Items for Assessment of Learning Outcomes

Geography

Class 7

राज्य शैक्षिक अनुसंधान और प्रशिक्षण परिषद्
STATE COUNCIL OF EDUCATIONAL RESEARCH AND TRAINING
SECTOR-32 UT CHANDIGARH

CHAPTER I

ENVIORNMENT

LEARNING OBJECTIVES

 • To understand the different components of Natural environment.
• To understand various measures of maintaining natural environment.
 • To know about the problems of human environment.
 • To Understand the solutions of the problems that are faced by human environment

LEARNING OUTCOME

- Describes different components of the environment in order to show understanding of the interrelationship between them.

Q1. Which is not a component of human environment?

a) Religion
b) Family
c) Land
d) Community

Q2. Identify the false statement," Environment Provides _____.

a) The water we drink
b) The food we eat
c) The air we breathe
d) The manufactured goods we use

Q3. Lithosphere is the domain that provides us_____.

a) Forests
b) Land
c) Minerals
d) All of the above

Q4. Hunting in forest and collection of wild plants by people should be banned to ensure protection of

    a) wild life
    b) ecosystem
    c) food chain
    d) food web

Q5. Which of the following facts is incorrect?

    a) Global warming is the rise in the average temperature of the earth's climate system
    b) Eutrophication is observed in water bodies
    c) The greenhouse effect is a natural phenomenon
    d) Ozone is harmless to breathe

ANSWERS

Q1. (c) Q2. (d), Q3 (d) Q4. (a) Q5 (d)

CHAPTER II

INTERIOR OF THE EARTH: ROCKS AND MINERAL

LEARNING OBJECTIVES

- To understand the layered structure of the earth.
- To draw and label diagram of earth's layers.
- To familiarize with the names of different types of rocks and their uses.
- To understand the differences between types of rocks by referring to their properties and methods of formation
- To understand the arrangement of the steps involved in the formation of rock in a sequential manner

LEARNING OUTCOME

- Identifies major layers of the earth's interior and their characteristics in order to construct a scientific explanation for the changes that take place on the surface of earth.
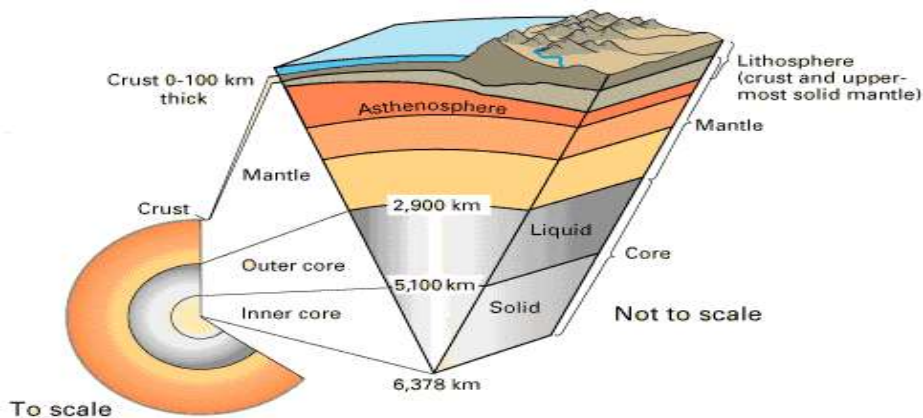
Q1. Inner and outer core of the earth structure is enriched in

    a) Copper and gold
    b) Gold and platinum
    c) Nickel and gold
    d) Copper and nickel

Q2. What property distinguishes the lithosphere, asthenosphere and mesosphere within the earth's mantle?

    a) Composition
    b) Pressure
    c) State (solid, liquid)
    d) Temperature

Q3. Lithosphere is the combination of ……?

a) Upper core and lower core
b) Upper crust and lower mantle
c) Crust and upper most part of mantle
d) Mantle and core

Q4. Fertilisers like _____ is/are found in sedimentary rocks

a) Potash
b) Nitrate
c) Phosphorous
d) All of the above

Q5. _____ are formed from cooling and solidification (solid) of lava

a) Igneous rocks
b) Metamorphic rocks
c) Sedimentary rocks
d) None of the above

ANSWERS

Q1 (b) Q2 (d)   Q3 (c)   Q4 (d)   Q5 (a)

CHAPTER III

OUR CHANGING EARTH

LEARNING OBJECTIVES

- To familiarize with the basics of lithospheric plates and plate tectonics.
- To understand the difference between endogenic forces and exogenic forces.
- To understand the structure and cause of volcanoes and earthquakes.
- To understand the landforms caused by agents of denudation like: River, Sea waves, Glacier and Wind.

