

<b>Marking Scheme</b> <b>Strictly Confidential</b> <b>(For Internal and Restricted use only)</b> <b>Senior School Certificate Examination, 2024 (MAIN EXAMINATION)</b> <b>SUBJECT - GEOGRAPHY - Code 029 (Theory) (Q.P. CODE 64/2/2)</b>	
<b><u>General Instructions: -</u></b>	
<b>1</b>	<p>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.</p>
<b>2</b>	<p><b>“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 News Paper/Website etc may invite action under various rules of the Board and IPC.”</b></p>
<b>3</b>	<p>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. <b>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-X, 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.</b></p>
<b>4</b>	<p>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.</p>
<b>5</b>	<p>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.</p>
<b>6</b>	<p>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. <b>This is most common mistake which evaluators are committing.</b></p>
<b>7</b>	<p>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.</p>
<b>8</b>	<p>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.</p>

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 “ <b>Extra Question</b> ”.
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 _____(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"> <li>● Leaving answer or part thereof unassessed in an answer book.</li> <li>● Giving more marks for an answer than assigned to it.</li> <li>● Wrong totaling of marks awarded on an answer.</li> <li>● Wrong transfer of marks from the inside pages of the answer book to the title page.</li> <li>● Wrong question wise totaling on the title page.</li> <li>● Wrong totaling of marks of the two columns on the title page.</li> <li>● Wrong grand total.</li> <li>● Marks in words and figures not tallying/not same.</li> <li>● Wrong transfer of marks from the answer book to online award list.</li> <li>● 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.)</li> <li>● Half or a part of answer marked correct and the rest as wrong, but no marks awarded.</li> </ul>
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 “ <b>Guidelines for Spot Evaluation</b> ” 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, 2024**  
**SUBJECT- GEOGRAPHY (029)**  
**PAPER CODE- Set 64/2/2**

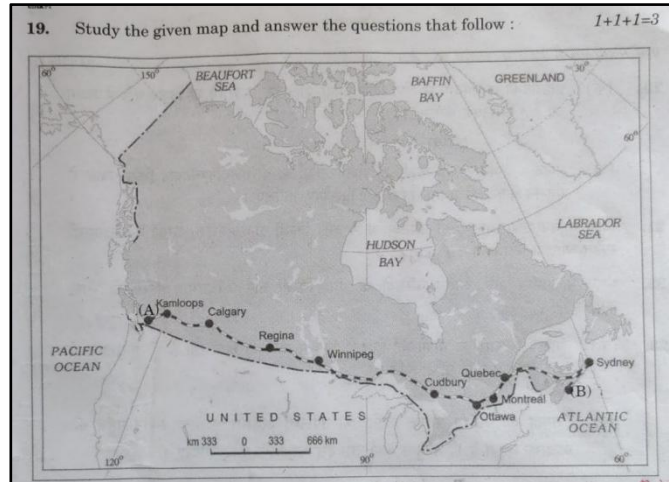
**SET-2**

**MM-70**

Q No	EXPECTED ANSWERS/VALUE POINTS	Page no in TB	Distributi on of marks
<b>SECTION -A</b> <b>Question no. 1-17 are MCQs</b>			(17x1=17)
1.	(A) Hepatitis	TB- II Pg.No.97	1
2	(A) Life expectancy at birth.	TB- I Pg. No. 17	1
3	(B) Government of India	TB- II Pg. No. 103	1
4	(C) Only I, III, and IV are correct.	TB-II Pg.No.79	1
5	(C) Mining	TB-I Pg.No.22	1
6	(B) Silchar	TB- II Pg.No.77	1
7	(C) Graphite	TB- II Pg. No.53	1
8	(A) Punjab	TB- II Pg. No.42	1
9	(D) Both (A) and (R) are true and (R) is the correct explanation of (A).	TB-I Pg. No.53	1
10	(D) Gulf of Mexico to Northeastern USA	TB-I Pg. No. 67	1
11	(B) Only I, II, and IV are correct.	TB-I Pg.No.47	1
12	(A) Both (A) and (R) are true and (R) is the correct explanation of (A).	TB-I Pg.No.38	1

