

Marking Scheme
Strictly Confidential
(For Internal and Restricted use only)
Senior School Certificate Examination, 2025
SUBJECT NAME GEOGRAPHY (Theory) (Q.P. CODE 64/5/1)

General Instructions: -

1	You are aware that evaluation is the most important process in the actual and correct assessment of the candidates. A small mistake in evaluation may lead to serious problems which may affect the future of the candidates, education system and teaching profession. To avoid mistakes, it is requested that before starting evaluation, you must read and understand the spot evaluation guidelines carefully.
2	“Evaluation policy is a confidential policy as it is related to the confidentiality of the examinations conducted, Evaluation done and several other aspects. Its leakage to public in any manner could lead to derailment of the examination system and affect the life and future of millions of candidates. Sharing this policy/document to anyone, publishing in any magazine and printing in Newspaper/Website, etc. may invite action under various rules of the Board and IPC.”
3	Evaluation is to be done as per instructions provided in the Marking Scheme. It should not be done according to one’s own interpretation or any other consideration. Marking Scheme should be strictly adhered to and religiously followed. However, while evaluating, answers which are based on latest information or knowledge and/or are innovative, they may be assessed for their correctness otherwise and due marks be awarded to them. In class-XII, while evaluating two competency-based questions, please try to understand given answer and even if reply is not from marking scheme but correct competency is enumerated by the candidate, due marks should be awarded.
4	The Marking Scheme carries only suggested value points for the answers. These are in the nature of Guidelines only and do not constitute the complete answer. The students can have their own expression and if the expression is correct, the due marks should be awarded accordingly.
5	The Head-Examiner must go through the first five answer books evaluated by each evaluator on the first day, to ensure that evaluation has been carried out as per the instructions given in the Marking Scheme. If there is any variation, the same should be zero after deliberation and discussion. The remaining answer books meant for evaluation shall be given only after ensuring that there is no significant variation in the marking of individual evaluators.
6	Evaluators will mark(✓) wherever answer is correct. For wrong answer CROSS ‘X’ be marked. Evaluators will not put RIGHT (✓) while evaluating which gives an impression that answer is correct and no marks are awarded. This is most common mistake which evaluators are committing.
7	If a question has parts, please award marks on the right-hand side for each part. Marks awarded for different parts of the question should then be totaled up and written in the left-hand margin and encircled. This may be followed strictly.
8	If a question does not have any parts, marks must be awarded in the left-hand margin and encircled. This may also be followed strictly.

9	If a student has attempted an extra question, answer of the question deserving more marks should be retained and the other answer scored out with a note “ Extra Question ”.
10	No marks to be deducted for the cumulative effect of an error. It should be penalized only once.
11	A full scale of marks 70 (example 0 to 80/70/60/50/40/30 marks as given in Question Paper) has to be used. Please do not hesitate to award full marks if the answer deserves it.
12	Every examiner has to necessarily do evaluation work for full working hours i.e., 8 hours every day and evaluate 20 answer books per day in main subjects and 25 answer books per day in other subjects (Details are given in Spot Guidelines). This is in view of the reduced syllabus and number of questions in question paper.
13	<p>Ensure that you do not make the following common types of errors committed by the Examiner in the past:-</p> <ul style="list-style-type: none"> ● Leaving answer or part thereof unassessed in an answer book. ● Giving more marks for an answer than assigned to it. ● Wrong totaling of marks awarded on an answer. ● Wrong transfer of marks from the inside pages of the answer book to the title page. ● Wrong question wise totaling on the title page. ● Wrong totaling of marks of the two columns on the title page. ● Wrong grand total. ● Marks in words and figures not tallying/not same. ● Wrong transfer of marks from the answer book to online award list. ● Answers marked as correct, but marks not awarded. (Ensure that the right tick mark is correctly and clearly indicated. It should merely be a line. Same is with the X for incorrect answer.) ● Half or a part of answer marked correct and the rest as wrong, but no marks awarded.
14	While evaluating the answer books if the answer is found to be totally incorrect, it should be marked as cross (X) and awarded zero (0)Marks.
15	Any unassessed portion, non-carrying over of marks to the title page, or totaling error detected by the candidate shall damage the prestige of all the personnel engaged in the evaluation work as also of the Board. Hence, in order to uphold the prestige of all concerned, it is again reiterated that the instructions be followed meticulously and judiciously.
16	The Examiners should acquaint themselves with the guidelines given in the “ Guidelines for Spot Evaluation ” before starting the actual evaluation.
17	Every Examiner shall also ensure that all the answers are evaluated, marks carried over to the title page, correctly totaled and written in figures and words.
18	The candidates are entitled to obtain photocopy of the Answer Book on request on payment of the prescribed processing fee. All Examiners/Additional Head Examiners/Head Examiners are once again reminded that they must ensure that evaluation is carried out strictly as per value points for each answer as given in the Marking Scheme.

