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CLASS X · SOCIAL SCIENCE (087) · GEOGRAPHY · CBSE BOARD EXAMINATION 2027

GEOGRAPHY · CHAPTER 2 MODEL ANSWERS

Forest and Wildlife Resources

Board-Style Answer Booklet · Answers as CBSE expects them

CBSE marking-scheme pattern | Word count on every answer | 63 model answers | Most-probable 2027 answers marked

INSIDE THIS BOOKLET

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HOW TO USE IT

1. Write your own answer first, in the practice notebook.
2. Then open this booklet. Tick each numbered point you also wrote.
3. Give yourself 1 mark per matching point – that is how the examiner marks.
4. Copy any point you missed into My Mistakes (last page of the Chapter Booklet).
5. Rewrite the answer after 3 days, from memory.

USE WITH **Chapter Booklet, Geography Ch 2**

M

READ THIS FIRST · BASED ON THE CBSE SAMPLE PAPER AND MARKING SCHEME 2026–27

How CBSE Marks Geography

Every answer in this booklet follows the official marking-scheme pattern: numbered value points, keyword first, inside the word limit. Under each answer you will see its word count and how the marks are split.

The Geography section of the 2027 paper

Section B · 20 marks

Item	Type	Marks	Words	What earns the marks
Q10–Q15	MCQs: statements, matching, assertion–reason, identify from clues	1 each	–	Letter + answer
Q16	Very short answer	2	40	2 points × 1 mark
Q17	Long answer, (A) **or** (B)	5	120	5 points × 1 mark
Q18	Source / case-based: 18.1, 18.2, 18.3	1+1+2	100 in all	From the passage + chapter facts
Q19	Map: locate and label any three of four items	3	–	Right place + name written

In both 2026 papers we read, this chapter gave **Q11** and **Q15** (1 mark each): the Chipko state, the state with the largest permanent forest, and parks matched with states.

How the marking scheme gives marks

SEVEN RULES

- **Marks come from value points.** Each correct, relevant point earns 1 mark: 2 marks = 2 points, 3 marks = 3 points, 5 marks = 5 points. The scheme accepts “any other relevant point”, so a correct NCERT point that is not in our answer also scores.
- **Points are numbered and short.** Official answers have no introduction or conclusion. Our 5-mark answers sometimes add one opening and one closing line only so the answer reads well – skip them when short of time.
- **Keyword first.** Start each point with the key word and underline it – the examiner scans for it. Then give one fact: a name, a date, a number or an example.
- **MCQs:** write the letter and the answer text. Combination questions are answered like “(b) Only a, b and d”.
- **Case / source-based:** (i) and (ii) need one clear line each; the 2-mark part needs two separate points. Use the passage’s own clues, then add chapter facts.
- **Internal choice:** write “(A)” or “(B)” in the margin and attempt only one.
- **Do not repeat** one idea in two points – it earns one mark only.

Answer frames – copy this shape

2-mark answer ≤ 40 words

1. Keyword: one reason or fact.
2. Keyword: a second, different reason or fact.

Two lines, no introduction.

3-mark answer ≤ 60 words

1. Keyword: point + name / date / number.
2. Keyword: point + example.
3. Keyword: point + result.

One sentence per point.

5-mark answer ≤ 120 words

→ Optional opening line that answers the question in short.

1–5 Five numbered points, keyword first, a fact in each.

→ Optional closing line: "So / Hence …".

Order the points in time, or from cause to result.

Case-based 1 + 1 + 2 · ≤ 100 words

(i) One line, from the passage.

(ii) One line: passage clue + chapter fact.

(iii) Two separate points, one line each.

Never copy the whole passage.

Short of time? Learn these ten first

Most probable for 2027

C1	Explain the classification of forests by management and …	[5]	C2	Why was Project Tiger needed?	[3]
C3	"Local communities play an important role in conservation." …	[5]	C4	Explain the Joint Forest Management programme.	[3]
C6	Explain the major causes of depletion of forests and …	[5]	C9	Explain endangered, vulnerable and endemic species with an …	[3]
C10	Explain the steps taken by the government to protect wildlife.	[3]	D1	Case: Counting Stripes	[4]
D2	Case: Villagers versus the Quarry	[4]			

ANSWERS · PART A

A Textbook Check – Answers

Model answers to every Textbook Check question. Underlined words are the keywords the examiner looks for.

