Marking Scheme
Strictly Confidential
(For Internal and Restricted use only)
Senior Secondary School Supplementary Examination, 2026 (XII)

SUBJECT : Geography (029) (Q.P. CODE /Set No 64/7/1)

General Instructions: -

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

8	If a question does not have any parts, marks must be awarded in the left-hand margin and encircled. This may also be followed strictly.
9	If a student has attempted an extra question, answer of the question deserving more marks should be retained and the other answer scored out with a note **"Extra Question"**.
10	No marks to be deducted for the cumulative effect of an error. It should be penalized only once.
11	A full scale of marks __70__ (example 0 to 80/70/60/50/40/30 marks as given in Question Paper) has to be used. Please do not hesitate to award full marks if the answer deserves it.
12	Every examiner has to necessarily do evaluation work for full working hours i.e., 8 hours every day and evaluate 20 answer books per day in main subjects and 25 answer books per day in other subjects (Details are given in Spot Guidelines).This is in view of the reduced syllabus and number of questions in question paper.
13	Ensure that you do not make the following common types of errors committed by the Examiner in the past :- ● Leaving answer or part thereof unassessed in an answer book. ● Giving more marks for an answer than assigned to it. ● Wrong totaling of marks awarded on an answer. ● Wrong transfer of marks from the inside pages of the answer book to the title page. ● Wrong question wise totaling on the title page. ● Wrong totaling of marks of the two columns on the title page. ● Wrong grand total. ● Marks in words and figures not tallying/not same. ● Wrong transfer of marks from the answer book to online award list. ● Answers marked as correct, but marks not awarded. (Ensure that the right tick mark is correctly and clearly indicated. It should merely be a line. Same is with the X for incorrect answer.) ● Half or a part of answer marked correct and the rest as wrong, but no marks awarded.
14	While evaluating the answer books if the answer is found to be totally incorrect, it should be marked as cross (X) and awarded zero (0) Marks.
15	Any unassessed portion, non-carrying over of marks to the title page, or totaling error detected by the candidate shall damage the prestige of all the personnel engaged in the evaluation work as also of the Board. Hence, in order to uphold the prestige of all concerned, it is again reiterated that the instructions be followed meticulously and judiciously.
16	The Examiners should acquaint themselves with the guidelines given in the "**Guidelines for Spot Evaluation**" before starting the actual evaluation.
17	Every Examiner shall also ensure that all the answers are evaluated, marks carried over to the title page, correctly totaled and written in figures and words.
18	The candidates are entitled to obtain photocopy of the Answer Book on request on payment of the prescribed processing fee. All Examiners/Additional Head Examiners/Head Examiners are once again reminded that they must ensure that evaluation is carried out strictly as per value points for each answer as given in the Marking Scheme.

MARKING SCHEME
SUPPLEMENTARY EXAMINATION, 2026
SUBJECT- GEOGRAPHY (029)
QUESTION PAPER CODE- (64/7/1)