LEARNING OUTCOME

Explains preventive actions to be undertaken in the event of disasters.

Q1. Which one of the following statements does NOT apply to the lithosphere?

a) It is a rigid layer
b) Earthquakes are mainly occurred in this layer
c) It has an average thickness of 7 kilo meter
d) It is thicker under mountain range

Q2. Which one of the following type of mountains is formed by exogenetic forces?

a) Block mountain
b) Volcano mountain
c) Residual mountain
d) Fold mountain

Q3. Which of the following is not a type of earthquake wave _____?

a) P Wave
b) L Wave
c) S Wave
d) M Wave

Q4. Continental glaciers are found in_____.

a) Australia
b) South America
c) Antarctica
d) Indian Ocean

Q5. Volcanoes are generally found where_____ pull a part or coming together:

a) Intraplate
b) Tectonic plates
c) Earth's crust
d) None of the above

Q6. Match the following with the preventive actions/ measures to be undertaken for the following natural calamities:

Calamities	Measures
1. Earthquake	A. people move to a high ground
2. Floods	B. deforestation should be prevented
3. Drought	C. search for a safe spot either in a kitchen counter or against a wall

	1	2	3	4
a) a.		A	B	C
b) b.		A	C	B
c) c.		C	A	B
d) d.		B	A	C

ANSWERS

Q1 (c) Q2 (d) Q3 (d) Q4 (c) Q5 (b) Q6 (c)

LEAERNING OBJECTIVES

• To understand the landforms caused by agents of denudation like: River, Sea waves, Glacier and Wind.

• To understand the flood plains broad, flat and fertile plain formed due to river deposition due to flooding.

• To understand loops created due to twisting, turning and bending of rivers over broad level plains is called meanders.

• To understand moraines are small pieces of rock, sand and silt debris deposited by glacier where melts.

 • To understand that a cut-off lake left behind when river breaks away from the bends of meanders is called as oxbolake.

LEARNING OUTCOME

Describes formation of landforms due to various factors.

Q7. Process by which a bed rock break's up is _____.

a) Weathering
b) Erosion
c) Lithospheric plate movements
d) None of these

Q8. The depositional features of a glacier is_____.

a) Flood plains
b) Beach
c) Moraine
d) None of these

Q9. Re-arrange the various events in the formation of delta:

a) meanders→ waterfall→ flood plains→ ox-bow lakes→ delta
b) delta→ ox-bow lake→ flood plains→ waterfall→ meanders
c) waterfall → ox-bow lake → flood plains→ meanders→ delta
d) waterfall → meanders → ox-bow lake → flood plains → delta

Q10. Sunder ban is a delta of: -

    a. Ganga
    b. Mahanadi
    c. Godavari
    d. Kaveri

Q11. The Process of transformation of rocks from one form to the other is called _____

    a. Rock Metamorphosis
    b. Rock Cycle
    c. Rock Change
    d. Transfer of rocks

