

Marking Scheme
Strictly Confidential
(For Internal and Restricted use only)
Senior Secondary School Examination, 2026
MAIN EXAMINATION
SUBJECT NAME GEOGRAPHY (Q.P. CODE 64/4/3)

General Instructions: -

1	The CBSE has decided to introduce On Screen Marking (OSM) for the evaluation of Class XII answer Book with the 2026 Examination.
2	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.
3	“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.”
4	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.
5	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.
6	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.
7	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.
8	If a question has parts, please award marks on the right-hand side for each part in the OSM Portal. Marks awarded for different parts of the question will be totaled up by the OSM System.
9	If a question does not have any parts, marks must be awarded in the left-hand margin in the OSM Portal. This may also be followed strictly.
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"> • 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	The Examiners should acquaint themselves with the guidelines given in the "Guidelines for Spot Evaluation" before starting the actual evaluation.
16	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.
17	If a candidate attempts both alternatives/options in a question where only one option/ alternative is required to be attempted, the Evaluator shall award marks in both the options. The system will take the higher of two scores and disregard the other response.
18	In a question having two options/alternatives, if a candidate has attempted only one, then the evaluator shall mark "NA" (Not attempted) against the option that has not been attempted by the candidate.

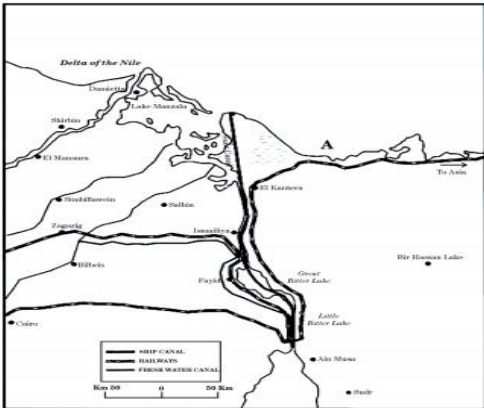
MARKING SCHEME
Main Examination, 2026
SUBJECT- GEOGRAPHY (029)
QUESTION PAPER CODE- (64/4/3)

SET-3

MM-70

Q No	EXPECTED ANSWERS/VALUE POINTS	Page no in TB	Distribution of marks
	SECTION -A Question no. 1-17 are MCQs		
1.	(A) Pleasant climate	Pg-10 TB-I	1
2	(C) Lac	Pg-42 TB-I	1
3	(D) Edible Oil	Pg-41 TB-I	1
4	(B) Only I, II and IV are correct.	Pg-41 TB-I	1
5	(D) (A) is false, but (R) is true.	Pg-8 TB-I	1
6	(A) Rice, Fodder, Vegetables	Pg-25 TB-II	1
7	(D) Sugarcane Uttar Pradesh	Pg-32 TB-II	1
8	(C) National Waterway 3	Pg-81 TB-II	1
9	(A) National Highways Authority of India	Pg-77 TB-II	1
10	(A) Only I, II and III are correct.	Pg-48 TB-II	1
11	(A) Water conservation for irrigation and fisheries	Pg-47 TB-II	1
12	(D) III, I, II, IV	Pg-62 TB-II	1

