.	◆Enumerates key facts about the origin, description and practice of the occupation in the past with less accuracy. ◆ Lists four causes with some details for the decline.	◆Lists only a few facts about the origin, description and practice of the occupation in the past without accuracy. ◆Able to trace only four causes or fewer, but without any details.	◆Fails to give any relevant information about the origin, description and practice of the occupation in the past. ◆The causes listed are incorrect with major mistakes.
2. Efforts to preserve the traditional occupations by the Community and the State Government. (5mks)	◆ Able to trace the maximum steps with a detailed explanation	◆Able to trace some steps with a detailed explanation.	◆Able to state a few steps, but with poor explanation.	◆Able to state a few steps without any relevant explanation	◆Not able to trace any correct steps.
3. Sources of Information and Photos. (5mks)	◆A variety of sources used, like Books, e-sources, interviews, visits to a place of work, etc. ◆ Very appropriate visuals were used in a creative manner.	◆ Few sources used, such as Books and e-sources, without any interviews, visits to the place of work, etc. ◆Effective use of visual aids.Shows some Variety.	◆Well-referenced with more than two sources and expert opinion. ◆Visuals are well selected and laid out.	◆ Only E- E-source ◆Some relevant visuals are used.	◆ Poor and suggests insufficient research. ◆ Visuals used are limited and not entirely relevant.
4.Presentation (5mks)	◆Very confident and demonstrated complete knowledge of the content. ◆Evidence of a lot of efforts ◆Very creative and effective use of visual aid	◆Demonstrate full knowledge of the content. ◆Shows a great deal of effort. ◆Very effective use of visual aid	◆Has some knowledge of content. ◆Shows a lot of Effort. ◆Effective use of visual aid.	◆Not confidant content. ◆Some effort. ◆Good use of Visual aid.	◆very poor knowledge of content. ◆Little effort. ◆Satisfactory use of Visual aid

4) Festivals: By product of seasons (Any one)

Criterion	Excellent (05)	Very good (04)	Good (03)	Satisfactory (02)	Fair (01)
Identification of seasonal festivals(5mks)	Students are able to identify the key festivals and the cultural events that are tied to the seasonal changes throughout the year.	Students are able to identify the major festivals and cultural events that are directly influenced by the seasonal changes with only minor omissions or inaccuracies.	Students are able to identify some of the more prominent festivals associated with seasonal changes, but miss several key examples.	Students are able to identify only a few festivals or cultural events that are related to seasonal changes.	Students fail to identify any festivals that are directly influenced by changing seasons
Explanation of seasonal influences (5 mks)	Students provide a thorough and details explanation of how specific seasonal changes directly shape and give rise to the festivals, rituals and cultural celebrations associated with those seasons	Students provide adequate details of how the seasonal changes influence the festivals and cultural celebrations.	Students provide limited information about the relationship between seasonal changes and festivals.	Students only provide basic information about the origin and significance of the seasonal changes that influence festivals.	Students fail to provide any meaningful explanation of how seasonal changes shape or influence the festivals and cultural
originality and clarity(5mks)	Presents the information in a highly logical and well-structured manner. Effectively uses relevant examples and vivid details to illustrate key points.	Presents the information in an organised manner but lacks clarity or organisation. Uses relevant examples to support key points	Presents the information in somewhat in an unclear manner and also lacks in clarity in certain areas. Examples used to illustrate points are limited or not entirely relevant.	Presents the information in disorganised and unclear manner. Arguments and explanations are often difficult to follow and lack coherence. Examples used are not relevant or do not effectively support the points made.	Presents the information in a disorganised and unclear manner.. No relevant examples are used to illustrate key points.

Source of information (5 mks)	Provides factual, reliable, up-to-date and reflective information on current practices and trends in festivals and celebrations by season.	Provides factual, reliable, up-to-date but has not reflected information with current practices and trends in festivals with seasonal celebrations, with the season	Provides a limited source with only factual and reflective information about the festival for the season	Provides information, but without particular sources of information.	The information provided did not match.

