

Marking Scheme
Strictly Confidential
(For Internal and Restricted use only)
Senior School Certificate Examination, 2024
SUBJECT NAME GEOGRAPHY (Theory) (Q.P. CODE 64/2/1)

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 News Paper/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-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.
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 _____ (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, 2024
SUBJECT- GEOGRAPHY (029)
PAPER CODE- Set 64/2/1

64/2/1

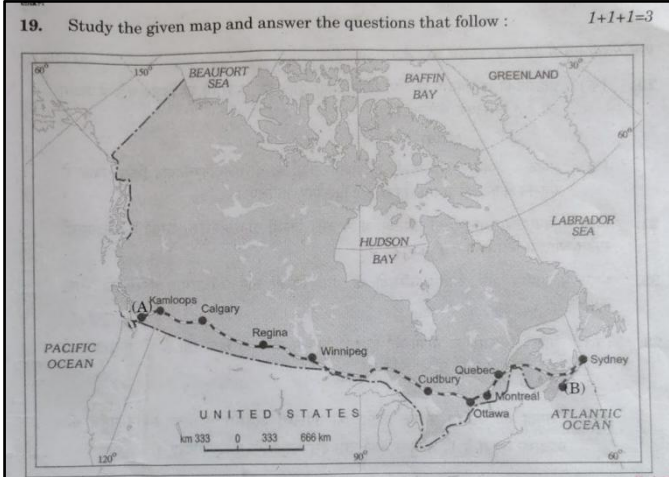
SET-1

MM-70

Q No	EXPECTED ANSWERS/VALUE POINTS	Page no in TB	Distribution of marks
	SECTION -A Question no. 1-17 are MCQs		(17x1=17)
1.	(B) Only I and III are correct	TB- I Pg No.10	1
2	(C) Capability	TB- I Pg No.17	1
3	(A) 1-(ii), 2-(i), 3-(iv), 4-(iii)	TB- I Pg No.24	1
4	(A) Both (A) and (R) are true and (R) is the correct explanation of (A).	TB-I Pg. 38	1
5	(D) Quaternary	TB- I Pg No.51	1
6	(B) Only I, II, and IV are correct.	TB-I Pg No.47	1
7	(D) Gulf of Mexico to Northeastern USA	TB-I Pg No.67	1
8	(D) Both (A) and (R) are true and (R) is the correct explanation of (A).	TB-I Pg No.53	1
9	(A) Punjab	TB- II Pg No.42	1

10	(C) Graphite	TB- II Pg No. 53	1																														
11	(B) Silchar	TB- II Pg No. 77	1																														
12	(C) Only I, III, and IV are correct.	TB-II Pg No.79	1																														
13	(B) Government of India	TB- II Pg No. 103	1																														
14	(A) Hepatitis	TB- II Pg No.97	1																														
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<p><i>Study the following diagram carefully and answer Q. No. 15 to 17.</i></p> <p>Changes in Shares of Land-use Categories in India : 1950 - 51 and 2014 - 15</p> <table border="1"> <thead> <tr> <th>Land-use 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>		Land-use 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																														
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17	(C) 3.8% (of reporting area)	TB-II Pg No.23	1																														

	<i>Note: The following question is for Visually Impaired Candidates only in lieu of Q. No. 15 to 17.</i>		
15	(B) Desert and Ravines	TB-II Pg.No. 21	1
16	(B) Culturable wasteland	TB-II Pg.No. 21	1
17	(A) Revenue	TB-II Pg.No. 21	1
	SECTION B		(2x3= 6)
	Questions numbers 18-19 are Source-Based Questions.		
18	<p>Read the given passage carefully and answer the questions that follow:</p> <p style="text-align: center;">1 + 1 + 1 = 3</p> <p style="text-align: center;">Land Degradation</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</p>		1+1+1= 3

	<p>such as degraded shifting cultivation area, degraded land under plantation crops, degraded forests, degraded pastures, and mining and industrial wastelands, that are caused by human action.</p> <p>(18.1) Explain the meaning of land degradation.</p> <p>Land degradation is temporary or permanent decline in productive capacity. 1</p> <p>(18.2) Explain any one man made process which is responsible for 'land degradation'.</p> <p>Shifting agriculture, plantation agriculture, degraded forests, pastures, mining and industrial waste land are the manmade causes of land degradation.</p> <p style="text-align: center;">Anyone of the human action. 1</p> <p>(18.3) Suggest any two measures to solve the problem of 'land degradation'.</p> <p>Measures to solve the problem of Land degradation are:</p> <ul style="list-style-type: none"> (i) Prevent waterlogging. (ii) Change agriculture pattern. (iii) Prevent over irrigation (iv) Afforestation (v) Any other relevant point <p style="text-align: center;">(Explain any two points.) 1/2+1/2=1</p>		
19	<p>19. Study the given map and answer the questions that follow : 1+1+1=3</p> 	TB-I Pg No.60	1+1+1= 3

