

**SAMPLE QUESTION PAPER**

# **GEOGRAPHY**

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**Class - XII**



**Government of Kerala  
Department of Education**

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**Prepared by  
State Council of Educational Research and Training (SCERT), Kerala**

**2015**

# ***Guidelines for the Preparation of Question Paper for HIGHER SECONDARY EDUCATION 2015-16***

## **Introduction**

Term evaluation is an important aspect of Continuous and Comprehensive Evaluation (CCE). It covers the **assessment of learning** aspect of the CCE. The Kerala School Curriculum 2013 postulated that the examination system should be recast so as to ensure a method of assessment that is a valid, reliable and objective measure of student development and a powerful instrument for improving the learning process. The outcome focused written tests are being used as tools for terminal assessment. Practical assessment is also considered for some subjects. The syllabus, scheme of work, textual materials, teacher texts and learning experiences may be considered while developing tools for term evaluation.

In order to make the examination system effective and objective, quality of the question paper needs to be ensured. Questions of different types considering various learning outcomes, thinking skills and of varying difficulty levels are to be included in the question paper. This makes question paper setting a significant task that has to be undertaken with the support of proper guidelines.

The guidelines for the preparation of the question paper have been divided into four heads for its effective implementation and monitoring. The areas are **i) preparatory stage, ii) nature of questions, iii) question paper setting and iv) structure of the question paper.**

### **I. Preparatory stage**

Before starting the process of question paper setting, the question paper setter should ensure that she/he has:

- Familiarised the current syllabus and textbook of the concerned subject.
- secured the list of Los (Learning Outcomes) relating to the subject.
- acquired the list of thinking skills applicable to the subject.
- prepared a pool of questions from each unit of the subject.
- verified the scheme of work and weight of score for each unit/lesson.
- gone through guidelines for the preparation of question paper for higher secondary education 2014-15.

### **II Nature of questions**

Questions selected from the pool to be included in the question paper should reflect the following features:

- stem of the question text should be relevant to the question posed.
- multiple choice questions should be provided with four competitive distracters.
- the possibilities of higher order thinking skills should be considered while setting MCQs
- time allotted for each question should be justified according to the thinking skills involved.
- the scope and length of the answer should be clearly indicated.

- questions should be prepared by considering the learning level of the learner.
- the question should focus on the learning outcomes.
- a wide range of thinking skills and learning outcomes from each unit/lesson should be considered.
- varied forms of questions should be covered.
- there should be a balance between the time allotted and the level of question.
- question should be very specific and free from ambiguity.
- question text should not be too lengthy and complicated.
- questions can be prepared based on a single or a cluster of learning outcomes which is scattered over one particular unit or units.
- cluster of learning outcomes from different units can be considered only for graded questions (questions with sub-divisions).
- the possibilities of graded questions reflecting different thinking skills can be explored.
- while preparing questions for language papers importance should be given to the language elements, language skills, discourses, textual content and elements of creativity.
- while preparing questions for subjects other than languages, importance should be given to content, concepts and skills.
- questions should cater the needs of differently abled learners and CWSEN (Children With Special Education Needs)
- the questions should contain varied forms such as objective type with specific focus to multiple choice test items and descriptive types (short answer and essay types).
- directions regarding the minimum word limit for essay type questions should be given.
- sufficient hints can be provided for essay type questions, if necessary.
- maximum usage of supporting items like pictures, graphs, tables and collage may be used while preparing questions.
- questions which hurt the feelings of caste, religion, gender, etc. must be completely avoided.

### III. Question paper setting

During the process of question paper setting the question setter should:

- prepare a design of the question paper with due weight to content, learning outcomes, different forms of questions and thinking skills.
- prepare a blue print based on the design.
- prepare scoring key indicating value points and question based analysis along with the question paper.
- while preparing scoring key, thinking skills should also be integrated.
- 60% weight should be given to thinking skills for conceptual attainment and 40% to thinking skills for conceptual generation.
- 15 to 20% weight of total scores must be given to objective type questions and up to 20% weight of total score must be given to essay type questions.

- the highest score that can be given to a question in the question paper is limited to 10% of the total score.
- while fixing the time for answering a question, time for reading, comprehending and writing the answer must be considered.
- The total time limit of the question paper - two hours for 60 scores and 2.30 hours for 80 scores question papers with an extra cool-off time of 15 minutes.

#### IV. Structure of the question paper

The question paper should reflect the following features in general:

- general instructions for the question paper should be given on the top.
- instructions for specific questions can be given before the question text.
- monotony of set patterns (objective or descriptive) should be avoided.
- questions should be prepared in bilingual form.
- there should not be any mismatch between the bilingual versions of the questions.
- choice can be given for questions up to 20% of the total score.
- while giving choice, alternative questions should be from the same unit with the same level of thinking skills.
- in the case of languages, language of the questions and answers should be in the particular language concerned. Necessary directions in this regard must be given in the question paper.