Biodiversity and species

A1. What is biodiversity? Why is it important for human beings? [2]

1. **Meaning:** the variety of plant and animal life in a habitat.
2. **Importance:** plants, animals and micro-organisms keep our air, water and soil healthy; we depend on this web.

28 words · limit 40 | Marking: 2 points × 1 = 2

A2. Describe the IUCN categories of plants and animals with one example each. [5]

1. **Normal:** population normal for survival – cattle, sal, pine.
2. **Endangered:** in danger of extinction – black buck, Indian rhino, sangai.
3. **Vulnerable:** declining, may soon become endangered – blue sheep, Gangetic dolphin.
4. **Rare:** small population – Himalayan brown bear, desert fox, hornbill.
5. **Endemic and extinct:** only in one area – Nicobar pigeon, mithun; not found anywhere – Asiatic cheetah.

52 words · limit 120 | Marking: 5 points × 1 = 5 | MUST DO

A3. Distinguish between vulnerable and endangered species with an example each. [2]

1. **Vulnerable:** population declining to a level where it may soon become endangered – Asiatic elephant.
2. **Endangered:** in danger of extinction if negative factors continue – Indian wild ass.

26 words · limit 40 | Marking: 2 points × 1 = 2 | MUST DO

A4. Give two features of the Asiatic cheetah. What is its status in India? [2]

1. **Features:** fastest land mammal (112 km/h); teardrop lines from eyes to mouth.
2. **Status:** declared extinct in India in 1952.

19 words · limit 40 | Marking: 2 points × 1 = 2

Depletion of forests

A5. How did colonial rule and agricultural expansion deplete India's forests? [3]

1. **Colonial rule:** railways, farming, commercial forestry and mining cleared forests.
2. **Farmland:** 26,200 sq km of forest became farmland between 1951 and 1980.
3. **Jhum:** shifting cultivation degraded tribal belts of north-east and central India.

33 words · limit 60 | Marking: 3 points × 1 = 3 | MUST DO

A6. What is enrichment plantation? Why is it harmful? [2]

1. **Meaning:** natural forest replaced by one commercial species – teak in the south, chir pine in the Himalayas.
2. **Harm:** other species are destroyed, reducing biodiversity.

24 words · limit 40 | Marking: 2 points × 1 = 2

A7. How have development projects and mining harmed forests and wildlife? Give examples. [3]

1. **River projects:** over 5,000 sq km of forest cleared since 1951; Narmada Sagar to submerge 40,000 ha.
2. **Mining:** dolomite mining threatens the Buxa Tiger Reserve in West Bengal.
3. **Habitat:** it blocked migration routes of animals like the great Indian elephant.

40 words · limit 60 | Marking: 3 points × 1 = 3 | MUST DO

A8. Why is the Himalayan yew under threat? [2]

1. **Medicine:** taxol from its bark, needles and roots is the top-selling anti-cancer drug.
2. **Over-use:** over-exploitation has dried up thousands of trees in Himachal and Arunachal.

25 words · limit 40 | Marking: 2 points × 1 = 2

A9. How does the loss of forests affect forest communities and women? [3]

1. **Communities:** forest-dependent people lose food, medicine and culture and become poorer.
2. **Women:** they walk over 10 km for fuel, fodder and water, harming their health and families.
3. **Disasters:** droughts and deforestation-induced floods hit the poor hardest.

36 words · limit 60 | Marking: 3 points × 1 = 3 | MUST DO

Conservation

A10. Why do we need to conserve forests and wildlife? [3]

1. **Life support:** they preserve ecological diversity – water, air and soil.
2. **Genetic diversity:** they keep plant and animal genes for better growth and breeding.
3. **Livelihoods:** agriculture uses traditional crop varieties; fisheries need aquatic biodiversity.

33 words · limit 60 | Marking: 3 points × 1 = 3 | MUST DO

A11. What were the main provisions of the Indian Wildlife (Protection) Act, 1972? [3]

1. **Habitats:** legal protection for habitats; an all-India list of protected species.
2. **Bans:** hunting banned and trade in wildlife restricted.
3. **Protected areas:** national parks, sanctuaries and projects for tiger, rhino, hangul, crocodiles and lion.