	<p>SECTION-C 20 to 23 are Short Answer Type Questions.</p>		<p>4x3=12</p>
<p>20</p>	<p>a) How has the use of technology helped people to overcome nature's obstacles? Analyse.</p> <p>The use of technology helped people to overcome nature's obstacles-</p> <p>(i) The people begin to understand their environment and the forces of nature with the passage of 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. They create possibilities with the resources obtained from the environment.</p> <p>(iv) It is technology that has allowed the people of Trondheim and others to overcome the constraints imposed by nature.</p> <p>(v) For example, health resorts on the highlands, huge urban sprawls, ports on the coasts, satellites in space etc.</p> <p>(vi) Any other relevant point.</p> <p style="text-align: center;">(Any three points to be analyzed).</p> <p style="text-align: center;">OR</p> <p>(b) How does Neo-determinism try to achieve balance between two concepts of man- environment relationship? Analyse.</p> <p>Neo-determinism tried to achieve balance between two concepts of man- environment relationship</p> <p>(i) Neo-determinism shows that neither is there a situation of absolute necessity nor is there a condition of absolute freedom.</p> <p>(ii) It means that human beings can conquer nature by obeying it.</p> <p>(iii) They have to respond to the red signals and can proceed in their pursuits of development when nature permits the modification.</p>	<p>TB-I Pg.No- 3</p>	<p>3 x1=3</p>

	<p>(iv) Possibilities can be created within the limits which do not damage the environment and there is no free run without accidents.</p> <p>(v) Any other relevant point.</p> <p style="text-align: center;">(Any three points to be analyzed).</p>	<p>TB-I</p> <p>Pg No 4</p>	<p>3 x1=3</p>
21	<p>Explain with examples, any three economic factors affecting population distribution in the world are-</p> <p>Economic factors affecting population distribution in the world are-</p> <p>(i) Minerals- Areas with mineral deposits attract industries. Mining and industrial activities generate employment. So, skilled and semi-skilled workers move to these areas and make them densely populated.</p> <p>(ii) Urbanization- Cities offer better employment opportunities, educational and medical facilities, better means of transportation and communication. Good civic amenities and the attraction of city life draw people to the cities.</p> <p>(iii) Industrialization- Industrial belts provide job opportunities and attract a large number of people. These include factory workers, transport operators, shopkeepers, bank employees, doctors, teachers and other service providers.</p> <p>(iv) Any other relevant point.</p> <p style="text-align: center;">(Any three points to be explained).</p>	<p>TB-I</p> <p>Pg. No-8</p>	<p>3 x1=3</p>
22	<p>Explain any three basic differences between rural and urban settlements in India.</p> <p>The basic differences between rural and urban settlements in India are-</p> <p>(i) The rural settlements derive their life support or basic economic needs from land-based primary economic activities, whereas urban settlements depend on processing of raw materials and manufacturing of finished goods on the one hand and a variety of services on the</p>		

	<p>other.</p> <p>(ii) Cities act as nodes of economic growth and provide goods and services not only to urban dwellers but also to the people of rural settlements in their hinterlands in return for food and raw materials.</p> <p>(iii) Rural and urban settlements differ in terms of social relationship, attitude and outlook. Rural people are less mobile and therefore, social relations among them are intimate. In urban areas, on the other hand, way of life is complex and fast, and social relations are formal.</p> <p>(iv) Any other relevant point.</p> <p>(Any three points to be explained).</p>	<p>TB-II</p> <p>Pg.</p> <p>No- 15</p>	<p>3 x1=3</p>
<p>23</p>	<p>(a) The ways to measure human development are constantly being refined. Support the statement with suitable arguments.</p> <p>The ways to measure human development are-</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) Any other relevant point.</p> <p>(Any three points to be explained).</p> <p style="text-align: center;">OR</p> <p>(b) “Equity refers to making equal access to opportunities available to everybody. Support the statement with suitable arguments.</p> <p>Arguments to support equity for making equal access to opportunities available to everybody-</p> <p>(i) The opportunities available to people must be</p>	<p>TB-I</p> <p>Pg</p> <p>No-17</p>	<p>3 x1=3</p>