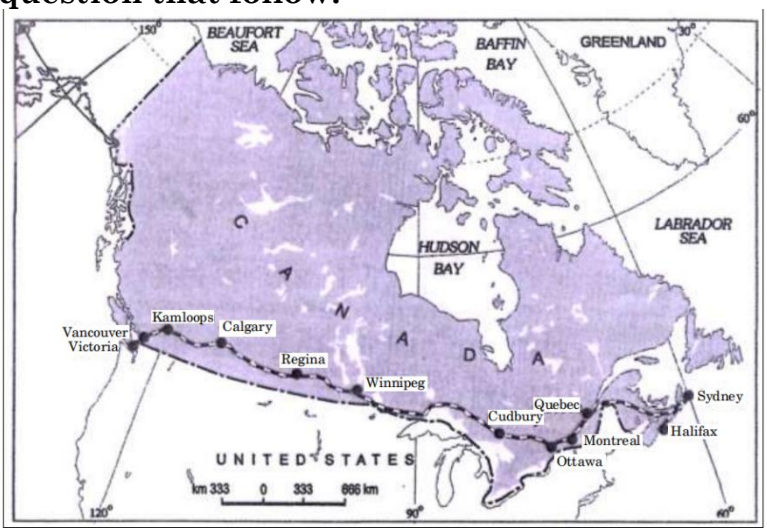
SET-1

MM-70

Q No	EXPECTED ANSWERS/VALUE POINTS	Page no in TB	Distribution of marks
	SECTION -A **Question no. 1-17 are MCQs**		**17x1=17**
1.	(C) Number of live births in a year ÷ Estimated midyear population x 1000	**Pg-9 TB-I**	**1**
2	(C) Only I, III and IV are correct.	**Pg-38 TB-I**	**1**
3	(A) North -Western European Region	**Pg-30 TB-I**	**1**
4	(B) Both (A) and (R) are true, but (R) is **not** the correct explanation of (A) .	**Pg-8 TB-I**	**1**
5	(C) Aluminium	**Pg-39 TB-I**	**1**
6	(B) Gram, Moong, Ragi	**Pg-26 TB-II**	**1**
7	(D) a-iv, b-iii, c-ii, d-i	**Pg-112 TB-II**	**1**
8	(D) Both (A) and (R) are true, but (R) is **not** the correct explanation of (A) .	**Pg-8 TB-II**	**1**
9	(A) Himachal Pradesh, Sikkim, Meghalaya	**Pg-10 TB-II**	**1**
10	(D) III, IV, I, II	**Pg-58 TB-II**	**1**
11	(B) Constructing structures for water harvesting	**Pg-47 TB-II**	**1**
12	(C) Only I, III and IV are correct.	**Pg-48 TB-II**	**1**

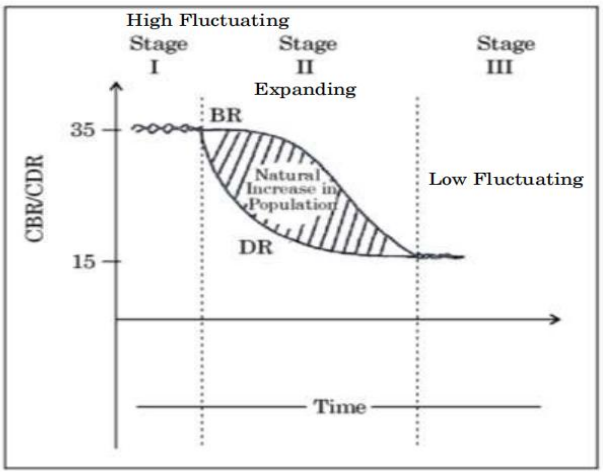
13	(B) Karnataka, Maharastra, Goa	**Pg-80** **TB-II**	**1**
14	(C) Naharkatia oil fields to Baruani	**Pg-82** **TB-II**	**1**
15	Study the given table carefully and answer the questions no, **15** to **17.** **India : Decadal Birth Rate, Death Rate and Rate of Natural Increase, 1901 – 2011** *Decades* | *Crude Birth Rate Per 1000* | *Crude Death Rate Per 1000* | *Rate of Natural Increase (Per 1000)* 1901 – 1911 | 49·2 | 42·6 | 6·6 1911 – 1921 | 48·1 | 47·2 | 0·9 1921 – 1931 | 46·4 | 36·2 | 10·2 1931 – 1941 | 45·9 | 37·2 | 8·7 1941 – 1951 | 39·9 | 27·4 | 12·5 1951 – 1961 | 41·7 | 22·8 | 18·9 1961 – 1971 | 41·1 | 19·0 | 22·1 1971 – 1981 | 37·2 | 15·0 | 22·2 1981 – 1991 | 29·5 | 9·8 | 19·7 1991 – 2001 | 25·4 | 8·4 | 17·0 2001 – 2011 | 21·8 | 7·1 | 14·7 Choose the correct option related to the time interval of Phase I of population growth in India. **(B) 1901 to 1921**		**1**
16	Choose the correct option related to the natural growth of population. **(A) Births - Deaths**		**1**
17	Which one of the following phases of population growth in India is known as the population explosion? **(C) Phase III**		**1**
	SECTION B **Questions no. 18 and 19 are Source-based Questions.**		**2x3=6**
18	**Read the given passage carefully and answer the questions that follow.**		**3x1=3**