13	(A) 1-(ii), 2-(i), 3-(iv), 4-(iii)	TB-I Pg.No.24	1																														
14	(B) Only I and III are correct	TB-I Pg.No.10	1																														
<p>Study the following diagram carefully and answer Q.No. 15 to 17</p>																																	
<p><i>Study the following diagram carefully and answer Q. No. 15 to 17.</i></p> <p><b>Changes in Shares of Land-use Categories in India : 1950 - 51 and 2014 - 15</b></p> <table border="1"> <thead> <tr> <th>Category</th> <th>1950 - 51 (%)</th> <th>2014 - 15 (%)</th> </tr> </thead> <tbody> <tr> <td>Forests</td> <td>17</td> <td>23.3</td> </tr> <tr> <td>Area under non-agricultural use</td> <td>3.2</td> <td>8.7</td> </tr> <tr> <td>Barren and unculturable waste land</td> <td>13.4</td> <td>5.5</td> </tr> <tr> <td>Permanent pasture and grazing land</td> <td>2.3</td> <td>3.3</td> </tr> <tr> <td>Area under Misc. Tree crops and groves</td> <td>6.9</td> <td>1.0</td> </tr> <tr> <td>Culturable Waste Land</td> <td>8</td> <td>4</td> </tr> <tr> <td>Fallow other than Current fallow</td> <td>6.1</td> <td>3.6</td> </tr> <tr> <td>Current fallow</td> <td>3.7</td> <td>4.9</td> </tr> <tr> <td>Net Area sown</td> <td>41.7</td> <td>45.5</td> </tr> </tbody> </table>				Category	1950 - 51 (%)	2014 - 15 (%)	Forests	17	23.3	Area under non-agricultural use	3.2	8.7	Barren and unculturable waste land	13.4	5.5	Permanent pasture and grazing land	2.3	3.3	Area under Misc. Tree crops and groves	6.9	1.0	Culturable Waste Land	8	4	Fallow other than Current fallow	6.1	3.6	Current fallow	3.7	4.9	Net Area sown	41.7	45.5
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15	(C) Barren and unculturable wasteland	TB-II Pg No.23	1																														
16	(C) Area under non-agricultural uses	TB-II Pg No.23	1																														
17	(C) 3.8% (of reporting area)	TB-II Pg No.23	1																														
<p><i>Note: The following question is for Visually Impaired Candidates only in lieu of Q. No. 15 to 17.</i></p>																																	
15	(B) Desert and Ravines	TB- II PgNo.22	1																														
16	(B) Culturable wasteland	TB- II Pg No.22	1																														
17	(A) Revenue	TB- II Pg No.22	1																														
<p><b>SECTION B</b></p> <p><b>Questions numbers 18-19 are Source-Based Questions.</b></p>			<p>(2x3=6)</p>																														

18



TB-I  
Pg.N.60

1+1+1=3

(18.1) Name the railway line given in the map.

Trans-Canadian Railway 1

(18.2) Name the places marked as (A) and (B) in the given map.

A-Vancouver

B- Halifax 1/2+1/2=1

(18.3) Explain the importance of the railway line given on the map.

(i) It was constructed in 1886 initially as part of an agreement to make British Columbia on the west coast.

(ii) It connected the Quebec – Montreal Industrial region with the wheat belt of the Prairie region and the coniferous forest region in the north.

(Any other relevant point). 1

*Note: The following question is for Visually Impaired Candidates only in lieu of Q. No. 18.*

Explain any three characteristics of the 'Australian Trans-Continental Railway'.

Characteristics of the 'Australian Trans-Continental Railway' are-

(i) This rail-line runs west-east across the southern part of the continent.

