

B. ANALYSIS OF PERFORMANCE

PART I (30 Marks)

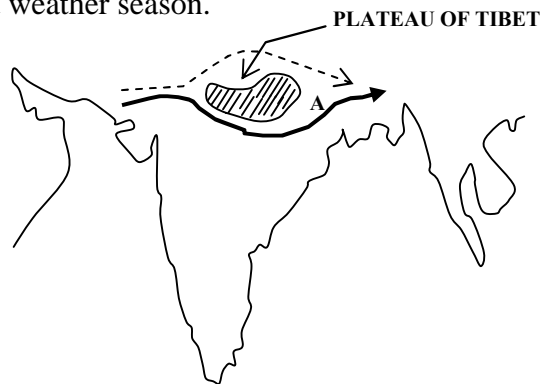
Answer all questions.

Section A

Question 1

[10 × 2]

- (i) Although the time of sunrise varies between Arunachal Pradesh and New Delhi, the watches show the same time. Explain why.
- (ii) Compare the land area of India with that of China.
- (iii) In the diagram given below, **A** represents the path of an upper atmospheric air movement in the cold weather season.



- (a) Name **A**.
- (b) Explain how **A** influences the weather of India during winter season.
- (iv) State *any two* ways in which Himalayas affect the Indian climate.
- (v) Name the *two* streams which unite at *Devaprayag* to form into river Ganga.
- (vi) Mention the *Period of Stagnant Population* and *Period of Population Explosion* in India.
- (vii) State *any one* use of aluminium. Name a centre for aluminium industry in India.
- (viii) What is a *port*? What advantage does the Mumbai port have over the other ports of India, in international trade?
- (ix) Distinguish between a *major industrial region* and a *minor industrial region*.
- (x) Define the term *micro-region*. Name *any one* micro-region in India.

Comments of Examiners

- (i) Many of the answers were incomplete, as candidates were unable to explain that the variation in the time of sunrise was because of variation in local time. Some of the candidates did not refer to standard time and standard meridian, while some gave the standard meridian incorrectly.
- (ii) Most answers were incorrect as (i) the land area was mentioned incorrectly; (ii) The unit or “ Sq. Km.” not mentioned.(iii) comparison between the land areas of India & China was not given.
- (iii) (a) ‘A’ could not be identified as the ‘Westerly Jet Stream’ by many candidates. Candidates referred to ‘A’ as ‘jet stream’ or ‘western disturbance’ or by some other vague names. Candidates seemed to be unaware of the wind circulation patterns occurring at the surface of the Earth.
(b) This was a linked question and therefore, candidates who were unable to answer the first part correctly, lost marks. However, amongst those who answered part (a) correctly, many mentioned winter rain or snow fall but were unable to identify the regions correctly.
- (iv) Most candidates answered this part correctly. However, there were others who referred to the Himalayas as a climatic divide without explaining their role, naming the winds bringing rain (South West Monsoons) or mentioning the Cold winds from Siberia.
- (v) Many candidates could not answer this question correctly.
- (vi) A number of candidates answered this part correctly. In some cases, candidates mentioned a particular year instead of referring to the specific period. In other cases, the terminal years of the time periods were found incorrect; a few candidates unnecessarily explained why India’s population stagnated or increased rapidly.
- (vii)The first part was correctly answered by most candidates but in the second part, most candidates gave names of states of distribution and not a centre of the industry.

Suggestions for teachers

- Instruct candidates to explain the difference between local time and standard time. Tell students to be careful when stating the values of latitudes and longitudes and to give the correct suffixes.
- Ask students to learn vital data accurately.
- The chapter on climate should be taught with intensive use of maps and diagrams. Students should be explained clearly the part played by upper atmospheric circulations.
- While answering the question on how the Himalayas affect the Indian climate, ask students to give specific and not generalised or vague impacts.
- Explain the different phases of population growth in India graphically. This will help students to identify, comprehend and retain the phases with greater ease. The reason for increase/ decrease in population must be learnt objectively.
- Explain clearly the difference between a centre (which is a specific place/ town/ city) a state and region (which generally explains distribution).
- Definitions need to be learnt along with the key words.
- Students should be explained that a micro- region is not only the smallest/lowest in the hierarchy of planning regions, it also centres around a single specialization.