13	(C) Uttar Pradesh, Madhya Pradesh, Maharashtra	Pg-10 TB-II	1																																																
14	(A) Both (A) and (R) are true and (R) is the correct explanation of (A).	Pg-13 TB-II	1																																																
15	<p>Study the table given below carefully and answer question nos. 15 to 17.</p> <p><i>India : Decadal Birth Rate, Death Rate and Rate of Natural Increase, 1901 – 2011</i></p> <table border="1"> <thead> <tr> <th>Decades</th><th>Crude Birth Rate (per 1000)</th><th>Crude Death Rate (per 1000)</th><th>Rate of Natural Increases (per 1000)</th></tr> </thead> <tbody> <tr><td>1901 – 1911</td><td>49·2</td><td>42·6</td><td>6·6</td></tr> <tr><td>1911 – 1921</td><td>48·1</td><td>47·2</td><td>0·9</td></tr> <tr><td>1921 – 1931</td><td>46·4</td><td>36·2</td><td>10·2</td></tr> <tr><td>1931 – 1941</td><td>45·9</td><td>37·2</td><td>8·7</td></tr> <tr><td>1941 – 1951</td><td>39·9</td><td>27·4</td><td>12·5</td></tr> <tr><td>1951 – 1961</td><td>41·7</td><td>22·8</td><td>18·9</td></tr> <tr><td>1961 – 1971</td><td>41·1</td><td>19·0</td><td>22·1</td></tr> <tr><td>1971 – 1981</td><td>37·2</td><td>15·0</td><td>22·2</td></tr> <tr><td>1981 – 1991</td><td>29·5</td><td>9·8</td><td>19·7</td></tr> <tr><td>1991 – 2001</td><td>25·4</td><td>8·4</td><td>17·0</td></tr> <tr><td>2001 – 2011</td><td>21·8</td><td>7·1</td><td>14·7</td></tr> </tbody> </table> <p>The lowest crude birth rate was recorded in which of the following decades?</p> <p>(D) 2001- 2011</p>	Decades	Crude Birth Rate (per 1000)	Crude Death Rate (per 1000)	Rate of Natural Increases (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		1
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16	<p>Choose the duration of ‘Phase- III’ of population growth from the following.</p> <p>(D) 1951- 1981</p>		1																																																
17	<p>The natural rate of increase is continuously in an increasing order in which of the following phase of population growth?</p> <p>(C) Phase-III</p>		1																																																
	<p align="center">SECTION B</p> <p align="center">Question nos. 18 and 19 are Source-based Questions.</p>		2x3=6																																																
18	Read the given passage carefully and answer the questions that follow:		3x1=3																																																

	<p style="text-align: center;">Case for Free Trade</p> <p>The act of opening up economies for trading is known as free trade or trade liberalisation. This is done by bringing down trade barriers like tariffs. Trade liberalisation allows goods and services from everywhere to compete with domestic products and services.</p> <p>Globalisation along with free trade can adversely affect the economies of developing countries by not giving equal playing field by imposing conditions which are unfavourable. With the development of transport and communication systems, goods and services can travel faster and farther than ever before. But free trade should not only let rich countries enter the markets, but allow the developed countries to keep their own markets protected from foreign products.</p> <p>Countries also need to be cautious about dumped goods; as along with free trade, dumped goods of cheaper prices can harm the domestic producers.</p> <p>(18.1) Define the term ‘globalisation’.</p> <p>Globalisation is the process by which the world becomes increasingly interconnected through the exchange of goods, services, technology, information and culture. 1</p> <p>(18.2) Explain the importance of transport system in ‘world trade’.</p> <p>With the development of transport, goods and services can travel faster and farther. 1</p> <p>(18.3) Why can ‘free trade’ adversely affect domestic producers?</p> <p>Free trade can hurt domestic producers because it forces them to compete with cheaper foreign goods. 1</p>		
19	<p>Study the given map carefully and answer the questions that follow:</p> 		3x1=3