### THINKING SKILLS

Category/ processes	Alternative terms
<b>1. Remember</b>	<b>Retrieve relevant knowledge from long-term memory</b>
1.1. <i>Recognising</i>	identifying- (e.g. Recognize the dates of important events in Indian history)
1.2. <i>Recalling</i>	retrieving - (e.g. Recall the major exports of India)
<b>2. Understand</b>	<b>Construct meaning from instructional messages, including oral, written and graphic information</b>
2.1. <i>Interpreting</i>	clarifying, paraphrasing, representing, translating (e.g. Write an equation [using B for the number of boys and G for the number of girls] that corresponds to the statement ‘There are twice as many boys as girls in this class’)
2.2. <i>Exemplifying</i>	illustrating, instantiating (e.g. Locate an inorganic compound and tell why it is inorganic)
2.3. <i>Classifying</i>	categorizing, subsuming (e.g. Classify the given transactions to be recorded in Purchase returns book and Sales returns book)
2.4. <i>Summarising</i>	abstracting, generalizing (e.g. Students are asked to read an untitled passage and then write an appropriate title.)
2.5. <i>Inferring</i>	concluding, extrapolating, interpolating, predicting (e.g. a student may be given three physics problems, two involving one principle

and another involving a different principle and ask to state the underlying principle or concept the student is using to arrive at the correct answer.)

2.6. *Comparing* contrasting, mapping, matching (e.g. Compare historical events to contemporary situations)

2.7. *Explaining* constructing models (e.g. the students who have studied Ohm's law are asked to explain what happens to the rate of the current when a second battery is added to a circuit.)

<b>3. Apply</b>	<b>Carry out or use a procedure in a given situation</b>
3.1. <i>Executing</i>	Carrying out (e.g. Prepare Trading and Profit and loss Account from the Trial Balance given and find out the net profit.)
3.2. <i>Implementing</i>	using (e.g. Select the appropriate given situation where Newton's Second Law can be used)
<b>4. Analyse</b>	<b>Break material into its constituent parts and determines how the parts relate to one another and to an overall structure or purpose</b>
4.1. <i>Differentiating</i>	discriminating, distinguishing, focusing, selecting (e.g. distinguish between relevant and irrelevant numbers in a mathematical word problem)
4.2. <i>Organising</i>	finding coherence, integrating, outlining, parsing, structuring (e.g. the students are asked to write graphic hierarchies best corresponds to the organisation of a presented passage.)
4.3. <i>Attributing</i>	deconstructing (e.g. determine the point of view of the author of an essay in terms of his or her ethical perspective)
<b>5. Evaluate</b>	<b>Make judgements based on criteria and standards</b>
5.1. <i>Checking</i>	coordinating, detecting, monitoring, testing (e.g. after reading a report of a chemistry experiment, determine whether or not the conclusion follows from the results of the experiment.)
5.2. <i>Critiquing</i>	judging (e.g. Judge which of the two methods is the best way to solve a given problem)
<b>6. Create</b>	<b>Put elements together to form a coherent or functional whole; reorganize elements into a new pattern or structure</b>
6.1. <i>Generating</i>	hypothesizing (e.g. suggest as many ways as you can to assure that everyone has adequate medical insurance)
6.2. <i>Planning</i>	designing (e.g. design social intervention programmes for overcoming excessive consumerism)
6.3. <i>Producing</i>	constructing (e.g. the students are asked to write a short story based on some specifications)

Considering the intellectual level of learners, while setting the question paper;

- 1. 60% weight may be given to thinking skills used for factual and conceptual attainment and**
- 2. 40% weight may be given to thinking skills for conceptual generation** (higher thinking skills has to be ensured in this category). Thinking skills for conceptual generation means thinking skills needed for elaborating the concepts.

***Refer the range of thinking skills given above. We can include the thinking skills no.1.1 to 3.2 (11 processes) under first category and 4.1 to 6.3 (8 processes) under second category.***

## Guide lines for setting question paper - Geography

1. Multi level questions should be promoted.
2. The weight of objective questions should be between 15%-20% of total score and it should carry one score
3. The weight of essay question should be between 15%-20% of total score and it should carry six scores
4. The short answer question should carry two to five scores.
5. Graph, diagrams, maps and pictures should be included in the questions wherever necessary.
6. Specific hints should be included in the questions if needed.
7. Location of geographical information on the outline map should be included.

## **LEARNING OUTCOMES (Geography)**

### **PART I - FUNDAMENTALS OF HUMAN GEOGRAPHY**

#### **1: NATURE AND SCOPE OF HUMAN GEOGRAPHY**

- i. Appraises the interaction between physical environment and human beings and differentiate the concepts of Determinism, Possibilism and Neo determinism.
- ii. Differentiate the approaches in Human Geography evolved over time with their broad features.
- iii. Classify & categorize the different fields and subfields in Human Geography and evaluate its interdisciplinary nature.

#### **2. The World Population Distribution, Density and Growth**

- i. Explains the pattern of population distribution and density.
- ii. Distinguishes the factors influencing the distribution of population.
- iii. List out and explains the components of population change.
- iv. Recognizes the changing trends of population growth.
- v. Interprets the spatial pattern of population change.
- vi. Demonstrates the demographic transition theory with the help of a suitable graph
- vii. Examine and discriminate the positive and negative impact of population change.
- viii. Explains the various measures to control population.

#### **3. Population Composition**

- i. Defines sex ratio. Evaluates the reason for imbalance in sex ratio and importance given to women in a country.
- ii. Explain and illustrate the characteristics of the population with the use of population pyramid.
- iii. Values the significance of literacy in the development of a society.
- iv. Differentiate the economic activity and Compares the participation rate and the level of economic development of a region.

#### **4. Human Development**

- i. Differentiate and evaluate the terms Growth & Development.
- ii. Compare and contrast the different aspects of Human development and builds up a positive attitude towards attainment of Human Development.
- iii. Appraise the value of each concept in supporting Human development.

- iv. Identify the problems of Human development and able to distinguish one approach from another.
- v. Compare and contrast the levels of HDI and identify the indicators of HDI, Discriminate Human development with Human Poverty Index

### **5. Primary Activities**

- i. Explain the economic activities.
- ii. Classifying the economic activities.
- iii. Identifying various farming practices over the world.
- iv. Explains the types of mining and its problems.