- (viii) The definition of 'port' given by many candidates was rather vague. In the second part, many candidates referred to the general advantages of Mumbai Port, without referring to its importance in international trade.
- (ix) Most candidates answered this part incorrectly. They referred to irrelevant parameters eg 'many industries / less industries important industries / unimportant industries', instead of key terms and words.
- (x) Most candidates gave the definition of 'micro region' only with reference to size and not function. The example was given correctly by most candidates.

MARKING SCHEME

Question 1.

- (i) The difference in local time is according to sunrise, but as they are situated in India, a standard time is followed, based on Central Meridian of 82° 30'E longitudes.
- (ii)

India	China
area = 32,87,782 km ²	area = 95.97 lakh km ²
- (iii)
 - (a) Westerly jet stream.
 - (b) It brings in the influence of temperature cyclones/ Western disturbances from the Mediterranean Sea causing rainfall during winter in the NW plains and snowfall in the Himalayan region.
- (iv) Himalayas intercept the South West Monsoon and force them to give rainfall in India. They prevent cold central Asian winds from entering India.
- (v) Alaknanda and Bhagirathi
- (vi) Period of stagnant population is 1901 – 1921
Period of population explosion is 1951 - 1981
- (vii) Aluminium is used in aircrafts, utensils, railway coaches, bus bodies, buildings, defence, nuclear, packaging and coin.
Korba in Chhatisgarh, Ratnagiri in Maharashtra, Metur in Tamil Nadu Damanjodi in Orissa, Renukut in UP, Hirakud in Orissa and Alupuram in Kerala, Angul in Dhenkal, Jaykaynagar in West Bengal
- (viii) Port is a place on the coast, with docks and berthing facilities where cargo is received and distributed in the country;
Mumbai handles foreign trade with western countries and East African countries, Gulf countries/ Gulf countries.
- (ix)

<u>Major Industrial region</u>	<u>Minor Industrial region</u>
It is identified on the basis of a minimum daily factory working force of 1.5 lakh.	It must have a minimum of 25,000 working labours.

(differences should match)

- (x) Smallest of the planning region with the potential for developing at least one specialization of production.

Examples: Agriculture in Punjab; Hydel power in Himachal Pradesh; Tourism in Jammu and Kashmir.

(any one)

Section B

Question 2

[10]

On the outline map of India provided:

- (a) Mark and name a mountain range situated between the two west flowing rivers of Peninsular India.
- (b) Mark and name the highest peak of the Himalayan range in India.
- (c) Trace the course and name the river which has the largest extent in Peninsular India.
- (d) Mark and name the State which has the highest literacy rate according to census 2001.
- (e) Mark and name the main groundnut producing State in India.
- (f) Trace the shortest arm of the Golden Quadrilateral. Name *any one* of its terminal towns.
- (g) Mark and name the Nuclear Power Station located to the north of Tropic of Cancer.
- (h) Shade an area of tropical evergreen vegetation in North East India.
- (i) Shade the region of Chattisgarh.
- (j) Mark the port city of Vishakhapatnam.

Note: All the map work, including legend (Index) should be done on the map sheet only.

Comments of Examiners

- (a) The 'Satpuras' were named incorrectly as the 'Vindhya's' by many candidates, while others marked the Vindhayas instead of the Satpuras.
- (b) Many candidates marked the Everest or K₂. Some candidates marked Kanchenjunga in Nepal.
- (c) In some cases, river Godavari was identified and named correctly but drawn incorrectly.
- (d) 'Kerala' was named and identified correctly by most candidates but the area was either extended or reduced or shown with a dot.

Suggestions for teachers

- Give adequate practice in mapwork.
- Map marking techniques need to be drilled: a dot touching the coast for a port; not using a dot but a colour or shading to show a state or a region; the colour used, the symbols used; shading to keep to actual areas; wise use of arrows if marking area is too congested - all need to be explained.

- (e) The boundary of Gujarat was marked incorrectly by several candidates; in some cases, the area, instead of being shaded, was shown with a dot.
- (f) Many candidates drew the Delhi-Mumbai arm. Some drew the Mumbai-Chennai arm incorrectly. In many cases, ports were located away from the coast.
- (g) In some cases, Narora was marked incorrectly.
- (h) The area of mountain vegetation was shaded correctly by some candidates while some others shaded the Greater Himalayas as well.
- (i) Few candidates were able to show the location of Chattisgarh correctly.
- (j) The location of Vishakhapatnam was not known to many candidates.