MARKING SCHEME
Main Examination, 2025
SUBJECT- GEOGRAPHY (029) (Theory)

PAPER CODE-Set 64/5/1

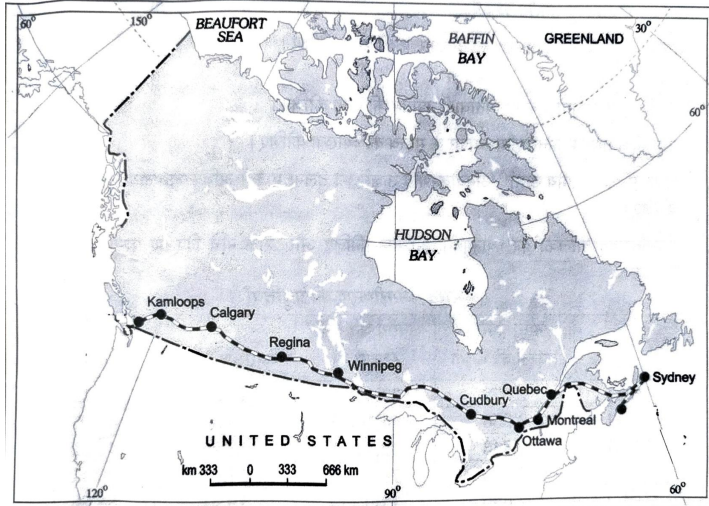
SET-1

MM-70

Q No	EXPECTED ANSWERS/VALUE POINTS	Page no in TB	Distribution of marks
	SECTION -A Question no. 1-17 are Multiple Choice Questions		17x1=17
1.	(A) Both Assertion (A) and Reason (R) are true and Reason (R) is the correct explanation of Assertion (A).	Pg 38 TB I	1
2	(A) Only I, II and IV are correct.	Pg 22-23 TB I	1
3	(C) It is concerned with the sale of goods directly to the consumers.	Pg 47 TB I	1
4	(C) Between San Francisco and New York	Pg 64 TB I	1
5	(B) Industrial Ports	Pg 75 TB I	1
6	(C) I, II, III, IV	Pg 57 TB-II	1
7	(C) Gujarat, Uttar Pradesh, Bihar	Pg 42 TB-II	1
8	(A) Pir Panjal	Pg 78 TB-II	1
9	(A) Both Assertion (A) and Reason (R) are true and Reason (R) is the correct explanation of Assertion (A).	Pg 86 TB-II	1
10	(B) Dumping of domestic waste	Pg 96 TB-II	1
11	(D) Hepatitis, Diarrhoea and Intestinal worms	Pg97 TB-II	1
12	(D) Only I, III and IV are correct.	Pg 100 TB-II	1
13	(B) Only I, II and IV are correct.	Pg 103 TB-II	1
14	(A) To monitor industrial effluents	Pg 97 TB-II	1
	Study the following table carefully and answer the questions from 15 to 17 :		

Human Development Index (2021)				
S. No.	Country's name	HDI Value (2021)		
1.	Israel	0.919		
2.	Mexico	0.758		
3.	Switzerland	0.962		
4.	Singapore	0.939		
5.	Cuba	0.764		
6.	Austria	0.916		
7.	Germany	0.942		
8.	Chile	0.855		
15	The maximum number of countries given in the table belong to which one of the following continents? (C) Europe			1
16	Arrange the following countries from low to high order of human development index value and choose the correct option. (B) III, IV, I, II			1
17	Choose the correctly matched pair. (A) Austria – Europe			1
	SECTION B Question No. 18 and 19 are source-based Questions			2x3=6
18	Read the given passage carefully and answer the questions that follow There are many professionals who provide their services against payment of their fee. Thus, all types of services are special skills provided in exchange of payments. Health, education, law, governance and recreation etc. require professional skills. These services require other theoretical knowledge and practical training. Tertiary activities are related to the service sector. Manpower is an important component of the service sector as most of the tertiary activities are performed by skilled labour, professionally trained experts and consultants. In the initial stages of economic development, larger proportion of people worked in the primary sector. In a developed economy, the majority of workers get employment in tertiary activity and a moderate proportion is employed in the secondary sector.			