	Balance of Trade Balance of trade records the volume of goods and services imported as well as exported by a country to other countries. If the value of imports is more than the values of a country's exports, the country has negative or unfavourable balance of trade. If the value of exports is more than the value of imports, then the country has a positive or favourable balance of trade. Balance of trade and balance of payments have serious implications for a country's economy. A negative balance would mean that the country spends more on buying goods than it can earn by selling its goods. This would ultimately lead to exhaustion of its financial reserves. **(18.1) Explain the concept of a positive balance of trade.** If the value of export is more than the value of import, then the country has positive or favourable balance of trade. 1 **(18.2) Explain the impacts of a positive trade balance on the economies of developed countries.** i. High Gross Domestic Production. ii. High Per Capital Income. iii. Better standard of living. iv. Any other relevant point. 1 (**Any one point to be explained)** **(18.3) Explain the impacts of a negative trade balance on developing countries.** i. Exhaustion of its financial reserves . ii. Problem of unemployment in these countries. iii. Any other relevant point. 1 (**Any one point to be explained)**		

19	**Study the given map carefully and answer the question that follow:**  **(19.1) Which two oceans does the Trans-Canadian Railway connect?** i. Pacific Ocean ii. Atlantic Ocean ½+½=1 **(19.2) Name an industrial region located along this railway.** Qubec-Montreal industrial region. 1 **(19.3) Why is this route called the economic artery of Canada?** i. It connects the Qubec-Montreal industrial region with wheat belt of the Prairie region. ii. Wheat and meat are the important export items of this route. iii. Any other relevant point. 1 **(Any one point to be explained)** **Note: For Visually Impaired Candidates Only in lieu of Q.No 19** **Explain the economic significance of the Trans- Canadian Railway.** i. It passes through the Qubec-Montreal industrial region.		**3x1=3**

	ii. It connects industrial region to wheat producing Prairie region. iii. A loop line from Winnipeg to Thunder Bay connects this rail line with one of the important water ways of the world. iv. Wheat and meat are the important export items of this route. v. Any other relevant point. **(Any three points to be explained)**	**Pg-59** **TB-I**	**3x1=3**
`	***SECTION-C*** **Questions no. 20 to 23 are Short Answer Type Questions.**		**4x3=12**
20	**"Human beings were able to develop technology after they developed a better understanding of natural laws." Justify the statement with examples.** i. The understanding of concept of friction and heat helped us discover fire. ii. Understanding the secrets of DNA and genetics enabled us to conquer many diseases. iii. We use the law of aerodynamics to develop faster planes. iv. Knowledge about nature is extremely important to develop technology and technology looses the shackles of environment on human beings. v. Any other relevant point. **(Any three points to be explained)**	**Pg-2** **TB-I**	**3x1=3**
21	**Study the given diagram carefully and answer the question that follow:**		**3x1=3**

Demographic Transition Theory



Analyse the second stage of the 'Demographic Transition Theory' on the basis of birth rate, death rate and population growth with example.

Birth Rate:

Fertility remain high in beginning but it decline in time. 1

Death Rate:

Decline in mortality rate due to improvement in sanitation and health conditions. 1

Population Growth:

Net addition to population is high. 1

Eg. Peru, Sri Lanka, Kenya.

Note: For Visually Impaired Candidates Only in lieu of Question No. 21.

Analyse the 'Demographic Transition Theory' in the World.

i. Demographic transition theory can be used to describe and predict the future population of any area.

ii. The theory tells up that population of any region changes from high births and high deaths to low births and low deaths.

iii. Society progresses from rural agrarian and illiterate to urban, industrial and literate society.

Pg-11

TB-I

<table>
<tr><td></td><td>iv. It is expressed in three-staged model.

v. Any other relevant point.