- Rivers must be drawn with reference to their source and mouth. The entire course of a river needs to be drawn out. All naming and labelling should be done on the map itself.
- A proper index needs to be prepared.

MARKING SCHEME

Question 2.

Candidates were required to give a correctly labelled map showing the exact location of the regions/places asked for.

PART II (40 Marks)

Answer any **four** questions.

Question 3

- (a) (i) State the location and extent of *Bhabar*. Mention *any two* differences between *Bhabar* and *Tarai*. [3]
- (ii) Name the country with which India shares the longest land boundary. Mention the length of the boundary in Kilometres.
- (b) (i) Give *two* reasons as to why Western Rajasthan is a desert. [3]
- (ii) Name *any two* Himalayan drainage systems of India.
- (c) Briefly explain the geological formation of the Peninsular Plateau. [2]
- (d) State the climatic conditions of the tropical evergreen forests in India. [2]

Comments of Examiners

- (a) (i) Many candidates were unable to distinguish between 'location' and 'extent', and interchanged the answers. In a few cases, the location was answered correctly, but the extent was not. In a few cases, the width of the Bhabar was given as the extent of the Bhabar. In many cases, the differences in the two columns did not tally point.
(ii) The name of the country was given correctly by most candidates. However, most candidates failed to specify the length of the boundary correctly.
- (b) (i) While a number of candidates answered correctly, others could not name the two branches of the SWM, or state that the Aravallis are parallel to the Arabian Sea Branch of the SWM.
(ii) Many candidates did not understand the term 'system'. They were unable to identify the Himalayan tributaries of the Ganga and Brahmaputra. Others simply mentioned a few tributaries including the Peninsular tributaries. Some named a few Himalayan rivers without specifying drainage system.
- (c) Most candidates answered this part correctly. Others were confused between 'geological ages' and the 'geological sequence' leading to the formation of the Peninsular Plateau. A few candidates discussed why the Peninsular acts as a horst.
- (d) This part was answered correctly by most candidates. However, some candidates did not specify a range of temperature or state the word 'average'; a few did not write the range of rainfall; others stated a humidity figure without the unit.

Suggestions for teachers

- Tell students that in questions in which differences are asked, the differences on both sides should tally.
- Students need to be made aware of facts like the biggest, smallest, highest, lowest, etc.
- Give practice to students in application based questions for the chapter on climate. Teach them to read and analyse graphs and diagrams.
- Concepts such as, left bank/right bank tributaries, Himalayan and Peninsular tributaries, rivers and drainage systems need to be clarified.
- Geological history and the sequence of events need to be explained clearly.

MARKING SCHEME

Question 3.

- (a) (i) Location – South or foot hills of Shiwaliks.
Extent – Lies between River Indus and River Tista.
- | Bhabar | Tarai |
|---|--|
| 8 to 16 Km wide. | 20 – 30 Km wide. |
| Pebble studded region with porous beds. | Region of comparatively finer alluvium. |
| Streams disappear. | Streams reappear and forming marshy areas. |
| Not agriculturally suitable. | Reclaimed for agriculture. |
- (Differences should match – any two points)*

- (ii) Bangladesh
4096 km length
- (b) (i)
 - Arabian Sea branch of South West Monsoon blows parallel to Aravallis.
 - Western Rajasthan lies on the Leeward side of Aravallis to the Bay of Bengal branch of south west monsoon.
- (ii)
 - Indus and its five tributaries
 - Ganga and its Himalayan tributaries
 - Brahmaputra and its Himalayan tributaries.
- (c)
 - During the pre Cambrian era, there was a large depression in which sediments was deposited and a block of crystal rocks emerged and never submerged again to form the Peninsular Plateau of India.
- (d)
 - Rainfall – above 200 cms
 - Temperature – 24°C average (24°C – 27°C)
 - Humidity 70%

Question 4

- (a) With reference to percentage of world population, compare India's position with China and Australia. [3]
- (b) What are the *two* main causes for an increase in the number of high population density areas in the Indian region? [1]
- (c) Explain *any three* reasons for in-migration to the urban city of Lucknow. [3]
- (d) With reference to the circular rural settlement pattern, answer the following: [3]
 - (i) How does this pattern develop?
 - (ii) Name *any two* areas where this pattern is found in India.