### **6. Secondary Activities**

- i. Explain the meaning of secondary activities and manufacturing.
- ii. Explain the characteristics of modern large scale manufacturing.
- iii. Identify the factors influencing the location of industries.
- iv. Classify the manufacturing industries based on size, input, output and ownership.
- v. Explains cottage industries.
- vi. Explain the traditional manufacturing regions with examples.
- vii. Define high tech industries.
- viii. Summarising iron and steel industries and cotton textile industries.

### **7. Tertiary and Quaternary Activity**

- i. Identify and explain the different service sectors.
- ii. Explain different aspect of trade and commerce.
- iii. List out factors affecting transport and various means of communication.
- iv. Recognises tourism as fast emerging service sector.
- v. List out the factors affecting tourism.
- vi. Distinguishes low order and high order services and cites examples.
- vii. Describe KPO, BPO and Home shopping.
- viii. Explains digital divide.

### **8. Transport and Communication**

- i. Categorize the modes of transport and recognize changes happened in the field of transport and communication.
- ii. Compare the means of transport and their importance.
- iii. Analysis, the advantage of roads over other means, and describes road density and traffic flow.



- iv. Locate important highways.
- v. Explain the advantages of railways.
- vi. List out and locate the places connected by transcontinental railways.
- vii. Locate and appraise the major sea routes.
- viii. Locate the places connecting various inland waterways and the important ports.
- ix. Explain the importance of air transport.
- x. Summarize the importance of pipeline transport.
- xi. Evaluate the changes happened in field of communication.

## **9. International Trade**

- i. Describe the evolution of International trade.
- ii. Recognise the basis of international trade.
- iii. List out and explain the aspects of trade.
- iv. Recognise types of international trade.
- v. Explain balance of trade.
- vi. Lists out nations belonging to different trade locks.

## **10. Human Settlement**

- i. List out and explain the different types of settlements.
- ii. Differentiate the types of settlements.
- iii. Identify the different rural settlement patterns.
- iv. List out various problems of rural settlements.
- v. Explain urban settlement and differentiate various criteria for urban classification.
- vi. Identify urban centres based on function.
- vii. Identify of towns by their shapes.
- viii. Classify urban settlement as towns, cities, conurbation, megalopolis and million cities.
- ix. Analyse the different economic, socio-cultural, environmental problems in urban areas and getting an idea about the health city.

## **PART II - India People and Economy**

### **1. POPULATION- Distribution, Density, Growth and Composition**

- i. Explain and Map the uneven distribution of population.
- ii. Explain and calculate the density of population differently based on population and area.

- iii. Distinguish the four phases of population growth in India.
- iv. Make inference on the regional variation in growth of population.
- v. Illustrate and tabulate various aspect of population composition of India

## **2. MIGRATION- Types, Causes and Consequences**

- i. Explain migration and a migrant.
- ii. Identify and differentiate different streams of migration.
- iii. Evaluate the causes for migration.
- iv. Explain the causes of migration.

## **3. Human Development**

- i. Analyse the present development issues in India and differentiate with western view of development.
- ii. Recognize the inter related processes of the declining capabilities of poor and defines Human development.
- iii. Illustrates the concept of Human development in India. Discriminate and reason out the regional as well as state wise disparities in HDI.
- iv. Establish and appraises the relationship between population environment and development.

## **4. Human Settlements**

- i. List out and explain the differences of settlement.
- ii. Distinguish the factors and various conditions responsible for the different types of rural settlement.
- iii. Appreciate and identify towns as a major centre for economic and cultural development of people.
- iv. Describe and map the types of towns.
- v. Appreciate and identify towns as a major centre for economic and cultural development of people.
- vi. Explain the urbanization trends in India and factors responsible for it.

## **5. Land Resources and Agriculture.**

- i. Identify and list out land use categories.
- ii. Recognizes the causes which affect the land use changes in India.
- iii. List out and explain the categories showing increase and declining trends in land use.
- iv. Explain the importance of common property resources.
- v. Identifies the different cropping season and types of farming and calculate cropping intensity.

- vi. Explain and locate the distribution of major crops of India in the outline map.
- vii. Evaluate the measures taken in the development of Indian agriculture and significance of green revolution.
- viii. Recognizes and explains major problems in Indian agricultural sector.

## **6. Water resources**

- i. List out and explain the different sources of water resources.
- ii. Recognize the sectoral usage of water resources and significance of different types of irrigation.
- iii. Recognize various reasons for water pollution.
- iv. List out the different methods of water conservation and management.

## **7. Mineral and Energy Resources**

- i. Identification and classification of different types of minerals as metallic and non-metallic.
- ii. Illustration and identification of mineral rich areas in India.
- iii. Illustration and identification of ferrous, nonferrous and non-metallic minerals in India.
- iv. Illustration about various conventional and non-conventional energy resources in India.
- v. Explain the need for conserving the mineral resources and hence express the positive attitude towards the conservation of mineral resources for brighter future.

## **8. Manufacturing Industries**

- i. Classify the industries on the basis of different factors.
- ii. Explain the factors influencing the location of industries.
- iii. Identify the major industries in India
- iv. Explain the integrated steel plants in India
- v. Locate the integrated steel plants in map of India.
- vi. Explain the characteristics and distribution of major industries in India.
- vii. Locate the major industries in map of India.
- viii. Explain Liberalization, privatization globalization.
- ix. Identify and explain the important industrial regions in India. Locate the industrial regions in the map.