(Three points to be analyzed)</td><td>Pg-10,11

TB-I</td><td>3x1=3</td></tr>
<tr><td>22</td><td>Explain the difference between urban and rural settlements in India with examples.
<table>
<tr><th>Urban Settlements</th><th>Rural Settlements</th></tr>
<tr><td>i. Urban settlements depend upon processing of raw materials and manufacturing of finished goods on the one hand and a variety of services on the other.</td><td>i. Rural settlements derive their life support or basic economic needs from land based primary economic activity.</td></tr>
<tr><td>ii. Cities act as nodes of economic growth, provide goods and services to urban dwellers and the people of rural settlements in their hinterlands.</td><td>ii. They provide food and raw material to the urban areas.</td></tr>
<tr><td>iii. In urban areas the way of life is complex and fast.</td><td>iii. Mobility of People is less</td></tr>
<tr><td>iv. In urban areas social relations are formal.</td><td>iv. In rural areas social relations are intimate.</td></tr>
<tr><td>v. Any other relevant point.</td><td>v. Any other relevant point.</td></tr>
</table>
Any three points of differences to be explained.</td><td>Pg-15

TB-II</td><td>3x1=3</td></tr>
<tr><td>23</td><td>(a) Explain the main characteristics of ‘welfare approach’ to human development.

i. This approach looks at human beings as beneficiaries or targets of all development activities.
ii. The approach argues for higher government expenditure on education health, social secondary and amenities.
iii. People are not participants in development but only passive recipients.</td><td></td><td></td></tr>
</table>

	iv. The government is responsible for increasing the levels of human development by maximizing the expenditure on welfare. v. Any other relevant point **(Three points to be explained)** **OR** **(b) Explain the main characteristics of 'basic needs approach' to human development.** i. This approach was initially proposed by the International Labour Organisation (ILO). ii. Based on basic needs of the human beings. iii. Six basic needs are - health, education, food, water supply, sanitation and housing. iv. The question of human choices is ignored and emphasis is on provision of basic needs. v. Any other relevant point **(Three points to be explained)**	**Pg-17** **TB-I** **Pg-17** **TB-I**	**3x1=3** **3x1=3**
	SECTION -D **Questions no. 24 to 28 are Long Answer Type Questions.**		**5x5=25**
24	**Explain the human - created processes of land degradation and suggest measures to reduce the problem of land degradation.** **Human - created processes of land degradation :** i. Degraded land such as waterlogged and marshy areas, affected by salinity and alkalinity and land with and without scrub, which have largely been caused by human factors. ii. Other causes are shifting cultivation area, degraded land under plantation crops, degraded forests, degraded pastures and mining and industrial wastelands. iii. Any other relevant point. 2x1=2 **(Any two points to be explained)**		

	Measures to reduce the problem of land degradation. i. Water logging should be reduced. ii. Shifting cultivation should be controlled. iii. Managing soil fertility. iv. Afforestation. v. Practice organic farming. vi. Management of pasture land. vii. Any other relevant point. 3x1=3 (**Any three points to be explained)**	**Pg-103** **TB-II**	**2+3=5**
25	**(a) " In modern times, 'gathering' has become commercial to some extent". Support the statement with examples.** i. Gathering is one of the oldest economic activity but in modern times gathering is market oriented. ii. Gatherer collects valuable plants such as leaves, bark of trees and medicinal plants after simple processing, they sell the products in the market. iii. They use various parts of the plant. iv. The bark is used for quinine. v. Nuts for food and oil. vi. Tree trunk yield rubber, balata, gums and resins. vii. Tanin extract and cork leaves supply material for beverages, drugs, cosmetics, fibres, thatch and fabric. viii. Any other relevant point. (**Any five points to be explained)** **OR** **(b) "Commercial livestock rearing is more organised and capital intensive than nomadic herding". Support the statement with examples.** i. Commercial livestock rearing is associated with western culture where as nomadic herding is a primitive subsistence activity. ii. Commercial livestock rearing is practised on permanent ranches, but the nomadic herders	**Pg-23,24** **TB-I**	**5x1=5**