Comments of Examiners

- (a) Candidates were unable to state the population. In some cases, population was stated in numbers which were rounded up, which was incorrect; the percentages were also given incorrectly by some candidates.
- (b) Answers in many cases were incomplete. Some candidates repeated the same answer for 4(c).
- (c) Most candidates were able to co-relate Lucknow as an urban centre and growth due to pull factors. In some cases, instead of writing about employment, education and health, candidates wrote about marriage as a pull factor for women.

Suggestions for teachers

- Candidates must be advised to tabulate appropriate geographical data and learn it for better analysis and assimilation, e.g. data related to the highest and lowest; biggest/ smallest, and other comparative facts.

(d) (i) Some candidates defined term correctly. However, many failed to answer satisfactorily as answers were vague and failed to convey the idea that such a settlement forms 'around a water body' and not along the banks of a river or along a coast, or 'across a water body' as stated by some.

(ii) This part was not answered correctly by most candidates as correct examples could not be given. There was confusion between – centre, state, area and region. Names of states were provided instead of areas/regions.

- Reasons pertaining to increase in population density must be clearly explained so that candidates can apply that knowledge to explain the increase of high density areas.
- Give practice to students in answering questions that require them to think.
- Students must be taught the growth of rural settlements patterns diagrammatically. The correct use of words like 'on', 'along', 'across' and 'around' are necessary and important while defining settlement patterns.
- Students should be advised to state the most typical or exemplar regions of a particular pattern of settlement, specifically without being too generalised. Instead of naming states like, Gujarat, Madhya Pradesh, etc. – as this implies that the entire state has a circular pattern of settlement, they should write - parts of Gujarat / Madhya Pradesh / Maharashtra.

MARKING SCHEME

Question 4.

- (a)
- India is the second most populous country with 1028.7 million population, whereas China is the first with 1277.6 million population, in % India is 16.8%, China is 21.1% or 124.4% as compared to India.
 - Australia has 18.7 million or 0.3% or 1.8% in comparison to India.

(Any one criteria - % figure or statement.)

- (b)
1. Development of agricultural areas
 2. Development of industries
 3. Increase in urbanisation OR
- (1) Presence of raw material
 - (2) Availability of transport

(3) Security, livelihood, etc.

- (c) Pull Factor: is when an area of vast scope attracts people from other areas offering modern facilities and employment, education, medical facilities, political problems, riots, etc.
- (d) (i) With the presence of any perennial water body in the centre.
- (ii) Upper Ganga – Yamuna Doab,
Trans – Yamuna region,
Parts of Madhya Pradesh, Gujarat and Maharashtra. (any two)

Question 5

- (a) (i) Why is there a need for environmental management? [2]
- (ii) What is meant by *sustainable development*?
- (b) What are the *two* reasons for the arable land degradation in India? [2]
- (c) Mention *three* ways in which modern means of irrigation are more advantageous than the ancient methods of irrigation. [3]
- (d) (i) Mention *two* ways in which tube-wells are better than ordinary wells as a form of irrigation. [3]
- (ii) Name *any two* alternative methods of irrigation.

Comments of Examiners

- (a) (i) Few candidates were able to answer this question correctly. Most candidates defined environmental management or they were unable to explain why conservation is required. Their answers were incomplete – with emphasis only on ‘pollution free environment’.
- (ii) This question was well answered by most candidates. However, a few candidates gave incomplete answers, without stating the two different parts. They wrote, ‘sustainable development is that which enables the future generations to meet their needs’, but did not mention the ‘present generation’, while others left out ‘conservation for future use’.
- (b) Some candidates did not seem to know the meaning of the term ‘arable’ and gave reasons like, ‘deforestation, overgrazing and shifting cultivation’ – which are mainly causes for degradation of forested lands. Candidates left out key words like, ‘excessive use of fertilizers’, or repeated the same points like, ‘over irrigation’ and ‘soil salinity’ as separate points.
- (c) Most of the candidates were able to attempt this part well.

Suggestions for teachers

- Complete definitions must be learnt.
- Ask students to go through the syllabus and scope thoroughly. Selective study must be avoided.
- Students must be taught to write or explain in a precise manner. Examples and differences should be cited.
- Candidates need to comprehend and write precise answers, with data if required.
- Help candidates to differentiate between alternative methods of irrigation, modern methods of irrigation and conservation of water.