ANSWERS

Q7 (a) Q8 (c) Q9 (d)   Q10 (a) Q11 (b)
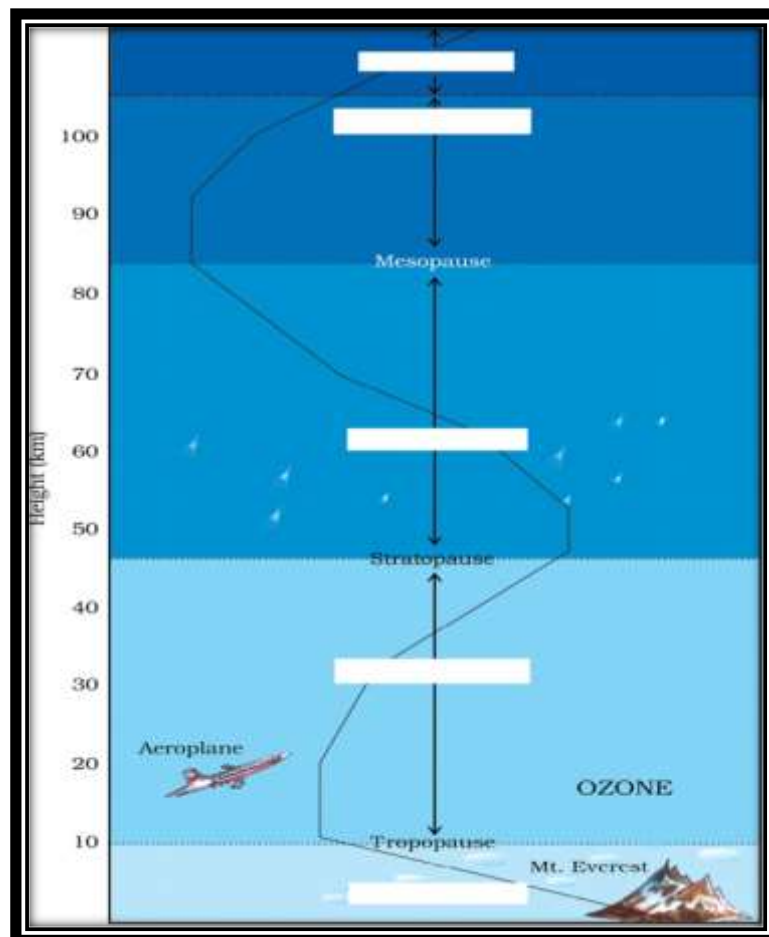
CHAPTER 4

AIR

LEARNING OBJECTIVES

- To understand the importance of atmosphere
- To understand that earth is surrounded by a thick layer of gases called the atmosphere

LEARNING OUTCOME

Explains composition and structure of the atmosphere in order to show understanding of the characteristics of the different layers.

Q1. Atmospheric layer important for human beings is _____.

a) Stratosphere
b) Mesosphere
c) Troposphere
d) Lithosphere

Q2. On the above diagram, show and labelled the layers of atmosphere with the help of following hints.

a) Lowermost layer of the atmosphere which is closest to the earth
b) This layer is free from clouds, dust particles and convection currents. it lies next to Troposphere.
c) The third layer of atmosphere which extends up to the height of 80 kms.
d) Thin layer helps in radio- transmission and extends up to 800 kms
e) The uppermost layer of the atmosphere.

ANSWERS

Q1 (c) Q2- a. Troposphere
b. Stratosphere
c. Mesosphere
d. Thermosphere
e. Exosphere

LEARNING OBJECTIVES

- To understand the lower layer of the atmosphere as water vapor and dust particles
- To familiarize that the atmosphere is divided in to five concentric layers – troposphere, stratosphere, mesosphere, thermosphere and exosphere

LEARNING OUTCOMES

- Locates distribution and extent of different climatic regions on the world map or globe to understand the differences in climatic pattern in different countries.
- Shows sensitivity to the need for conservation of natural resources– air, water, energy, flora and fauna - in order to describe how to protect and conserve the environment.

Q3. Masses of water droplets are called_____.

a) Rain
b) Flood
c) Snow
d) Cloud

Q4. Match the following terms with their examples

Columns I	Columns II
1. Local wind	A. Monsoons
2. Permanent wind	B. Loo
3. Seasonal wind	C. Trade winds

	a.	1	2	3
b)	a.	A	C	B
c)	b.	B	C	A
d)	c.	B	A	C
e)	d.	C	A	B

ANSWERS

Q3 (d) Q4 (b)

LEARNING OBJECTIVES

- To understand the phenomena of cloud, fog, wind, rain, etc. occur in the troposphere
- To understand the lower part of stratosphere has concentration of ozone, which absorb ultra violet radiation of the sun
- To understand that mesosphere is the coldest layer in this layer temperature decreases with height.
- To understand the exosphere is the uppermost layer and gradually merges into outer space.
- Weather is hour to hour day to day condition of the atmosphere
- To understand typical weather condition of an area over a long period of time are its climate
- To understand that wind is horizontally moving air near the surface of the earth

LEARNING OUTCOME

Analyses factors contributing to pollution in their surroundings and lists measures to prevent it in order to understand how to protect and conserve the environment.