	move from one place to other in search of pastures for their animals. iii. These ranches cover larger areas and are divided into parcels, while Nomadic herding is dependent on the amount of pasture and water. Each nomadic community occupies a well-identified territory. iv. Commercial livestock rearing is a specialised activity in which only one type of animal is reared, whereas in Nomadic herding a wide variety of animals are kept. v. In commercial livestock rearing, animals such as sheep, goats, cattle and horses are reared and products such as meat, wool, hide and skin are processed and packed scientifically and exported to world markets, whereas in Nomadic herding animals are reared for subsistence. vi. In Commercial livestock rearing emphasis is on breeding, genetic improvement, disease control and healthcare of animals, whereas in Nomadic herding animals are reared traditionally. vii. All activities of Commercial livestock rearing are capital-intensive, whereas Nomadic herding is traditional. viii. Any other relevant point. **(Any five points to be explained)**	**Pg-24 TB-I**	**5x1=5**
26	**(a) Explain the difference between rural and urban marketing centres with examples.**		

Rural marketing centre	**Urban marketing centre**
i. Cater to nearby settlements.	i. They are more widely spread.
ii. These are quasi-urban centres.	ii. They provide specialised urban services.
iii. They serve as trading centres of most rudimentary type.	iii. They provide ordinary goods and services as well as many specialised goods and services.
iv. Personal and professional services are not well developed.	iv. Urban centres offer manufactured goods as well as many

v. These form local collection and distributing centres. vi. Rural markets are periodic. **vii.** Any other relevant point.	specialised markets. v. Services of educational institutions and professionals such as teachers, lawyers, consultants, etc. vi. Urban markets are regular. vii. Any other relevant point.	**Pg-47** **TB-I**	**5x1=5**

(Any five points of differences to be explained.)

OR

(b) Explain the difference between retail and wholesale trading with examples.

Retail Trading	**Wholesale Trading**		
i. This is the business activity concerned with the sale of goods directly to the consumer. ii. Most of retail trading takes place in fixed establishment or store and some are street peddling, handcarts. iii. Online market is also a type of retail market. iv. They provide door to door service. v. They often use the wholesaler's capital. vi. Any other relevant point.	i. It is a type of bulk business. ii. It involves numerous intermediary merchants and they do not sell directly to the consumers. iii. They buy directly from manufacturer. iv. Supply chain is also a type of wholesale marketing system. v. They operate on a large capital. vi. Any other relevant point.	**Pg-47,48** **TB-I**	**5x1=5**

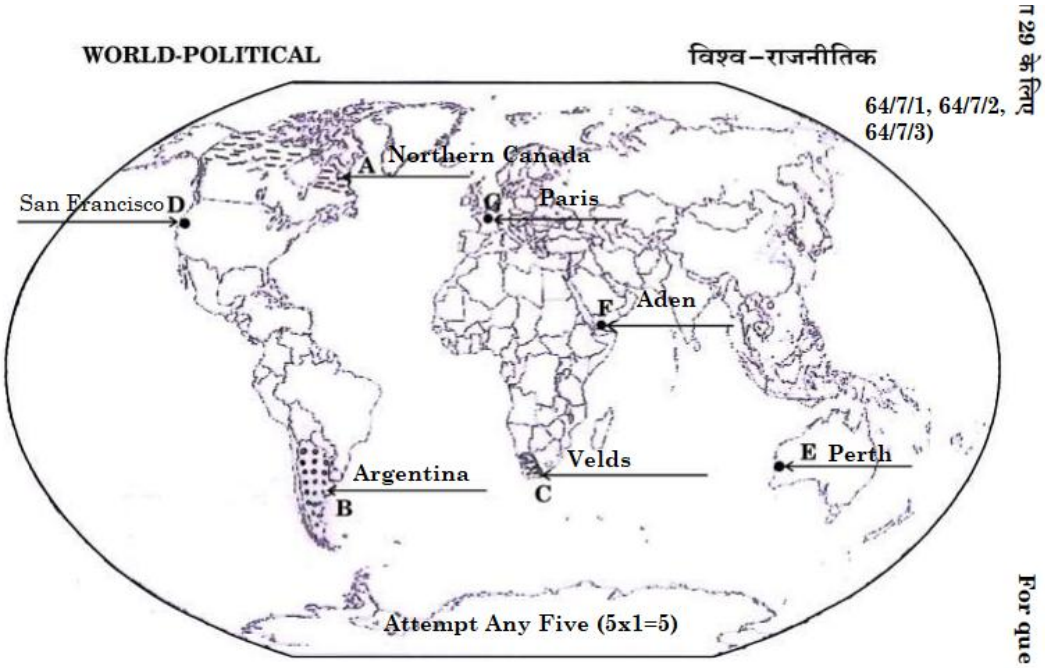
(Any five points of differences to be explained.)