- (d) (i) Answers were found to be incomplete in most cases. Candidates failed to explain the superiority of tube wells over ordinary wells in terms of larger area of land irrigated (area was not correctly quantified). The idea that tube wells are mechanised and thus more efficient was left out by some candidates.
- (ii) Many candidates gave the answer as, watershed development and rain water harvesting instead of alternative methods like micro-irrigation and sprinkler irrigation.

MARKING SCHEME

Question 5.

- (a) (i) To plan, review, assess, decide and create a pollution free environment to protect life for future.
- (ii) Sustainable development is the development that meets the needs of the present without compromising the ability of future generations to meet their own needs.
- (b) Excessive use of chemical fertilisers, over irrigation, salinity, water logging.
- (c) 1. They are perennial sources of water.
2. They can irrigate larger area.
3. They are easy to operate.
- (d) (i) Tube-wells generally irrigate two hectares per day whereas surface wells irrigate only 0.2 hectares per day.
- Tube-wells can bring up water / irrigate in quick time with the help of machines, whereas, wells take longer time.
- (ii) Micro irrigation schemes, sprinkler, drip irrigation

Question 6

- (a) (i) Name *any two* methods of fishing. [4]
- (ii) Mention the leading State for fish production in the Western Coast of India. State *two* reasons for the development of the fish industry in India.
- (b) What is understood by the term *market gardening*? State a reason for its development in India. [2]
- (c) Compare tea production of India with Sri Lanka. [2]
- (d) State *any four* conditions essential for the generation of hydro-electric power. [2]

Comments of Examiners

- (a) (i) While most candidates answered this part correctly, a few named the implements used, e.g. – wrote about ‘catching fish with net’; others wrote – ‘pelagic fishing’, ‘demersal fishing’, etc.
(ii) Many candidates identified the state correctly. In some cases, the reasons given by candidates were vague and incomplete. The most obvious reason – i.e. the ‘natural factors’ was left out in many answers.
- (b) Several candidates were unable to provide the definition of ‘market gardening’ and defined ‘horticulture’ instead, thus omitting the essential key expressions. Reasons given for its development were also very vague and not identified correctly in some cases.
- (c) Some candidates answered correctly. For others, the comparison was incomplete as points in the corresponding columns did not tally. Ranking of India and Sri Lanka in terms of export and production was not mentioned in some cases.
- (d) This part was answered well by most candidates. Some candidates missed out key words – e.g. ‘perennial’ for large volume of water, ‘sufficient height’ for water falling and ‘huge’ for capital investment. Some mentioned words like ‘market’ and ‘capital outlay’ without any explanation.

Suggestions for teachers

- Explain the difference between methods of fishing and implements and their details therein. Students should be taught to learn the text thoroughly and not to resort to selective study.
- Advise students to list out leading states.
- Teach students to explain reasons behind particular geographical observations completely and specifically.
- Give precise definitions to students.
- While teaching, identify the key words for the students.

MARKING SCHEME

Question 6.

- (a) (i) Drifting, trawling, seining and lining *(any two)*
- (ii) Kerala
- Use of mechanised boats
 - More fishing harbours are developed
 - Subsidies are given to fishermen to improve fishing methods.
 - Natural factors – tropical waters along coastline, undented coastline, shallow waters.
- (any two points)*
- (b) Market gardening is the growing of fruits and vegetables in suburban areas for commercial purposes, sale in urban markets.
- Reason:
- (1) Efficient land use and natural resource.
 - (2) Creating skilled employment for rural masses.

	<u>Production of Tea in India</u>	<u>Production of Tea in Sri Lanka</u>
(c)	<ul style="list-style-type: none"> • 1st largest producer in the world. • 1st largest exporter of tea in the world. • Grows black and green tea • Main area – NE states and Nilgiri hills in S. India. 	<ul style="list-style-type: none"> • 3rd largest producer in the world. • 2nd largest producer in the world • Grows only black tea • Main area – S. of Badulla and N. of Kandy. <p style="text-align: right;"><i>(any two differences)</i></p>
(d)	<ul style="list-style-type: none"> • Perennial flow of large volume of water • Water should fall from a sufficient height • A ready market • Huge capital investment 	