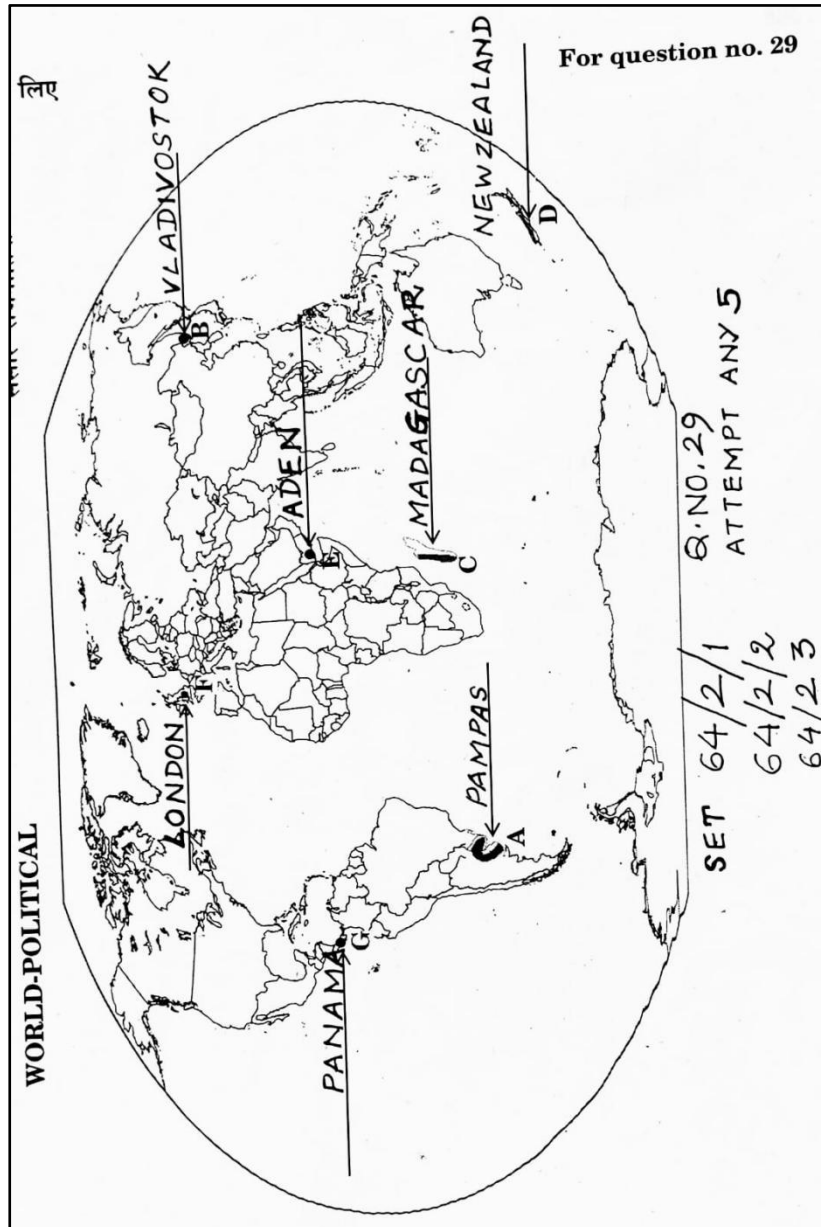
	<p>equal irrespective of other gender, race, income and in the Indian case-caste.</p> <p>(ii) Yet this is very often not the case and happens in almost every society.</p> <p>(iii) In any country, it is interesting to see which group the most of the school dropouts belong to. This should then lead to an understanding of the reasons for such behavior.</p> <p>(iv) Any other relevant point.</p> <p>(Any three points to be explained).</p>	TB-I Pg No- 16	3 x1=3
	<p>SECTION -D</p> <p>24 to 28 are Long Answer Type Questions.</p>		(5x5=25)
24	<p>(a) Describe any five features of 'plantation agriculture' in the world.</p> <p>(i) Plantation agriculture was introduced by the Europeans in colonies situated in the tropics.</p> <p>(ii) Some of the important plantation crops are tea, coffee, cocoa, rubber, cotton, oil palm, sugarcane.</p> <p>(iii) Large estates or plantations, large capital investment.</p> <p>(iv) Require managerial and technical support.</p> <p>(v) Scientific methods of cultivation.</p> <p>(vi) Single crop specialization.</p> <p>(vii) Require cheap labor and a good system of transportation which links the estates to the factories and markets for the export of the products.</p> <p>(viii) Any other relevant point.</p> <p>(Any five points to be described).</p> <p style="text-align: center;">OR</p>	TB-I Pg.No. 28	5x1=5