	<p>(ii) Runs from Perth on the west coast to Sydney on the east coast.</p> <p>(iii) Another major north-south line connects Adelaide and Alice Spring and is to be joined further to the Darwin-Birdum line.</p> <p>(iv) <b>Any other relevant point.</b></p> <p><b>(Any three points to be explained).</b></p> <p style="text-align: right;"><b>3x1=3</b></p>	<p><b>TB-I</b> <b>Pg.N.60</b></p>	<p><b>3x1=3</b></p>
<p><b>19</b></p>	<p><b>Read the given passage carefully and answer the questions that follow:</b></p> <p style="text-align: center;"><b>Land Degradation</b></p> <p>The pressure on agricultural land increases not only due to the limited availability but also by deterioration of quality of agricultural land. Soil erosion, waterlogging, salinization and alkalinization of land lead to land degradation. What happens if land is consistently used without managing its fertility? Land is degraded and productivity declines. Land degradation is generally understood either as a temporary or a permanent decline in productive capacity of the land.</p> <p>Though all degraded land may not be wasteland, but unchecked process of degradation may lead to the conversion to wasteland.</p> <p>There are two processes that induce land degradation. These are natural and created by human beings. National Remote Sensing Centre (NRSC) has classified wastelands by using remote sensing techniques and it is possible to categorize these wastelands according to the processes that have created them. There are a few types of wastelands such as gullied / ravinous land, desertic or coastal sands, barren rocky areas, steep sloping land, and glacial areas, which are primarily caused by natural agents. There are other types of degraded lands such as waterlogged and marshy areas, land affected by salinity and alkalinity and land with or without scrub, which have largely been caused by natural as well as human factors. There are some other types of wastelands such as degraded shifting cultivation area, degraded land under plantation crops, degraded forests, degraded pastures, and mining and industrial</p>		

	<p>wastelands, that are caused by human action.</p> <p><b>(19.1) Land degradation</b> is temporary or permanent decline in productive capacity. (1)</p> <p><b>(19.2)</b> Shifting agriculture, plantation agriculture, degraded forests, pastures, mining and industrial waste land are the manmade causes of land degradation.</p> <p><b>Anyone of the human action.</b> (1)</p> <p><b>(19.3) Measures to solve the problem of Land degradation:</b></p> <ul style="list-style-type: none"> <li>(i) Prevent waterlogging.</li> <li>(ii) Change agriculture pattern.</li> <li>(iii) Prevent over irrigation</li> <li>(iv) Afforestation</li> <li>(v) <b>Any other relevant point</b></li> </ul> <p><b>(Explain any two points).</b> 1/2+1/2=1</p>		3
	<p><b>SECTION-C</b></p> <p><b>20 to 23 are Short Answer Type Questions.</b></p>		(4x3=12)
20	<p><b>Analyse the concept of environmental determinism in Human Geography.</b></p> <p><b>The concept of environmental determinism in Human Geography.</b></p> <ul style="list-style-type: none"> <li>(i) In the early stages of their interaction with their natural environment.</li> <li>(ii) Humans were greatly influenced by it.</li> <li>(iii) They adopted to the dictates of nature.</li> <li>(iv) This is so because the level of technology was very low and the stage of human social development was also primitive</li> <li>(v) <b>Any other relevant point.</b> <b>(Any three points to be analyzed).</b></li> </ul>	<p><b>TB- I</b></p> <p><b>Pg.No.2</b></p>	3

	<p style="text-align: center;"><b>OR</b></p> <p><b>Analyse the inter-relationship between physical and socio-cultural environment as created by human beings</b></p> <p><b>The inter-relationship between physical and socio-cultural environment as created by human beings-</b></p> <p>(i) The people begin to understand their environment and the forces of nature with the passage time.</p> <p>(ii) With social and cultural development humans develop better and more efficient technology.</p> <p>(iii) They move from a state of necessity to a state of freedom.</p> <p>(iv) <b>Any other relevant point</b></p> <p style="text-align: center;"><b>(Any three points to be analyzed).</b></p>		
		<b>TB- I Pg.No.3</b>	<b>3</b>
<b>21</b>	<p><b>Stages of demographic transition theory-</b></p> <p><b>First Stage:</b> High fertility and high mortality, the population growth is slow and most of the people are engaged in agriculture.</p> <p><b>Second Stage:</b> Fertility remains high in the beginning of second stage but it declines with time. This is accompanied by reduced mortality rate.</p> <p><b>Last Stage:</b> Both fertility and mortality decline considerably. The population is either stable or grows slowly.</p>	<b>TB- I Pg.No.10</b>	<b>3x1=3</b>
<b>22</b>	<p><b>Differentiate between clustered settlement and hamleted settlement.</b></p> <p><b>Clustered Settlement:</b></p> <p>(i) The clustered rural settlement is a compact or closely built-up area of houses.</p>		