Question 7

- (a) (i) What is the importance of transport as an infrastructural resource to industrial economy? [3]
- (ii) Briefly discuss *any two* natural factors that govern the distribution of roads in India.
- (b) Mention any *one* disadvantage of airways and *any one* disadvantage of pipelines as a mode of transport. [2]
- (c) Name a recently developed port of Tamil Nadu. What is its main purpose? [2]
- (d) State *three* ways in which radio and television are useful means in mass communication. [3]

Comments of Examiners

- (a) (i) Candidates answered this question vaguely. They did not clearly state that transport is a link between raw material and factories and finished goods and markets. Many candidates were confused and failed to understand the question. They discussed the general importance of roads instead.
- (ii) Many candidates answered this part correctly. However, others failed to understand what ‘natural factors’ entail. Many discussed human factors instead of natural ones. They failed to explain that hilly terrain is not suitable for building roads. Many made contradictory statements like – “lots of roads can be built in the mountainous regions”.
- (b) This part was answered correctly by majority of the candidates. Some candidates confused ‘limited carrying capacity’ with ‘cannot carry heavy and bulky goods’. Regarding pipelines – some candidates wrote “pipelines leak” which was an incomplete answer.

Suggestions for teachers

- Explain to candidates that the ‘importance of transport in the industrial economy’ must essentially relate to production and consumption of goods.
- Teach students to differentiate between natural and human factors influencing transport.
- Ask students to avoid selective study.

- (c) Many candidates wrongly identified the port as Vishakhapatnam and therefore could not answer the second part correctly. A specific answer was required – particular to the port. General answers such as, “to export and import various products” or “to trade with other countries”, etc. were also given by a few candidates.
- (d) This part was generally answered correctly by most candidates. A few candidates tended to repeat the same point.

MARKING SCHEME

Question 7.

- (a) (i)
 - A vital link between production and consumption.
 - A vital link between production and distribution
 - It leads to an integrated social – political and economic development.
 - Transportation facilities are required to carry various factors to manufacturing sites (may also be explained with the help of examples).

(any two points)
- (ii)
 - Flat level land
 - Availability of rich fertile land
 - High density of population

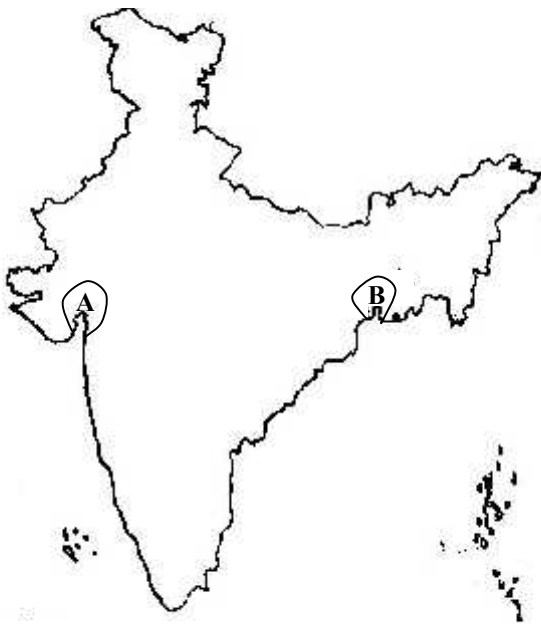
(any two points)
- (b) Disadvantages of airways:
- Costliest mode of transport
 - Affected by weather conditions
 - Has limited carrying capacity
 - Use of non-renewable energy source – petroleum as a fuel *(any one point)*
- Disadvantage of pipelines:
- They are not flexible
 - Their capacity cannot be increased once laid
 - Security management is difficult
 - Underground pipelines cannot be easily repaired
 - Underground leakage detection is also difficult *(any one point)*
- (c) Tuticorin:
- To carry on trade with Sri Lanka
- (d)
 - Creating awareness about national policies and programmes among the masses
 - Educational programmes for schools

- Healthy entertainment
- Promoting social justice
- Promoting research and development in broadcast technology
- Information about current affairs

(any three)

Question 8

(a) On the given sketch map of India:



- (i) Identify the industrial regions **A** and **B**. [3]
- (ii) Identify *any one* factor that has contributed to the growth of:
- (1) Region A
 - (2) Region B
- (b) State *two* ways in which Cotton industry in India is influenced by climatic conditions. [2]
- (c) Name the leading State for sugar industry in Peninsular India. Name its *two* centres. [3]
Why is there a shift of the sugar industry from North India to Peninsular India? Give *two* reasons.
- (d) (i) What are *petrochemicals*? [2]
- (ii) Give one reason for slow growth of international tourism in India.