	<p>(18.1) How can a person avail services of a professional?</p> <p>After making payment of their fee. 1</p> <p>(18.2) Explain any one difference between secondary and tertiary sectors.</p> <p>(i) The Secondary sector is related to manufacturing, while the tertiary provides services.</p> <p>(ii) Tertiary activities are based on the specialized skills, experience and knowledge of the workers while secondary activities involve the production techniques, machinery and factory processes.</p> <p>(iii) Tertiary activities involve the commercial output of services, while in the secondary activities, tangible goods are produced.</p> <p>(iv) Any other relevant point.</p> <p>(Any one difference to be explained.) 1</p> <p>(18.3) Describe any one example of the relationship between primary and secondary sectors.</p> <p>(i) The primary sector provides iron ore to the secondary sector while the secondary sector provides agricultural machinery and tools to the primary sector.</p> <p>(ii) Any other relevant example.</p> <p>(Any one example to be described.) 1</p>		<p>3x1=3</p>
<p>19</p>	<p>Study the given map carefully and answer the questions that follow:</p>		



(19.1) Mention the names of the terminal stations of the given railway line.

(i) Halifax (ii) Vancouver $\frac{1}{2} + \frac{1}{2}$

(19.2) Mention the names of the oceans lying in the East and West directions of this railway line.

In the East – Atlantic Ocean

In the West – Pacific Ocean $\frac{1}{2} + \frac{1}{2}$

(19.3) Explain the economic importance of this railway line.

(i) It connects the Quebec-Montreal Industrial Region with the wheat belt of the Prairie Region.

(ii) It connects the Coniferous Forest region in the north.

(iii) A loop line from Winnipeg to Thunder Bay (Lake Superior) connects this rail-line with one of the important waterways of the world.

(iv) This line is the economic artery of Canada.

(v) Wheat and meat are the important exports on this route.

	<p>(vi) Any other relevant point</p> <p>(Any one point to be explained) 1</p> <p>Note: For <i>Visually Impaired Candidates</i> Only in lieu of Q. No. 19</p> <p>Describe any three characteristics of the Trans Canadian Railways.</p> <p>(i) This is 7050 km long rail-line in Canada.</p> <p>(ii) It runs from Halifax to Vancouver.</p> <p>(iii) It was constructed in 1886.</p> <p>(iv) It connects the Quebec-Montreal Industrial Region with the Prairie Region.</p> <p>(v) A loop line from Winnipeg to Thunder Bay (Lake Superior) connects this rail-line with one of the important waterways of the world.</p> <p>(vi) It is the economic artery of Canada.</p> <p>(vii) Wheat and meat are the important exports on this route.</p> <p>(viii) Any other relevant point.</p> <p>(Any Three points to be described)</p>	<p>Pg 59 TB I</p>	<p>3x1=3</p> <p>3x1=3</p>
	<p align="center">SECTION-C</p> <p>Question No. 20 to 23 are Short Answer Type Questions.</p>		<p>4x3=12</p>