Q5. Which layer of atmosphere is cloudless?

    a. Troposphere
    b. Stratosphere
    c. Mesosphere
    d. Exosphere

Q6. The movement of air from high pressure area to low pressure area is called_____.

    a. Atmospheric Pressure
    b. Wind
    c. Climate of a place
    d. Season

Q7. Which is the closest layer to the earth?

    a. Stratosphere
    b. Troposphere
    c. Mesosphere
    d. Lithosphere

Q8. _____is/are types of rainfall.

      a. Cyclonic
      b. Orographic
      c. Conventional
      d. All of the above.

Q9. Low Pressure is associated with_____.

      a. sunny sky and wet weather.
      b. cloudy sky and wet weather
      c. sunny sky and dry weather
      d. None of these.

Q10. Air moves from areas of _____pressure to areas of _____pressure.

      a. high, low
      b. low, high
      c. high, high
      d. None of the

ANSWERS

Q5-b, Q6-b, Q7-b, Q8-d, Q9-b, Q10-d

CHAPTER V

WATER

LEARNING OBJECTIVES

- To understand the classification and distribution of major water bodies.
- To understand the cause behind the origin of waves tides ocean currents and their effects.
- To understand the continuous circulation of water among the hydrosphere, atmosphere and lithosphere called hydrological cycles.
- To understand how waves are formed in the ocean or seas when wind blows across the water surface.
- To understand amount of salt present in the sea water is Salinity.
- To understand when the rain water is soaked by ground is called ground water.
- To understand that enormous sea waves caused due to undersea earthquake or volcanic eruption which cause tremendous destruction in coastal areas.
- To realize the importance of water conservation.

LEARNING OUTCOME

Shows sensitivity to the need for conservation of natural resources– air, water, energy, flora and fauna - in order to describe how to protect and conserve the environment.

Q1. _____have calm waters.

a) Oceans
b) Ponds
c) Lakes
d) Both b and c

Q2. What is the main cause of ocean current?

a) Winds
b) Density
c) Rotation
d) Land Masses

Q3. The area where the warm and cold current meets help in _____.

   a) Getting a good catch(fishing)
   b) Navigation
   c) Both a and b
   d) None of the above

Q4. What is the rhythmic rising and falling of the oceanic water twice a day known as?

   a) Tide
   b) Oceanic currents
   c) Waves
   d) None of them

Q5. Which sea has the highest salinity?

   a) Red Sea
   b) Baltic Sea
   c) Dead Sea
   d) Mediterranean Sea

Q6. Groundwater is a source of trouble at which place?

   a) Plains
   b) Slopes
   c) Rivers
   d) Lakes

Q7. The height of an ocean wave increases as _____.

   a) The wind speed increases
   b) The wind blows for longer times
   c) The distance over which the wind flows over the water increases
   d) All of these

Q8. A water-efficient irrigation system may include which features?

   a) Drip irrigation
   b) Rain shut off devices
   c) Moisture sensor
   d) All of above

ANSWERS
Q1 (d) Q2 (a) Q3 (a) Q4 (a) Q5 (c) Q6 (b) Q7 (c) Q8 (d)

CHAPTER VI

NATURAL VEGETATION AND WILDLIFE

LEARNING OBJECTIVES
• To understand the factors that influences the natural vegetation of a place.
• To identify the location where different types of natural vegetation flourish.
• To understand the difference between various rainforests and their related features.

LEARNING OUTCOME

Reasons and factors leading to diversity in flora and fauna, e.g., climate, landforms, etc. In order to understand the need for sustainable practices in food production, wildlife conservation, etc.

Q1. From the point of view of natural vegetation and wildlife, India belongs to which of the following categories?
  a) One of the twelve mega biodiversity countries of the world
  b) The richest wildlife zone in the world
  c) The country with the greatest forest cover
  d) A country lacking in biodiversity cover

Q2. A Change in height changes the_____.
  a) Climate
  b) Natural vegetation
  c) Both a and b
  d) None of above

Q3. Which of the following types of vegetation zones is found in the higher reaches of the Himalayas with mean annual average temperature below 5°C?
  a) Tropical Vegetation
  b) Sub-tropical Vegetation
  c) Alpine Vegetation
  d) Temperate Vegetation

Q4. Which of the following forest type does not have much wildlife?
  a) Coniferous
  b) Mediterranean
  c) Tropical Deciduous
  d) Temperate Deciduous

ANSWERS
Q1 (a) Q2 (c)   Q3 (c) Q4 (b)

LEARNING OBJECTIVES

- To understand the grasslands and other vegetation of the world.
- To understand the difference between various rainforests and their related features.
- To understand the grasslands and other vegetation of the world.