33 words · limit 60 | Marking: 3 points × 1 = 3 | MUST DO

A12. Why was Project Tiger launched? Name three tiger reserves with their states. [3]

1. **Decline:** tigers fell from about 55,000 to 1,827 by 1973.
2. **Threats:** poaching for skins and bones, shrinking habitat and prey.
3. **Reserves:** Corbett (Uttarakhand), Bandhavgarh (MP), Periyar (Kerala).

27 words · limit 60 | Marking: 3 points × 1 = 3 | MUST DO

Types of forests and community efforts

A13. Distinguish between reserved, protected and unclassed forests. [3]

1. **Reserved:** over half of forest land; most valuable for conservation.
2. **Protected:** about one-third; protected from further depletion.
3. **Unclassed:** other forests and wastelands owned by government, individuals and communities.

28 words · limit 60 | Marking: 3 points × 1 = 3 | Order of forest categories by area: 2025 32/1/1 Q5. | MUST DO

A14. Which states have mostly reserved, mostly protected and mostly unclassed forests? [3]

1. **Reserved:** J&K, Andhra Pradesh, Uttarakhand, Kerala, Tamil Nadu, West Bengal, Maharashtra.
2. **Protected:** Bihar, Haryana, Punjab, Himachal Pradesh, Odisha, Rajasthan.
3. **Unclassed:** all north-eastern states and parts of Gujarat; MP has 75% under permanent forests.

33 words · limit 60 | Marking: 3 points × 1 = 3 | MP's permanent forests: 2026 32/5/1 Q11.

A15. Give three examples of local communities conserving forests and wildlife. [3]

1. **Sariska:** Rajasthan villagers fought mining using the Wildlife Protection Act.
2. **Sonchuri:** five Alwar villages protected 1,200 ha as Bhairodev Dakav Sonchuri.
3. **Chipko:** resisted felling in the Himalayas and promoted community afforestation.

31 words · limit 60 | Marking: 3 points × 1 = 3 | Chipko state: 2026 32/1/1 Q11; Sariska: 2025 32/1/1 Q6. | MUST DO

A16. What is Joint Forest Management? How does it benefit villagers? [3]

1. **Origin:** began in Odisha in 1988.
2. **Working:** village institutions protect degraded forest land under the Forest Department.
3. **Benefits:** they get non-timber forest produce and a share of timber.

28 words · limit 60 | Marking: 3 points × 1 = 3 | MUST DO

A17. How have traditional beliefs helped conserve nature? Give three examples. [3]

1. **Sacred groves:** forests of gods and goddesses kept in pristine form.
2. **Sacred trees:** Mundas and Santhals worship mahua and kadamba.
3. **Animals:** Bishnois protect blackbuck, nilgai and peacocks; temple monkeys are fed.

31 words · limit 60 | Marking: 3 points × 1 = 3

B

ANSWER KEY · PART B

Objective – Answer Key

All 20 MCQ and assertion–reason answers, each with a one-line reason so you learn the fact, not only the letter.

Write the option letter **and** the answer, as the marking scheme does – e.g. "(b) ..." followed by the answer text.

Q	Answer	Why (one line)
B1	**(a) a-iii, b-iv, c-i, d-ii**	Type of 2026 Q15 in both sets.
B2	**(b) Uttarakhand**	The Himalayas of Uttarakhand. Type of 2026 32/1/1 Q11.
B3	**(c) Madhya Pradesh**	Type of 2026 32/5/1 Q11.
B4	**(d) Reserved, protected, unclassed**	Over half, about one-third, the rest. Type of 2025 Q5.
B5	**(d) Rajasthan**	Type of 2025 32/1/1 Q6.
B6	**(b) Vulnerable**	Declining; may soon become endangered.
B7	**(a) Nicobar pigeon**	Found only in the Nicobar Islands.
B8	**(d) endangered**	Endangered.
B9	**(a) Buxa**	Buxa, West Bengal.
B10	**(b) Himalayan yew**	Himachal Pradesh and Arunachal Pradesh.
B11	**(c) Odisha**	Odisha.
B12	**(c) Both I and II are correct**	Both true.
B13	**(d) Bishnois**	Bishnoi villages.
B14	**(a) Only a, b and d**	Sacred groves conserve forests.
B15	**(c) mahua and kadamba**	Tamarind and mango – tribals of Odisha and Bihar at weddings.
B16	**(b) the north-eastern states**	Managed by local communities; also parts of Gujarat.
B17	**(a) Both A and R are true, and R is the correct explanation of A.**	R explains A.
B18	**(a) Both A and R are true, and R is the correct explanation of A.**	R explains A.
B19	**(d) A is false, but R is true.**	A false – it is extinct in India (1952); R true.
B20	**(d) A is false, but R is true.**	A false – it reduces biodiversity; R true.