<p>20</p>	<p>(a) Examine the concept of naturalisation of humans.</p> <p>(i) In early stages of their interaction with their natural environment, humans were greatly influenced by it.</p> <p>(ii) They adapted to the dictates of nature.</p> <p>(iii) Human beings used to live in complete harmony with their natural environment.</p> <p>(iv) Human beings are directly dependent on nature for their sustenance.</p> <p>(v) The level of technology was very low, and the stage of human's social development was primitive.</p> <p>(vi) The interaction between primitive human society and strong forces of nature is called environmental determinism.</p> <p>(vi) Human being listened to Nature and was completely naturalised.</p> <p>(vii) Human being was afraid of nature's fury and worshipped it.</p> <p>(viii) Nature is considered as a powerful force, worshipped, revered and conserved.</p> <p>(ix) Any other relevant point</p> <p>(Any three points to be examined.)</p> <p>OR</p> <p>(b) Examine the humanistic approach of human geography.</p> <p>(i) It is also known as the welfare school of thought.</p> <p>(ii) This new school emerged in the 1970s as a result of discontentment with the quantitative revolution.</p> <p>(iii) It was mainly concerned with the</p>	<p>Pg 2-3 TB I</p>	<p>3x1=3</p>
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	<p>different aspects of social well-being of the people.</p> <p>(iv) Housing, health and education are its main aspects.</p> <p>(v) It is taught at Postgraduate level as Geography of Social well-being.</p> <p>(vi) Any other relevant point.</p> <p>(Any three points to be examined.)</p>	<p>Pg 4-5 TB I</p>	<p>3x1=3</p>
<p>21</p>	<p>Explain the importance of international trade in modern times.</p> <p>(i) International trade is mutually beneficial to nations.</p> <p>(ii) No country can fulfill the needs of its citizens at its level.</p> <p>(iii) A country can obtain commodities that it can not produce itself or purchase at lower prices from elsewhere.</p> <p>(iv) International trade is the basis of the world's economic organisation and is related to the foreign policy of nations.</p> <p>(v) Specialisation of production give rise to international trade.</p> <p>(vi) International trade is based on the principle of comparative advantage, complementarity and transferability of goods and services.</p> <p>(vii) No country is willing to forego the benefits derived from participation in international trade.</p> <p>(viii) Any other relevant point.</p> <p>(Any three points to be explained.)</p>	<p>Pg 71-72 TB I</p>	<p>3x1=3</p>

(III) Climate:

- (i) Extreme climates (hot or cold deserts) are unfavourable for habitation.
- (ii) Comfortable climates with minimal seasonal variation attract more people.
- (iii) Areas with heavy rainfall or harsh climates have low population.
- (iv) Mediterranean regions attract population due to their pleasant climate.

(IV) Soils:

- (i) Fertile soils are important for agricultural and allied activities.
- (ii) Areas having fertile loamy soils have more people living on them.

Economic Factor:

(V) Minerals:

- (i) Mining and industrial activities generate employment as mineral deposits attract industries.
- (ii) Skilled and semi-skilled workers move to these areas making them densely populated.
- (iii) Katanga Zambia copper belt is one such example.

(V) Urbanisation:

- (i) Cities offer better employment opportunities, educational and medical facilities.
- (ii) Cities provide better means of transport and communication.
- (iii) Good civic amenities attract people to the cities.
- (iv) It leads to rural-urban migration and

	<p>cities grow in size.</p> <p>(v) Mega cities of the world continue to attract large numbers of migrants every year.</p> <p>(VII) Industrialisation:</p> <p>(i) Industrial belts provide job opportunities and attract large numbers of people.</p> <p>(ii) The Kobe-Osaka region of Japan is thickly populated because of the presence of many industries.</p> <p>(VIII) Social and Cultural Factors:</p> <p>(i) Places with religious or cultural significance attract the population.</p> <p>(ii) Social and political unrest cause people to move away.</p> <p>(iii) Government incentives can influence population distribution in sparsely populated or overcrowded areas.</p> <p>(IX) Any other relevant point.</p> <p>(Any five points to be analysed.)</p>		
25	<p>(a) “Rearing of animals in ranches is organised on the scientific basis.” Examine the statement.</p> <p>(i) It is a capital-intensive activity.</p> <p>(ii) Commercial livestock ranching is practised on large permanent ranches.</p> <p>(iii) These ranches cover large areas and are divided into parcels which are fenced to regulate the grazing.</p> <p>(iv) The number of animals in a pasture is kept according to the carrying capacity of the pasture.</p> <p>(v) Only one type of animal is reared. Important animals include sheep, cattle,</p>	Pg 8-9 TB-I	5x1=5