LEARNING OUTCOME

Shows the sensitivity to the need for conservation of natural resources-flora and fauna.

Q5. Match the following:

Column I	Column II
(i) The prairies	(a) Gold capital of the world
(ii) Johannesburg	(b) Sea of grasses
(iii) Grasslands	(c) Granaries of the world

    a) i-c, ii-a, iii-b
    b) i-a, ii-b, iii-c
    c) i-b, ii-a, iii-c
    d) i-d, ii-c, iii-a

Q6. The native Americans of the prairies are often called the _____

    a. Blue Indians
    b. Aryans
    c. Dravidians
    d. Red Indians

Q7. Which of the following geographical areas does not have a Rainforest?

    a. Africa
    b. Central America
    c. North America
    d. Southern Asia

ANSWERS

Q5 (a) Q6 (d) Q7 (c)

CHAPTER VII

HUMAN ENVIRONMENT SETTLEMENT, TRANSPORT AND COMMUNICATION

LEARNING OBJECTIVES

- understand our dwellings and their types.

LEARNING OUTCOME

Reflects on the factors leading to disasters and calamities in order to understand the consequences of various human actions.

Q1. Which factor does not help in settlements becoming larger_____?

a) Trade
b) Commerce
c) Manufacturing
d) Soils

Q2. In hilly regions the type of settlement found is _____.

a) Scattered settlement
b) Compact settlement
c) Permanent settlement
d) Urban settlement

Q3. The Development of a region depends upon _____.

a) Topography
b) Availability of Water
c) Means of Transport
d) All the above

ANSWERS

Q1 (d) Q2 (a) Q3 (d)

LEARNING OBJECTIVES

- To understand the different modes of transport and their importance
- To understand various types of communication mediums.

LEARNING OUTCOME

Analyses factors contributing to pollution in their surroundings and lists 953 measures to prevent it in order to understand how to protect and conserve the environment.

Q4. Which is the highest roadway in the world?

a) NH 30
b) Manali-Leh
c) Grand trunk road
d) None of above

Q5. Sometimes astronauts are not sent and only the _____ are sent to monitor any heavenly body in the space.

a) Rockets
b) Launch vehicle
c) Missiles
d) Automatic space craft

Q6. Attitudes, actions and appearances in the context of classroom communication are considered as:

a) Verbal
b) Non-verbal
c) Impersonal
d) Irrational

ANSWERS

Q4 (c) Q5 (c) Q6 (b)

CHAPTER VIII

HUMAN ENVIORNMENT INTERACTIONS TROPICAL AND SUBTROPICAL REGIONS

LEARNING OBJECTIVES

• To understand by tropical and sub-tropical areas and the features of both regions.

• To understand the real life connects with tropical and sub-tropical regions.

• To understand about amazon basin and wildlife around that.

LEARNING OUTCOME

Draw interrelationship between climatic regions and life of people living in different climatic regions of the world, including India.

Q1. Terrace farming is practiced in the areas _____

    a) Where the slope is steep
    b) Where the slope is gentle
    c) Which are plain
    d) Where abundant sand is available

Q2. The Climate of the Amazon basin is _____.
    a) Monsoon
    b) Dry
    c) Cold
    d) Hot and Wet

Q3. Match Columns:

Column I	Column II
(i) West Bengal and Assam	(a) Silk
(ii) Bihar and Assam	(b) Terrace Farming
(iii) Gentle slopes of mountains	(c) Tea Plantations

    a. i-c, ii-a, iii-b
    b. i-c, ii-b, iii-a
    c. i-a, ii-b, iii-c
    d. i-b, ii-a, iii-c

ANSWERS
Q1 (b) Q2 (d)   Q3 (a)

LEARNING OBJECTIVES

- To understand lifestyle, flora and fauna, people's occupation in and around Ganga Brahmaputra region.
- Analyse how these regions are same and different from each other in different perspectives.

LEARNING OUTCOME

Analyses factors contributing to pollution in their surroundings and lists measures to prevent it.