	<p>(19.1) The shipping canal shown on the map connects which two seas?</p> <p>Red Sea/ Gulf of Suez and Mediterranean Sea</p> <p style="text-align: right;">$1/2 + 1/2 = 1$</p> <p>(19.2) Name the northernmost and southernmost ports of this shipping canal.</p> <p>Port Said and Port Suez</p> <p style="text-align: right;">$1/2 + 1/2 = 1$</p> <p>(19.3) Name the bay marked 'A' on the map.</p> <p>Tina Bay</p> <p style="text-align: right;">1</p> <p>Note: For Visually Impaired Candidates Only in lieu of Q.No 19</p> <p>Explain the economic significance of Panama Canal.</p> <ul style="list-style-type: none"> i) It shorten the distance between New York and San Francisco by sea. ii) Likewise the distance between Western Europe and the West-coast of U.S.A; and North-Eastern and Central U.S.A and East and South east Asia is shortened. iii) It is vital to the economies of Latin America. iv) Any other relevant point. <p>(Any three points to be explained)</p>	<p style="text-align: center;">Pg-63</p> <p style="text-align: center;">TB-I</p>	<p style="text-align: center;">3x1=3</p>
	<p style="text-align: center;">SECTION-C</p> <p>Question nos.20 to 23 are Short Answer Type Questions.</p>		<p style="text-align: center;">4x3=12</p>

20	<p>“Nature and humans are inseparable element and should be seen holistically.” justify the statement with example.</p> <ul style="list-style-type: none"> i) Both physical and human phenomena are described in metaphors using symbols from the human anatomy. ii) Example ‘face’ of the earth, ‘eye’ of the storm, ‘mouth’ of the river, ‘snout’ of the glacier etc. iii) The concern is to understand the earth as home of human being and to study all those element which have sustained them. iv) Human being use the resources provided by the physical environment, while physical environment have been greatly modified by human beings. v) Any other relevant point. <p>(Any three points to be explained)</p>	<p>Pg-1,2 TB-I</p>	<p>3x1=3</p>
21	<p>(a) Explain the concept of ‘productivity’ as a pillar of human development.</p> <ul style="list-style-type: none"> i) Productivity means human labour productivity or productivity in terms of human work. ii) Productivity must be constantly enriched by building capabilities in people. iii) It is people who are the real wealth of nations. iv) Therefore, efforts to increase their knowledge, or provide better health facilities ultimately leads to better work efficiency. v) Any other relevant point. <p>(Any three points to be explained)</p> <p style="text-align: center;">OR</p> <p>(b) Explain the concept of ‘empowerment’ as pillar of human development.</p> <ul style="list-style-type: none"> i) Empowerment means to have the power to 	<p>Pg-16 TB-I</p>	<p>3x1=3</p>

	<p>make choices.</p> <p>ii) Such power comes from increasing freedom and capability.</p> <p>iii) Good governance and people- oriented policy are required to empower people.</p> <p>iv) The empowerment of socially and economically disadvantaged groups is of special importance.</p> <p>v) Any other relevant point.</p> <p>(Any three points to be explained)</p>	<p>Pg-16</p> <p>TB-I</p>	<p>3x1=3</p>
22	<p>Explain the evolution of towns in India with examples.</p> <p>i) Towns flourished since pre-historic times in India.</p> <p>ii) Example- at the time of Indus valley civilisation, a towns like Harappa and Mohanjodaro were in existence.</p> <p>iii) It continued with periodic ups and downs until the arrival of Europeans in India in the 18th century.</p> <p>iv) On the basis of their evolution in different periods, Indian towns may be classified as Ancient, Mediaeval and Modern towns.</p> <p>v) Any other relevant point.</p> <p>(Any three points to be explained)</p>	<p>Pg-17</p> <p>TB-II</p>	<p>3x1=3</p>
23	<p>Study the given diagram carefully and answer the questions that follows:</p> <div data-bbox="481 1621 890 2029" data-label="Figure"> <p style="text-align: center;"><i>Demographic Transition Theory</i></p> </div>		

	<p>Explain the third stage of demographic transition theory on the basis of birth rate, death rate and population growth.</p> <p>Birth Rate: Fertility decline considerably.</p> <p>Death Rate: Mortality decline considerably.</p> <p>Population Growth The population is either stable or grows slowly. It deliberately controls the family size. (Three points to be explained)</p> <p>Note: For Visually Impaired Candidates Only in lieu of Question No. 23.</p> <p>Explain the main characteristics of the third stage of ‘demographic transition theory’.</p> <ul style="list-style-type: none"> i) Both fertility and mortality decline considerably. ii) The population is either stable or grows slowly. iii) The population become urbanised, literate and has high technical know-how. iv) It deliberately controls the family size. v) Any other relevant point. <p>(Any three points to be explained)</p>		<p>3x1=3</p>
	<p>SECTION -D Question nos. 24 to 28 are Long Answer Type Questions.</p>	<p>Pg-11 TB-I</p>	<p>3x1=3</p>
			<p>5x5=25</p>

