

**Marking Scheme**  
**Strictly Confidential**  
**(For Internal and Restricted use only)**  
**Senior School Certificate Examination, 2023**  
**SUBJECT: GEOGRAPHY (SUBJECT CODE 029) (PAPER CODE 64/1/3)**

**General Instructions: -**

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| <b>1</b> | 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.   |
| <b>2</b> | <b>“Evaluation policy is a confidential policy as it is related to the confidentiality of the examinations conducted, Evaluation done and several other aspects. Its’ leakage to public in any manner could lead to derailment of the examination system and affect the life and future of millions of candidates. Sharing this policy/document to anyone, publishing in any magazine and printing in News Paper/Website etc may invite action under various rules of the Board and IPC.”</b>  |
| <b>3</b> | Evaluation is to be done as per instructions provided in the Marking Scheme. It should not be done according to one’s own interpretation or any other consideration. Marking Scheme should be strictly adhered to and religiously followed. <b>However, while evaluating, answers which are based on latest information or knowledge and/or are innovative, they may be assessed for their correctness otherwise and due marks be awarded to them. In class-X, while evaluating two competency-based questions, please try to understand given answer and even if reply is not from marking scheme but correct competency is enumerated by the candidate, due marks should be awarded.</b> |
| <b>4</b> | 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 answer. The students can have their own expression and if the expression is correct, the due marks should be awarded accordingly.  |
| <b>5</b> | The Head-Examiner must go through the first five answer books evaluated by each evaluator on the first day, to ensure that evaluation has been carried out as per the instructions given in the Marking Scheme. If there is any variation, the same should be zero after deliberation and discussion. The remaining answer books meant for evaluation shall be given only after ensuring that there is no significant variation in the marking of individual evaluators.   |
| <b>6</b> | Evaluators will mark( ✓ ) wherever answer is correct. For wrong answer CROSS ‘X’ be  |

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|    | marked. Evaluators will not put right (✓) while evaluating which gives an impression that answer is correct and no marks are awarded. <b>This is most common mistake which evaluators are committing.</b>   |
| 7  | If a question has parts, please award marks on the right-hand side for each part. Marks awarded for different parts of the question should then be totaled up and written in the left-hand margin and encircled. This may be followed strictly.   |
| 8  | If a question does not have any parts, marks must be awarded in the left-hand margin and encircled. This may also be followed strictly.   |
| 9  | If a student has attempted an extra question, answer of the question deserving more marks should be retained and the other answer scored out with a note “ <b>Extra Question</b> ”.   |
| 10 | No marks to be deducted for the cumulative effect of an error. It should be penalized only once.  |
| 11 | A full scale of marks -70 (example 0 to 80/70/60/50/40/30 marks as given in Question Paper) has to be used. Please do not hesitate to award full marks if the answer deserves it.   |
| 12 | Every examiner has to necessarily do evaluation work for full working hours i.e., 8 hours every day and evaluate 20 answer books per day in main subjects and 25 answer books per day in other subjects (Details are given in Spot Guidelines). This is in view of the reduced syllabus and number of questions in question paper.  |
| 13 | <p>Ensure that you do not make the following common types of errors committed by the Examiner in the past:-</p> <ul style="list-style-type: none"> <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> </ul> |

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|           | <ul style="list-style-type: none"> <li>● Half or a part of answer marked correct and the rest as wrong, but no marks awarded.</li> </ul>  |
| <b>14</b> | 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.  |
| <b>15</b> | Any unassessed portion, non-carrying over of marks to the title page, or totaling error detected by the candidate shall damage the prestige of all the personnel engaged in the evaluation work as also of the Board. Hence, in order to uphold the prestige of all concerned, it is again reiterated that the instructions be followed meticulously and judiciously. |
| <b>16</b> | The Examiners should acquaint themselves with the guidelines given in the “ <b>Guidelines for spot Evaluation</b> ” before starting the actual evaluation.  |
| <b>17</b> | 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.  |
| <b>18</b> | The candidates are entitled to obtain photocopy of the Answer Book on request on payment of the prescribed processing fee. All Examiners/Additional Head Examiners/Head Examiners are once again reminded that they must ensure that evaluation is carried out strictly as per value points for each answer as given in the Marking Scheme.                           |