	<p>(ii) In this type of village, the general living area is distinct and separated from the surrounding farms, barns and pastures.</p> <p>(iii) The closely built-up area and its intervening streets present some recognizable pattern.</p> <p>(iv) Any other relevant point.</p> <p><b>Hamleted Settlement:</b></p> <p>(i) Sometimes, settlement is fragmented into several units physically separated from each other.</p> <p>(ii) These units are locally called Panna, Para, Palli, Nagla, Dhani.</p> <p>(iii) This segmentation of a large village is often motivated by social and ethnic factors.</p> <p>(iv) <b>Any other relevant point.</b></p> <p><b>(Any three point to be explained).</b></p>	<p><b>TB-II Pg. No. 16</b></p>	<p><b>3</b></p>
<p><b>23</b></p>	<p><b>(a) The ways to measure human development are constantly being refined. Support the statement with suitable arguments.</b></p> <p><b>The ways to measure human development are-</b></p> <p>(i) The HDI ranks the countries based on their performance in the key areas of health, education and access to resources.</p> <p>(ii) Newer ways of capturing different elements of human development are being researched.</p> <p>(iii) Researchers have found links between the level of corruption or political freedom in a particular region.</p> <p>(iv) <b>Any other relevant point.</b></p> <p><b>(Any three points to be explained).</b></p> <p style="text-align: center;"><b>OR</b></p> <p><b>(b) "Equity refers to making equal access to</b></p>	<p><b>TB-I Pg No-17</b></p>	<p><b>3</b></p>

	<p>opportunities available to everybody. Support the statement with suitable arguments.</p> <p><b>Arguments to support equity for making equal access to opportunities available to everybody-</b></p> <p>(i) The opportunities available to people must be equal irrespective of other gender, race, income and in the Indian case-caste.</p> <p>(ii) Yet this is very often not the case and happens in almost every society.</p> <p>(iii) In any country, it is interesting to see which group the most of the school dropouts belong to. This should then lead to an understanding of the reasons for such behavior.</p> <p>(iv) Any other relevant point.</p> <p>(Any three points to be explained).</p>	<p>TB-I Pg No-16</p>	<p>3 x1=3</p>
	<p style="text-align: center;"><b>SECTION -D</b> 24 to 28 are Long Answer Type Questions.</p>		<p>(5x5=25)</p>
<p>24</p>	<p>Analyze the major problems of youth population in India. Suggest two measures to overcome the problems.</p> <p><b>The major problems of youth population in India are-</b></p> <p>(i) Illiteracy particularly female illiteracy.</p> <p>(ii) School dropouts.</p> <p>(iii) Low intake of nutrients.</p> <p>(iv) High rate of maternal mortality of adolescent mothers.</p> <p>(v) High rate of HIV/Aids infections.</p> <p>(vi) Lower age at marriage.</p> <p>(vii) Drug abuse and alcoholism.</p> <p>(viii) Juvenile delinquency.</p> <p>(ix) Any other relevant point.</p> <p>(Any three points to be explained).</p>		