27	**(a) Define the term 'target area planning'. Describe the achievements in the Bharmaur region under the 'Integrated Tribal Development Project'.** **' Target area planning'-** The planning process has to take special care of those areas which have remained economically backward. 1 **Major Achievements in Bhamaur region-** i. Development of infrastructure. ii. Improvement in school education and literacy rate. iii. Improvement in health care facilities. iv. Increase the availability of Potable water. v. Improvement in electricity supply. vi. Improvement in roads and communication. vii. Improvement in sex ratio viii. Any other relevant point **4x1=4** **(Any four points to be described.)** **OR** **(b) Define the term 'sustainable development'. Describe the measures to promote sustainable development in the Indira Gandhi Canal command area.** **'Sustainable development'-** Development that meets the needs of the present without compromising the ability of future generation to meet their own needs. 1 **Measures to promote sustainable development in the Indira Gandhi Canal command area-** i. The first requirement is strict implementation of water management policy. The canal project envisages protective irrigation in Stage-I and	**Pg- 69** **TB-II**	**1+4=5**

	extensive irrigation of crops and pasture development in Stage-II. ii. In general, the cropping pattern shall not include water intensive crops. It shall be adhered to and people shall be encouraged to grow plantation crops such as citrus fruits. iii. The CAD programmes such as lining of water courses, land development and levelling and *warabandi* system (equal distribution of canal water in the command area of outlet) shall be effectively implemented to reduce the conveyance loss of water. iv. The areas affected by water logging and soil salinity shall be reclaimed. v. The eco-development through afforestation, shelterbelt plantation and pasture development is necessary particularly in the fragile environment of Stage-II. vi. The social sustainability in the region can be achieved only if the land allottees having poor economic background are provided adequate financial and institutional support for cultivation of land. vii. The economic sustainability in the region cannot be attained only through development of agriculture and animal husbandry. The agricultural and allied activities have to develop along with other sectors of economy. This shall lead to diversification of economic base and establishment of functional linkages between basic villages, agro-service centres and market centres.		

	viii. Any other relevant point. **4x1=4** **(Any four points to be described.)**	**Pg-70,73** **TB-II**	**1+4=5**
28	**(a) Analyse the role of seaports in India's international trade.** i. India is surrounded by sea from three sides and is bestowed with a long coastline and has many ports ii. Indian ports are handling large volumes of overseas trade. iii. The cargo handling capacity of Indian ports increased manifolds from 1951 to 2016. iv. Some ports are specially designed to receive large quantities of cargo and petroleum. v. Western ports have international trade with S.W Asia, Africa, Middle East, Mediterranean Countries, North America & Europe. vi. Eastern ports are well connected with East Asia (China, Japan, Korea) & Australia. **vii.** Any other relevant point. **(Any five points to be analysed)** **OR** **(b) Analyse the role of air transportation in India's international trade.** **Air transport played an important role in international trade.** i. It promotes international tourism especially medical tourism. ii. It has the advantage of taking the least time. iii. Very high value goods are transported at international level. iv. Perishable goods are transported quickly over	**Pg-90,92** **TB-II** **Pg-92**	**5x1=5**

	long distances. v. There are 25 major airports functioning, which connect India with all continents. vi. Any other relevant point **(Any five points to be analysed)**	**TB-II**	**5x1=5**
	SECTION -E **Question nos. 29 and 30 are Map-based Questions.**		**2x5=10**
29.	Please See Attached Map:-		**5x1=5**