**MARKING SCHEME 2023**  
**(ANNUAL EXAMINATION)**  
**SUBJECT- GEOGRAPHY (029)**  
**PAPER CODE 64/1/3**

***Set 3***

***MM:70***

| <b>Q No.</b> | <b>EXPECTED ANSWERS/VALUE POINTS</b>                   | <b>Page No. in T. B</b>   | <b>Distribution of Marks</b> |
|--------------|--|---------------------------|------------------------------|
|              | <b>SECTION A</b>                                       |                           | <b>17X1=17</b>               |
|              | <b>Q.No. 1 to 17 are Multiple choice questions</b>     |                           |                              |
| <b>1.</b>    | (d) (i) – 2 , (ii) – 3, (iii) – 4 , (iv) – 1           | <b>Pg. 117<br/>T.B-II</b> | <b>1</b>                     |
| <b>2</b>     | (c) Medium   | <b>Pg.111<br/>T.B-I</b>   | <b>1</b>                     |
| <b>3</b>     | (c) Kandla   | <b>Pg. 129<br/>T.B-II</b> | <b>1</b>                     |
| <b>4</b>     | (b) Production of grape and citrus fruits              | <b>Pg. 40<br/>T.B-I</b>   | <b>1</b>                     |
| <b>5</b>     | (c) Denmark  | <b>Pg. 41<br/>T.B-I</b>   | <b>1</b>                     |
| <b>6</b>     | (d) Only I and IV are correct.                         | <b>Pg. 43<br/>T.B-II</b>  | <b>1</b>                     |
| <b>7</b>     | (a) Indo-European, Dravidian, Austric and Sino-Tibetan | <b>Pg.10<br/>T.B-II</b>   | <b>1</b>                     |
| <b>8</b>     | (c) Mizoram  | <b>Pg.144<br/>T.B-II</b>  | <b>1</b>                     |
| <b>9</b>     | (b) Only I, II and III are correct                     | <b>Pg. 15<br/>T.B-I</b>   | <b>1</b>                     |
| <b>10</b>    | (a) Arunachal Pradesh                                  | <b>Pg. 3<br/>T.B-II</b>   | <b>1</b>                     |
| <b>11</b>    | (d) Tamil Nadu, Karnataka, Kerala                      | <b>Pg. 10<br/>T.B-II</b>  | <b>1</b>                     |

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| 12  | (c) Australia  | Pg. 28<br>T.B-I | 1 |
| 13  | (c) Statements I and II both are correct, Statement II is the correct result of Statement I.   | Pg. 79<br>T.B-I | 1 |
| 14  | (a) Natural disasters  | Pg. 12<br>T.B-I | 1 |
| <b>Case Study based answer Q. No. 15 to 17.</b> |  |                 |   |
| 15  | (a) Money sent by migrants   |                 | 1 |
| 16  | (b) Employment   |                 | 1 |
| 17  | (c) Imbalance in age and sex   |                 | 1 |
| <b>SECTION B</b>                                |  |                 |   |
| <b>Question No. 18 &amp;19 are Source Based</b> |  |                 |   |
| 18  | <p><b>(18.1) Difference between secondary and tertiary activities:</b></p> <p>(18.1) The main difference between secondary activities is that the expertise provided by services relies more heavily on specialized skills, experience,, and knowledge of the workers rather than on the production techniques,machinery and factory process. (1)</p> <p><b>(18.2) <u>Relation of tertiary activity with production and exchange :</u></b></p> <p>i. Professionals provide their services/skill against the payment of fee e.g. lawyer, doctor, education, consultants, and skilled labour etc.</p> <p>ii. Professionals providing their services in trading (goods and services),transportation and communication.</p> <p><b>Any one point of relation (1)</b></p> <p><b>(18.3) (i) Trade, (ii) Transport,( iii) Health,</b></p> <p><b>(iv) Education</b></p> |                 |   |

