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रोल नं. Roll No.

नोट

Series PP4QQ/4

- कृपया जाँच कर लें कि इस प्रश्न-पत्र में (I) (I)मुद्रित पृष्ठ 23 (2 मानचित्र सहित) हैं।
- कृपया जाँच कर लें कि इस प्रश्न-पत्र में (II) (II) 30 प्रश्न हैं।
- प्रश्न-पत्र में दाहिने हाथ की ओर दिए गए (III) (III) प्रश्न-पत्र कोड को परीक्षार्थी उत्तर-पुस्तिका * के मुख-पृष्ठ पर लिखें।
- * कृपया प्रश्न का उत्तर लिखना शुरू करने से (IV) (IV)पहले, उत्तर-पुस्तिका में प्रश्न का क्रमांक X * अवश्य लिखें ।
- * (\mathbf{V}) इस प्रश्न-पत्र को पढने के लिए 15 मिनट (V) * का समय दिया गया है । प्रश्न-पत्र का वितरण पूर्वाह्न में 10.15 बजे किया जाएगा। 10.15 बजे से 10.30 बजे तक परीक्षार्थी केवल प्रश्न-पत्र को पढेंगे और इस अवधि के दौरान वे उत्तर-पुस्तिका पर कोई उत्तर नहीं लिखेंगे।

NOTE

मुख-पृष्ठ पर अवश्य लिखें।

Please check that this question paper contains 23 printed pages (Including 2 Maps).

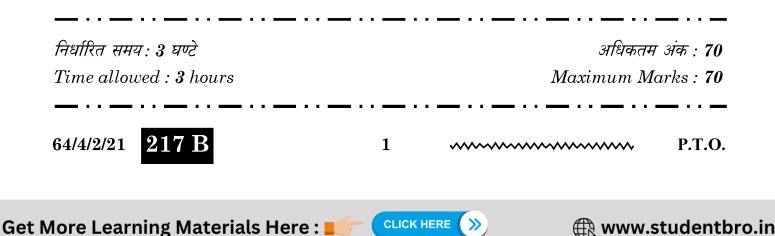
परीक्षार्थी प्रश्न-पत्र कोड को उत्तर-पुस्तिका के

Candidates must write the Q.P. Code on the title page of the answer-book.

- Please check that this question paper contains 30 questions.
- Q.P. Code given on the right hand side of the question paper should be written on the title page of the answer-book by the candidate.
- Please write down the serial number of the question in the answer-book before attempting it.

15 minute time has been allotted to read this question paper. The question paper will be distributed at 10.15 a.m. From 10.15 a.m. to 10.30 a.m., the candidates will read the question paper only and will not write any answer on the answer-book during this period.

भूगोल (सैद्धान्तिक) **GEOGRAPHY** (Theory)



SET-2

प्रश्न-पत्र कोड Q.P. Code 64/4/2



सामान्य निर्देश :

निम्नलिखित निर्देशों को सावधानीपूर्वक पढ़िए और उनका सख़्ती से पालन कीजिए :

- (i) इस प्रश्न-पत्र में कुल 30 प्रश्न हैं । सभी प्रश्न अनिवार्य हैं ।
- (ii) यह प्रश्न-पत्र पाँच खंडों में विभाजित है खंड-क, ख, ग, घ एवं ङ।
- (iii) खंड क : प्रश्न संख्या 1 से 17 तक बहुविकल्पीय प्रश्न हैं।
- (iv) खंड ख: प्रश्न संख्या 18 एवं 19 आरेख एवं स्रोत-आधारित प्रश्न हैं।
- (v) खंड ग : प्रश्न संख्या 20 से 23 तक लघु-उत्तरीय प्रकार के प्रश्न हैं । प्रत्येक प्रश्न का उत्तर 80 से 100 शब्दों में लिखा जाना चाहिए ।
- (vi) **खंड घ** : प्रश्न संख्या 24 से 28 दीर्घ-उत्तरीय प्रकार के प्रश्न हैं । प्रत्येक प्रश्न का उत्तर 120 से 150 शब्दों में लिखा जाना चाहिए ।
- (vii) खंड ङ : प्रश्न संख्या 29 व 30 मानचित्र आधारित प्रश्न हैं।

खंड – क

(प्रश्न संख्या 1 से 17 बहुविकल्पीय प्रश्न हैं।)

$(17 \times 1 = 17)$

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- 1. मध्य प्रदेश के झाबुआ जिले में निम्नलिखित में से किस जनजाति की अधिकता है ?
 - (A) भील
 (B) थारू
 - (C) बकरवाल (D) गद्दी

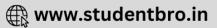
2. निम्नलिखित में से कौन-सा 'ऑस्ट्रेलियाई पारमहाद्वीपीय रेलमार्ग' का सबसे पूर्वी सिरे का स्टेशन है ?

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- (A) मेलबर्न (B) सिडनी
- (C)
 पार्क्स
 (D)
 पर्थ
- 3. जल प्रदूषण से निम्नलिखित में से मानव शरीर का कौन–सा तंत्र सर्वाधिक प्रभावित होता है ?
 - (A) तंत्रिका तंत्र (B) रक्त संचार तंत्र
 - (C) श्वसन तंत्र (D) पाचन तंत्र

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General Instructions :

Read the following instructions carefully and follow them :

- (i) This question paper contains **30** questions. **All** questions are **compulsory**.
- (ii) This Question paper is divided into five Sections Section A, B, C, D and E.
- (iii) Section A Question Nos. 1 to 17 are Multiple Choice (MCQ) type Questions.
- (iv) Section **B** Question Nos. 18 and 19 are Diagram/Source based Questions.
- (v) Section C Question Nos. 20 to 23 are Short Answer (SA) type questions. Answer to these questions shall be written in 80 to 100 words.
- (vi) Section D Question Nos. 24 to 28 are Long Answer (LA) type questions.
 Answer to these questions shall be written in 120 to 150 words.
- (vii) Section E Question Nos. 29 & 30 are Map based questions.

SECTION – A

(Q. Nos. 1 to 17 are Multiple Choice Questions.) (17×1)

- 1. Which of the following tribes is in majority in Jhabua district of Madhya Pradesh ?
 - (A) Bhil (B) Tharu
 - (C) Bakarwal (D) Gaddi

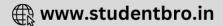
2. Which one of the following is the easternmost station of 'Trans-Australian Railway' ?

(A)	Melbourne	(B)	Sydney
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- (C) Parkes (D) Perth
- 3. Which one of the following human body system gets affected the most by water pollution ?
- (A) Nervous system
 (B) Circulatory system
 (C) Respiratory system
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 (B) Digestive system
 (D) Digestive system
 P.T.O.

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 $(17 \times 1 = 17)$

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- रिक्त स्थानों की पूर्ति के लिए सही विकल्प का चयन कीजिए : भारतीय रेलवे की स्थापना 1853 में हुई तथा _____ से _____ के बीच 34 कि.मी. लंबी रेल लाइन निर्मित की गई। (A) मुंबई (बंबई), थाणे (B) कोलकाता (कलकत्ता), हुगली (C) चेन्नई (मद्रास), मदरै (D) बेंगलूरु (बैंगलोर), कालीकट निम्नलिखित किस राज्य की ग्रामीण जनसंख्या का प्रतिशत सर्वाधिक है ? 5. (B) बिहार (A) असम (D) ओडिशा (C) हिमाचल प्रदेश बस्ती के निम्नलिखित लक्षणों को ध्यानपूर्वक पढिए और बस्ती के प्रकार की पहचान कीजिए : 6. यह जंगलों में एकाकी झोंपड़ियों के रूप में दिखाई पडती है। यह छोटी पहाडियों की ढालों पर दिखाई पडती है। मेघालय, उत्तराखंड और हिमाचल प्रदेश के अनेक भागों में इस प्रकार की बस्तियाँ पाई जाती हैं । बस्ती का प्रकार : आकेंद्रित (B) विखंडित (A) (D) परिक्षिप्त (C) पल्लीकृत
- 7. भारत में गैरिसन नगर से संबंधित सही विकल्प का चयन कीजिए :
 - (A) रानीगंज, डिग्बोई और झरिया(B) महू, बबीना और उधमपुर
 - (C) इटारसी, कटनी और कांडला (D) मोदीनगर, जमशेदपुर और भिलाई
- 8. निम्नलिखित में से कौन-सा 'आधुनिक नगर' का उदाहरण है ?
 - (A) सूरत (B) नागपुर
 - (C) मदुरई (D) हैदराबाद