	<p style="text-align: right;">3×1=3</p> <p><b>Suggestions to overcome the problems are:</b></p> <ul style="list-style-type: none"> <li>(i) Proper education to the adolescent groups.</li> <li>(ii) Their talents are better channelized and properly utilized.</li> <li>(iii) Skill-development programs.</li> <li>(iii) Empowering women and girl child.</li> <li>(iv) <b>Any other relevant point.</b></li> </ul> <p style="text-align: center;">(Any two points to be explained). 2×1=2</p> <p style="text-align: center;"><b>OR</b></p> <p><b>(b) How is discrimination on the basis of gender is a crime against humanity in the following way. Suggest two measures to overcome the problems.</b></p> <p><b>Discrimination on the basis of gender is a crime against humanity in the following way-</b></p> <ul style="list-style-type: none"> <li>(i) The division of the society into male, female and transgender is believed to be natural and biological. But, in reality, there are social constructs and roles assigned to individuals which are reinforced by social institutions.</li> <li>(ii) Consequently, these biological differences become the basis of social differentiations, discriminations and exclusions.</li> <li>(iii) The exclusion of over half of the population becomes a serious handicap to any developing and civilized society.</li> <li>(iv) It is a global challenge acknowledged by the UNDP and they mentioned, " If development is not engendered it is endangered ". Discrimination, in general, and gender discrimination, in particular, is a crime against humanity.</li> <li>(v) <b>Any other relevant point.</b></li> </ul> <p style="text-align: center;">(Any three points to be explained)</p> <p style="text-align: right;">3x1=3</p>	<p style="text-align: center;"><b>TB-II Pg No-8</b></p>	<p style="text-align: center;"><b>3+2=5</b></p>
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	<p><b>Suggestions to overcome the problem of discrimination are-</b></p> <ul style="list-style-type: none"> <li>(i) Provide opportunities of education, employment, political representation.</li> <li>(ii) Equal wages for equal work.</li> <li>(iii) Right to live a dignified life.</li> <li>(iv) <b>Any other relevant point.</b></li> </ul> <p style="text-align: center;"><b>(Any two points to be explained).</b></p> <p style="text-align: right;"><math>2 \times 1 = 2</math></p>	<p><b>TB-II</b></p> <p><b>Pg No-12</b></p>	<p><b>3+2=5</b></p>
<p><b>25</b></p>	<p><b>Explain any five factors affecting the location of industries in the world.</b></p> <p><b>Factors affecting the location of industries in the world</b></p> <p><b>(i) Access to market</b></p> <p>The existence of a market for manufactured goods is the most important factor in the location of industries. Market ' means people who have a demand for these goods and also have the purchasing power to be able to purchase from the sellers at a place. Remote areas inhabited by a few people offer small markets. The developed regions of Europe, North ant America, Japan and Australia provide large global markets as the purchasing power of the people is very high. The densely populated regions of South and South - east Asia also provide large markets. Some industries, such as aircraft manufacturing, have a global market. The arms industry also has global markets.</p> <p><b>(ii) Access to raw material</b></p> <p>Raw material used by industries should be cheap and easy to transport. Industries based on cheap, bulky and weight - losing material (ores) are located close to the sources of raw material such as steel, sugar, and cement industries. Perishability is a vital factor for the industry to be located closer to the source of the raw material. Agri-processing and dairy products are</p>		

	<p>processed close to the sources of farm produce or milk supply respectively.</p> <p><b>(iii) Access to labor</b> Labour supply is an important factor in the location of industries. Some types of in manufacturing still require skilled labour. Increasing mechanisation, automation and flexibility of industrial processes have reduced the dependence of industry upon the labours.</p> <p><b>(iv) Access to sources of energy</b> Industries which use more power are located close to the source of the energy supply such as the aluminium industry. Earlier coal was the main source of energy, today hydroelectricity and petroleum are also important sources of energy for many industries.</p> <p><b>(v) Access to transportation</b> Speedy and efficient transport facilities to carry raw materials to the factory and to move finished goods to the market are essential for the development of industries. The cost of transport plays an important role in the location of industrial units. Western Europe and eastern North America have a highly developed transport system which has always induced the concentration of industries in these areas. Modern industry is inseparably tied to transportation systems. Improvements in transportation led to integrated economic development and regional specialisation of manufacturing. Communication is also an important need for industries for the exchange and management of information.</p> <p><b>(v) Government policy</b> Governments adopt ' regional policies ' to promote balanced ' economic development and hence set up industries in particular areas.</p> <p><b>(vii) Any other relevant point.</b>  (Any five points to be explained).</p>	<p><b>TB-I Pg. No-37</b></p>	<p><b>5 x 1=5</b></p>
<p><b>26</b></p>	<p><b>(a) Describe any five features of 'plantation agriculture' in the world.</b></p>		