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|    | Any other relevant examples.<br>Any two examples to be mentioned. (1/2+1/2=1)   |                             | 3X 1=3   |
| 19 | <p><b>(19.1) In which year was the decennial growth of urban population the highest in India ?</b></p> <p>19.1. 1981, 46.14% (1)</p> <p><b>(19.2) How much was the total urban population I the year 2001 ?</b></p> <p>19.2. In 2001, the total urban population was 2,85,355. (1)</p> <p><b>(19.3) Total growth of number of towns between 1901 to 2011 in India was.</b></p> <p>19.3. 4,344 or 238% (1)</p> <p><b>For Visually Impaired Candidates Only :</b></p> <p><b>The characteristics of urban settlements are:-</b></p> <ul style="list-style-type: none"> <li>i. Urban settlements are generally compact and large in size.</li> <li>ii. They are engaged in a variety of non agricultural, economic and administrative functions.</li> <li>iii. Cities are functionally linked to rural areas and towns around them.</li> <li>iv. Exchange of goods and services take place.</li> <li>v. Any other relevant point.</li> </ul> <p><b>Any three characteristic to be explained</b></p> | <p>Pg.34</p> <p>T.B .II</p> | 3X 1=3   |
|    | <p><b>SECTION C</b></p> <p><b>Q.No. 20 to 23 are Short Answer Type Questions</b></p>  |                             | 3 X 4=12 |
| 20 | <p><b>(a). The characteristics of the mineral belt of SW Plateau region of India are-</b></p> <p>i. This belt extends over Karnataka, Goa, and</p>  |                             |          |

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|    | <p>contiguous Tamil Nadu uplands and Kerala.</p> <p>ii. This belt is rich in ferrous metals and bauxite.</p> <p>iii. It also contains high grade iron ore, manganese and limestone.</p> <p>iv. This belt lacks in coal deposits except the Neyveli lignite mines.</p> <p>v. Any other relevant point.</p> <p><b>Any three points to be mentioned.</b></p> <p><b>OR</b></p> <p><b>(b) The characteristics of the mineral belt of NW Region of India are-</b></p> <p>i. This belt extends along Aravali in Rajasthan and part of Gujarat.</p> <p>ii. Minerals are associated with Dharwar system of rocks.</p> <p>iii. Copper, zinc have been major minerals.</p> <p>iv. Rajasthan is rich in building stones, i.e. sandstone, granite, marble etc.</p> <p>v. Any other relevant point.</p> <p><b>Any three points to be mentioned.</b></p> | <p><b>Pg.73</b></p> <p><b>T.B.II</b></p> | <p><b>3X 1=3</b></p> |
| 21 | <p><b>Phase I (1901-1921) of population growth is referred to as the period of stationary growth of population because-</b></p> <p>i. Growth rate was very low even recording a negative growth rate.</p> <p>ii. During this period birth rate and death rate were very high.</p> <p>iii. Poor health and medical services, illiteracy of people at large and inefficient distribution system of food and other basic necessities were largely responsible for a high birth rate and death rate in this period.</p> <p>iv. Any other relevant point.</p> <p><b>Any three arguments to be explained.</b></p>   | <p><b>Pg. 7</b></p> <p><b>T.B II</b></p> | <p><b>3X 1=3</b></p> |

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| 22 | <p><b>Explain the problem of 'low productivity' in Indian agriculture.</b></p> <ul style="list-style-type: none"> <li>i. The yield of the crops in the country is low in comparison to the international level.</li> <li>ii. Per hectare output of most of the crops such as rice, wheat, cotton and oil seeds in India is much lower than that of the USA, Russia, and Japan.</li> <li>iii. Labour productivity in Indian agriculture is very low in comparison to international level.</li> <li>iv. Any other relevant point.</li> </ul> <p><b>Any three problems to be explained.</b></p>  | Pg .56<br>T.B II | 3X 1=3 |
| 23 | <p><b>(a) “ Human beings were able to develop technology after they developed better understanding of natural laws.” Evaluate the statement in the context of naturalization of humans.</b></p> <ul style="list-style-type: none"> <li>i. Technology indicates the level of cultural development of society.</li> <li>ii. The understanding of concepts of friction and heat helped us discover fire.</li> <li>iii. Understanding of the secrets of DNA and genetics enables us to conquer in any diseases.</li> <li>iv. We use the laws of aerodynamics to develop faster planes.</li> <li>v. Knowledge about nature is extremely important to develop technology, and technology loosens the shackles of environment on human beings.</li> <li>vi. In the early stages of their interaction with their natural environment humans were greatly influenced by it.</li> <li>vii. Any other relevant point.</li> </ul> <p><b>Any three points to be analyzed.</b></p> <p style="text-align: center;"><b>OR</b></p> | Pg. 2<br>T.B- I  | 3X 1=3 |



