



GEOGRAPHY (OPT.) MAINS 2017 (PAPER- I)

Vs

GUIDANCE IAS 500+ QUESTIONS July 2017

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Q1(a) Write a short note on Pseudovolcanic features. (10 marks)	
Q1(b) Distinguish between low energy coasts and coral coasts. (10 marks)	
Q1(c) Discuss the impacts of ocean currents on air mass behaviour. (10 marks)	<i>Although not directly discussed, concepts on the basis of which it was to be answered were discussed in the following questions:</i> Session 5 (Q19) Discuss the thermodynamic modifications in the airmasses. Elucidate your answer by discussing thermodynamic modifications in 'cP' airmass. (15 Marks) Session 5 (Q21) Explain the preconditions required for frontogenesis to occur. Highlight the major areas of frontogenesis around the globe. (15 Marks) [here examples of how ocean currents help in formation of cyclones by facilitating airmass convergence was given].
Q1(d) Describe the biological deserts. (10 marks)	<i>Although not directly discussed, concept was discussed in the following question while explaining the bathypelagic and abyss-pelagic realms:</i> Session6 (Q6) Give an account of the major marine biotic provinces.
Q1(e) Explain the concept of micro sink and its relevance. (10 marks)	
Q2(a) Discuss the forces which govern the air movement on the Earth's surface (20 marks)	<i>Although not directly discussed, students were asked to go through Guidance optional class notes where this topic was discussed in detail.</i>
Q2(b) "The knowledge of slope analysis has limited field application in the	<i>Although not directly discussed, the content that could have fetched fair</i>



slope management." Explain. (15 marks)	<i>marks was discussed in the following question:</i> Session 1 (Q7) Discuss the pros and cons of 'systems approach' in geomorphology. (15 Marks) [<i>Here slope was taken as a basis of exemplification. This same content could have been used to write a fairly good answer.</i>]
Q2(c) Describe the configuration of the Pacific Ocean floor. (15 marks)	Session 6 (practice Q3) Present a concise account of bottom relief of the Indian and Pacific Oceans. (20 Marks)
Q3(a) "Climate change is a reality." Explain with suitable examples. (20 marks).	Session 5 (Q28) Identify the major drivers of climate change according to the recent fifth assessment report of IPCC. (15 Marks) Session 5 (practice Q25) "Contemporary global climate change is an anthropogenic phenomenon" Discuss. (15 Marks)
Q3(b) Distinguish between the characteristics of Chernozem and Sierozem soils. (15 marks)	Session 9 (practice Q1) Classify soils based on their zonal distribution and describe the characteristics of pedocals. (15 Marks)
Q3(c) Give a classification of plants based on the amount of water requirement. (15 marks)	Comprehensive Test 2 (Paper 1) Q1(b) Discuss how climates impact vegetation. Session 9 (Q5) Discuss the role of environmental factors in the distribution of plants and animals. (15 Marks)
Q4(a) Discuss the concept of Periglacial cycle as propounded by Peltier. (20 marks)	<i>This question was not discussed in the class. But students were strictly advised to go through all the chapters on erosion and erosion cycle, including the periglacial, given in Savindra Singh physical Geography.</i>
Q4(b) "Climate, slope gradient and rock structure influence the avulsion of channels." Explain.	<i>Although not directly discussed, the content to be written was discussed in the following questions:</i> Session 2 (Q11) "Development of channel pattern is a function of the hydraulic geometry of the river." Elucidate. (15 Marks) [<i>Here the concept of avulsion and how it leads to development of anastomosing channels was discussed in detail.</i>] Session 2 (Q12) Write a short note on Hydraulic Geometry. (150 Words) Modular Test 1 (Q3a) "The configurations of the river channel are controlled by the variables of hydraulic geometry." Elucidate. (20 Marks) [<i>Concept of avulsion discussed again here in the test.</i>]



Q4(c) Discuss the perception, attitude, value and emotions (PAVE) Theory of environmental management. (15 marks)	
Q5(a) Explain the concept of Time-Geography. (10 marks)	<i>This question was discussed twice - once in session 3 and then again in test.</i> Comprehensive Test 1: Paper 1 (Q5a) Write a short note on “Time Geography”. Session 3 (Q18) Analyse the development of behavioural approach in human geography. (15 marks)
Q5(b) “Whittlesey’s agricultural regions are relevant even today”. Discuss. (10 marks)	Session 14 (Q13) Examine the bases of classification of agricultural regions as proposed by Whittlesey and explain the causes for the essential difference between intensive subsistence tillage with rice dominant and without rice in the crop association. (15 Marks) [<i>Here the basic concepts of Whittlesey’s agricultural regions was discussed in detail along with its shortcomings</i>].
Q5(c) Write an explanatory note on geographical systems. (10 marks)	Session 3 (Q15) Discuss the application of system analysis and general system theory in human geography. (15 Marks) Modular Test 1 (Q5d) Comment on the attempts to formulate a general system theory in geography. (150 words)
Q5(d) “The traditional cultural identities are at loss with the growth of global connectivity.” Explain. (10 marks)	Comprehensive Test 1: Paper 1 (Q7a) Discuss the impact of migration and transnationalism in transformation of religion and culture in a globalising age. (20 Marks) Session 8 (Q7) What is cultural diffusion? Discuss its modes as well as barriers to it. (15 Marks)
Q5(e) Give an account of sustainable development and its components. (10 marks)	Session 16 (practice Q9) Write short explanatory note on Ingredients of Sustainable Development. (150 Words)
Q6(a) Discuss the contemporary paradigms of Geography. (20 marks)	Session 3 (Q1) Discuss the development of geography as a paradigmatic discipline. (15 Marks) Session 3 Practice Question (Q1) Describe the sequence of major paradigm shifts in geographic thought during the twentieth century. (15 Marks).
Q6(b) “The intensity of energy crisis varies regionally.” Explain. (15 marks)	<i>Although not directly discussed, related concepts were discussed as part of the following questions:</i>