<p><b>Features of ‘plantation agriculture’ in the world are-</b></p> <ul style="list-style-type: none"> <li>(i) Plantation agriculture was introduced by the Europeans in colonies situated in the tropics.</li> <li>(ii) Some of the important plantation crops are tea, coffee, cocoa, rubber, cotton, oil palm, sugarcane.</li> <li>(iii) Large estates or plantations, large capital investment.</li> <li>(iv) Require managerial and technological support.</li> <li>(v) Scientific methods of cultivation.</li> <li>(vi) Single crop specialization.</li> <li>(viii) Require cheap labor and a good system of transportation which links the estates to the factories and markets for the export of the products.</li> <li>(ix) <b>Any other relevant point.</b> (Any five points to be described).</li> </ul> <p style="text-align: center;"><b>OR</b></p> <p><b>(b) Features of ‘extensive commercial grain farming’ in the world are-</b></p> <ul style="list-style-type: none"> <li>(i) Commercial grain cultivation is practiced in the interior parts of semi-arid lands of the mid-latitudes.</li> <li>(ii) Wheat is the principal crop though other crops like corn, barley, oats, and rye are also grown.</li> <li>(iii) The size of the farm is very large. Therefore, entire operations of cultivation from ploughing to harvesting are mechanized.</li> <li>(iv) There is low yield per acre but high yield per person.</li> <li>(v) This type of agriculture is best developed in Eurasian steppes.</li> <li>(vi) In Canada and USA, Prairies are the</li> </ul>	<p style="text-align: center;"><b>TB-I Pg. No-28</b></p>	<p style="text-align: center;"><b>5×1=5</b></p>
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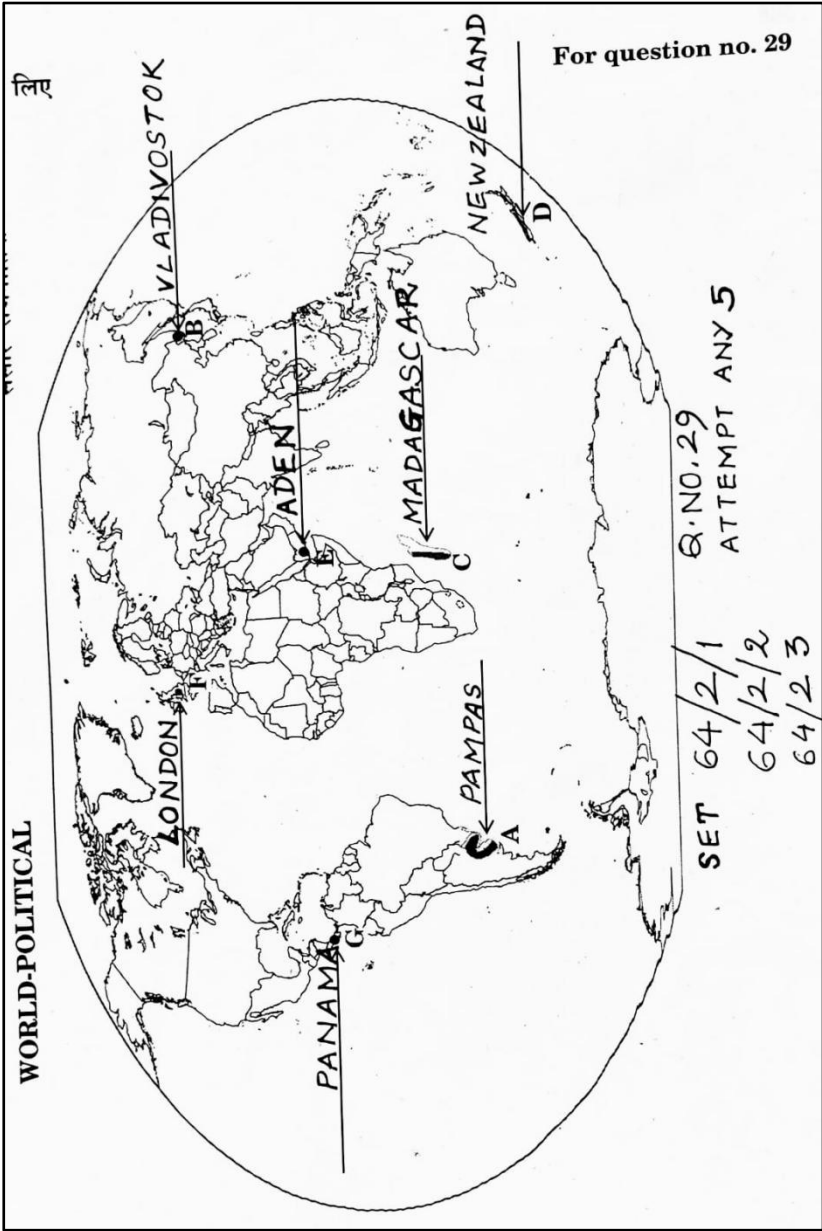
	<p>producing areas.</p> <p>(vii) In South America, Pampas is the major producing area, Veldt in S. Africa, Downs in Australia, and the Canterbury Plains in New Zealand.</p> <p>(viii) <b>Any other relevant point.</b></p> <p><b>(Any five points to be described)</b></p>	<p><b>TB-I Pg. No- 28-29</b></p>	<p><b>5×1=5</b></p>
<p><b>27</b></p>	<p><b>" India is endowed with a rich variety of mineral resources due to its varied geological structure". Examine the statement with suitable examples.</b></p> <p>(i) Bulk of the valuable minerals are products of Pre-Paleozoic age and are mainly associated with metamorphic and igneous rocks of the Peninsular India.</p> <p>(ii) Most of the metallic minerals in India occur in the peninsular plateau region.</p> <p>(iii) Over 97% of coal reserves occur in the valleys of Damodar, Son, Mahanadi</p> <p>(iv) Petroleum reserves are located in the sedimentary basins of Assam.</p> <p>(v) New reserves have been located in the Krishna-Godavari, Kaveri basins.</p> <p>(vi) Most of the major mineral resources occur to the east of a line linking Mangaluru and Kanpur.</p> <p>(vii) <b>Any other relevant point.</b></p> <p><b>(Any five points to be explained).</b></p>	<p><b>TB-II Pg.No.53-54</b></p>	<p><b>5×1=5</b></p>
<p><b>28</b></p>	<p><b>The importance of rail transport in India is as follows-</b></p> <p>(i) Indian Railways network is one of the longest in the world.</p> <p>(ii) It facilitates the movement of both</p>		