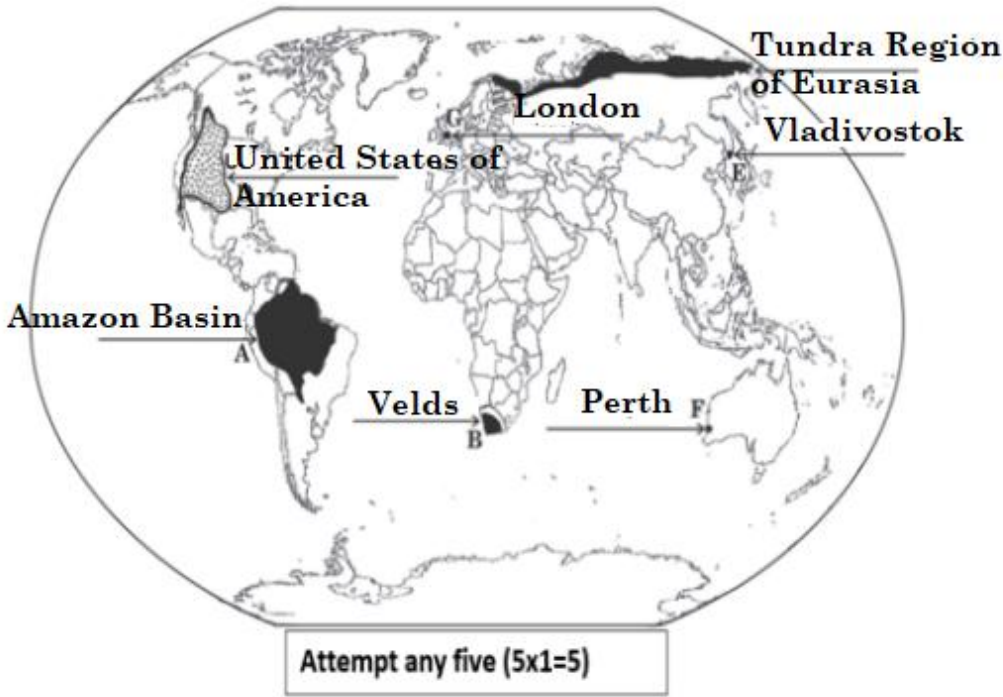
24	<p>Why is urban waste disposal becoming a serious problem in India? Suggest measures to solve this problem</p> <p>Reasons of urban waste disposal becoming a serious problem:-</p> <ul style="list-style-type: none"> i) Rapid Urbanisation and population growth. ii) Solid waste caused health hazard through creation of obnoxious smell, and harbouring of flies and rodents, which act as carrier of disease like typhoid, malaria etc. iii) Inadequate facilities to support fast growing population. iv) About 30 to 50% of the waste generated are left uncollected which accumulates on street, in open spaces between houses. v) Environmental pollution increased due to enormous growth in the quantity of wastes generated from various sources. vi) Any other relevant point. 2 x1=2 <p style="text-align: center;">(Any two points to be explained)</p> <p>Measures:-</p> <ul style="list-style-type: none"> i) Reduce, reuse and recycle of urban waste. ii) Separate the wet and dry waste. iii) Adopt scientific technology for disposal of solid waste, use to generate bio energy. iv) Public awareness. v) Strict implementation of government policy like Swach Bharat Abhiyan. vi) Any other relevant point. 3x1=3 <p style="text-align: center;">(Any three points to be explained)</p>	<p>Pg-98,99</p> <p>TB-II</p>	<p>2+3=5</p>
25	<p>(a) “Per person yield is high in extensive commercial grain farming.” support the statement with examples.</p> <ul style="list-style-type: none"> i) Commercial grain cultivation is practised in the interior parts of semi-arid lands of the mid latitudes. 		