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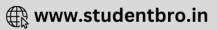
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|------|-------------|--------------------------------------------------------|--------|-------------------------------------------------------------|-----|
|      | (C)         | Madurai                                                | (D)    | Hyderabad                                                   |     |
|      | (A)         | Surat                                                  | (B)    | Nagpur                                                      |     |
| 8.   | Whi         | ch of the following is an examp                        | ole of | a 'Modern City' ?                                           | 1   |
|      | (C)         | Itarsi, Katni and Kandla                               | (D)    | Modinagar, Jamshedpur and Bhilai                            |     |
|      | (A)         | Raniganj, Digboi and Jharia                            | (B)    | Mhow, Babina and Udhampur                                   |     |
| 7.   | Cho         | ose the correct option related t                       | o Gar  | rrison towns in India :                                     | 1   |
|      | (C)         | Hamleted                                               | (D)    | Dispersed                                                   |     |
|      | (A)         | Nucleated                                              | (B)    | Fragmented                                                  |     |
|      | Set         | tlement types :                                        |        |                                                             |     |
|      | •           | This kind of settlements<br>Meghalaya, Uttarakhand and |        | found in different parts of achal Pradesh.                  |     |
|      | •           | It is visible on the slopes of sn                      | nall h | ills.                                                       |     |
|      | •           | It is seen in the form of isolate                      | ed hu  | ts in the forest.                                           |     |
| 6.   | Rea<br>type | -                                                      | of se  | ettlements carefully and identify its                       | 1   |
|      | (C)         | Himachal Pradesh                                       | (D)    | Odisha                                                      |     |
|      | (A)         | Assam                                                  | (B)    | Bihar                                                       |     |
| 5.   |             | ch one of the following state<br>ulation?              | s has  | s the highest percentage of rural                           | 1   |
|      | (C)         | Chennai (Madras), Madurai                              | (D)    | Bengaluru (Bangalore), Calicut                              |     |
|      | (A)         | Mumbai (Bombay), Thane                                 | (B)    | Kolkata (Calcutta), Hugli                                   |     |
|      |             | an Railway was introduced structed from to             |        | 1853 and a railway line was<br>overing a distance of 34 km. |     |
| 4.   |             | ose the correct option to fill the                     |        |                                                             | 1   |
|      |             |                                                        |        |                                                             |     |

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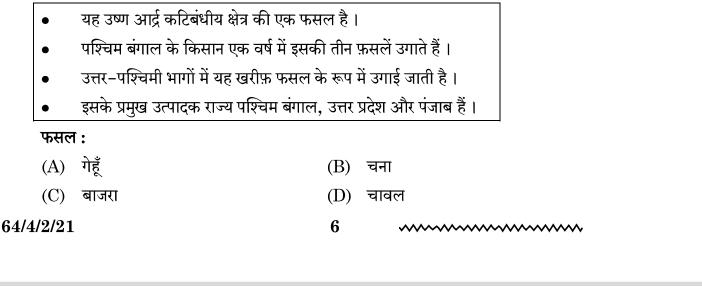


|      | स्तंभ     | -I    |          |      |       | स्तंभ-II    |
|------|-----------|-------|----------|------|-------|-------------|
|      | (राष्ट्री | य जल  | मार्ग)   |      |       | (नदी)       |
| (a)  | राष्ट्रीय | । जलम | ार्ग संख | या 1 | (i)   | मातई        |
| (b)  | राष्ट्रीय | । जलम | ार्ग संख | या 2 | (ii)  | गोदावरी     |
| (c)  | राष्ट्रीय | । जलम | ार्ग संख | या 4 | (iii) | गंगा        |
| (d)  | राष्ट्रीय | । जलम | ार्ग संख | या 5 | (iv)  | ब्रह्मपुत्र |
| विकत | त्प :     |       |          |      |       |             |
|      | (a)       | (b)   | (c)      | (d)  |       |             |
| (A)  | (iv)      | (iii) | (ii)     | (i)  |       |             |
| (B)  | (iv)      | (iii) | (i)      | (ii) |       |             |
| (C)  | (iii)     | (iv)  | (i)      | (ii) |       |             |
| (D)  | (iii)     | (iv)  | (ii)     | (i)  |       |             |

10. नीचे दो कथन दिए गये हैं। ये अभिकथन (A) और कारण (R) हैं। दोनों कथनों को ध्यानपूर्वक पढ़िए और सही विकल्प का चयन कीजिए।

अभिकथन (A) : एक क्षेत्र का आर्थिक विकास उसके संसाधनों पर आधारित होता है । कारण (R) : आर्थिक विकास के लिए तकनीक के साथ–साथ निवेश की आवश्यकता होती है । विकल्प :

- (A) (A) सही है, परन्तु (R) गलत है।
- (B) (A) गलत है, परन्तु (R) सही है।
- (C) (A) और (R) दोनों सही हैं और (R), (A) की सही व्याख्या है।
- (D) (A) और (R) दोनों सही हैं, परन्तु (R), (A) की सही व्याख्या नहीं है।
- 11. भारत में एक कृषि फसल की विशेषताएँ नीचे दी गई हैं। इनको ध्यान से पढ़िए और फसल की पहचान कीजिए।



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## 9. Match the Column-I with Column-II and choose the correct option :

|                |       |            | Colu | ımn-I |       |       | Column-II   |
|----------------|-------|------------|------|-------|-------|-------|-------------|
|                | (     | Natio      | onal | Wate  | way)  |       | (River)     |
| (a)            | Nat   | tional     | Wat  | erway | No. 1 | (i)   | Matai       |
| (b)            | Nat   | tional     | Wat  | erway | No. 2 | (ii)  | Godavari    |
| (c)            | Nat   | tional     | Wat  | erway | No. 4 | (iii) | Ganga       |
| (d)            | Nat   | tional     | Wat  | erway | No. 5 | (iv)  | Brahmaputra |
| Opt            | ions  | :          |      |       |       |       |             |
|                | (a)   | <b>(b)</b> | (c)  | (d)   |       |       |             |
| (A)            | (iv)  | (iii)      | (ii) | (i)   |       |       |             |
| (B)            | (iv)  | (iii)      | (i)  | (ii)  |       |       |             |
| (C)            | (iii) | (iv)       | (i)  | (ii)  |       |       |             |
| $(\mathbf{D})$ | (iii) | (iv)       | (ii) | (i)   |       |       |             |

10. Two statements are given below. They are Assertion (A) and Reason (R). Read both the statements carefully and choose the correct option.

Assertion (A) : The economic development of a region depends upon its resource base.

**Reason (R) :** Economic development requires technologies as well as investment.

#### **Options :**

- (A) (A) is correct, but (R) is false.
- (B) (A) is false, but (R) is correct.
- (C) Both (A) and (R) are correct and (R) is the correct explanation of (A).
- (D) Both (A) and (R) are correct, but (R) is not correct explanation of (A).

## 11. The characteristics of an agricultural crop in India are given below. Read them carefully and identify the crop.

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- It is a crop of tropical humid area.
- West Bengal farmers grow it three crops in a year.
- It is grown as a Kharif crop in north-western parts.
- West Bengal, Uttar Pradesh and Punjab are major producing states.

Crop:

 (A) Wheat
 (B) Gram

 (C) Bajra
 (D) Rice

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12. भारत में नगरीय जनसंख्या की तीव्र वृद्धि दर का निम्नलिखित में से कौन–सा कारण **गलत** है ?

- (A) नगरों में उच्च आर्थिक विकास।
- (B) नगरों में स्वास्थ्य संबंधी दशाओं में सुधार।
- (C) नगरीय क्षेत्रों का तेज़ी से विस्तार।
- (D) नगरों में रोज़गार के अवसरों की उपलब्धता।
- 13. नीचे दो कथन दिए गये हैं। ये अभिकथन (A) और कारण (R) हैं। दोनों कथनों को ध्यानपूर्वक पढ़िए और सही विकल्प का चयन कीजिए।

अभिकथन (A) : अयस्क पर आधारित उद्योग कच्चे माल के स्रोत के समीप स्थित हैं।

कारण (R) : उद्योग परिवहन लागत घटाकर लाभ को बढ़ाते हैं।

विकल्प :

- (A) (A) सही है और (R) गलत है।
- (B) (A) गलत है और (R) सही है।
- (C) (A) और (R) दोनों सही हैं और (R), (A) की सही व्याख्या है।
- (D) (A) और (R) दोनों सही हैं, परन्तु (R), (A) की सही व्याख्या नहीं है।
- 14. थोक व्यापार की निम्नलिखित विशेषताओं को ध्यानपूर्वक पढ़िए और सही विकल्प का चयन कीजिए :  $oldsymbol{1}$

i. इसका गठन अनेक बिचौलिए, सौदागरों और पूर्तिघरों द्वारा होता है।

- ii. थोक विक्रेता प्राय: फुटकर भंडारों को उधार देते हैं।
- iii. सामान्यत: फुटकर विक्रेता अधिकतर थोक विक्रेता की पूँजी पर कार्य करते हैं।
- iv. डाक आदेश, स्वचालित बिक्री मशीनें, फेरी वाले इसके कुछ उदाहरण हैं।

विकल्प :

- (A) केवल i, ii और iii सही हैं। (B) केवल ii, iii और iv सही हैं।
- (C) केवल i, iii और iv सही हैं। (D) केवल i, ii और iv सही हैं।

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- 12. Which one of the followings is the **false** reason of high growth rate of urban population in India ?
 - (A) Higher economic development in cities
 - (B) Improvement in health condition in cities
 - (C) Rapid expansion of urban areas
 - (D) Availability of employment opportunities in cities
- Two statements are given below. They are Assertion (A) and Reason (R).
 Read both the statements carefully and choose the correct option.
 - Assertion (A) : Industries based on ores are located close to the sources of raw material.
 - Reason (R) : Industries maximise profits by reducing transportation costs.