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|    | <p><b>(b) “ The imprints of human activities are created everywhere.” Evaluate the statement in the context of humanization of nature.</b></p> <ol style="list-style-type: none"> <li>The people begin to understand their environment and the forces of nature with the passage of time.</li> <li>With social and cultural development humans develop better and more efficient technology.</li> <li>They move from a state of necessity to a state of freedom.</li> <li>They create possibilities with resources obtained from the environment.</li> <li>The human activities create cultural landscape e.g. health resorts on highlands, huge urban sprawls, fields, orchards and pastures in plains and rolling hills, ports, oceanic routes on oceanic surface and satellites.</li> <li>Any other relevant point.</li> </ol> <p><b>Any three points to be evaluated.</b></p> | <p><b>Pg.3<br/>T.B -I</b></p> | <p><b>3X 1=3</b></p> |
|    | <p align="center"><b>SECTION D</b></p> <p><b>Q.No. 24 to 28 are Long Answer Type Questions</b></p>  | <p><b>5 X 5=25</b></p>        |                      |
| 24 | <p><b>“ Attaining sustainable development in the Indira Gandhi Canal (Nahar) Command Area requires major thrust upon the measures to achieve ecological sustainability.” Evaluate the statement.</b></p> <ol style="list-style-type: none"> <li>The first requirement is strict implementation of water management policy.</li> <li>The canal project envisages protective irrigation in Stage-I and extensive irrigation of crops and pasture development in Stage-II.</li> <li>In general, the cropping pattern shall not</li> </ol>  |                               |                      |