	<p>ii) Size of farm is very large.</p> <p>iii) Wheat is the principal crop ,though other crops like corn, barley, oats are also grown.</p> <p>iv) There is mechanized system of cultivation.</p> <p>v) Use of HYV seed.</p> <p>vi) Use of fertilizers.</p> <p>vii) It is well developed in Eurasian steppes, Canadian and American Prairies.</p> <p>vii) Any other relevant point.</p> <p>(Any five points to be explained)</p> <p style="text-align: center;">OR</p> <p>(b) “Agriculture in the Mediterranean region is highly specialised and commercialized.” support the statement with examples.</p> <p>i) It is practised in the countries on either side of the Mediterranean sea in Europe and in north Africa from Tunisia to Atlantic coast, southern California, central Chile.</p> <p>ii) Grape cultivation is the speciality of the Mediterranean region.</p> <p>iii) It is an important supplier of citrus fruits.</p> <p>iv) This region also produces olives and figs.</p> <p>v) Best quality wines in the world are produced from high quality grapes in various countries of this region.</p> <p>vi) The inferior grapes are dried into raisins and currants.</p> <p>vii) The advantage of Mediterranean agriculture is that more valuable crops such as fruits and vegetables are grown in winter when there is demand in European and North American markets.</p> <p>viii) Any other relevant point.</p> <p>(Any five points to be explained)</p>	<p>Pg-28,29 TB-I</p>	<p>5x1=5</p>
26	<p>(a) Explain the benefits of the Indira Gandhi Canal in its command area.</p>	<p>Pg-30 TB-I</p>	<p>5x1=5</p>

	<p>Benefits of the Indira Gandhi Canal in its command area:</p> <ul style="list-style-type: none"> i) Introduction of canal irrigation transformed the ecology and economy of the area. ii) The availability of soil moisture for a longer period of time have resulted in greening the land. iii) It has helped in reducing wind erosion and siltation of canal system. iv) It has brought about a perceptible transformation in agricultural economy of the region. v) Spread of canal irrigation has led to increase in cultivated area and intensity of cropping. vi) The traditional crops sown in the area gram, bajra and jowar have been replaced by wheat, cotton, groundnut and rice. vii) It has led to tremendous increase in agricultural and livestock productivity. viii) Any other relevant point. <p>(Any five points to be explained)</p> <p style="text-align: center;">OR</p> <p>(b) Explain the benefits to the Bharmaur region through the implementation of the Integrated Tribal Development Project.</p> <p>Benefits to the Bharmaur region :-</p> <ul style="list-style-type: none"> i) Development of infrastructure in terms of schools, health care facilities. ii) It leads to the development of roads, communications and electricity. iii) It fulfills the requirement of potable water. iv) It include increases in literacy rate. v) Improvement in sex ratio. vi) Decline in child marriage. vii) Decline in Gender inequality. viii) Cultivation of pulses and other cash crops has increased. 	<p>Pg-72</p> <p>TB-II</p>	<p>5x1=5</p>
		<p>Pg-69,70</p> <p>TB-II</p>	<p>5x1=5</p>