	<p>Session 13 (Q13) “The fossil fuels are finished and the future of energy depends upon renewable energy.” In this context, evaluate the potential of both conventional and non-conventional energy resources in India. (20 Marks)</p> <p>Session 13 (Practice Q13) Suggest appropriate energy policy for minimising energy crisis in India. (15 Marks)</p>
<p>Q6(c) Examine the causes and consequences of forced migration of population in the present context. (15 marks)</p>	<p>Session 7 (Q18) What is the difference between ‘refugees’ and ‘internally displaced persons.’ Analyse the contemporary patterns of such population. (15 Marks) <i>[Here the concept of forced migration was discussed in detail. Also, while discussing a question on consequences of migration, students were advised to always write consequences along three lines – Consequences on origin region, destination region and migrants].</i></p>
<p>Q7(a) Discuss the applicability of Christaller’s Central Place Theory. (20 marks)</p>	<p>Comprehensive Test 2: Paper 1 (Q6a) Analyse the concept and application of Christaller’s central place theory. (20 Marks)</p> <p>Session 11 (Q7) Analyse the applicability of central place theory in India. <i>[While discussing this question, students were told to use the Indian case as a case study in Paper I if required].</i></p>
<p>Q7(b) “There are considerable demographic similarities between West European nations and Japan.” Explain. (15 marks)</p>	<p>Session 7 (Q11) “Rather than being one demographic transition, there are in reality many”. Discuss. (15 Marks)</p> <p>Session 7 (Q12) Outline the key challenges the world will face as the demographic transition runs its course across the remainder of this century. (20 Marks)</p> <p><i>[While discussing these questions, the concept of stage 5 of demographic transition was used which could have been used in writing this question].</i></p>
<p>Q7(c) Define the quality of life and explain its parameters with adequate examples. (15 marks)</p>	<p><i>This question was not discussed. However, term as well as the concepts to write this answer were discussed in questions related with Measurement of development and human development index.</i></p>
<p>Q8(a) “The Heartland Theory is gaining importance once again.” Comment. (20 marks)</p>	<p>Session 12 (Practice Q3) Write a short note: relevance of heartland theory in contemporary world. (150 Words)</p> <p>Session 12 (Q3) “The contemporary geopolitical scenario has led to need of</p>



	making tweaks in the heart land theory as emergence of the 'New New Great Game' is evident." Discuss. (15 Marks)
Q8(b) Examine the role of small town in the regional development process. (15 marks)	Modular Test 3 (Q7a) Discuss the role of medium towns in regional development in India. (20 Marks) [<i>Here all the concepts that were to be used while discussing the role of different hierarchy of towns was discussed.</i>]
Q8(c) Examine the concept of social capital in relation to India. (15 marks)	Session 8 (Q17) "Treating population as a social capital is vital to achieve targets of population policy in India." Discuss. (15 Marks)

Analysis of the paper

- At first look the paper seems to be difficult than last year. In terms of Q1 and Q4, it is indeed true. However, rest all the questions were easier compared with last year. Infact UPSC balanced the difficulty of Q1 by putting all the tough questions of Section A into Q4 (which could have been left as it was choice type). This was not the case last year when atleast one tough question was part of all the choice type questions in Section A. Section B was similar or even easier than last year.
- The marks that the students would score will depend upon how well they were able to manage the stress during the examination besides their preparation levels. Guidance students were told beforehand (and even made to practice during tests by asking few bouncer questions in every tests) that UPSC is purposely giving first few questions very tough in order to create a psychological fear amongst the students during the examination. Unfortunately, students are falling in the trap created by UPSC and forget that it is rule type questions which get you selected and not the exceptions. Last year many Guidance students whose attempts were in the range of 205 to 225 easily scored 145+ marks in Paper I.
- Here at guidance we try to make our students master the rule type and tricky questions by intensive practice through Guidance 500+ programme.
- We try to also take care of exception type questions but we have to remember that their successful preparation is more luck-based. Although we do have strong record of even correctly predicting these questions in the past 3 years (as the case of Time Geography this year; analysis of past 3 years exception type questions and our success can be accessed from Guidance site).
- Also in Guidance we make the students work hard on human geography which is easier to handle in contemporary times. This year our human geography coverage was almost 100%.
- Besides Guidance Classroom Optional full course programme is even more comprehensive than 500+ programme which helps in dealing with the contemporary trend of examination.

Note: A detailed discussion on this year Geography Paper I and future strategy will be held on 17th Nov (4:00 PM) as a part of open orientation session of Guidance 500+ November 2017 batch.