	<p>freight and passengers and contributes to the growth of the economy.</p> <p>(iii) It is the largest government undertaking in the country.</p> <p>(iv) The length of Indian Railways network was about 67,956 km (Railway Yearbook-2019-20).</p> <p>(v) s very large size puts a lot of pressure on a centralized railway management system.</p> <p>(vi) Electrification of railways has increased the speed and haulage capacity.</p> <p>(vii) Metro rail system has revolutionised the urban transport system and is a welcome step towards controlling air pollution.</p> <p>(viii) <b>Any other relevant point.</b></p> <p><b>(Any five points to be explained)</b></p> <p style="text-align: center;"><b>OR</b></p> <p><b>(b) Explain the sea port as a gateway for international trade in India.</b></p> <p>(i) India is surrounded by sea from three sides and is bestowed with a long coastline.</p> <p>(ii) Water provides a smooth surface for very cheap and ecofriendly transport.</p> <p>(iii) India has a long tradition of seafaring and developed many ports</p> <p>(v) India has ports both on east and west coasts.</p> <p>(vi) Ports have been in use since ancient times.</p> <p>(vi) Indian ports can handle both domestic and overseas trade and are equipped with modern infrastructure.</p> <p>(vii) Indian ports act as suction points of resources from their hinterlands and link markets with local, regional, national and international markets.</p>	<p>TB-II Pg. No- 79</p>	<p>5×1=5</p>
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(viii) Any other relevant point.  
(Any five points to be explained).  
TB-II Pg.  
No- 89- 90