## **9. Planning and sustainable development**

- i. Differentiate sectoral and regional planning.
- ii. Explain different types of regional planning in the country.
- iii. Recognizes the importance of sustainable development.

## **10. Transport and Communication**

- i. Categorize the Means of transport in India and recognizes the development in this field.
- ii. Distinguish the different types of roads In Indian and locate important highways.
- iii. Explain the significance of Indian railways in the economic development and cultural unity in India.
- iv. Classify Indian railways based on gauge width and locate the zone and their headquarters.
- v. Appraise the achievement of Indian railway for the construction of Konkan railway.
- vi. Locate various inland waterways in India and explain them.
- vii. Recognizes the importance of Oceanic routes and locate the major sea ports.
- viii. Distinguish the agencies handling air transport in India.
- ix. Summarize the importance of pipeline, and the agencies engaged in pipeline activities.
- x. Differentiate Personal communication & Mass communication.

## **11. International trade**

- i. List out the export and import items of India and explain the changes in composition of trade.
- ii. Recognize India's major trade partner.
- iii. Identify and locate the major sea ports and air ports in India

## **12. Geographical Perspective on Selected Issues and Problems**

- i. List out and identify different types of environment pollution.
- ii. Identify and explain the problem of urban waste disposal, rural urban migration, slum and land degradation.

## Scheme of Work (Geography)

### **Text Books : Fundamentals of Human Geography**

### **Indian People Planning and Economy Class XII**

<b>Term</b>	<b>Month</b>	<b>Chapters</b>	<b>Name of Chapters</b>
I	June	TB-I 1	Human Geography Nature and Scope
		TB-I 2	The World Population Distribution, Density and Growth
		TB-I 3	Population Composition
		TB-II 1	Population : Distribution, Density, Growth and Composition
		TB-II 2	Migration : Types, Causes and Consequences
		TB-II 3	Human Development
	July	TB-I 4	Human Development
		TB-II 3	Human Development
	Aug	TB-I 10	Human Settlements
		TB-II 4	Human Settlements
II	Sep	TB-I 5	Primary Activities
		TB-II 5	Land Resources and Agriculture
		TB-II 6	Water Resources
	Oct	TB-II 7	Mineral and Energy Resources
		TB-I 6	Secondary Activities
	Nov	TB-II 8	Manufacturing Industries
		TB-I 7	Tertiary and Quaternary Activities
		TB-I 8	Transport and Communication
	Dec	TB-II 10	Transport and Communication
		TB-I 9	International Trade
	III	Jan	TB-II 11
TB-II 9			Planning and Sustainable Development in Indian Context
TB-II 12			Geographical Perspective on Selected Issues and Problems

## Fundamentals of Physical Geography (Practical)

<b>Term</b>	<b>Month</b>	<b>Chapters</b>	<b>Name of Chapters</b>
I	July	1	Introduction to Maps
		2	Map Scale
	August	3	Latitude, Longitude and Time
II	September	4	Map Projections
		4	Map Projections (continued ...)
		4	Map Projections (continued ...)
	November	5	Topographical Maps
	December	6	Introduction to Aerial Photographs
III	January	6	Introduction to Aerial Photographs (continued ...)
	February	7	Introduction to Remote Sensing
		8	Weather Instruments, Maps and Charts

Reg No: .....

SET- 1

HSE (II)  
March 2015

Name : .....

## GEOGRAPHY

Maximum : 60 Scores

Time: 2hours

Cool off time : 15 Minutes

### General Instructions to candidates:

- There is a 'Cool off time' of 15 minutes in addition to the writing time of 2 hours.
- You are neither allowed to write your answers nor to discuss anything with others during the 'cool off time'.
- Use the 'cool off time' to get familiar with questions and to plan your answers.
- Read the questions carefully before answering
- All questions are compulsory and only internal choice is allowed.
- Calculations, figures and graphs should be shown in the answer sheet itself.
- Malayalam version of the questions is also provided.
- Give equations wherever necessary
- Electronic devices except nonprogrammable calculators are not allowed in the Examination Hall.

### പൊതുനിർദ്ദേശങ്ങൾ

- നിർദ്ദിഷ്ട സമയത്തിന് പുറമെ 15 മിനിട്ട് 'കൂൾ ഓഫ് ടൈം' ഉണ്ടായിരിക്കും. ഈ സമയത്ത് ചോദ്യങ്ങൾക്ക് ഉത്തരം എഴുതാനോ, മറ്റുള്ളവരുമായി ആശയവിനിമയം നടത്താനോ പാടില്ല.
- ഉത്തരങ്ങൾ എഴുതുന്നതിന് മുമ്പ് ചോദ്യങ്ങൾ ശ്രദ്ധാപൂർവ്വം വായിക്കണം.
- എല്ലാ ചോദ്യങ്ങൾക്കും ഉത്തരം എഴുതണം.
- കണക്ക് കൂട്ടലുകൾ, ചിത്രങ്ങൾ, ഗ്രാഫുകൾ, എന്നിവ ഉത്തരപേപ്പറിൽത്തന്നെ ഉണ്ടായിരിക്കണം.
- ചോദ്യങ്ങൾ മലയാളത്തിലും നൽകിയിട്ടുണ്ട്.
- ആവശ്യമുള്ള സ്ഥലത്ത് സമവാക്യങ്ങൾ കൊടുക്കണം
- പ്രോഗ്രാമുകൾ ചെയ്യാനാകാത്ത കാൽക്കുലേറ്ററുകൾ ഒഴികെയുള്ള ഒരു ഇലക്ട്രോണിക് ഉപകരണവും പരീക്ഷാഹാളിൽ ഉപയോഗിക്കാൻ പാടില്ല.