Note: For Visually Impaired Candidates only in lieu of Q.No. 29

Attempt any five. ***5x1=5***

(29.1) Northern Canada

(29.2) Argentina

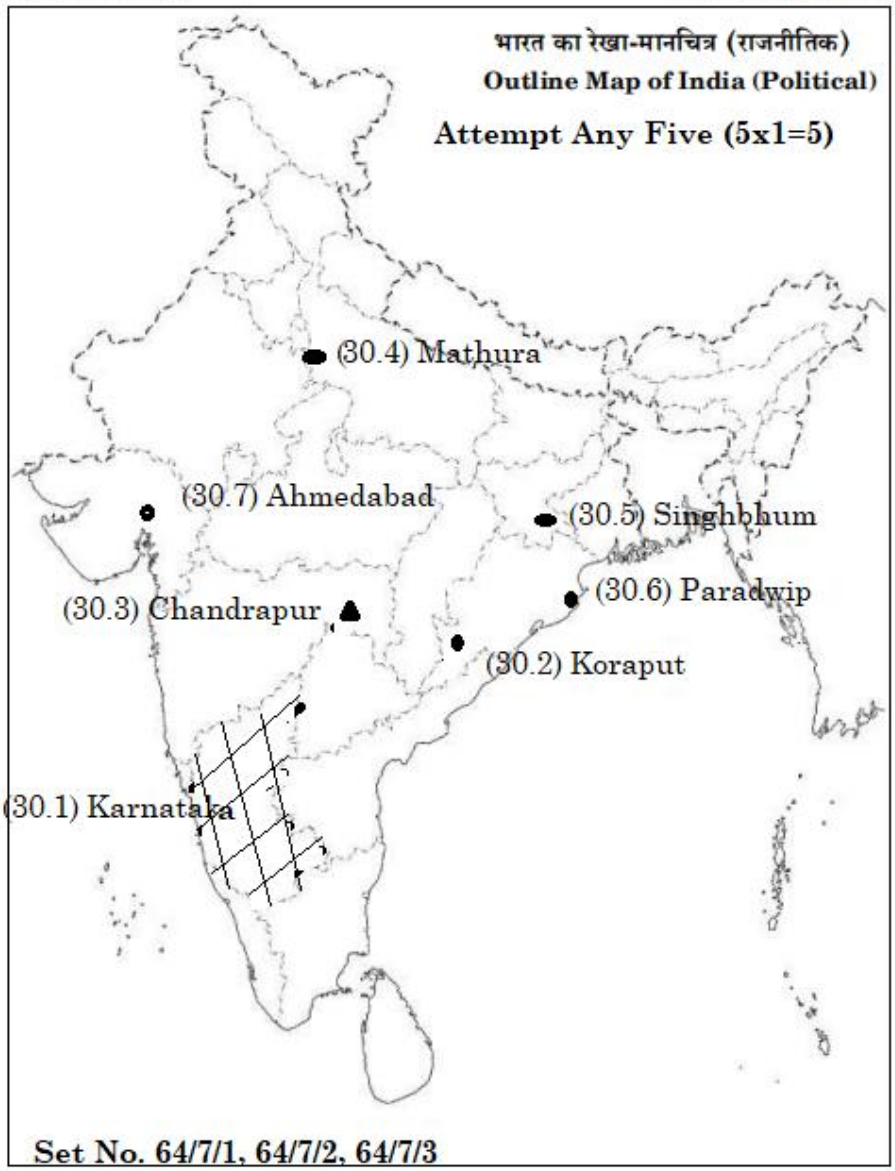
(29.3) Velds

(29.4) San Francisco

(29.5) Perth

(29.6) Aden

(29.7) Paris

30	Please See Attached Map.. 5x1=5 प्रश्न संख्या 30 के लिए For question no. 30  *Note : For Visually Impaired Candidates only in lieu of Q. No 30. Attempt any five.* 5x1=5 (30.1) Karnatka (30.2) Koraput (30.3) Chandrapur (30.4) Mathura (30.5) Singhbhum (30.6) Paradwip (30.7) Ahmedabad