D. Blue Print and Model Paper

STD 9 SOCIAL SCIENCE BLUEPRINT OF THE FIRST SEMESTER EXAM MODEL PAPER 2026

Objective	Remembering				Understanding				Application				Analysis				Evaluation				Creation				Total
Forms of Questions	E/LA	SA	VSA	O	E/LA	SA	VSA	O	E/LA	SA	VSA	O	E/LA	SA	VSA	O	E/LA	SA	VSA	O	E/LA	SA	VSA	O	
Content /Sub-units																									
H1 Geographical Exlporation			2(2)	1(1)			1 (1)							2(1)		1(1)									7
H.2 American War of Independence				1 (1)			1(1)	1(1)								1(1)	3(1)								7
G.1 India Size and Location		2(1)												2(1)										1(1)	5
H6. Sindhu-SarawatiCivilisation				1(1)						2(1)		1(1)		4(2)											8
Eco 7 Introduction to Economics				1(1)								1(1)				1(1)									3
G.2Physiographic Division of India					3(1)	4(2)		1(1)		2(1)		1(1)													11
Pol.11. Pillars of Democracy				1(1)			1(1)			2(1)								2(1)							6
H.10. Goa Till Pg. No.70				1(1)			3(3)											2(1)							6
Eco.8 Eonomic System and Problems				1(1)										2(1)											3
G.3 Drainage: Rivers of India			2(2)				2(2)					2(2)			1(1)			2(1)		1(1)			1(1)		11
Pol.12. Features of the Indian Constitution		2(1)	1(1)				1(1)				1(1)	1(1)													6
Geography of Goa			5(5)											2(1)											4+3
Total				21				18				13				16				10				2	80

Note: Figures in the bracket indicate no. of questions, while outside the bracket indicate marks.

MODEL PAPER- SEMESTER I, 2026

STD: IX SOCIAL SCIENCE

MARKS ALLOTED: 80 TIME: 3 Hrs

GENERAL INSTRUCTIONS:

(i) This question paper has 60 questions in all. All questions are compulsory.

(ii) Marks are indicated against the question.

(iii) There is no overall choice. However, internal choice has been provided for questions 50 and 51.

(iv) In addition to these, separate instructions are given wherever necessary.

Choose and write the correct alternative from those given below each statement. (20)

1. The Spanish geographical explorations began during the reign of_____.

- Queen Isabella and King Ferdinand
- Prince Henry
- Francis I
- Henry VII

2. The first American colony founded by the British was_____.

- Virginia
- Georgia
- Maryland
- Rhodes Island

3. To boost English industries, the British Parliament enacted ____.

- The Stamp Act
- The Navigation Act
- Sugar Act
- Law prohibiting the manufacture of goods.

4. Two statements are given as Assertion (A) and Reason(R). Study the statements carefully and identify the correct alternative:

Assertion (A): Vasco da Gama was able to discover a sea route to India.

Reason (R): Prince Henry improved the sailing ship Caravel, making it capable of long voyages through the open sea in stormy weather.

Choose and write the correct option:

- Both A and R are true, and R is the correct explanation of A.
- Both A and R are true, but R is not the correct explanation of A.
- A is true, but R is false.
- A is false, but R is true.

5. Harappa was situated on the banks of the river _____.

- Narmada
- Ravi
- Chenab
- Beas

6. Which of the following statements are correct?

I. The Sindhu Saraswati Civilisation buried the dead with their heads towards the north and their feet towards the South.

II. They were buried in a sitting posture.

III. They were buried with objects like pottery, beads, etc.

IV. They were treated with spices and oil.

- I, II, III are correct, and IV is wrong.
- All the above are correct.
- Only I and III are correct.
- Only III is correct.

7. Two statements are given as Assertion (A) and Reason(R). Study the statements carefully and identify the correct alternative:

Assertion (A): The Seven Years' War ultimately broke off relations between England and its colonies.
Reason (R): After the war, England resorted to the most unreasonable methods of taxing the colonies.

Choose and write the correct option:

- Both A and R are true, and R is the correct explanation of A.
- Both A and R are true, but R is not the correct explanation of A.
- A is true, but R is false.
- A is false, but R is true.

8. Who invited Afonso de Albuquerque to conquer Goa?

- Francisco Mascarenhas
- Mateus de Castro Mahale
- Timayya
- Yusuf Adilshah

9. 'Certain provisions of the Indian Constitution can be amended easily, while certain amendments are difficult.' What does it say about the Indian Constitution?

- The Indian Constitution is too flexible.
- The Indian Constitution is too rigid.
- The Indian Constitution is neither flexible nor rigid.
- The Indian Constitution is rigid as well as flexible.

10. The organ of the government responsible for implementing laws passed by the Parliament is the _____.

- Legislature
- Executive
- Judiciary
- Media

11. In which of the following islands will you find a Bird sanctuary?

- Bitra
- Amindivi
- Pitli
- Minicoy

12. Which of the following factors leads to economic problems?

- Unlimited wants
- Limited resources
- Limited wants
- Unlimited resources

13. Which of the following landforms is formed due to the Divergent Plate Boundary?

- The Himalayas
- The Great Northern Plains
- The Narmada Valley
- The Deccan Plateau

14. Which of the following goods are used for producing consumer goods?

- Intermediate Goods
- Private Goods
- Public Goods
- Social goods

15. Food is categorised as consumer goods as _____.

- it is used for final consumption purpose
- it is not used for consumption purpose
- it is sold to the public by private firms
- it is offered to the public by the government

16. What will be the time on Longitude 60 degrees West when it is 3.00 pm on Longitude 15 degrees East?

- 10.00 am
- 8.00 am
- 12 noon
- 9.00 am

17. One of the features of a mixed economy is_____.

- Collective Ownership
- Private Property
- No competition
- Economic Planning

18. A river in Central India dries up in summer, what is the nature of this river?

- Seasonal
- Perennial
- Glacier fed
- Inland drainage

19. Two statements are given as Assertion (A) and Reason(R). Study the statements carefully and identify the correct alternative:

Assertion (A): The Narmada River forms an estuary at its mouth.