	<p>goats and horses.</p> <p>(vi) Products such as meat, wool, hides and skin are processed and packed scientifically and exported to different world markets.</p> <p>(vii) The main emphasis is on breeding, genetic improvement, disease control and health care of the animals.</p> <p>(viii) New Zealand, Australia, Argentina, Uruguay and the United States of America are important countries where commercial livestock rearing is practised.</p> <p>(ix) Any other relevant point.</p> <p>(Any five points to be examined.)</p> <p style="text-align: center;">OR</p> <p>(b) “Mixed economies have public, private and joint sector industries.” Examine the statement.</p> <p>(i) Mixed economies have public, private and joint-sector industries.</p> <p>(ii) Public sector industries are owned and managed by the government.</p> <p>(iii) Socialist countries have state-owned industries.</p> <p>(iv) The private sector industries are owned by individual investors and by private organizations.</p> <p>(v) In capitalist countries, industries are generally owned privately.</p> <p>(vi) The joint sector industries are a vital component of a mixed economy.</p> <p>(vii) The joint sector industries are managed by joint stock companies or through collaboration</p>	<p>Pg-24-25 TB-I</p>	<p>5x1=5</p>
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	<p>between the public and private sectors.</p> <p>(ix) In mixed economies, the roles of public, private, and joint-sector industries are strategically balanced to achieve economic and social goals.</p> <p>(x) Any other relevant point.</p> <p>(Any five points to be examined)</p>	<p>Pg-42 TB-I</p>	<p>5x1=5</p>
<p>26</p>	<p>(a) How does personal communication system enable the user to establish direct contact with the world of knowledge and information? Analyse.</p> <p>(i) Among all the personal communication systems, the Internet is the most effective and advanced one.</p> <p>(ii) It is widely used in urban areas.</p> <p>(iii) It enables the user to establish direct contact through e-mail to get access to world knowledge and information.</p> <p>(iv) It is increasingly used for e-commerce and carrying out money transactions.</p> <p>(v) The internet is like a huge central warehouse of data, with detailed information on various items.</p> <p>(vi) The internet and e-mail provide efficient access to information at a comparatively low cost.</p> <p>(vii) It enables people for direct communication.</p> <p>(viii) Any other relevant point</p> <p>(Any five points to be analysed.)</p> <p>OR</p> <p>(b) Analyse the changing patterns of imports in India.</p>	<p>Pg-83 TB-II</p>	<p>5x1=5</p>

	<p>(i) In 1950 and 1960, the major items of import were food grain, capital goods, machinery and equipment.</p> <p>(ii) Initially, the balance of payment was adverse as imports were more than exports.</p> <p>(iii) After 1970 food grain import was discontinued due to the green revolution.</p> <p>(iv) The energy crisis in 1973 pushed up the prices of petroleum resulting in a rise in the import budget.</p> <p>(v) Fertilizers and petroleum replaced food grain imports.</p> <p>(vi) Machine and equipment, special steel, edible oil and chemicals largely make the import basket.</p> <p>(vii) Import of food and allied products declined.</p> <p>(viii) Other major items of import include pearls, precious and semi-precious stones, gold and silver, etc.</p> <p>(ix) Any other relevant point</p> <p>(Any five points to be analysed.)</p>	<p>Pg-87- 88 TB-II</p>	<p>5x1=5</p>
<p>27</p>	<p>(a) Define the concept of common property resources. Explain any four characteristics of Common Property Resources in India.</p> <p>The Common property resources (CPRs) are owned by the state. These are the community's natural resources, where every member has the right of access and usage. 1</p> <p>Characteristics</p> <p>(i) In rural areas, such lands are of particular relevance for the livelihood of landless and marginal farmers and other weaker sections.</p>		