Options :

- (A) (A) is correct and (R) is false.
- (B) (A) is false and (R) is correct.
- (C) Both (A) and (R) are correct and (R) is correct explanation of (A).
- (D) Both (A) and (R) are correct, but (R) is not correct explanation of (A).
- 14. Read the following characteristics of wholesale trading carefully and choose the correct option :
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- i. It is constituted by numerous intermediaries, merchants and supply houses.
- ii. Wholesalers often extend credit to retail stores.
- iii. Generally retailers operate very largely on the wholesaler's capital.
- iv. Mail order, automatic vending machines, street vendors are some of its examples.

Option :

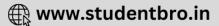
(A) Only i, ii and iii are correct. (B) Only ii, iii and iv are correct.

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(C) Only i, iii and iv are correct. (D) Only i, ii and iv are correct.

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P.T.O.

दिए गए अनुच्छेद को पढ़िए और प्रश्न संख्या 15 से 17 तक का उत्तर लिखिए :

जनांकिकीय संक्रमण सिद्धांत

प्रथम अवस्था में उच्च प्रजननशीलता व उच्च मर्त्यता होती है क्योंकि लोग महामारियों और भोजन की अनिश्चित आपूर्ति से होने वाली मृत्युओं की क्षतिपूर्ति अधिक पुनरुत्पादन से करते हैं । जनसंख्या वृद्धि धीमी होती है और अधिकांश लोग खेती में कार्यरत होते हैं । जहाँ बड़े परिवारों को परिसंपत्ति माना जाता है । जीवन–प्रत्याशा निम्न होती है, अधिकांश लोग अशिक्षित होते हैं और उनके प्रौद्योगिकी स्तर निम्न होते हैं । 200 वर्ष पूर्व विश्व के सभी देश इसी अवस्था में थे ।

द्वितीय अवस्था के प्रारंभ में प्रजननशीलता ऊँची बनी रहती है किंतु यह समय के साथ घटती जाती है । यह अवस्था घटी हुई मृत्यु दर के साथ आती है । स्वास्थ्य संबंधी दशाओं व स्वच्छता में सुधार के साथ मर्त्यता में कमी आती है । इस अंतर के कारण, जनसंख्या में होने वाला शुद्ध योग उच्च होता है ।

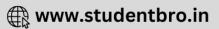
अंतिम अवस्था में प्रजननशीलता और मर्त्यता दोनों अधिक घट जाती हैं । जनसंख्या या तो स्थिर हो जाती है या मंद गति से बढ़ती है । जनसंख्या नगरीय और शिक्षित हो जाती है तथा उसके पास तकनीकी ज्ञान होता है । ऐसी जनसंख्या विचारपूर्वक परिवार के आकार को नियंत्रित करती है ।

इससे प्रदर्शित होता है कि मनुष्य जाति अत्यधिक नम्य है और अपनी प्रजननशीलता को समायोजित करने की योग्यता रखती है।

- 15. निम्नलिखित किस अवस्था/अवस्थाओं में जनसंख्या की प्राकृतिक वृद्धि लगभग स्थिर थी ?
 - (A) केवल I
 (B) केवल II
 - (C) केवल I एवं अंतिम (D) केवल II एवं अंतिम
- 16. निम्नलिखित किस अवस्था/अवस्थाओं में मृत्युदर में सबसे अधिक गिरावट हुई ?
 - (A) केवल I
 (B) केवल II
 - (C) केवल I एवं II (D) केवल I एवं अंतिम
- 17. निम्नलिखित देशों में कौन-सा द्वितीय अवस्था का उदाहरण है ?

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(C)	जापान	(D)	कनाडा	
(A)	केन्या	(B)	बांग्लादेश	

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Read the given passage and answer the Q. Nos. 15 to 17:

Demographic Transition Theory

The first stage has high fertility and high mortality because people reproduce more to compensate for the deaths due to epidemics and variable food supply. The population growth is slow and most of the people are engaged in agriculture where large families are an asset. Life expectancy is low, people are mostly illiterate and have low levels of technology. Two hundred years ago all the countries of the world were in this stage.

Fertility remains high in the beginning of second stage but it declines with time. This is accompanied by reduced mortality rate. Improvements in sanitation and health conditions lead to decline in mortality. Because of this gap the net addition to population is high.

In the last stage, both fertility and mortality decline considerably. The population is either stable or grows slowly. The population becomes urbanished, literate and has high technical know-how and deliberately controls the family size.

This shows that human beings are extremely flexible and are able to adjust their fertility.

- 15. In which of the following stage/stages, the natural growth of population was/were almost stagnant ?
 - (A) Only I(B) Only II(C) Only I and Last(D) Only II and Last

16. In which of the following stage/stages, the death rate declined the most ? 1

- (A) Only I (B) Only II
- (C) Only I and II (D) Only I and Last

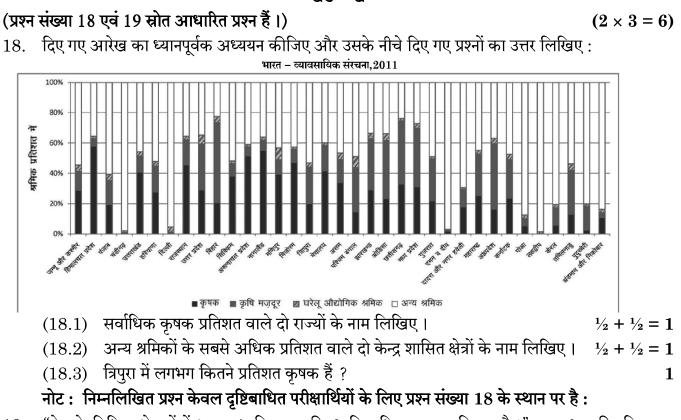
17. Which one among the following countries is an example of second stage ? 1

64/4/2/21		11	~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~	P.T.O.
(C)	Japan	(D)	Canada	
(A)	Kenya	(B)	Bangladesh	





खंड – ख



- 18. "देश के विभिन्न क्षेत्रकों में श्रम सहभागिता दर की स्थानिक भिन्नता बहुत विस्तृत है।" इस कथन की पुष्टि कीजिए।
- 19. दिए गए अनुच्छेद को ध्यानपूर्वक पढ़िए और उसके नीचे दिए गए प्रश्नों के उत्तर लिखिए :

सेवा क्षेत्रक

जब आप बीमार पड़ते हैं आप किसी डॉक्टर को बुलाते हैं अथवा आप पारिवारिक डॉक्टर के पास जाते हैं । कभी-कभी आपके माता-पिता उपचार के लिए आपको अस्पताल ले जाते हैं । विद्यालय में आपको अध्यापक पढ़ाते हैं । किसी भी विवाद की स्थिति में कानूनी राय वकील से ली जाती है । इसी प्रकार अनेक व्यवसायी होते हैं जो फ़ीस का भुगतान होने पर अपनी सेवाएँ प्रदान करते हैं । अत: सभी प्रकार की सेवाएँ विशिष्ट कौशल होती हैं जो भुगतान के बदले प्राप्त होती हैं । स्वास्थ्य, शिक्षा, विधि, प्रशासन और मनोरंजन इत्यादि को व्यावसायिक कुशलता की आवश्यकता है । इन सेवाओं को अन्य सैद्धांतिक ज्ञान और क्रियात्मक प्रशिक्षण की आवश्यकता होती है । तृतीयक क्रियाकलाप सेवा सेक्टर से संबंधित हैं । जनशक्ति सेवा सेक्टर का एक महत्वपूर्ण कारक है क्योंकि अधिकांश तृतीयक क्रियाकलापों का निष्पादन कुशल श्रमिक, व्यावसायिक दुष्टि से प्रशिक्षित विशेषज्ञ और परामर्शदाताओं द्वारा होता है ।

आर्थिक विकास की आरंभिक अवस्थाओं में लोगों का एक बड़ा अनुपात प्राथमिक सेक्टर में कार्य करता था। एक विकसित अर्थव्यवस्था में बहुसंख्यक श्रमिक तृतीयक क्रियाकलापों में रोज़गार पाते हैं और अपेक्षाकृत कम संख्या में द्वितीयक सेक्टर में कार्यरत होते हैं।

- (19.1) 'जनशक्ति' सेवा सेक्टर का एक महत्वपूर्ण कारक क्यों है ? स्पष्ट कीजिए।
- (19.2) द्वितीयक एवं तृतीयक क्षेत्रक के क्रियाकलापों में अंतर को स्पष्ट कीजिए।
- (19.3) "तृतीयक क्रियाकलापों में उत्पादन और विनिमय दोनों सम्मिलित होते हैं।" इस कथन की पुष्टि कीजिए।

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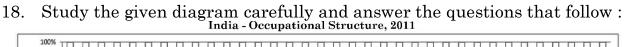
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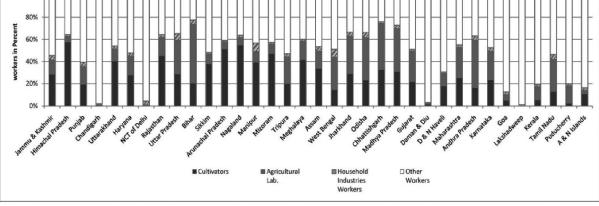
#### SECTION – B



3



(Q. Nos. 18 and 19 are Source Based Questions.)