1. Which among the following is most related to the concept of neo-determinism? 1
- Environmental controls determine the activities of man
  - Human beings can conquer nature by obeying it.
  - Nature is getting humanised.
  - Man gets naturalised by the dictates of nature.

1. നവവിധി വിശ്വാസസമീപനവുമായി ബന്ധമുള്ള പ്രസ്താവനയേത്? 1
- മനുഷ്യപ്രവർത്തനങ്ങളെ നിർണ്ണയിക്കുന്നത് പാരിസ്ഥിതിക നിയന്ത്രണങ്ങളാണ്.
  - പ്രകൃതിയെ അനുസരിച്ചുകൊണ്ട് മനുഷ്യൻ പ്രകൃതി ശക്തികളെ കീഴ്പ്പെടുത്താനാകും.
  - പ്രകൃതി മനുഷ്യവൽക്കരിക്കപ്പെടുന്നു.
  - പ്രകൃതി പ്രതിഭാസങ്ങളിലൂടെ മനുഷ്യൻ പ്രകൃതിവൽക്കരിക്കപ്പെടുന്നു.

- |  |  |
|--|--|
| <p>2. Anthropology is related to cultural geography. Then Psephology is related to which discipline? 1</p> <p>3. There are three components of population change. Explain them and examine the influence of these components in the period of population explosion in India. 6</p> <p>4. Adolescent population in India is posing many challenges to the society. List out the challenges. 2</p> <p>5. Sometimes migration causes negative impacts to the source regions. Substantiate. 2</p> <p>6. Human development index measures attainments in human development. While Human Poverty Index measures its shortfalls. Differentiate the two based on the indicators. 4</p> <p>7. One among the following is considered as medieval town, trading town, transport town and also as a million plus city. Identify the town.<br/> a. Chennai<br/> b. Agra<br/> c. Varanasi<br/> d. Digboi 1</p> <p>8. List the problems faced by your nearby urban settlement 3</p> <p>9. Identify the one not related to pastoral nomadism<br/> a. Transhumance<br/> b. Permanent ranches<br/> c. Movement in search of pastures<br/> d. Primitive subsistence activity 1</p> <p>10. Distinguish the two types of farming based on farming organization. 3</p> | <p>2. ആന്ത്രോപോളജി സാംസ്കാരിക ഭൂമിശാസ്ത്രവുമായി ബന്ധപ്പെട്ടിരിക്കുന്നു. ഇത്തരത്തിൽ സെഫോളജിയുമായി ബന്ധപ്പെട്ട ഭൂമിശാസ്ത്രശാഖയേത്? 1</p> <p>3. ജനസംഖ്യാമാറ്റത്തെ സ്വാധീനിക്കുന്ന മൂന്ന് ഘടകങ്ങളുണ്ട്. ഓരോന്നും വിശദമാക്കുക. ഇന്ത്യയിലെ ജനസംഖ്യാവിസ്ഫോടന ഘട്ടത്തിൽ ഈ ഘടകങ്ങളുടെ സ്വാധീനം പരിശോധിക്കുക. 6</p> <p>4. കൗമാരജനസംഖ്യ ഇന്ത്യൻ സമൂഹത്തിൽ വെല്ലുവിളികൾ ഉയർത്തുന്നു. വെല്ലുവിളികൾ എന്തെല്ലാം? 2</p> <p>5. കുടിയേറ്റം ചിലപ്പോൾ പ്രഭവമേഖലകളിൽ വിപരീത ഫലങ്ങൾ സൃഷ്ടിക്കുന്നു. സാധൂകരിക്കുക. 2</p> <p>6. മനുഷ്യവികസന സൂചിക (HDI) നേട്ടങ്ങളെ പരിഗണിക്കുമ്പോൾ മനുഷ്യദരിദ്രസൂചിക (HPI) വീഴ്ചകളെയാണ് പരിഗണിക്കുന്നത്. ഉപസൂചകങ്ങളെ അടിസ്ഥാനമാക്കി രണ്ട് സൂചികകളും തമ്മിലുള്ള വ്യത്യാസമെഴുതുക. 4</p> <p>7. താഴെ പറയുന്നതിൽ ഒരു നഗരത്തിന് മധ്യകാലനഗരം, വ്യാപാരനഗരം, ഗതാഗതനഗരം, ദശലക്ഷനഗരം എന്നീ പേരുകളെല്ലാം യോജിക്കും. ഏതാണീ നഗരം?<br/> a. ചെന്നൈ<br/> b. വാരണാസി<br/> c. ആഗ്ര<br/> d. ഡിഗ്ബോയ് 1</p> <p>8. നിങ്ങളുടെ സമീപനഗരം നേരിടുന്ന പ്രധാന പ്രശ്നങ്ങൾ എഴുതുക. 3</p> <p>9. ഇടയജീവിതവുമായി ബന്ധമില്ലാത്തതേത്?<br/> a. ട്രാൻസ്ഹ്യൂമൻസ്<br/> b. റാഞ്ചസ്<br/> c. പുൽമേടുകൾ തേടിയുള്ള സഞ്ചാരം<br/> d. പ്രാചീന ഉപജീവനപ്രവർത്തനം 1</p> <p>10. സംഘാടനത്തിന്റെ അടിസ്ഥാനത്തിലുള്ള രണ്ട് തരം കൃഷി സമ്പ്രദായങ്ങളുണ്ട്. ഇവ തമ്മിലുള്ള വ്യത്യാസങ്ങൾ എഴുതുക. 3</p> |
|--|--|