C

ANSWERS · PART C

Board Pattern – Answers

Model answers in the marking-scheme pattern. Orange tags show where a similar question came in a board or sample paper.

Types of forests and protected areas

★★★ every paper read · 1–3 marks

C1. Explain the classification of forests by management and their distribution among states. [5]

1. **Reserved:** over half of forest land; most valuable for conservation.
2. **Protected:** about one-third; protected from further depletion.
3. **Unclassed:** the rest, owned by government, private individuals and communities.
4. **Permanent estates:** reserved + protected; MP has the largest area – 75% of its forests.
5. **Distribution:** reserved: J&K, Kerala; protected: Bihar, Punjab; unclassed: north-east, parts of Gujarat.

53 words · limit 120 | Marking: 5 points × 1 = 5 | 2026 32/5/1 Q11; 2025 32/1/1 Q5. | MUST DO

C2. Why was Project Tiger needed? How does it help conservation? [3]

1. **Decline:** tigers fell to 1,827 by 1973 due to poaching and habitat loss.
2. **Launch:** Project Tiger began in 1973 with reserves like Corbett, Sunderbans and Periyar.
3. **Ecosystems:** saving the tiger also preserves whole ecosystems (biotypes).

35 words · limit 60 | Marking: 3 points × 1 = 3 | Parks and states: 2026 Q15 (both sets). | MUST DO

Community and conservation

★★☆ 2 of 3 papers · 1–5 marks

C3. "Local communities play an important role in conservation." Explain with examples. [5]

1. **Sariska:** villagers fought mining using the Wildlife Protection Act.
2. **Sonchuri:** five Alwar villages declared 1,200 ha a protected area with their own rules.
3. **Chipko:** resisted deforestation in the Himalayas through community afforestation.
4. **Farmers:** Beej Bachao Andolan and Navdanya showed farming without synthetic chemicals.
5. **JFM:** since 1988 village bodies protect degraded forests for a share of produce.

56 words · limit 120 | Marking: 5 points × 1 = 5 | Chipko: 2026 32/1/1 Q11; Sariska: 2025 32/1/1 Q6. | MUST DO

C4. Explain the Joint Forest Management programme. What is its main lesson? [3]

1. **Start:** Odisha passed the first JFM resolution in 1988.
2. **Method:** village institutions protect degraded forests; they get non-timber produce and timber shares.
3. **Lesson:** local communities must be at the centre of managing natural resources.

34 words · limit 60 | Marking: 3 points × 1 = 3 | MUST DO

C5. How have sacred groves and religious beliefs helped conserve nature? [3]

1. **Sacred groves:** belief that nature must be protected kept virgin forests pristine.
2. **Trees:** mahua and kadamba (Mundas, Santhals); tamarind and mango (Odisha, Bihar).
3. **Animals:** Bishnois protect blackbuck and nilgai; monkeys are fed at temples.

34 words · limit 60 | Marking: 3 points × 1 = 3

Depletion and its effects

★★☆ NCERT core · 3–5 marks

C6. Explain the major causes of depletion of forests and wildlife in India. [5]

1. **Colonial rule:** railways, agriculture, commercial forestry and mining.
2. **Agriculture:** 26,200 sq km converted to farmland (1951–80); jhum in tribal belts.
3. **Plantations:** teak and chir pine monocultures replaced natural forest.
4. **Projects and mining:** 5,000 sq km lost to river valley projects; dolomite mining at Buxa.
5. **Other:** poaching, over-exploitation, pollution and forest fires.

52 words · limit 120 | Marking: 5 points × 1 = 5 | MUST DO

C7. "The richest 5% cause more ecological damage than the poorest 25%." Explain. [2]

1. **Consumption:** the rich consume far more resources, causing more damage.
2. **Unequal burden:** the poor depend on forests but bear the losses.