- (18.1) Write the names of two states with highest percentage of cultivators.  $\frac{1}{2} + \frac{1}{2} = 1$
- (18.2) Write the names of two Union Territories having the highest percentage of other workers. <sup>1</sup>/<sub>2</sub> + <sup>1</sup>/<sub>2</sub> = 1
   (18.3) What is the approximate percentage of cultivators in Tripura ? 1

(18.3) What is the approximate percentage of cultivators in Tripura ? Note : Following question is for Visually Impaired Candidates only in lieu of Q. No. 18 :

- 18. "Spatial variation of work participation rate in different sectors in the country is very wide." Support the statement.
- 19. Read the given passage carefully and answer the questions that follow :

#### **Tertiary Sector**

When you fall ill you go to your family doctor or you call a doctor. Sometimes your parents take you to a hospital for treatment. While in school, you are taught by your teachers. In the event of any dispute, legal opinion is obtained from a lawyer. Likewise, 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.

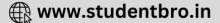
- (19.1) Why is 'manpower' an important factor of service sector ? Explain. 1
- (19.2) Explain the difference between the activities of secondary and tertiary sectors.
- (19.3) "Tertiary activities include both production and exchange." Support the statement.

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**P.T.O.** 



खंड – ग

| (प्रश्न | संख्या      | 20 से 23 लघु-उत्तरीय प्रश्न हैं।) (4 × 3 =                                                                          | 12) |
|---------|-------------|---------------------------------------------------------------------------------------------------------------------|-----|
| 20.     | (a)         | राष्ट्रीय संसाधनों में भिन्नता किस प्रकार अंतर्राष्ट्रीय व्यापार का आधार बनता है ? उदाहरणों सहित<br>व्याख्या कीजिए। | 3   |
|         |             | अथवा                                                                                                                |     |
|         | (b)         | अंतर्देशीय और बाह्य पत्तन में उदाहरणों सहित अंतर स्पष्ट कीजिए।                                                      | 3   |
| 21.     | (a)         | भारत में 'जल–संभर प्रबंधन' के किन्हीं तीन उद्देश्यों का विश्लेषण कीजिए।                                             | 3   |
|         |             | अथवा                                                                                                                |     |
|         | (b)         | भारत में 'वर्षा-जल संग्रहण' की किन्हीं तीन विधियों का विश्लेषण कीजिए।                                               | 3   |
| 22.     | 'मान        | व के प्रकृतिकरण' की अवधारणा को उदाहरणों सहित स्पष्ट कीजिए।                                                          | 3   |
| 23.     | 'ध्वनि      | ो प्रदूषण' का अर्थ स्पष्ट कीजिए। ध्वनि प्रदूषण स्थान विशिष्ट क्यों होता है ? व्याख्या कीजिए। $1+2$                  | = 3 |
|         |             | खंड – घ                                                                                                             |     |
| (प्रश्न | संख्या      | $24$ से 28 दीर्घ-उत्तरीय प्रश्न हैं।) $(5 \times 5 = 2)$                                                            | 25) |
| 24.     | (a)         | "भारत में पाइप लाइनें अत्यधिक सुविधाजनक एवं सक्षम परिवहन प्रणाली हैं।" उदाहरणों सहित<br>इस कथन की परख कीजिए।        | 5   |
|         |             | अथवा                                                                                                                |     |
|         | (b)         | "विश्व में सबसे बड़े सड़क जाल के रूप में भारत का दूसरा स्थान है।" इस कथन की उदाहरणों<br>सहित परख कीजिए।             | 5   |
| 25.     | विश्व       | में रोपण कृषि की किन्हीं पाँच विशेषताओं का वर्णन कीजिए।                                                             | 5   |
| 26.     | पार-        | साइबेरियन रेलमार्ग की विशेषताओं की व्याख्या कीजिए।                                                                  | 5   |
| 27.     | (a)         | भारत में खनिज संसाधनों के संरक्षण के किन्हीं पाँच उपायों की व्याख्या कीजिए।<br><b>अथवा</b>                          | 5   |
|         | <b>A</b> -> |                                                                                                                     | -   |
|         | (b)         | भारत के संदर्भ में सौर ऊर्जा के महत्त्व की व्याख्या कीजिए।                                                          | 5   |
| 64/4    | /2/21       | 14                                                                                                                  |     |

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## **SECTION – C**

| (Q. ) | Nos.  | 20 to 23 are Short Answer Type Questions.) $(4 \times 3 = 12)$                                                                     |
|-------|-------|------------------------------------------------------------------------------------------------------------------------------------|
| 20.   | (a)   | How do differences in national resources become the basis of international trade? Explain with examples. 3                         |
|       |       | OR                                                                                                                                 |
|       | (b)   | Explain the differences between the inland and out-ports with examples. <b>3</b>                                                   |
| 21.   | (a)   | Analyse any three objectives of 'watershed management' in India. 3<br>OR                                                           |
|       | (b)   | Analyse any three methods of 'rainwater harvesting' in India. 3                                                                    |
| 22.   | Exp   | lain with examples the concept of 'Naturalisation of Human'. 3                                                                     |
| 23.   | _     | lain the meaning of noise pollution. Why is noise pollution location effic? Explain. $1 + 2 = 3$                                   |
|       |       | SECTION - D                                                                                                                        |
| (Q. ) | Nos.  | 24 to 28 are Long Answer Type Questions.) $(5 \times 5 = 25)$                                                                      |
| 24.   |       | "Pipelines are the most convenient and efficient mode of<br>transportation in India." Examine the statement with examples. 5<br>OR |
|       | (b)   | "India has the second largest road networks in the world." Examine<br>the statement with examples. 5                               |
| 25.   | Des   | cribe any five features of 'plantation agriculture' in the world. 5                                                                |
| 26.   | Exp   | lain the characteristics of 'Trans-Siberian Railways'. 5                                                                           |
| 27.   | (a)   | Explain any five measures for the conservation of mineral resources in India. <b>5</b>                                             |
|       |       | OR                                                                                                                                 |
|       | (b)   | Explain the importance of solar energy in Indian context. 5                                                                        |
| 64/4  | /2/21 | 15 ••••••••••••••••••••••••••••••••••••                                                                                            |

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28. (a) कौन–सी संस्था प्रति वर्ष 'मानव विकास प्रतिवेदन' प्रकाशित करती है ? 'मानव विकास' के चार स्तंभों की व्याख्या कीजिए। 1 + 4 = 5

#### अथवा

 (b) विश्व में 2020 के अनुसार किस देश का 'मानव विकास सूचकांक' सर्वोच्च है ? मानव विकास के चार उपागमों की व्याख्या कीजिए ।
 1 + 4 = 5

### खंड – ङ

## (प्रश्न संख्या 29 व 30 मानचित्र आधारित प्रश्न हैं।)

29. दिए गए विश्व के राजनीतिक रेखा–मानचित्र पर सात भौगोलिक लक्षणों को A, B, C, D, E, F और G के रूप में अंकित किया गया है। किन्हीं **पाँच** की सही पहचान निम्नलिखित जानकारी की सहायता से कीजिए और उनके सही नाम उनके पास खींची गई रेखाओं पर लिखिए : 5 × 1 = 5

- A. विस्तृत वाणिज्य अनाज कृषि का एक क्षेत्र
- B. वाणिज्य पशुधन पालन का एक क्षेत्र
- C. 'पार-कैनेडियन रेलमार्ग' के पूर्वी सिरे का स्टेशन
- D. एशिया का एक प्रमुख समुद्री पत्तन
- E. यूरोप का एक प्रमुख अंतर्राष्ट्रीय वायु पत्तन
- F. एक नौ-परिवहन नहर
- G. 'चलवासी पशुचारण' का एक क्षेत्र

नोट : निम्नलिखित प्रश्न केवल दृष्टिबाधित परीक्षार्थियों के लिए प्रश्न संख्या 29 के स्थान पर है। किन्हीं पाँच प्रश्नों के उत्तर लिखिए। 5 imes 1 = 5

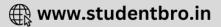
- 29.1 अर्जेंटाइना के प्रमुख विस्तृत वाणिज्य अनाज कृषि क्षेत्र का नाम लिखिए।
- 29.2 दक्षिणी अमेरिका के एक वाणिज्य पशुधन पालन के क्षेत्र का नाम लिखिए।
- 29.3 'पार-कैनेडियन रेलमार्ग' के पूर्वी सिरे के स्टेशन का नाम लिखिए।
- 29.4 जापान के प्रमुख समुद्री पत्तन का नाम लिखिए।
- 29.5 फ्रांस के एक प्रमुख अंतर्राष्ट्रीय वायु पत्तन का नाम लिखिए।
- 29.6 भूमध्य सागर और लाल सागर को जोड़ने वाली नहर का नाम लिखिए।
- 29.7 न्यूजीलैंड के विस्तृत वाणिज्य अनाज कृषि के एक प्रमुख क्षेत्र का नाम लिखिए।

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 $(2 \times 5 = 10)$ 



28. (a) Which organisation publishes the 'Human Development Report' every year ? Explain the four pillars of 'human development'. 1 + 4 = 5

### OR

(b) Which country has the highest rank in the world in 'Human Development Index' in 2020 ? Explain four approaches of human development. 1 + 4 = 5

### **SECTION – E**

## (Q. Nos. 29 and 30 are Map Based Questions.) $(2 \times 5 = 10)$

- 29. On the given political outline Map of the World, seven geographical features have been marked as A, B, C, D, E, F and G. Identify any **FIVE** correctly with the help of following information and write their correct names on the lines marked near them :  $5 \times 1 = 5$ 
  - A. An area of extensive commercial grain farming
  - B. An area of commercial livestock rearing
  - C. Eastern most station of 'Trans-Canadian Railways'
  - D. A major seaport of Asia
  - E. A major international airport of Europe
  - F. A shipping canal
  - G. An area of 'Nomadic Herding'

### Note: Following questions are for Visually Impaired Candidates only in lieu of Q. No. 29. Answer any five questions. $5 \times 1 = 5$

- 29.1 Name the major area of extensive commercial grain farming of Argentina.
- 29.2 Name an area of commercial livestock rearing of South America.
- 29.3 Name the easternmost station of 'Trans-Canadian Railways'.
- 29.4 Name the major seaport of Japan.
- 29.5 Name a major international airport of France.
- 29.6 Name the canal linking Red sea with Mediterranean sea.
- 29.7 Name a major area of extensive commercial grain farming of New Zealand.