**SECTION-E**  
Question no. 29 and 30 are map based questions.  
Please see attached map  
(2x5=10)

29. 5x1=5



For *Visually Impaired Candidates*. in lieu of question no.29

Attempt any five. 5x1=5

- (29.1) Pampas
- (29.2) Vladivostok
- (29.3) Madagascar

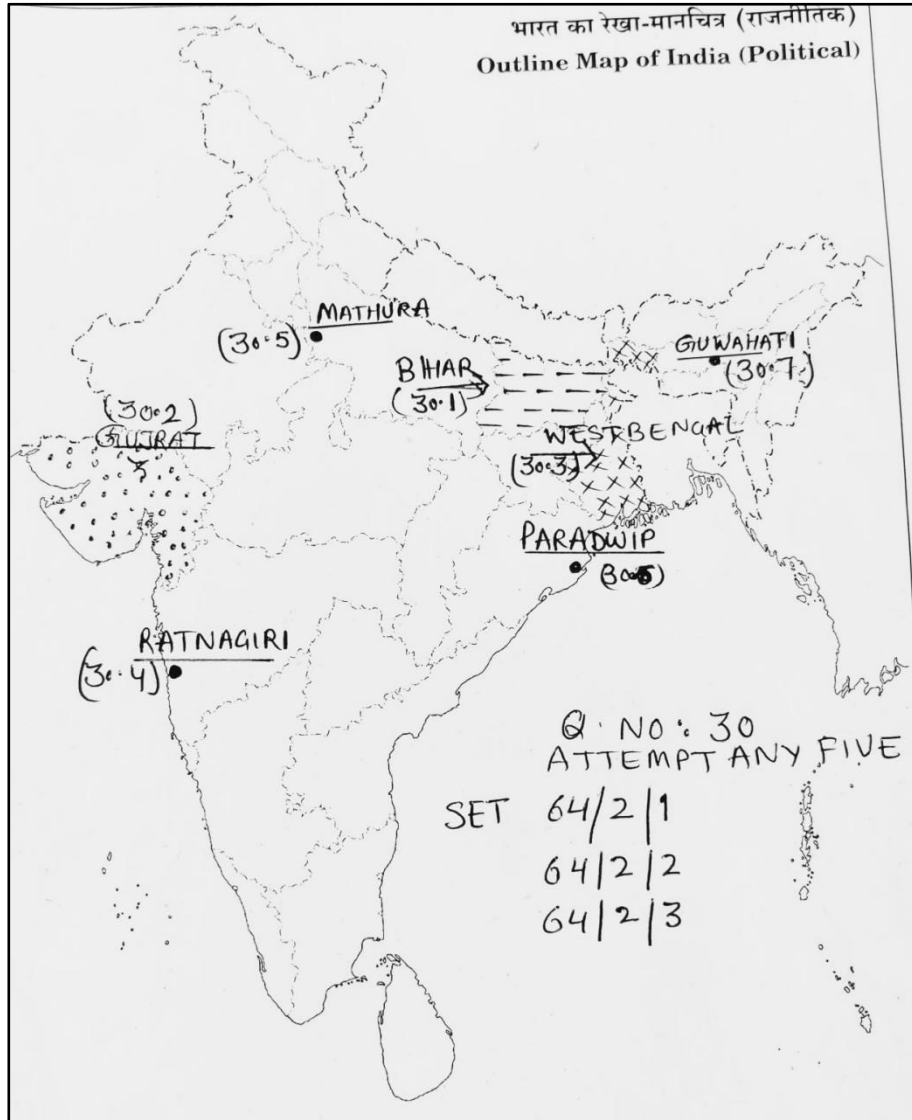
(29.4) Argentina/Uruguay

(29.5) Tokyo

(29.6) Canada

(29.7) Suez Canal

30.



5×1=5

**For Visually Impaired Candidates. in lieu of question no.30**

**Attempt any five.**

**5×1=5**

- (30.1) Bihar
- (30.2) Gujarat
- (30.3) West Bengal
- (30.4) Ratnagiri
- (30.5) Gujarat
- (30.6) Tamil Nadu
- (30.7) Guwahati