Comments of Examiners

- (a) (i) While some candidates identified the regions correctly, many candidates named the most important industrial centre (Ahmedabad and Kolkata) instead of the Gujarat Industrial Region and the Hugli Industrial Region. Many candidates incorrect by named Region A as the 'Ahmedabad Region' and Region B as the 'Kolkata- Haldia region'.
- (ii) Many candidates failed to name the raw material based on which the industries have developed. Some named the industry but not the raw materials on which the industries have grown. In some cases, candidates discussed the general geographical advantages of the regions.
- (b) In most cases, climate as a factor influencing cotton 'growing' and not cotton 'processing' were stated. Candidates were unsure about the influence of a humid / dry climate on the spinning of cotton yarn; instead, they wrote how adverse climatic conditions like, strong winds, rainy and stormy weather affects cotton plants and crop. Some also wrote about various problems faced by the cultivators because of adverse climate.
- (c) Many candidates were not able to identify the leading state. The centres were also incorrectly named by several candidates. The second part of question was well handled by most of the candidate.
- (d) (i) An incomplete definition of petrochemicals was given by most candidates. Some candidates defined petrochemicals as chemicals derived from petroleum resources or simply as 'petroleum refinery products'.
- (ii) The reasons were identified correctly by most candidates. A few candidates mentioned strikes and bands instead of terrorist attacks.

Suggestions for teachers

- Explain clearly the difference between centre /area /region /state. Industrial regions with their major / important centres should be listed out and learnt.
- Make students identify the factors of location for each region. It should be made clear to students that it is not an industry which is a factor of location and that the main reasons for the location and growth of an industrial region pertains to the availability of raw materials.
- Ask students to read the question carefully and understand what is required.
- Explain to students that only one State leads and not many.
- Ask students to tabulate leading states with reference to particular resources for greater retention.
- Stress upon learning complete definitions.
- Ask students to learn problems related to international tourism and domestic tourism separately.

MARKING SCHEME

Question 8.

- (a) (i) A – Gujarat Industrial Region
B – Hugli Industrial Region
- (ii) A– Availability of raw cotton for growth of cotton textile industries OR
Discovery of oil and establishment of petrochemical industries (any one)
- B– Availability of jute, tea in West Bengal and Assam OR
Discovery of coal and iron ore in Chotanagpur plateau.
Served by Kolkata port (any one)

- (b) Cotton textile industry.
Humid climate does not allow breaking of thread
- (c) Maharashtra –
Mannad, Kolhapur, Ahmednagar, Sangli Solapur, Pune, Satara, Nasik (any two)
Shift of Sugar industry:
– Yield / unit area is high
– Long crushing season of 7 – 8 months
– Well managed co-operative sugar mills
– New large mills with modern machineries
– Mills are close to farm and high extraction of sucrose content. (any two)
- (d) (i) Petrochemicals are chemicals and compounds derived from petroleum resources.
(ii) Terrorist attacks, riots, poor infrastructural development (any two)

Question 9

- (a) How is *multi-level planning* different from *single level planning*. [2]
- (b) Explain the following levels of planning in the regional economical development: [2]
(i) Block level planning
(ii) Panchayat level planning
- (c) With reference to mining in Chattisgarh, name two minerals each mined from the following centres: [2]
(i) Surguja district
(ii) Bastar and Durg districts
- (d) What is an economist's contribution to the development of a region? [2]
- (e) With reference to Haldia Port, state the following: [2]
(i) Its location
(ii) The two main items of trade