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- 30. दिए गए भारत के राजनीतिक रेखा-मानचित्र में निम्नलिखित में से किन्हीं **पाँच** को उपयुक्त चिहनों से दर्शाएँ और उनके नाम लिखिए : 5 × 1 = 5
  - 30.1 सबसे अधिक जनसंख्या घनत्व वाला राज्य
  - 30.2 कॉफी उत्पादक अग्रणी राज्य
  - 30.3 हजारीबाग ताँबे की खानें
  - 30.4 नेवेली कोयले की खानें
  - 30.5 रत्नागिरी लौह अयस्क की खाने
  - 30.6 हल्दिया प्रमुख समुद्री पत्तन
  - 30.7 अहमदाबाद प्रमुख अंतर्राष्ट्रीय वायु पत्तन

नोट : निम्नलिखित प्रश्न केवल दृष्टिबाधित परीक्षार्थियों के लिए प्रश्न संख्या 30 के स्थान पर है। किन्हीं पाँच प्रश्नों के उत्तर लिखिए। 5 × 1 = 5

- 30.1 सर्वाधिक जनसंख्या घनत्व वाले राज्य का नाम लिखिए।
- 30.2 कॉफी उत्पादक अग्रणी राज्य का नाम लिखिए।
- 30.3 हजारीबाग ताँबे की खानें किस राज्य में स्थित हैं ?
- 30.4 नेवेली कोयले की खानें किस राज्य में स्थित हैं ?
- 30.5 उस राज्य का नाम लिखिए जहाँ रत्नागिरी लौह-अयस्क की खानें स्थित हैं।
- 30.6 हल्दिया समुद्री पत्तन किस राज्य में स्थित है ?
- 30.7 अहमदाबाद अंतर्राष्ट्रीय वायु पत्तन किस राज्य में स्थित है ?

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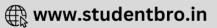


- 30. Locate and label any five of the following geographical features on the<br/>given political outline Map of India with appropriate symbols : $5 \times 1 = 5$ 
  - 30.1 A state with highest population density
  - 30.2 State leading in the production of coffee
  - 30.3 Hazaribagh : Copper mines
  - 30.4 Neyveli : Coal mines
  - 30.5 Ratnagiri : Iron ore mines
  - 30.6 Haldia : Major seaport
  - 30.7 Ahmedabad : Major international airport

# Note : Following questions are for Visually Impaired Candidatesonly in lieu of Q. No. 30. Answer any five questions. $5 \times 1 = 5$

- 30.1 Name the state with highest population density.
- 30.2 Name the leading state in production of coffee.
- 30.3 In which state, Hazaribagh copper mines are located ?
- 30.4 In which state, Neyveli coal mines are located ?
- 30.5 Name the state, where Ratnagiri iron-ore mines are located.
- 30.6 In which state, Haldia seaport is located ?
- 30.7 In which state, Ahmedabad international airport is located ?





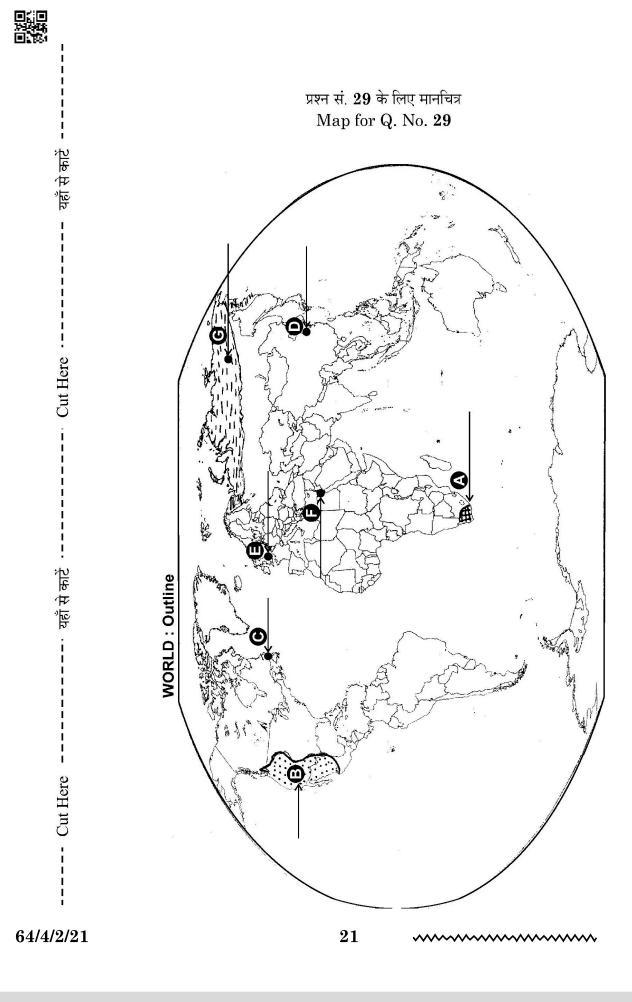


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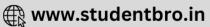


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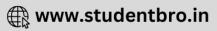


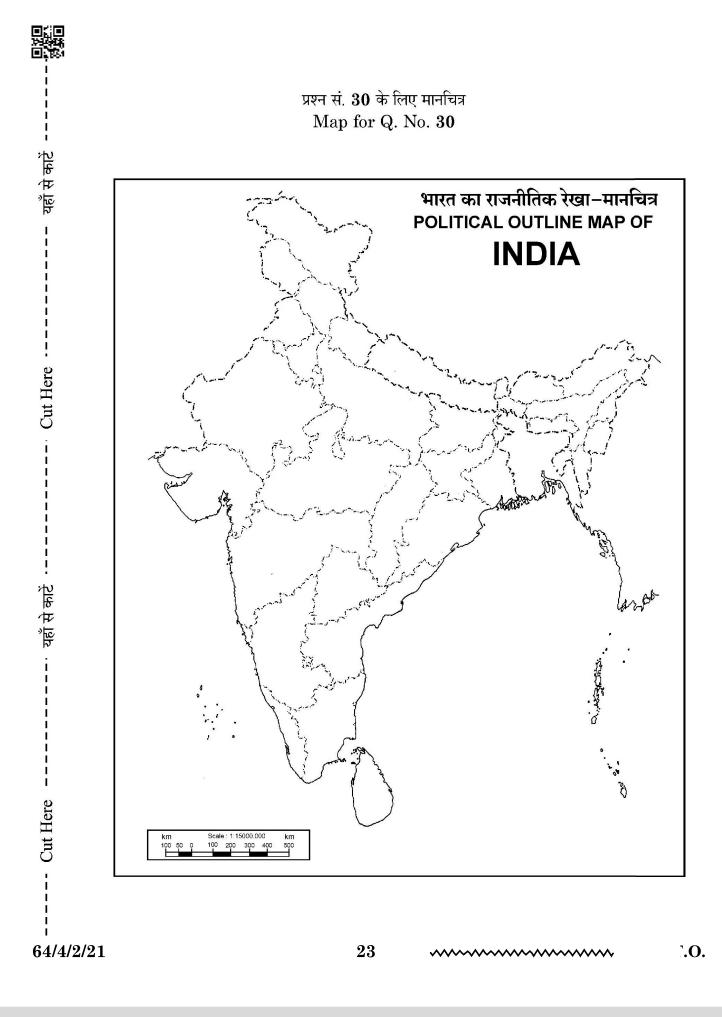


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#### Marking Scheme Strictly Confidential (For Internal and Restricted use only) Senior School Certificate Examination, 2024 SUBJECT NAME GEOGRAPHY (Theory) (Q.P. CODE 64/4/2)

## **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<br>of the examinations conducted, Evaluation done and several other aspects.<br>Its' leakage to public in any manner could lead to derailment of the<br>examination system and affect the life and future of millions of candidates.<br>Sharing this policy/document to anyone, publishing in any magazine and<br>printing in News Paper/Website etc may invite action under various rules of<br>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<br>These are in the nature of Guidelines only and do not constitute the complete<br>answer. The students can have their own expression and if the expression is<br>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 delibration 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 ( $\checkmark$ ) 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.<br>Marks awarded for different parts of the question should then be totaled up and<br>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.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |

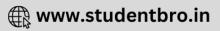
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| 0  | If a student has attempted an extra question, answer of the question deserving                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
|----|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 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 marks70(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 | <ul> <li>Ensure that you do not make the following common types of errors committed by the Examiner in the past:-</li> <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<br>error detected by the candidate shall damage the prestige of all the personnel<br>engaged in the evaluation work as also of the Board. Hence, in order to uphold the<br>prestige of all concerned, it is again reiterated that the instructions be followed<br>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<br>payment of the prescribed processing fee. All Examiners/Additional Head<br>Examiners/Head Examiners are once again reminded that they must ensure that<br>evaluation is carried out strictly as per value points for each answer as given in the<br>Marking Scheme.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |





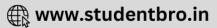
## MARKING SCHEME Main Examination, 2024 SUBJECT- GEOGRAPHY (029) PAPER CODE-Set 64/4/2

SET-2

|         | I.                                                                           |                     | IVIIVI-70                    |
|---------|------------------------------------------------------------------------------|---------------------|------------------------------|
| Q<br>No | EXPECTED ANSWERS/VALUE POINTS                                                | Page<br>no in<br>TB | Distribut<br>ion of<br>marks |
|         | SECTION -A<br>Question no. 1-17 are MCQs                                     |                     | 17x1=17                      |
| 1.      | (A) Bhil                                                                     | TB-II<br>Pg-104     | 1                            |
| 2       | (B) Sydney                                                                   | TB-I Pg-<br>61      | 1                            |
| 3       | (D) Digestive system                                                         | TB-II<br>Pg-97      | 1                            |
| 4       | (A) Mumbai (Bombay), Thane                                                   | TB-II<br>Pg-79      | 1                            |
| 5       | (C) Himachal Pradesh                                                         | TB-II<br>Pg-108     | 1                            |
| 6       | (D) Dispersed                                                                | TB-II<br>Pg-17      | 1                            |
| 7       | (B) Mhow, Babina and Udhampur                                                | TB-II<br>Pg-19      | 1                            |
| 8       | (A) Surat                                                                    | TB-II<br>Pg-17      | 1                            |
| 9       | (D) (iii), (iv), (ii), (i)                                                   | TB-II<br>Pg-81      | 1                            |
| 10      | (C) Both (A) and (R) are correct, and (R) is the correct explanation of (A). | TB-II<br>Pg-67      | 1                            |
| 11      | (D) Rice                                                                     | TB-II<br>Pg-26      | 1                            |

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| 12 | (C) Rapid expansion of urban areas                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | TB-II<br>Pg-9 | 1     |  |
|----|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------|-------|--|
| 13 | (C) Both (A) and (R) are correct and (R) is the correct explanation of (A).                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | TB-I<br>Pg-38 | 1     |  |
| 14 | (A) Only i, ii and iii are correct                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | TB-I<br>Pg-48 | 1     |  |
|    | Read the given passage for question no. 15-17                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |               | I     |  |
|    | Demographic Transition Theor                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | у             |       |  |
|    | The first stage has high fertility and high mortality because people<br>reproduce more to compensate for the deaths due to epidemics and<br>variable food supply. The population growth is slow and most of the people<br>are engaged in agriculture where large families are an asset. Life<br>expectancy is low, people are mostly illiterate and have low levels of<br>technology. Two hundred years ago all the countries of the world were in<br>this stage.<br>Fertility remains high in the beginning of second stage but it declines with<br>time. This is accompanied by reduced mortality rate. Improvements in<br>sanitation and health conditions lead to decline in mortality. Because of<br>this gap the net addition to population is high.<br>In the last stage, both fertility and mortality decline considerably. The<br>population is either stable or grows slowly. The population becomes<br>urbanished, literate and has high technical know-how and deliberately<br>controls the family size.<br>This shows that human beings are extremely flexible and are able to<br>adjust their fertility. |               |       |  |
| 15 | (C) Only I and last                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | TB-I<br>Pg-10 | 1     |  |
| 16 | (B) Only II                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | TB-I<br>Pg-11 | 1     |  |
| 17 | (A) Kenya                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | TB-I<br>Pg-10 | 1     |  |
|    | SECTION B                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | _ 0 _ •       | 2x3=6 |  |
|    | Q.NOs 18 and 19 are source based questions                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |               |       |  |
| 18 | Study the given diagram and answer the questions t                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | hat follow.   |       |  |
|    | India Occupational structure(201                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | 1)            |       |  |

|    | 1005<br>1005<br>1009<br>1009<br>1009<br>1009<br>1009<br>1009<br>1009<br>1009<br>1009<br>1009<br>1009<br>1009<br>1009<br>1009<br>1009<br>1009<br>1009<br>1009<br>1009<br>1009<br>1009<br>1009<br>1009<br>1009<br>1009<br>1009<br>1009<br>1009<br>1009<br>1009<br>1009<br>1009<br>1009<br>1009<br>1009<br>1009<br>1009<br>1009<br>1009<br>1009<br>1009<br>1009<br>1009<br>1009<br>1009<br>1009<br>1009<br>1009<br>1009<br>1009<br>1009<br>1009<br>1009<br>1009<br>1009<br>1009<br>1009<br>1009<br>1009<br>1009<br>1009<br>1009<br>1009<br>1009<br>1009<br>1009<br>1009<br>1009<br>1009<br>1009<br>1009<br>1009<br>1009<br>1009<br>1009<br>1009<br>1009<br>1009<br>1009<br>1009<br>1009<br>1009<br>1009<br>1009<br>1009<br>1009<br>1009<br>1009<br>1009<br>1009<br>1009<br>1009<br>1009<br>1009<br>1009<br>1009<br>1009<br>1009<br>1009<br>1009<br>1009<br>1009<br>1009<br>1009<br>1009<br>1009<br>1009<br>1009<br>1009<br>1009<br>1009<br>1009<br>1009<br>1009<br>1009<br>1009<br>1009<br>1009<br>1009<br>1009<br>1009<br>1009<br>1009<br>1009<br>1009<br>1009<br>1009<br>1009<br>1009<br>1009<br>1009<br>1009<br>1009<br>1009<br>1009<br>1009<br>1009<br>1009<br>1009<br>1009<br>1009<br>1009<br>1009<br>1009<br>1009<br>1009<br>1009<br>1009<br>1009<br>1009<br>1009<br>1009<br>1009<br>1009<br>1009<br>1009<br>1009<br>1009<br>1009<br>1009<br>1009<br>1009<br>1009<br>1009<br>1009<br>1009<br>1009<br>1009<br>1009<br>1009<br>1009<br>1009<br>1009<br>1009<br>1009<br>1009<br>1009<br>1009<br>1009<br>1009<br>1009<br>1009<br>1009<br>1009<br>1009<br>1009<br>1009<br>1009<br>1009<br>1009<br>1009<br>1009<br>1009<br>1009<br>1009<br>1009<br>1009<br>1009<br>1009<br>1009<br>1009<br>1009<br>1009<br>1009<br>1009<br>1009<br>1009<br>1009<br>1009<br>1009<br>1009<br>1009<br>1009<br>1009<br>1009<br>1009<br>1009<br>1009<br>1009<br>1009<br>1009<br>1009<br>1009<br>1009<br>1009<br>1009<br>1009<br>1009<br>1009<br>1009<br>1009<br>1009<br>1009<br>1009<br>1009<br>1009<br>1009<br>1009<br>1009<br>1009<br>1009<br>1009<br>1009<br>1009<br>1009<br>1009<br>1009<br>1009<br>1009<br>1009<br>1009<br>1009<br>1009<br>1009<br>1009<br>1009<br>1009<br>1009<br>1009<br>1009<br>1009<br>1009<br>1009<br>1009<br>1009<br>1009<br>1009<br>1009<br>1009<br>1009<br>1009<br>1009<br>1009<br>1009<br>1009<br>1009<br>1009<br>1009<br>1009<br>1009<br>1009<br>1009<br>1009<br>1009<br>1009<br>1009<br>1009<br>1009<br>1009<br>1009<br>1009<br>1009<br>1009<br>1009<br>1009<br>1009<br>1009<br>1009<br>1009<br>1009<br>1009<br>1009<br>1009<br>1009<br>1009<br>1009<br>1009<br>1009<br>1009<br>1009<br>1009<br>1009<br>1009<br>1009<br>1009<br>1009<br>1009<br>1009<br>1009<br>1009<br>1009<br>1009<br>1009<br>1009<br>1009<br>1009<br>1009<br>1009<br>1009<br>1009<br>1009<br>1009<br>1009<br>1009<br>1009<br>1009<br>1009<br>1009<br>1009 |       | 1111    |
|----|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------|---------|
| 18 | Write the names of two states with highest<br>percentage of cultivators.<br>(18.1) Himachal Pradesh, Nagaland<br>1/2+1/2=1                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |       |         |
|    | <u>NOTE-</u> If a student writes Chhattisgarh and Bihar then full marks should be given                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |       |         |
|    | Write the names of two Union Territories having the highest percentage of other workers.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |       |         |
|    | (18.2) Chandigarh, Lakshadweep 1/2 +1/2=1                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | TB-II |         |
|    | What is the approximate percentage of cultivators<br>in Tripura?<br>(18.3) About 20% 1                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | Pg-12 | 1+1+1=3 |
|    | <u>NOTE</u> - If a student writes 40-45% then full marks<br>For visually impaired students in lieu of Q.No.19                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |       |         |
|    | "Spatial variation of work participation rate in<br>different sectors in the country is very wide."<br>Support the statement.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |       |         |
|    | <ul><li>(i) The states like Himachal Pradesh and<br/>Nagaland have very large shares of cultivators.</li></ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |       |         |
|    | (ii) On the other hand states like Bihar, Andhra<br>Pradesh, Chhattisgarh, Odisha, Jharkhand, West<br>Bengal and Madhya Pradesh have higher                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | TB-II |         |
|    | proportion of agricultural labourers.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | Pg-13 | 3x1=3   |
|    | (iii) The highly urbanised areas like Delhi,<br>Chandigarh and Puducherry have a very large<br>proportion of workers being engaged in other<br>services.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | тдто  |         |
|    | (iv) Any other relevant point<br>(Any three points to be explained)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |       |         |