Reason (R): The Narmada flows westward into the Arabian Sea through a rift valley.

Choose and write the correct option:

- Both A and R are true, and R is the correct explanation of A
- Both A and R are True, but R is not the correct explanation of A
- A is true, but R is false
- A is false, but R is true

20. A city on the banks of the Yamuna faces water pollution. Which of the following do you think causes the problem?

- Heavy Rainfall
- Sewage
- Non-perennial nature
- Melting of snow

The words in Column B bear a particular relationship with those in Column A. Write in Column 'D' the words bearing a similar relationship to those in Column 'C'. **(3)**

A	B	C		D
21.Subordinate Court Judges	Governor	High Court Judges		**21.** _____
22.Columbus	Italian Sailor	Bartholomew Diaz		**22.**_____
23. Portugal	Prince Henry	France		**23.**_____

- **Identify the following personalities with the help of the two clues given below. (3)**

24. • He is the author of the Two Treatises of Government.
    • He influenced the American Revolution.

25. • He was one of the Chieftains of Cuncolim.
    • He escaped the massacre by jumping into the river Sal.

26. • He Crossed Atlantic Ocean and rounded South America.
    • He lost his life in Philippines.

Choose and write odd one from the following. **(2)**

27. • Tiswadi
    • Bardez
    • Salcete
    • Pernem

28.
- Jivlo Naik
- Moluco Naik
- Kalgo Naik
- Aga Naik,

- **Give a geographical term for each of the following:** **(2)**

29. A geographical barrier that topographically separates drainage basins.

30. A triangular landform formed at the mouth of a river.

- **Complete the analogy:** **(3)**

31. Dendritic Drainage: Indo-Gangetic Plains; Rectangular Drainage_____.

32. River Zuari: Hills of Sanguem ; River Mandovi: _____.

33. Ganga: Gangotri Glacier; Yamuna: _____.

- **Answer the following questions in two sentences each:** **(32)**

34. Analyse the effects of geographical explorations on the natives from Africa.

35. How was the town planning of Dholavira different from the other Harappan cities?

36. 'The streets and the lanes of the cities of Sindh Saraswati civilisation were well planned.' Justify.

37. Analyse the reasons for the decline of the Sindhu Saraswati Civilisation.

38. In what way could the media pose a challenge to the democratic system?

39. The Prime Minister enjoys a vital position in the Indian democracy. Discuss.

40. Evaluate the significance of the Port of Goa to the Portuguese Eastern Empire.

41. State any two salient features of the Indian Constitution.

42. Why do we need Indian Standard Time?

43. The difference between the duration of day and night is hardly felt in Kanyakumari compared to Ladakh. Analyse.

44. Why are most of the desert regions sparsely populated?

45. India would have to face many economic problems in the absence of the Himalayan Rivers. Explain.

46. Why is the Northern Plains the most fertile region of our country?

47. 'The Lowlands of Goa are economically important'. Justify.

48. Why is a mixed economy better than Capitalism and Socialism?

49. Write two points of difference between the Western and Eastern Ghats.

- **Answer of the following questions in 3 sentences each: (6)**

50. Evaluate the significance of the Second Continental Congress in the American War of Independence.

OR

50. Were colonists justified in raising the slogan, 'No taxation without representation' Explain

51 'The Himalayan ranges act as a natural protective wall for India'. Explain.

OR

51. 'The Eastern Coastal plain of India is very important to us.' Explain.

- **Read the following extracts and answer the questions set below:**

The Committee, led by Dr Bhimrao Ambedkar, included provisions for equality, justice, liberty, and fraternity in the Constitution. It also prohibited untouchability and provided for the rights of Scheduled Castes and Scheduled Tribes.

52. Name the committee that drafted the Constitution of India. **(1)**

53. How did the Constitution strengthen the local and the urban communities? **(1)**

54. If an Indian citizen feels oppressed, what solution is provided to him/her by the Constitution? **(1)**

- **Lakes in India are not only of geographical importance but also support the tourism Industry.**

55. How do lakes promote tourism? **(1)**

56. Analyse how lakes contribute to maintaining ecological balance in the environment. **(1)**

57. Name any two fresh water lakes of Goa. **(1)**

- **On the given outline map of Goa, mark the following. Prepare an index of the symbols used by you.**

58. The Headquarters of the Tiswadi Taluka. **(1)**

59. Highland of Canacona. **(1)**

60. River Mandovi. **(1)**

Note: Second Semester Paper pattern will be the same. No separate sample paper will be provided for the Second Semester. Teachers have to adhere to the distribution of marks allotted for the Second Semester in the Academic Calendar.