	ix) Any other relevant point. (Any five points to be explained)		
27	<p>(a) Analyse the changing pattern of export composition in India between 2009 to 2017.</p> <ul style="list-style-type: none"> i) The decline in traditional items is largely due to tough international competition. ii) Amongst the agricultural products, there is a decline in the export of traditional items such as coffee, cashew etc. iii) An increase has been registered in floricultural products, fresh fruits, marine products etc. iv) Manufacturing sector have highest share in total value of export. v) Engineering goods have shown a significant growth in the export. vi) Any other relevant point. <p>(Any five points to be analysed)</p> <p style="text-align: center;">OR</p> <p>(b) Analyse the changing pattern of import composition in India between 2009 to 2017.</p> <ul style="list-style-type: none"> i) There is a steep rise in import of petroleum products. ii) Total percentage of fuel is about 26.7 % in 2016-17 while it was about 33 % 2009-10. iii) Import of capital goods maintained steady increase due to rising demand in export oriented industrial and domestic sector. iv) Non- electrical machinery, transport equipment, manufacturers of metals and machine tools were the main items of capital goods. v) Share of food and allied products was 3.7% and it increased to 5.6 % in 2016-17. vi) Any other relevant point. <p>(Any five points to be analysed)</p>	Pg-87 TB-II	5x1=5
		Pg-87,88 TB-II	5x1=5

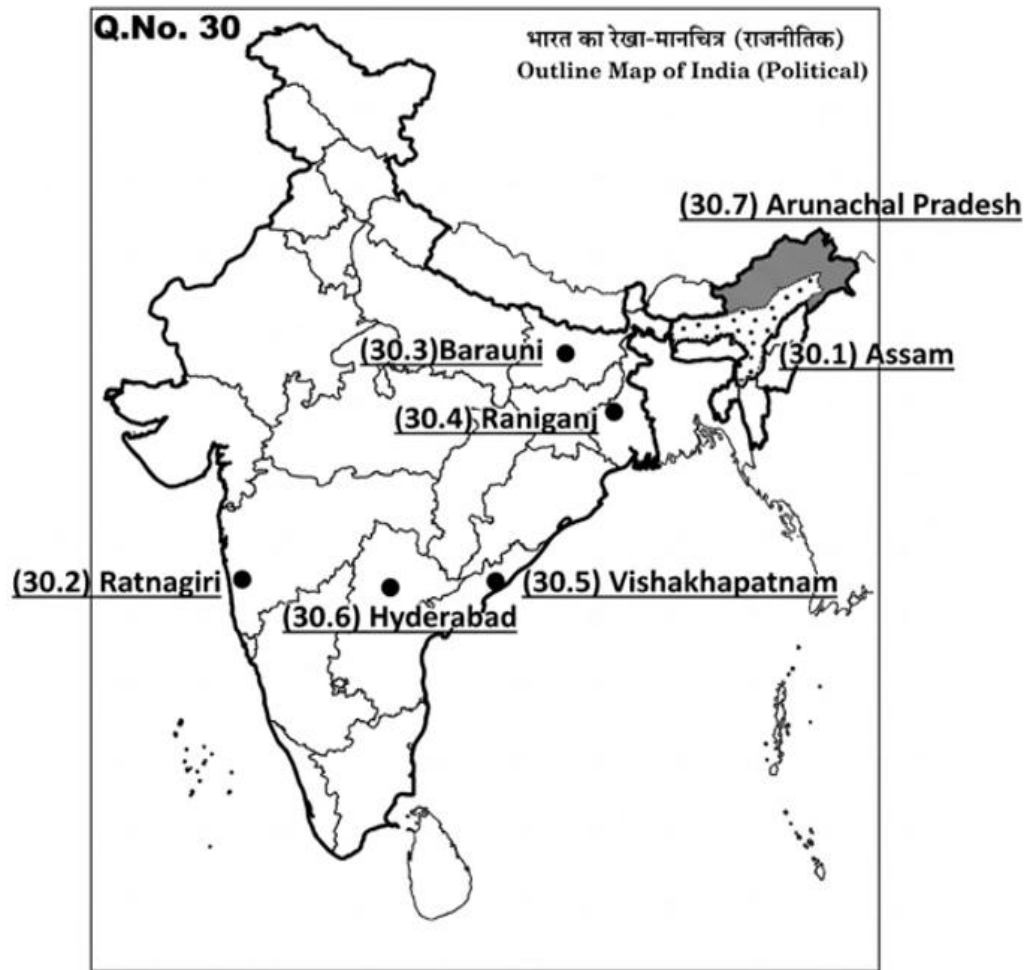
28	<p>(a) Define the term ‘outsourcing’. Explain the benefits of outsourcing for developing countries.</p> <p>Definition of Outsourcing: It is giving work to an outside agency to improve efficiency and to reduce costs. 1</p> <p>Benefits of Outsourcing:</p> <ul style="list-style-type: none"> i) It has resulted in the opening of large number of call centres in many developing countries. ii) It has created new jobs in these countries. iii) It boost technological development. iv) It Contributes to increase the GDP. v) It helps in skill development. vi) It help in maintaing good relations with developed countries. vii) Any other relevant point. 4x1=4 <p>(Any four points to be explained)</p> <p style="text-align: center;">OR</p> <p>(b) Define the term ‘digital divide’. Explain the difference of digital divide between developed and developing countries.</p> <p>Definition of Digital Divide: It is the gap between developed and developing countries with access to modern information and communication technologies. 1</p> <p>Difference :</p> <ul style="list-style-type: none"> i) There is wide range of differences between economic, political and social aspects among developed and developing countries ii) Developed countries provide ICT access and benefits to the citizens better than developing countries. iii) Developed countries in general have surged forward, the developing countries have lagged behind.. iv) Developed countries have better connectivity and access to digital world in 	<p>Pg-51,52</p> <p>TB-I</p>	<p>1+4=5</p>
	<p>(Any four points to be explained)</p> <p>OR</p> <p>(b) Define the term ‘digital divide’. Explain the difference of digital divide between developed and developing countries.</p> <p>Definition of Digital Divide: It is the gap between developed and developing countries with access to modern information and communication technologies. 1</p> <p>Difference :</p> <ul style="list-style-type: none"> i) There is wide range of differences between economic, political and social aspects among developed and developing countries ii) Developed countries provide ICT access and benefits to the citizens better than developing countries. iii) Developed countries in general have surged forward, the developing countries have lagged behind.. iv) Developed countries have better connectivity and access to digital world in 	<p>Pg-52</p> <p>TB-I</p>	<p>1+4=5</p>