11. Identify the crops shown in the given map and give an account of their distribution characteristics



11. ഭൂപടത്തിൽ രേഖപ്പെടുത്തിയിട്ടുള്ള കാർഷിക വിളകൾ ഏതെല്ലാമെന്ന് തിരിച്ചറിഞ്ഞ് അവയുടെ വിതരണ സവിശേഷതകൾ വ്യക്തമാക്കുക. 4



12. There is a short duration summer cropping season in India.  
i. Mention its name  
ii. Which are the months during which the cultivation is done? 4

12. ഇന്ത്യക്ക് ഹ്രസ്വമായ ഒരു ഉഷ്ണകാർഷിക കാലമുണ്ട്.  
i. ഈ കാർഷിക കാലമേത്?  
ii. ഏതൊക്കെ മാസങ്ങളിലായാണ് ഈ കാർഷികകാലം? 4

13. List out the factors demanding irrigation in a monsoon country like India. 3

13. മൺസൂൺ കാലാവസ്ഥാ രാജ്യമായിട്ടുകൂടി ഇന്ത്യയിൽ ജലസേചനം ആവശ്യമായി വരുന്ന സാഹചര്യങ്ങൾ എന്തൊക്കെ? 3

14. Re-arrange the items appropriately

A	B	C
Bauxite	Kerala	Nuclear energy
Monazite	Orissa	Non-conventional energy
Geothermal energy	Himachal Pradesh	Aluminium

3

14. ഉചിതമായി കളങ്ങളെ പുനഃക്രമീകരിക്കുക.

എ	ബി	സി
ബോക്സൈറ്റ്	കേരളം	ആണവോർജം
മോണസൈറ്റ്	ഒറീസ	പാരമ്പര്യേതര ഊർജം
ഭൗമതാപോർജം	ഹിമാചൽ പ്രദേശ്	അലൂമിനിയം

3

15. Classify the facts under the given heads.
- High proportion of industrial workers.
  - Robotics in assembly line
  - Smoke stack industries
  - Professional workers
  - Application of intensive research and development
  - Based on heavy industries.

3

Traditional large scale industries	High-Technology industries
•	•
•	•
•	•

4

16. Many products items are derived from crude petroleum, which provides raw materials for many new industries.
- Give a single term for such industries.
  - Name the sub-groups of the industry.

2

17. Information revolution presents a new situation called as 'Digital Divide'. What do you understand from this term? 2

18. Check the given statement and make necessary correction.  
 "Highest level of decision makers or policy makers performs Quaternary activities". 1

15. നൽകിയിട്ടുള്ള വസ്തുക്കളെ തരംതിരിച്ച് താഴെ പറയുന്ന മാതൃകയിൽ പട്ടികപ്പെടുത്തുക.
- വ്യവസായ തൊഴിലാളികളുടെ ഉയർന്ന അനുപാതം
  - അത്യാധുനിക യന്ത്രസാങ്കേതിക വിദ്യ
  - പുകവമിക്കുന്ന വ്യവസായ യൂണിറ്റുകൾ
  - പ്രൊഫഷണലുകൾ
  - സമഗ്ര ഗവേഷണ വികസന വിഭാഗങ്ങൾ
  - ഘനവ്യവസായങ്ങളാണ് അടിസ്ഥാനം.

3

പരമ്പരാഗത വൻകിട വ്യവസായങ്ങൾ	ഹൈ-ടെക് വ്യവസായങ്ങൾ

4

16. അസംസ്കൃത പെട്രോളിയത്തിൽ നിന്നും ലഭിക്കുന്ന വിവിധ ഉൽപ്പന്നങ്ങൾ പുതിയ വ്യവസായങ്ങൾക്കും അസംസ്കൃത വസ്തുക്കളാകുന്നു.
- ഇത്തരം വ്യവസായങ്ങൾക്ക് എന്താണ് പേര്?
  - ഈ വ്യവസായങ്ങളുടെ ഉപശാഖകൾ ഏതെല്ലാം?

2

17. വിവരസാങ്കേതികവിപ്ലവം 'ഡിജിറ്റൽ ഡിവൈഡ്' എന്ന ഒരു പുതിയ സാഹചര്യം സൃഷ്ടിക്കുന്നു. ഈ പദം എന്താണ് അർത്ഥമാക്കുന്നത്? 2

18. പ്രസ്താവന പരിശോധിച്ച് ആവശ്യമായ തിരുത്തൽ വരുത്തുക.  
 'ഉന്നതതല നയരൂപീകരണ പ്രവർത്തനങ്ങൾ ചതുഷ്ഠയമനുഷ്യപ്രവർത്തനത്തിൽ ഉൾപ്പെടുന്നു'.

1

19. Complete the table

• ?	• St. Petersburg to Vladivostok
• Trans-Canadian railway	• ?
• ?	• Perth to Sydney
• The Union And Pacific railways	• ?

4

20. India has trade relations with most of the countries.

- i. Which country is the largest trading partner and the most important destination of India's export?
- ii. Differentiate bilateral and multilateral trade.

3

21. Indira Gandhi Canal Command Area has both positive and negative impacts. Substantiate.

2

22. List a few problems you may notice in a slum.

2

23. Identify the geo information and locate them in the given outline map of India

- A. The largest urban agglomeration in India.
- B. An ancient town in Bihar with administration as the main function.
- C. The only state in India, where marriage migration law is different.
- D. Southern most industrial region in India.
- E. A port in the east coast developed to reduce congestion at Kolkata port.