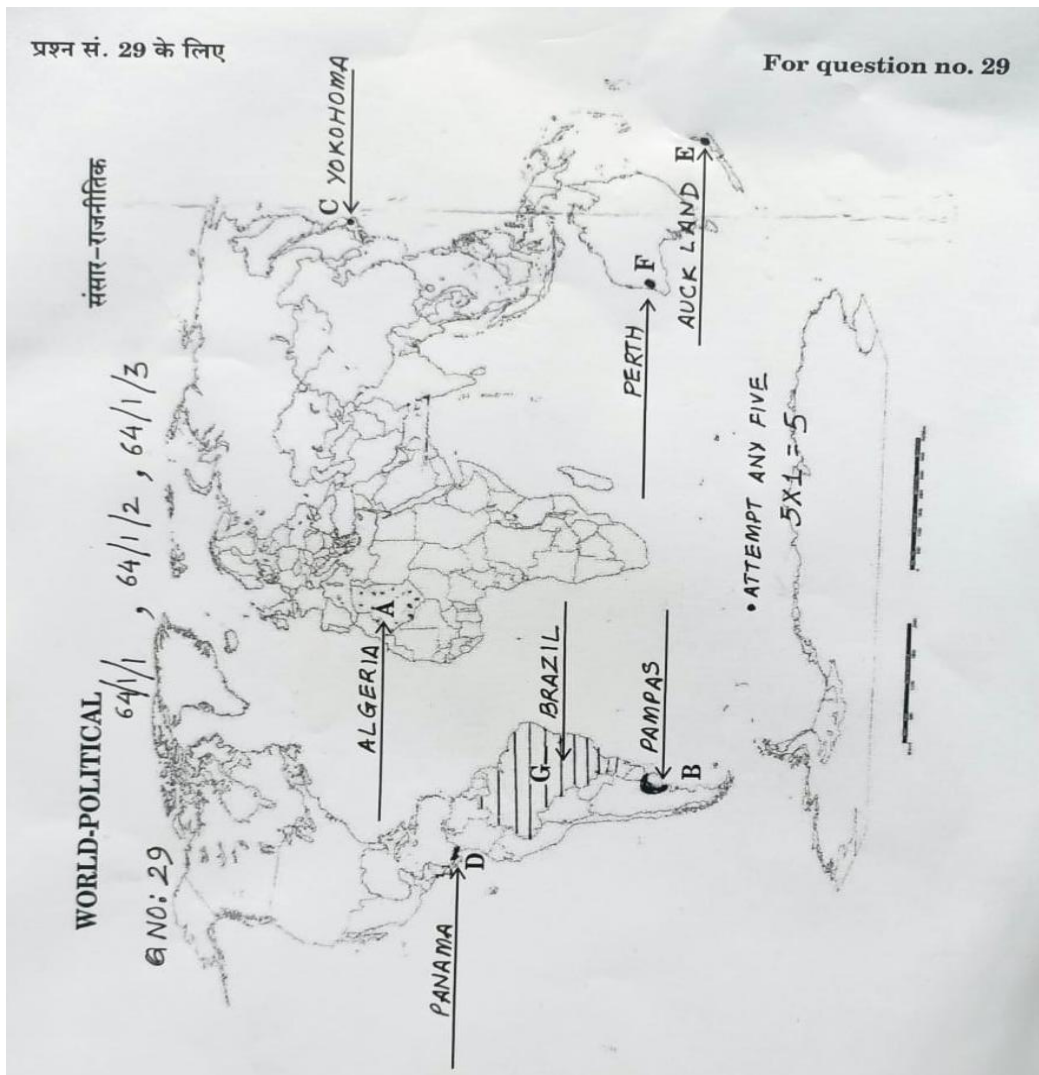
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|    | <p>include water intensive crops. People should be encouraged to grow plantation crops such as citrus fruits.</p> <p>iv. The CAD programmes such as lining of water courses, land development and levelling and warabandi system shall be effectively implemented to reduce the conveyance loss of water.</p> <p>v. The areas affected by water-logging and soil salinity shall be reclaimed.</p> <p>vi. The eco-development through afforestation shelter belt plantation and pasture development is necessary particularly in the fragile environment of Stage-II.</p> <p>vii. Any other relevant point.</p> <p><b>Any five points to be explained.</b></p>                      | <p>Pg .111<br/>T.B .II</p> | <p>5X1=5</p> |
| 25 | <p><b>“ ‘Trans-Canadian Railways’ is the economic artery of Canada.” Support the statement with appropriate arguments.</b></p> <p>i. This is 7,050 km. long rail line in Canada.</p> <p>ii. Runs from Halifax in the east to Vancouver on the Pacific coast.</p> <p>iii. It was constructed in 1886 initially as part of an agreement.</p> <p>iv. It has important economic significance because it connected the Quebec-Montreal Industrial region with wheat belt of the Prairie Region.</p> <p>v. A loop line from Winnipeg to Thunder Bay connects this railway line with one of the important waterways of the world.</p> <p>vi. Wheat and meat are the important exports</p> | <p>Pg. 70<br/>T.B. I</p>   | <p>5X1=5</p> |

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|    | <p>on this route.</p> <p>vii. Any other relevant point.</p> <p><b>Any five points to be explained.</b></p>   |                          |              |
| 26 | <p><b>The role of WTO for international trade is as follows-</b></p> <ol style="list-style-type: none"> <li>WTO is the only international organization dealing with the global rules of trade between nations.</li> <li>It sets the rules for the global trading system and resolves dispute.</li> <li>WTO also covers trade in services.</li> <li>In 1994, the member countries of GATT decided to set up a permanent institution for free and fair trade amongst nations. Therefore, WTO came into being in Jan 1995.</li> <li>Promotion of free and fair trade.</li> <li>The head quarter of WTO is located at Geneva, Switzerland.</li> <li>India is one of the founder members.</li> <li>Any other relevant point.</li> </ol> <p><b>Any five points to be explained</b></p> | <p>Pg .86<br/>T.B. I</p> | <p>5X1=5</p> |
| 27 | <p><b>(a) "India has one of the second largest road networks in he world". Support the statement.</b></p> <ol style="list-style-type: none"> <li>About 85% of passengers are carried by roads every year.</li> <li>70% of freight traffic are carried by roads every year.</li> <li>For the purpose of construction and maintenance roads are classified as N.H., S.H., Major District Roads and Rural Roads.</li> <li>NH connect the state capitals, major cities, ports, railway junctions etc. e.g. Golden</li> </ol>   |                          |              |