21 words · limit 40 | Marking: 2 points × 1 = 2

C8. Explain how the depletion of forests affects poor people and women. [3]

1. **Livelihood:** forest communities lose food, medicine and culture.
2. **Women:** longer walks for fuel, fodder and water damage health and family care.
3. **Disasters:** droughts and floods hit the poor hardest.

29 words · limit 60 | Marking: 3 points × 1 = 3

Species and protection

★☆☆ NCERT core · 1–3 marks

C9. Explain endangered, vulnerable and endemic species with an example of each. [3]

1. **Endangered:** in danger of extinction – Indian rhino, lion-tailed macaque.
2. **Vulnerable:** may soon become endangered – Gangetic dolphin.
3. **Endemic:** found only in one area – Andaman teal, mithun.

25 words · limit 60 | Marking: 3 points × 1 = 3 | MUST DO

C10. Explain the steps taken by the government to protect wildlife. [3]

1. **Act, 1972:** Wildlife Protection Act banned hunting and restricted trade.
2. **Protected areas:** national parks and sanctuaries were set up.
3. **Species projects:** tiger, rhino, hangul, crocodiles, lion; protection for elephant and godawan.

31 words · limit 60 | Marking: 3 points × 1 = 3 | MUST DO

C11. Why is it necessary to conserve genetic diversity? [2]

1. **Breeding:** it allows better growth and breeding of plants and animals.
2. **Food:** agriculture uses traditional varieties; fisheries need aquatic biodiversity.

20 words · limit 40 | Marking: 2 points × 1 = 2

ANSWERS · PART D

D Case-Based – Answers

One line each for the 1-mark parts; separate points for the 2-mark parts. The whole answer stays within the word limit.

D1. Case-Based · Counting Stripes (printed in the booklet) [4]

(i) Name the programme and the year it began. [1]
Project Tiger, 1973.

(ii) Name the reserve in the mangroves of Bengal. [1]
Sunderbans National Park (West Bengal).

(iii) Give two reasons why the tiger population fell so sharply. [2]
(i) Poaching for the trade in skins and bones.
(ii) Shrinking habitat and fewer prey animals.

24 words in all · limit 100 | Marking: 1 + 1 + 2 = 4 | Same topic as 2026 Q15 (parks and states).

D2. Case-Based · Villagers versus the Quarry (printed in the booklet) [4]

(i) Name the tiger reserve. [1]
Sariska Tiger Reserve.

(ii) Which law did the villagers use? [1]
The Indian Wildlife (Protection) Act, 1972.

(iii) Give two other examples of community efforts to protect forests. [2]
(i) Bhairodev Dakav Sonchuri in Alwar, Rajasthan.
(ii) The Chipko movement in the Himalayas.

23 words in all · limit 100 | Marking: 1 + 1 + 2 = 4 | Same topic as 2025 32/1/1 Q6.

D3. Case-Based · Hugging the Trees (printed in the booklet) [4]

(i) Name the movement. [1]
The Chipko movement.

(ii) In which present-day state did it take place? [1]
Uttarakhand.

(iii) What did this movement show about conservation? Give two points. [2]
(i) People can successfully resist deforestation.
(ii) Community afforestation with indigenous species can be very successful.

20 words in all · limit 100 | Marking: 1 + 1 + 2 = 4 | Same topic as 2026 32/1/1 Q11.

D4. Case-Based · A Tree That Heals (printed in the booklet) **[4]**

(i) Name the tree and the chemical. [1]

Himalayan yew; taxol.

(ii) In which two states is it found? [1]

Himachal Pradesh and Arunachal Pradesh.

(iii) Give two reasons why such plants must be conserved. [2]

(i) They are a source of life-saving medicines.
(ii) Losing them reduces genetic diversity, which cannot be restored.

26 words in all · limit 100 | Marking: 1 + 1 + 2 = 4

D5. Case-Based · The Holy Grove (printed in the booklet) **[4]**

(i) What are such forests called? [1]

Sacred groves.

(ii) Name the two trees worshipped by the Mundas and Santhals. [1]

Mahua and kadamba.

(iii) How do such beliefs help conservation? Give two points. [2]

(i) Virgin forests survive in pristine form.
(ii) Plants and animals held sacred are protected by the whole community.

24 words in all · limit 100 | Marking: 1 + 1 + 2 = 4