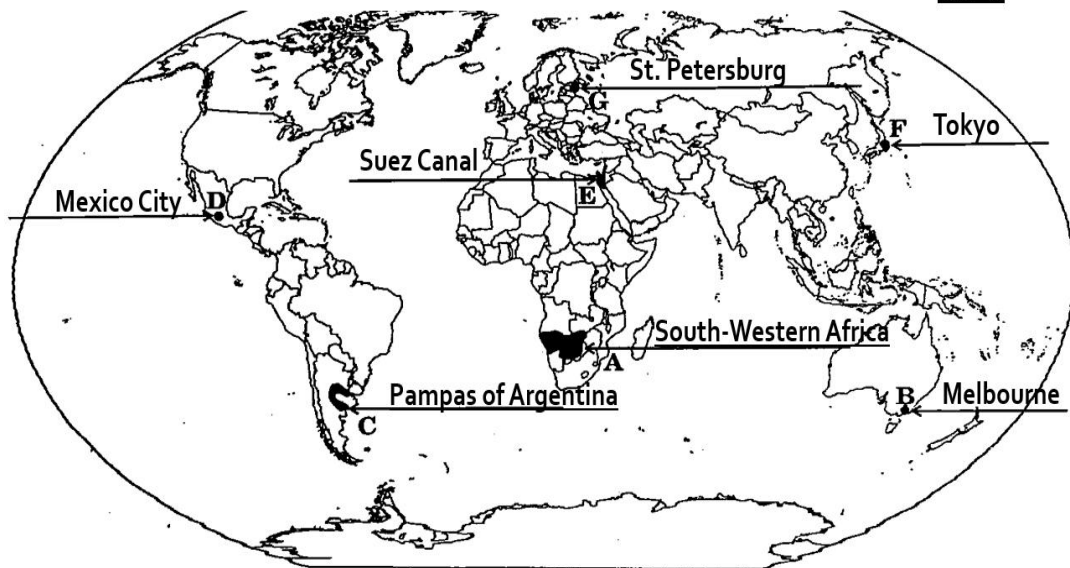
<p>(ii) These provide fodder for the livestock and fuel for the households.</p> <p>(iii) These provide minor forest products like fruits, nuts, fibre, medicinal plants, etc.</p> <p>(iv) These are important for rural women as most of the fodder and fuel collection is done by them in rural areas.</p> <p>(v) Examples: community forests, pasture lands, village water bodies, etc.</p> <p>(vi) Any other relevant point</p> <p>(Any four points to be explained) 4</p> <p style="text-align: center;">OR</p> <p>(b) Distinguish between “ irrigated” and “rainfed agriculture” in India with examples.</p> <p>(i) Based on the main source of moisture for crops, farming can be classified as irrigated and rainfed.</p> <p>(ii) Irrigated farming is of two types: protective and productive.</p> <p>(iii) The objective of protective irrigation is to protect the crops from the adverse effects of soil moisture deficiency.</p> <p>(iv) The objective of productive irrigation is to provide sufficient soil moisture in the cropping season to achieve high productivity.</p> <p>(v) Rainfed farming is classified on the basis of the adequacy of soil moisture during cropping season into dryland and wetland farming.</p> <p>(vi) The dryland farming is largely confined to the regions having annual rainfall less than 75 cm.</p> <p>(vii) These regions grow hardy and drought resistant crops such as ragi, bajra, moong,</p>	<p>Pg-24 TB-II</p>	<p>1+4=5</p>
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	<p>gram and guar (fodder crops).</p> <p>(viii) Dryland regions practice various measures of soil moisture conservation and rain water harvesting.</p> <p>(ix) In wetland farming, the rainfall is more than the soil moisture requirement of plants during the rainy season.</p> <p>(x) These areas grow various water-intensive crops such as rice, jute and sugarcane.</p> <p>(xi) Any other relevant points.</p> <p style="text-align: center;">(Any five points of distinction)</p>	<p>Pg-25- 26 TB-II</p>	<p>5x1=5</p>
<p>28</p>	<p>(a) “Spatial variation in population density is found in India.” Explain the statement with examples.</p> <p>(i) Density of population, is expressed as number of persons per unit area.</p> <p>(ii) There is a wide range of spatial variation of population densities in the country which ranges from as low as 17 persons per square kilometer in Arunachal Pradesh to 11,297 persons in the National Capital Territory of Delhi.</p> <p>(iii) Among the northern Indian states, Bihar , West Bengal and Uttar Pradesh have higher densities.</p> <p>(iv) Among the peninsular Indian states, Kerala and Tamil Nadu have higher densities.</p> <p>(v) States having moderate densities are Assam, Gujarat, Andhra Pradesh, Haryana, Jharkhand and Odisha.</p> <p>(vi) The hill states of the Himalayan region and North-eastern states (excluding Assam) have relatively low densities. While the Union Territories (excluding Andaman and Nicobar Islands) have very high densities of population.</p>		

29 See Map

Q.No.29 MAP FOR SET No. 64/5/1, 64/5/2 & 64/5/3 (Any 5 to be identified)

5X1=5



For *Visually Impaired Candidates* Only in lieu of Q. No. 29

Attempt any **five**

- (29.1) South-west Africa
- (29.2) Sydney/Melbourne
- (29.3) Pampas(Argentina)
- (29.4) Mexico City
- (29.5) Suez Canal
- (29.6) Tokyo/Osaka
- (29.7) St. Petersburg