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|    | <p>Quadrilateral, North-South and East-West corridors.</p> <p>v. SH connects state capital with the district head quarters.</p> <p>vi. District roads connect district head quarters with important nodes in the district.</p> <p>vii. Most of the roads in rural areas provide vital links.</p> <p>viii. Border roads are of strategic importance in frontier areas.</p> <p>ix. Any other relevant point.</p> <p><b>Any five points to be explained.</b></p> <p><b>OR</b></p> <p><b>(b) “Indian Railways network is one of the longest in the world”. Support the statement.</b></p> <p>i. Indian Railways is the largest government undertaking in the country.</p> <p>ii. It facilitates the movement of passengers and goods and contributes to the growth of economy..</p> <p>iii. It integrates the people of different castes, religion, culture and economic conditions.</p> <p>iv. In India, the railway system has been divided into 16 zones for better management of railways.</p> <p>v. Konkan Railway is an important achievement of Indian Railways.</p> <p>vi. Railway system is being upgraded e.g. the operation of the Metro in cities.</p> <p>vii. Any other relevant point.</p> <p><b>Any five points to be explained.</b></p> | <p><b>Pg.114<br/>T.B-II</b></p> | <p><b>5X1=5</b></p> |
| 28 | <p><b>(a) Factors affecting the location of industries in the world are-</b></p> <p>i. Access to market.</p>  | <p><b>Pg.118<br/>T.B-II</b></p> | <p><b>5X1=5</b></p> |

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|    | <p>ii. Access to raw material.</p> <p>iii. Access to labour supply.</p> <p>iv. Access to sources of energy.</p> <p>v. Access to transportation and communication facilities.</p> <p>vi. Government policy.</p> <p>vii. Any other relevant point.</p> <p><b>Any five points to be analyzed.</b></p> <p><b>OR</b></p> <p><b>(b) The classification of industries on the basis of raw materials are-</b></p> <p>i. Agro-based industries.</p> <p>ii. Mineral-based industries.</p> <p>iii. Chemical-based industries.</p> <p>iv. Forest-based industries.</p> <p>v. Animal-based industries.</p> <p>vi. Any other relevant point.</p> <p><b>Any five points to be analyzed.</b></p> | <p><b>Pg.46<br/>&amp; 47</b></p> <p><b>T.B.I</b></p> | <p><b>5X1=5</b></p> |
|    | <p><b>SECTION E</b></p> <p><b>Q. No. 29 &amp;30 are Map Based Questions</b></p>  |  |                     |
| 29 | <p>See attached Map.</p> <p><i>For Visually Impaired Candidates Only.</i></p> <p><b>(Answer any five)</b></p> <p>29.1. Algeria</p> <p>29.2. Pampas</p> <p>29.3. Yokohama</p> <p>29.4. Panama</p> <p>29.5. Auckland/Wellington</p> <p>29.6. Suez</p> <p>29.7. Brazil</p>  |  | <p><b>5X1=5</b></p> |
| 30 | <p>See attached Map.</p> <p><i>For Visually Impaired Candidates Only.</i></p>  |  | <p><b>5X1=5</b></p> |

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|  | (Answer any <i>five</i> )<br>30.1. Bihar<br>30.2. Gujarat<br>30.3. Mathura<br>30.4. Kolkata<br>30.5. Rajasthan<br>30.6. Tamil Nadu<br>30.7. Amritsar |  |  |
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प्रश्न सं. 30 के लिए

For question no. 30