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |                                                                                                                                                                    | ollow;                                                                                                                                                       |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Tertiary Sector                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |                                                                                                                                                                    |                                                                                                                                                              |
| When you fall ill you go to your family doctor or<br>Sometimes your parents take you to a hospital for t<br>school, you are taught by your teachers. In the event of<br>opinion is obtained from a lawyer. Likewise, there are<br>who provide their services against payment of their fee<br>services are special skills provided in exchange of<br>education, law, governance and recreation etc. require p<br>These services require other theoretical knowledge and<br>Tertiary activities are related to the service sector<br>important component of the service sector as most of the<br>are performed by skilled labour, professionally tra-<br>consultants.<br>In the initial stages of economic development, larger p<br>worked in the primary sector. In a developed econom-<br>workers get employment in tertiary activity and a mod-<br>employed in the secondary sector. | reatment.<br>of any disp<br>many pro-<br>e. Thus, al<br>payments<br>professional<br>practical<br>c. Manpow<br>e tertiary a<br>ained exp<br>proportion<br>ny, the m | While in<br>ute, legal<br>fessionals<br>l types of<br>. Health,<br>l skills.<br>training.<br>ver is an<br>activities<br>perts and<br>of people<br>ajority of |
| <ul> <li>is 'manpower 'an important factor of service sector?</li> <li>Explain.</li> <li>Because most of the tertiary activities are performed by skilled labours, professionally trained experts and consultants.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |                                                                                                                                                                    |                                                                                                                                                              |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |                                                                                                                                                                    |                                                                                                                                                              |
| in the difference between the activities of<br>secondary and tertiary sectors.<br>Tertiary activities are related to service sectors                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |                                                                                                                                                                    |                                                                                                                                                              |
| secondary and tertiary sectors.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |                                                                                                                                                                    |                                                                                                                                                              |
| secondary and tertiary sectors.<br>Tertiary activities are related to service sectors<br>like transport, banking, etc. whereas,<br>Secondary activities are related to manufacturing                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | TB-I                                                                                                                                                               | 1+1+1                                                                                                                                                        |
| <ul> <li>secondary and tertiary sectors.</li> <li>Tertiary activities are related to service sectors like transport, banking, etc. whereas, Secondary activities are related to manufacturing sectors like cotton textile industry. 1</li> <li>"Tertiary activities include both production and</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | TB-I<br>Pg-45                                                                                                                                                      | 1+1+1<br>=3                                                                                                                                                  |

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| 20 | (a) How do differences in national resources become<br>the basis of international trade? Explain with                                                                                                                                                                                                                                                                                                                                                                                                                                    |       |       |
|----|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------|-------|
|    | examples.<br>Difference in national resources: The World's                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |       |       |
|    | national resources. The world's<br>national resources are unevenly distributed<br>because of differences in their physical make up i.e.<br>geology, relief soil and climate.                                                                                                                                                                                                                                                                                                                                                             |       |       |
|    | <ul> <li>(i) Geological structure: It determines the mineral<br/>resource base and topographical differences<br/>ensure diversity of crops and animals raised.<br/>Lowlands have greater agricultural potential.<br/>Mountains attract tourists and promote tourism.</li> </ul>                                                                                                                                                                                                                                                          |       |       |
|    | (ii) <b>Mineral resources:</b> They are unevenly distributed<br>over the world. The availability of mineral<br>resources provides the basis for industrial<br>development.                                                                                                                                                                                                                                                                                                                                                               | TB-I  |       |
|    | (iii) <b>Climate</b> : It influences the type of flora and fauna<br>that can survive in a given region. It also<br>ensures diversity in the range of various<br>products, e.g. wool production can take place in<br>cold regions, bananas, rubber and cocoa can grow<br>in tropical regions.                                                                                                                                                                                                                                             | Pg-72 | 3x1=3 |
|    | OR<br>(b) Explain the differences between the inland and<br>out - ports with examples.                                                                                                                                                                                                                                                                                                                                                                                                                                                   |       |       |
|    | <ul> <li>(i) <i>Inland Ports:</i> <ul> <li>i. These ports are located away from the sea coast.</li> <li>ii. They are linked to the sea through a river or a canal.</li> <li>iii. Ports are accessible to flat bottom ships or barges.</li> <li>iv. For example, Manchester is linked with a canal; Memphis is located on the river Mississippi; Rhine has several ports like Mannheim and Duisburg; and Kolkata is located on the river Hoogli, a branch of the river Ganga.</li> </ul> </li> <li>v. Any other relevant point</li> </ul> |       |       |
|    | (Any three points to be explained)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |       |       |
|    |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |       |       |



|    | (ii) Out Ports:                                                                                                         | TB-I  | 1½+1½ |
|----|-------------------------------------------------------------------------------------------------------------------------|-------|-------|
|    | a. These are deep water ports built away from the actual ports.                                                         | Pg-75 | =3    |
|    | <ul><li>b. These serve the parent ports by receiving those<br/>ships which are unable to approach them due to</li></ul> |       |       |
|    | their large size.                                                                                                       |       |       |
|    | c. Classic combination, for example, is Athens and                                                                      |       |       |
|    | its out port Piraeus in Greece.<br>d. <b>Any other relevant point</b>                                                   |       |       |
|    | Any three points to be explained                                                                                        |       |       |
| 21 | (a) Analyse any three objectives of ' watershed                                                                         |       |       |
|    | management ' in India.                                                                                                  |       |       |
|    | (i) Watershed management basically refers to efficient                                                                  |       |       |
|    | management and conservation of surface and groundwater resources.                                                       |       |       |
|    | (ii) It involves prevention of runoff and storage and                                                                   |       |       |
|    | recharge of groundwater through various methods<br>like percolation tanks, recharge wells, etc.                         |       |       |
|    | (iii) It aims for bringing the balance between<br>natural resources on the one hand and society<br>on the other.        |       |       |
|    | (iv) It includes conservation, vegetation and judicious use of all the resources.                                       | TB-II |       |
|    | (v) Any other relevant point.                                                                                           | Pg-47 | 3x1=3 |
|    | (Any three points to be analysed.)                                                                                      |       |       |
|    | OR                                                                                                                      |       |       |
|    | (b) Analyse any three methods of rainwater                                                                              |       |       |
|    | harvesting ' in India .<br>(i) Harvesting through service wells                                                         |       |       |
|    | (ii) Harvesting through recharge wells                                                                                  |       |       |
|    | (iii) Harvesting through lakes (Eris)                                                                                   |       |       |
|    |                                                                                                                         | TB-II |       |
|    | (iv) Harvesting through watershed                                                                                       |       | 3x1=3 |

|    | (vi) Any other relevant point.                                                                                                                                        |       |        |
|----|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------|--------|
|    | (Any three points to be analysed. )                                                                                                                                   |       |        |
| 22 | Explain with examples the concept of '<br>Naturalisation of Human '                                                                                                   |       |        |
|    | <ul><li>(i) Human beings interact with their physical<br/>environment with the help of technology.</li></ul>                                                          |       |        |
|    | (ii) Technology indicates the level of cultural development of society.                                                                                               |       |        |
|    | <ul> <li>(iii) Human beings were able to develop technology<br/>after they developed better understanding of<br/>natural laws.</li> </ul>                             |       |        |
|    | (iv) Example, the understanding of concepts of<br>friction and heat helped us discover fire and<br>secrets of DNA and genetic enabled us to conquer                   |       |        |
|    | many diseases.<br>(v) <b>Any other relevant point.</b>                                                                                                                | TB-I  | 3x1=3  |
|    | (Any three points to be explained.)                                                                                                                                   | Pg-2  |        |
| 23 | (a) Explain the meaning of noise pollution. Why is noise pollution location specific? Explain.                                                                        |       |        |
|    | Noise pollution refers to the state of unbearable<br>and uncomfortable to human beings which<br>is caused by different sources. 1                                     |       |        |
|    | Noise pollution location specific                                                                                                                                     |       |        |
|    | <ul><li>(i) Noise pollution declines with increase in<br/>distance from the source of pollution.</li></ul>                                                            |       |        |
|    | <ul><li>(ii) That is, industrial areas, arteries of<br/>transportation, airport, etc. the pollution is high<br/>but whenever we are far from the places the</li></ul> | TB-II | 1+2=3  |
|    | intensity of noise pollution is low                                                                                                                                   | Pg-98 |        |
|    | (iii) Any other relevant point. 2X1=2                                                                                                                                 |       |        |
|    | (Any two points to be explained)                                                                                                                                      |       |        |
|    | SECTION -D<br>24 to 28 are Long Answer Type Questions.                                                                                                                |       | 5X5=25 |