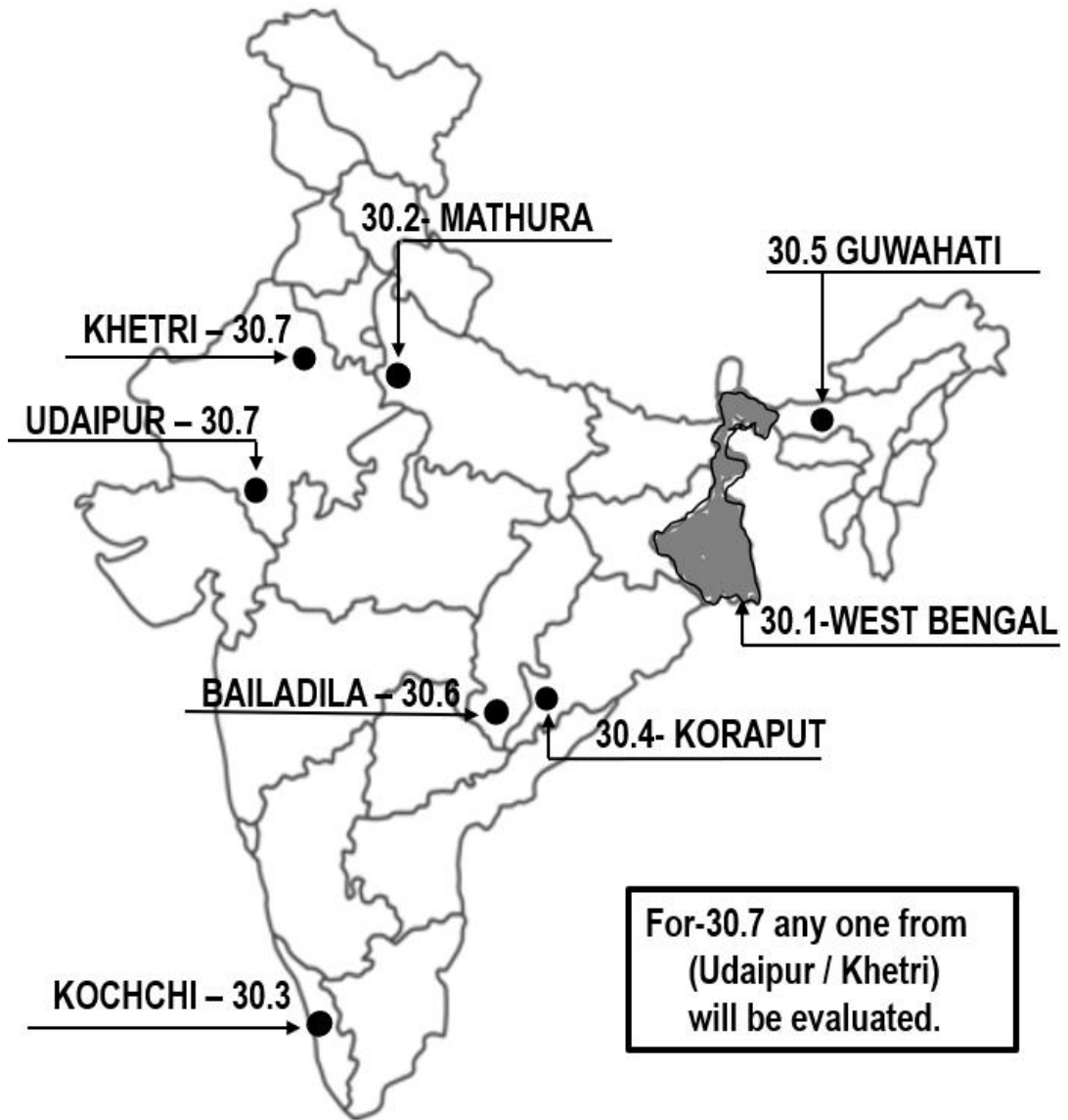
5x1=5

30

See Map

Q.No.30 MAP FOR SET No. 64/5/1, 64/5/2 & 64/5/3

(Any 5 items to be located and labelled) 5X1=5



For *Visually Impaired Candidates* Only in lieu of Q. No. 30

Attempt any **five**

(30.1) West Bengal

(30.2) Mathura

(30.3) Kochchi

(30.4) Koraput

(30.5) Guwahati

(30.6) Bailadila

(30.7) Khetri/Udaipur

5x1=5