5

19. പട്ടിക പൂർത്തിയാക്കുക

• ?	• സെന്റ് പീറ്റേഴ്സ്ബർഗ് മുതൽ വ്ളാഡിവോസ്റ്റോക് വരെ
• ട്രാൻസ് കനേഡിയൻ റയിൽവെ	• ?
• ?	• പെർത്ത് മുതൽ സിഡ്നി വരെ
• യൂണിയൻ പസഫിക് റയിൽവെ	• ?

4

20. ഇന്ത്യക്ക് നിരവധി രാജ്യങ്ങളുമായി വ്യാപാര ബന്ധമുണ്ട്.

2

- i. ഇന്ത്യയുടെ ഏറ്റവും വലിയ വ്യാപാരപങ്കാളിയും ഇന്ത്യയിൽ നിന്ന് ഏറ്റവും കൂടുതൽ കയറ്റുമതിയിനങ്ങളുടെ സ്വീകർത്താവുമായ രാജ്യമേത്?
- ii. ഉഭയകക്ഷി വ്യാപാരവും ബഹുകക്ഷി വ്യാപാരവും തമ്മിലുള്ള വ്യത്യാസമെന്ത്?

3

21. ഇന്ദിരാഗാന്ധി കനാൽ കമാന്റ് ഏരിയയിലെ ജലസേചന പ്രവർത്തനങ്ങൾ അനുകൂല ഫലങ്ങളും പ്രതികൂല ഫലങ്ങളും ഉണ്ടാക്കിയിട്ടുണ്ട്. സാധൂകരിക്കുക.

2

22. ചേരികളിൽ കാണപ്പെടുന്ന പ്രശ്നങ്ങൾ എന്തൊക്കെയാണ്.

2

23. ഭൂവിവരങ്ങൾ തിരിച്ചറിഞ്ഞ് ഇന്ത്യയുടെ രൂപരേഖയിൽ അടയാളപ്പെടുത്തുക.

- A. ഇന്ത്യയിലെ ഏറ്റവും വലിയ നഗരസമുച്ചയം
- B. ഭരണനഗരവിഭാഗത്തിൽപ്പെടുന്ന ബീഹാറിലെ ഒരു പ്രാചീന നഗരം
- C. വിവാഹ കുടിയേറ്റ നിയമത്തിൽ വ്യത്യാസം നിലനിൽക്കുന്ന ഒരേയൊരു ഇന്ത്യൻ സംസ്ഥാനം
- D. ഇന്ത്യയുടെ തെക്കേ അറ്റത്തുള്ള വ്യവസായമേഖല
- E. കൊൽക്കത്ത തുറമുഖത്തിലെ തിരക്ക് കുറയ്ക്കാനായി വികസിപ്പിച്ച സമീപ തുറമുഖം.

5



## Answer Key

Qn. No.	Sub Qns	Value points	Score	Total
1.	(b)	Human being can conquer nature by obeying it	1	1
2.		Electoral Geography	1	1
3.		To write the components. i. Crude Birth Rate ii. Crude Death Rate iii. Migration To explain each. To explain the cause of population explosion as increasing birth rate, decreasing death rate & immigration	1½ 1½ 3	6
4.		To list the challenges( any 4) (Lower age at marriage/female illiteracy/school dropouts/low intake of nutrients/maternal mortality/high rate of HIV/AIDS/ Physical and mental retardness/ drug abuse/ juvenile delinquency/crime committance)	2	2
5.		To state any two of the following. • Imbalance in age and sex structure. • Male selective out migration causing extra physical and mental pressure on women. • Loss of human resources, etc.	2	2
6		HDI considers • Life expectancy at birth • Adult literacy rate • Access to resources HPI considers: • Probability of not summing till to age of 40 • Adult illiteracy rate • No. of small children who are under weight	2 2	4
7	(b)	Agra		1
8.		To list any 3 problems faced by the agricultural sector/farmers	3	3
9.	(b)	Permanent ranches		1
10.		To identify Co-operative and collective farming To differentiate the two	1 2	3
11.		To identify the crops Cotton & Jute. To describe the distribution characteristics of cotton. To describe the distribution characteristics of jute	1 1½ 1½	4

Qn. No.	Sub Qns	Value points	Score	Total												
12.	(i). (ii).	Zaid March - May	1 1	2												
13.		To list the factors as (any 3) <ul style="list-style-type: none"> <li>• Spatio-temporal variability in rainfall</li> <li>• Large tracts of drought prone areas in NWrn India and deccan plateau.</li> <li>• Break in monsoon/dry spells</li> <li>• Water need of certain HYV crops.</li> <li>• Multiple cropping</li> </ul>	3	3												
14.		<table border="1"> <thead> <tr> <th>A</th> <th>B</th> <th>C</th> </tr> </thead> <tbody> <tr> <td>Bauxite</td> <td>Orissa</td> <td>Aluminium</td> </tr> <tr> <td>Monozite</td> <td>Kerala</td> <td>Nuclear Energy</td> </tr> <tr> <td>Geo Thermal energy</td> <td>Himachal Pradesh</td> <td>Non-conventional energy</td> </tr> </tbody> </table>	A	B	C	Bauxite	Orissa	Aluminium	Monozite	Kerala	Nuclear Energy	Geo Thermal energy	Himachal Pradesh	Non-conventional energy	3	3
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16.		<ul style="list-style-type: none"> <li>• Petrochemical Industries.</li> <li>• To write any 3 of the following  (a) Polymers                      (b) Elastomers  (c) Synthetic Fibers              (d) Surfactant intermediaries</li> </ul>	1 1	2												
17.		<ul style="list-style-type: none"> <li>• Difference in development based on information technology between countries , states, districts, towns etc. is termed as digital divide</li> </ul>	2	2												
18.		To correct the statement as: <ul style="list-style-type: none"> <li>• Highest level of decision makers or policy makers performs Quinary activities</li> </ul>	1	1												
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<b>Qn. No.</b>	<b>Sub Qns</b>	<b>Value points</b>	<b>Score</b>	<b>Total</b>
20.	(i) (ii)	USA to differentiate Bilateral and Multilateral trade	1 2	3
21.		Positive Impacts • Increase of cultural land • Increase in intensity of cropping Negative impact • Water logging • Soil salinity	1  1	2
22.		To list any 2 problems of slums	2	2
23.		To identify A - Mumbai B - Patna C - Meghalaya D - Kollan - Thiruvananthapuram region E - Haldia To locate in the outline map of India	2½ 2½	5