| 24 | <ul> <li>(a) "Pipelines are the most convenient and efficient mode of transportation in India." Examine the statement with examples.</li> <li>(i) Pipelines are the most convenient and efficient mode of transporting liquids and gases over long distance.</li> <li>(ii) Even solids can also be transported by pipelines after converting them into slurry.</li> <li>(iii) It helps in processing and marketing of natural gas for economic uses.</li> <li>(iv) Various fertiliser, power and industrial complexes are linked with western and northern India for different uses.</li> <li>(v) This artery provides impetus to Indian gas market development. Overall, India's gas infrastructure has expanded over ten times.</li> <li>(vi) Asia's first cross-country pipeline covering a distance of about 1157 km. was constructed by OIL from Naharkatiya oil field in Assam to Barauni refinery in Bihar.</li> <li>(vii) Any other relevant point. Any five points to be examined.</li> </ul> | TB-II<br>Pg-82 | 5x1=5 |
|----|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------|-------|
|    | Any five points to be examined.<br>OR<br>(b) "India has the second largest road networks in the<br>world." Examine the statement with examples.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |                |       |
|    | <ul><li>(i) The total length of roads is 62.16 lakh km.</li><li>(ii) About 85% of passengers are carried by roads.</li></ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |                |       |
|    | (iii)About 70% of freight traffic is carried by roads every year.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |                |       |
|    | (iv)Road transport is relatively suitable for shorter                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |                |       |



|    | distance travel.                                                                                                                                       |                       |       |
|----|--------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------|-------|
|    | (v)National Highways, State Highways, District<br>Roads, Rural Roads are different types of roads in<br>India:-                                        | TB-II<br>Pg-<br>76,77 | 5x1=5 |
|    | (i) National highways- the length of the national highways is 136440km (2020), 2% of total length.                                                     |                       |       |
|    | (ii) State highways –these constitute 4% of the total<br>length in the country -176818 km                                                              |                       |       |
|    | (iii) District roads- they account for 14% of the total road length of the country.                                                                    |                       |       |
|    | (iv) Rural roads- They account about 80% of the total road length in the country.                                                                      |                       |       |
|    | (v) Other roads include Border Roads and International Highways. The Border Road runs at an average altitude of 4,270 metres above the mean sea level. |                       |       |
|    | (vi) The international highway promotes the harmonious relationship with the neighbouring countries by providing effective links with India.           |                       |       |
|    | (vii) Any other relevant point.                                                                                                                        |                       |       |
|    | (Any five points to be examined.)                                                                                                                      |                       |       |
| 25 | Describe any five features of ' plantation agriculture ' in the world.                                                                                 |                       |       |
|    | <ul> <li>(i) Plantation agriculture was introduced by<br/>the Europeans in colonies situated in the<br/>tropics.</li> </ul>                            |                       |       |
|    | (ii) Large estates or plantations.                                                                                                                     |                       |       |
|    | (iii) Required large capital investment.                                                                                                               |                       |       |
|    | (iv) Required managerial and technical support.                                                                                                        |                       |       |
|    | (v) Scientific methods of cultivation.                                                                                                                 |                       |       |
|    | (vi)Single crop specialisation.                                                                                                                        |                       |       |
|    | (vii) Required cheap labour, and a good system of transportation                                                                                       | TB-I                  | 5x1=5 |
|    | (viii) Any other relevant                                                                                                                              | Pg-28                 |       |

|    | (Any five points to be described. )                                                                                                                                                                                                        |              |       |
|----|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------|-------|
| 26 | Explain the characteristics of ' Trans - Siberian<br>Railways '.                                                                                                                                                                           |              |       |
|    | (i) This is a trans – Siberian Railway major rail route of Russia.                                                                                                                                                                         |              |       |
|    | (ii) Runs from St. Petersburg in the west to Vladivostok in the East.                                                                                                                                                                      |              |       |
|    | (iii)Passing through Moscow, Ufa, Chita, etc.                                                                                                                                                                                              |              |       |
|    | (iv) It is the most important route in Asia and the longest railway in the world (9332Kms)                                                                                                                                                 |              |       |
|    | (v) It is double tracked and electrified railway.                                                                                                                                                                                          | TB-I         |       |
|    | (vi) There are connecting links to the south,<br>namely Odessa, Baku on the Caspian Coast                                                                                                                                                  | Pg-<br>58,59 | 5x1=5 |
|    | (vii) Any other relevant point.                                                                                                                                                                                                            |              |       |
|    | (Any five points to be explained.)                                                                                                                                                                                                         |              |       |
| 27 | (a) Explain any five measures for the conservation of mineral resources in India.                                                                                                                                                          |              |       |
|    | (i) Sustainable development calls for the protection of resources for the future generations.                                                                                                                                              |              |       |
|    | <ul><li>(ii) There is an urgent need to conserve the energy<br/>sources like solar power, wind etc. are<br/>inexhaustible resource.</li></ul>                                                                                              |              |       |
|    | <ul> <li>(iii) In case of metallic minerals, use of scrap metals<br/>will enable recycling of metals. Use of scrap is<br/>especially significant in metals like copper, lead<br/>and zinc in which India's reserves are meager.</li> </ul> |              |       |
|    | (iv) Use of substitutes for scarce metals may also reduce their consumption.                                                                                                                                                               |              |       |
|    | (v)Export of strategic and scarce minerals must be reduced.                                                                                                                                                                                |              |       |
|    | (vi) These should be developed to replace the exhaustible resources.                                                                                                                                                                       | TB-II        | 5x1=8 |
|    | (vii) Any other relevant point.                                                                                                                                                                                                            | Pg-64        |       |
|    | -                                                                                                                                                                                                                                          | 1            | I     |

|    | OR                                                                                                                                          |       |       |
|----|---------------------------------------------------------------------------------------------------------------------------------------------|-------|-------|
|    | (b) Explain the importance of solar energy in Indian                                                                                        |       |       |
|    | <ul><li>context.</li><li>(i) Sun rays tapped in photovoltaic cells can be converted into energy, known as solar energy.</li></ul>           |       |       |
|    | <ul> <li>(ii) Solar thermal technology has some relative<br/>advantages over all other non-renewable<br/>energy sources.</li> </ul>         |       |       |
|    | (iii)It is cost competitive, environment friendly<br>and easy to construct.                                                                 |       |       |
|    | (iv) Solar energy is 7 per cent more effective than coal<br>or oil based plants and 10 per cent more effective<br>than nuclear plants.      |       |       |
|    | (v) It is generally used more in appliances like<br>heaters, crop dryers, cookers, etc.                                                     | TB-II | 5x1=5 |
|    | (vi) Any other relevant point.                                                                                                              | Pg-61 |       |
|    | (Any five points to be explained. )                                                                                                         | 1801  |       |
| 28 | (a) Which organisation publishes the Human<br>Development Report every year Explain the four<br>pillars of human development                |       |       |
|    | UNDP (United Nations Development Programme) 1                                                                                               |       |       |
|    | Pillars of human development                                                                                                                | TB-I  |       |
|    | (i) (i)Equity                                                                                                                               | Pg-16 | 1+4=5 |
|    | (ii) Sustainability                                                                                                                         |       | 1.4-0 |
|    | (iii) Productivity                                                                                                                          |       |       |
|    | (iv) Empowerment                                                                                                                            |       |       |
|    | (All pillars to be explained 4x1=4                                                                                                          |       |       |
|    | OR                                                                                                                                          |       |       |
|    | (b) Which country has the highest rank in the world<br>in Human Development Index in 2020? Explain four<br>approaches of human development. |       |       |
|    | Norway 1                                                                                                                                    |       |       |

|     | <ul> <li>(i) Income Approach</li> <li>(ii) Welfare Approach</li> <li>(iii) Basic Needs Approach</li> <li>(iv) Capability Approach</li> <li>All the approaches to be explained 4x1=4</li> </ul> | TB-I<br>Pg-17    | 1+4=5  |
|-----|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------|--------|
|     | SECTION E<br>Q.NO 29 and 30 are map based questions                                                                                                                                            |                  | 2x5=10 |
| 29. | See attached map                                                                                                                                                                               |                  |        |
|     | For Visually impaired candidates only in lieu of Q. M. Attempt any five.                                                                                                                       | No. 29.<br>5x1=5 |        |
|     | (29.1) Pampas<br>(29.2) Argentina/Uruguay<br>(29.3) Halifax                                                                                                                                    | Any one)         |        |
|     |                                                                                                                                                                                                | Any one)         |        |