	<p>(b) Describe any five features of ‘extensive commercial grain farming’ in the world.</p> <ol style="list-style-type: none"> i. Commercial grain cultivation is practiced in the interior parts of semi-arid lands of the mid-latitudes. ii. Wheat is the principal crop though other crops like corn, barley, oats, and rye are also grown. iii. The size of the farm is very large. Therefore, entire operations of cultivation from ploughing to harvesting are mechanized. iv. There is low yield per acre but high yield per person. v. This type of agriculture is best developed in Eurasian steppes. vi. In Canada and USA, Prairies are the producing areas. vii. In South America, Pampas is the major producing area, Veldt in S. Africa, Downs in Australia, and the Canterbury Plains in New Zealand. viii. Any other relevant point. <p>(Any five points to be described).</p>	<p>TB-I Pg. No 28-29</p>	<p>5×1=5</p>
<p>25</p>	<p>Explain the difference between cottage and large scale industries in the world with examples.</p> <p>Cottage industries-</p> <ol style="list-style-type: none"> (i) It is the smallest manufacturing unit. (ii) The artisans use local raw materials. (iii) Family members use simple and locally available tools to produce everyday goods in their homes. (iv) Finished products may be for consumption in the same households or, for sale. (v) Capital and transportation do not wield much influence. (vi) Manufacturing at this level has low commercial significance. 		

	<p>Large scale industries-</p> <ul style="list-style-type: none"> (i) Large scale manufacturing involves a large market. (ii) Requires various raw materials. (iii) Requires enormous energy. (iv) Requires specialized workers. (v) Uses advanced technology. (vi) Assembly-line mass production and large capital. <p>Any five points of difference to be explained.</p>	<p>TB-I Pg. No- 40</p>	<p>5x1=5</p>
<p>26</p>	<p>Analyze the major problems of youth population in India. Suggest two measures to overcome the problems.</p> <p>The major problems of youth population in India are-</p> <ul style="list-style-type: none"> (i) Illiteracy particularly female illiteracy. (ii) School dropouts. (iii) Low intake of nutrients. (iv) High rate of maternal mortality of adolescent mothers. (v) High rate of HIV/Aids infections. (vi) Lower age at marriage. (vii) Drug abuse and alcoholism. (viii) Juvenile delinquency. (ix) Any other relevant point. <p>Any three points to be explained. 3×1=3</p> <p>Suggestions to overcome the problems are:</p> <ul style="list-style-type: none"> (i) Proper education to the adolescent groups. (ii) Their talents are better channelized and properly utilized. (iii) Skill-development programs. (v) Empowering women and girl child. (vi) Any other relevant point. 		

	<p>(Any two points to be explained). 2×1=2</p> <p style="text-align: center;">OR</p> <p>(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.</p> <p>Discrimination on the basis of gender is a crime against humanity in the following way-</p> <p>(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.</p> <p>(ii) Consequently, these biological differences become the basis of social differentiations, discriminations and exclusions.</p> <p>(iii) The exclusion of over half of the population becomes a serious handicap to any developing and civilized society. Any other relevant point.</p> <p>(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.</p> <p>(v) Any other relevant point.</p> <p style="text-align: center;">(Any three points to be explained)</p> <p style="text-align: right;">3x1=3</p> <p>Suggestions to overcome the problem of discrimination are-</p> <p>(i) Provide opportunities of education, employment, political representation.</p> <p>(ii) Equal wages for equal work.</p> <p>(iii) Right to live a dignified life.</p> <p>(iv) Any other relevant point.</p> <p style="text-align: center;">(Any two points to be explained).</p> <p style="text-align: right;">2×1=2</p>	<p>TB-II Pg. No-8</p>	<p>3+2=5</p>
	<p style="text-align: center;">(Any two points to be explained).</p> <p style="text-align: right;">2×1=2</p>	<p>TB-II Pg. No-12</p>	<p>3+2=5</p>