## QUESTION BASED ANALYSIS

Sl. No.	Content/Units	LO	Specific thinking Skills	Form of Questions	Score	Time in minutes
1	I	I.1.2	3.1	OBJECTIVE	1	2mts
2	II	I.1.3	1.1	OBJECTIVE	1	2mts
3	II	II.1.3	2.7	ESSAY	6	15mts
4	II	II.1.4	6.1	SHORTANSWER	2	3mts
5	III	II.2.3	6.1	SHORT ANSWER	2	3mts
6	IV	I.4.5	4.1	SHORT ANSWER	4	9mts
7	V	II.4.4	2.3	OBJECTIVE	1	2mts
8	V	I.10.9	6.1	SHORT ANSWER	3	7mts
9	VI	I.5.3	2.3	OBJECTIVE	1	2mts
10	VI	I.5.3	4.1	SHORTANSWER	3	7mts
11	VII	II.5.6	1.1	SHORT ANSWER	4	9mts
12	VII	II.5.5	1.2	SHORT ANSWER	2	3mts
13	VIII	II.6.2	1.2	SHORTANSWER	3	7mts
14	IX	II.7.1, II.7.2, II.7.4	1.2	OBJECTIVE	3	6mts
15	X	I.6.6 , I.6.7	1.1	SHORT ANSWER	3	7mts
16	X	I.6.4	1.2	SHORT ANSWER	2	3mts
17	XI	I.7.8	6.1	SHORT ANSWER	2	3mts
18	XI	I.7.6	5.1	OBJECTIVE	1	2mts
19	XII	I.8.6	1.2	OBJECTIVE	4	8mts
20	XIII	I.9.6	4.1	SHORT ANSWER	3	7mts
21	XIV	II.9.3	5.2	SHORT ANSWER	2	3mts
22	XV	II.12.2	6.1	SHORT ANSWER	2	3mts
23			1.1	MAP WORK	5	7mts



## WEIGHT TO CONTENT & LEARNING OUTCOMES

Sl.No.	Content/ Unit	LO. No. (I and II refers to Part I and Part II Textboks)	Score (%)	Time
1	I	I.1.2 I.1.3	2	3.33
2	II	II.1.3 ,II.1.4	8	13.33
3	III	II.2.3	3	5
4	IV	I.4.5	4	6.66
5	V	II.4.4 I.10.9	6	10
6	VI	I.5.3	4	6.66
7	VII	II.5.6 II.5.5	6	10
8	VIII	II.6.2	3	5
9	IX	II.7.1 II.7.2 II.7.4	3	5
10	X	I.6.6 I.6.7 I.6.4	6	10
11	XI	I.7.8 I.7.6	3	5
12	XII	I.8.6	4	6.66
13	XIII	I.9.6	4	6.66
14	XIV	II.9.3	2	3.33
15	XV	II.12.2	2	3.33
<b>TOTAL</b>			<b>60</b>	<b>100</b>

## WEIGHT TO THINKING SKILLS

No.	Thniking Skills	Score	Percentage
1	For conceptual attainment	36	60
2	For conceptual generation	24	40

## WEIGHT TO FORM OF QUESTIONS

No.	Type	No. of Questions	Score	Percentage
1	Objective	7	12	20
2	Short Answer	14	32	61.66
3	Essay	1	6	10
4	Map based questions	1	5	8.33
	<b>Total</b>	<b>23</b>	<b>60</b>	<b>100</b>

## BLUE PRINT

Unit	Thinking skills for Conceptual attainment				Thinking skills for Conceptual Generation				Total
	Objective	Short Answer	Essay	Map	Objective	Short Answer	Essay	Map	
I	1(1) 1(1)								2(2)
II			6(1)				2(1)		8(2)
III				1(1)			2(1)		3(2)
IV						4(1)			4(1)
V	1(1)			2			3(1)		6(2)
VI	1(1)						3(1)		4(2)
VII		4(1) 2(1)							6(2)
VIII		3(1)							3(1)
IX	3(1)								3(1)
X		3(1) 2(1)		1					6(2)
XI					1(1)	2(1)			3(2)
XII	4(1)								4(1)
XIII				1		3(1)			4(1)
XIV						2(1)		2(1)	
XV						2(1)			2(1)
<b>TOTAL</b>	<b>11 (6)</b>	<b>14(5)</b>	<b>6(1)</b>	<b>5(1)</b>	<b>4(2)</b>	<b>20(8)</b>			<b>60(23)</b>