Comments of Examiners

- (a) This question could not be answered satisfactorily by several candidates as definitions and differences could not be identified and paired. Many candidates failed to identify the characteristic features of multilevel planning. Some gave incomplete answers – “single level planning is done at one level multilevel planning has many levels”.
- (b) (i) Most candidate were unable to give correct answers. Many candidates did not mention that each district is divided into blocks of 100 villages with a population of 60,000. These figures were either not mentioned or stated incorrectly. Some candidates did not mention the participation of local population in implementing the plans. Several candidates referred to the Block Development Officer as a Block Collector or District Collector.
- (ii) Many candidates failed to mention that ‘Panchayat’ is an elected body. They did not mention village/ block/ district when writing that it is a 3- tier structure. In some cases, mixed answers were given - e.g. gram panchayat merged with block and district. Some candidates did not mention the 3- tier structure of the Panchayat.
- (c) (i) This part was answered correctly by most candidates. However, in some cases, only one of the two minerals was mentioned.
- (ii) Some candidates gave examples of minerals separately for Bastar and Durg. They were not sure of minerals found commonly in both districts.
- (d) Most of the candidates answered this part correctly. A few were unable to explain the tools of an Economist. Some others gave incomplete answers.
- (e) (i) Many of the answer for the location of Haldia Port was rather vague and general – candidates wrote – “in West Bengal”; “a few kilometres away from Kolkata”. Many candidates failed to mention the exact location.
- (ii) Many candidates got confused between the industries and goods which pass through the port – therefore they wrote ‘fertilizers’ and ‘petrochemicals’. Others mistakenly mentioned the items of trade of Kolkata port – tea, jute, iron ore, etc. instead of mineral oil and petroleum products.

Suggestions for teachers

- Teach students how to match points and mark out features of single level and multilevel planning. Tell students that feature of both types of planning should be mentioned and that the differences should match.
- Students should be drilled to identify and number features characteristic of different planning levels.
- Stress upon writing complete answers.
- Explain the location of Haldia port with particular reference to the rivers Haldia and Hugli – the use of keywords and terms help.

MARKING SCHEME

Question 9.

- | (a) | <u>Single level planning</u> | <u>Multi level planning</u> |
|-----|---|---|
| | It is done at national level and the planning process is centralised. | It is where various levels of planning takes place and country is divided into small territorial units. |
- (b) (i) – Block level planning: is when each district is divided into blocks consisting of about 100 villages with a population of about 60,000. It is the lowest level of planning under Multi level Planning.
- The aim is to mobilise local resources and participation of local people in decision making and implementation of the development scheme.
 - The planning is initiated under a Block Development Officer and a team of various specialists and village level workers.
 - The main focus is to solve local problems with the help of the extension officers in the field of agriculture, animal husbandry, cooperation, education, health, etc.
- (any one point)*
- (ii) Panchayat: it is an elected body in which villages as voters elect their representatives. The Panchayat Raj system has a 3 tier structure: (i) Village level (ii) Block level (iii) District level.
- (c) (i) Surguja – Coal, iron ore, bauxite
- (ii) Bastar and Durg - limestone, iron ore, dolomite *(any two of each)*
- (d) – To enhance general productivity level
- Per capita income
 - Efficiency of a worker
 - Overall improvement in quality of life in general
 - Elimination of poverty. *(any two points)*
- (e) (i) Location: - confluence of rivers Hugli and Haldia 105 km distance from Kolkata.
Main items of trade – mineral oil and petroleum products.

GENERAL COMMENTS:

(a) Topics found difficult by candidates in the Question Paper:

- Naming the Himalayan drainage systems.Q3(b)(ii)
- Comparative question on population data of India, China and Australia. Q. 4 (a)
- Reasons for increase in high population density areas. Q.4(b)
- Comparative representation of tea production – meaning rank in production and export. Q.6(c)
- Confusion over need and objectives of environmental management.Q5(a)(i)

(b) Concepts between which candidates got confused:

- Basic concept of local time and standard time.
- The concept of major and minor industrial regions.
- Definition / idea of market gardening.
- Single level planning and multilevel planning.
- Correlation between transport and industry.

(c) Suggestions for students:

- Study the syllabus thoroughly. Avoid selective study.
- Learn definitions thoroughly and completely, along with examples.
- A diagrammatic study of topics of Unit I – i.e. Physical features, climate must be done. Relevant examples, cross section of important features and differences are important.
- Population studies require particular reference to the tables of data. They are important for the identification of highest/lowest; largest/smallest states and finding reasons for the same.
- Advantages/disadvantages, reasons for concentration / lack of different types of transport network are important.
- Practice Map work regularly.
- Plan out revision work.
- Avoid vagueness while writing answers. Practice answering questions appropriately, using key words and relevant terms.
- While giving differences, the points of difference should match.