27	<p>“Nuclear power has emerged as a viable source in recent years”. Examine the statement with suitable arguments in the context of India.</p> <p>(i) Important minerals used for the generation of nuclear energy are uranium and thorium. Uranium deposits occur in the Dharwar rocks.</p> <p>(ii) Geographically, uranium ores are known to occur in several locations along the Singhum Copper belt.</p> <p>(iii) Thorium is mainly obtained from monazite and ilmenite in the beach sands along the coast of Kerala and Tamil Nadu.</p> <p>(iv) World’s richest monazite deposits occur in Palakkad and Kollam.</p> <p>(v) Atomic Energy Commission was established in 1948, progress could be made only after the establishment of the Atomic Energy Institute at Trombay in 1954 which was renamed as the Bhabha Atomic Research Centre.</p> <p>(vi) The important nuclear power projects are Tarapur, Rawatbhata, Kalpakkam, Narora, Kaiga and Kakrapara.</p> <p>(vii) Any other relevant point.</p> <p style="text-align: center;">(Any five points to be explained)</p>	TB-II Pg No- 61	5×1=5
28	<p>Explain the importance of rail transport in India.</p> <p>The importance of rail transport in India is as follows-</p> <p>(i) Indian Railways network is one of the longest in the world.</p> <p>(ii) It facilitates the movement of both 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) Its very large size puts a lot of pressure on a</p>		

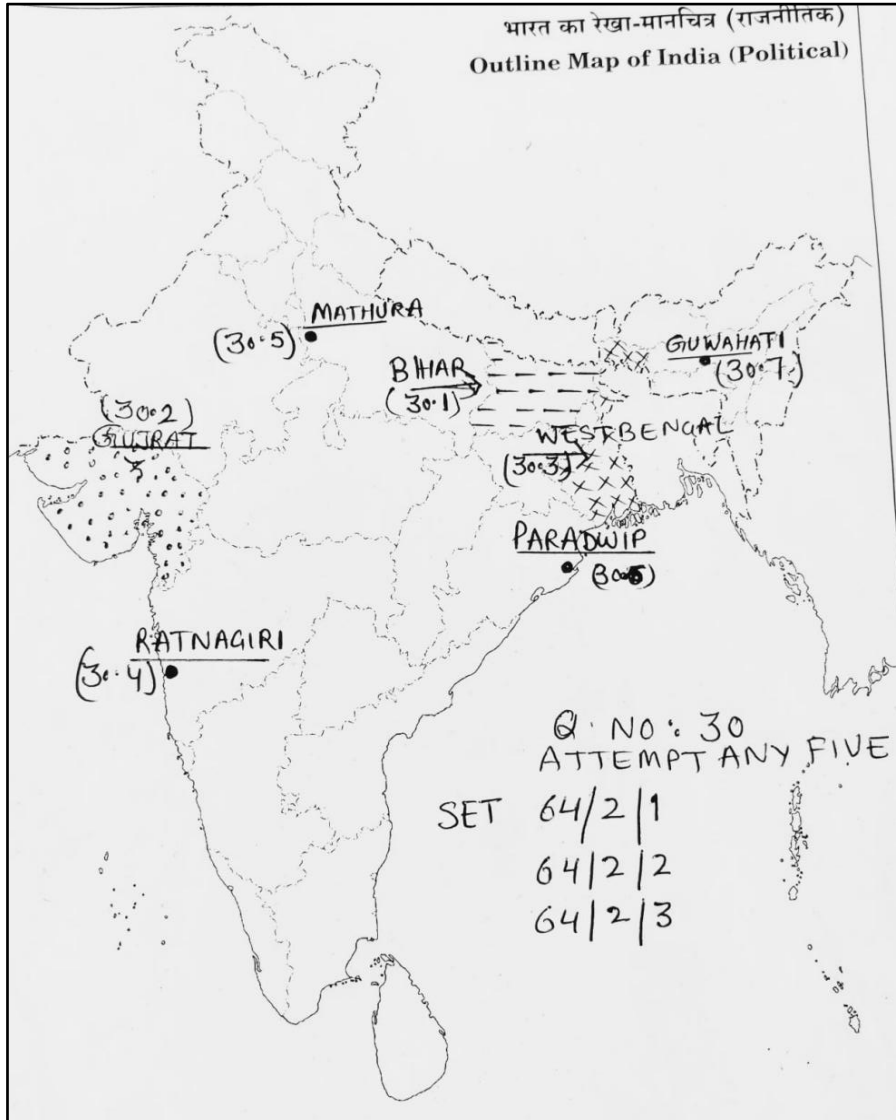


For *Visually Impaired Candidates*. in lieu of question no.29

Attempt any five.

5×1=5

- (29.1) Pampas
- (29.2) Vladivostok
- (29.3) Madagascar
- (29.4) Argentina/Uruguay
- (29.5) Tokyo
- (29.6) Canada
- (29.7) Suez Canal



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