	<p>comparison to developing countries.</p> <p>v) Any other relevant point. $4 \times 1 = 4$</p> <p>(Any four points to be explained)</p>		
	<p style="text-align: center;">SECTION -E</p> <p>Question nos. 29 and 30 are Map-based Questions.</p>		2x5=10
29.	<p>Please See Attached Map:-</p> <p>Q.No. 29 WORLD-POLITICAL Set No. 64/4/1 , 64/4/2 , 64/4/3</p>  <p style="text-align: center;">Attempt any five (5x1=5)</p> <p>Note: For Visually Impaired Candidates only in lieu of Q.No. 29</p> <p>Attempt any five. 5x1=5</p> <p>(29.1) Amazon Basin</p> <p>(29.2) Velds</p> <p>(29.3) Arabian Peninsula/ Mongolia / Central China / Tundra region of Eurasia (any one)</p> <p>(29.4) United States of America (U.S.A)</p> <p>(29.5) Vladivostok</p> <p>(29.6) Perth</p> <p>(29.7) London</p>		5x1=5

30

Please See Attached Map..

5x1=5

**Set No. 64/4/1 . 64/4/2 . 64/4/3**

Attempt any five (5x1=5)

*Note : For Visually Impaired Candidates only in lieu of Q. No 30.
Attempt any five.*

5x1=5

- (30.1) Assam
- (30.2) Ratnagiri
- (30.3) Barauni
- (30.4) Raniganj
- (30.5) Vishakhapatnam
- (30.6) Hyderabad
- (30.7) Arunachal Pradesh