Q4. The staple food of the people of Ganga Brahmaputra basin is _____.
   a) Fish
   b) Wheat
   c) Rice
   d) Both a and c

Q5. Thick bamboo groves are popular in the_____.
   a) Ganga Plains
   b) Brahmaputra Plains
   c) Amazon Basin
   d) Both b and c

Q6. What are the modes of transport available in the Ganga-Brahmaputra basin?
   a) Waterways
   b) Roadways
   c) Airways
   d) All of above

Q7. Match the tourist attraction of Ganga-Brahmaputra basin with their location:

Location	Tourist attraction
1.Agra	a. Imam bara
2.Lucknow	b. Taj mahal
3.Uttar Pradesh and Bihar	c. Buddhist Stupas

   a. 1-c, 2-b, 3-a
   b. 1-a, 2-b, 3-c
   c. 1-b, 2-a, 3-c
   d. 1-a, 2-c, 3-b

ANSWERS

Q4 (C) Q5 (d) Q6 (d) Q7 (c)

CHAPTER IX

LIFE IN THE TEMPERATE GRASSLANDSL

LEARNING OBJECTIVES

- To understand about prairies region of North America.
- To understand about surplus region, (Granaries of the world)
- Due to surplus of wheat production in North America's prairies region.
- To understand real lives, connect with grasslands region.
- To understand the feature of two grasslands region- Prairies of North America and Velds of South Africa.

LEARNING OUTCOMES

- Shows sensitivity to the need for conservation of natural resources- air, water, energy, flora and fauna.
- Analyses factors that impact development of specific regions

Q1. The prairies grass turns brown in

a) Spring
b) Winter
c) Summer
d) Autumn

Q2. What are ranches?

a) Tropical grassland
b) Temperate grassland
c) Weat farms in prairies
d) All of above

Q3. The temperate grasslands receive around _____ of rainfall and snow in a year.

a) 200 to 300 cm

b) 25 to 100 cm

c) 100 to 150 cm

d) 150 to 200 cm

Q4. Which is the main animal in Prairies?

   a) The bison (American buffalo)
   b) Rabbits
   c) Gophers
   d) Prairie dog

Q5. Observe and understand the position of veld in Africa and mark it on a blank map of the world.

ANSWERS

Q1 (d) Q2 (c) Q3 (b) Q4 (a) Q5 (do it yourself)

LEARNING OBJECTIVES

- To understand lifestyle, flora-fauna, people's occupation and around Velds' region.
- To understand economical advantage of minerals like- Gold and diamonds of Velds' region
- To understand and analyse how these regions are same and different from each other in different perspectives.

LEARNING OUTCOME

Analyses factors that impact development of specific regions

Q6. Why is the soil in the velds not very fertile?

a) presence of discontinuous grasses exposing barren surface
b) presence of continuous grasses exposing barren surface
c) absence of continuous grasses exposing barren surface
d) none of above

Q7. What lies to the west of veld grasslands?

a) Drakensburg
b) River Orange
c) Kalahari Desert
d) Nothing

Q8. _____ is called the "gold capital of the world"

a) Kimberley
b) Johannesburg
c) Botswana
d) Drakensberg

ANSWERS

Q6 (a) Q7 (c) Q8 (b)

CHAPTER X

LIFE IN THE DESERT

LEARNING OBJECTIVES

- To understand about the features of two desert regions-The Sahara Desert of Africa and Ladakh of India.
- To familiarize with the desert region with illustrations.
- To understand and analyse how these regions are same and different from each other in different perspectives.

LEARNING OUTCOME

- Describes and analyses climatic regions and human habitations and life of people living in different climatic regions of the world, including India, in order to draw interrelationship between them and compare and contrast them.

Q1. How many countries touch Sahara Desert?

a) 11
b) 13
c) 16
d) 20

Q2. What is the other name of Ladakh?

a) Indus
b) Kargil
c) Khapa-chan
d) Karakoram

Q3. In which of the following place we can find the cold deserts?

a) Bangalore
b) Chennai
c) Himalaya
d) Rajasthan

ANSWERS

Q1 (a) Q2 (c) Q3 (c)

LEARNING OBJECTIVES

- To understand about lifestyle, flora and fauna, people's occupation around Ladakh region.
- To familiarize with the goods that re produced in summer Ladakh and exported all over the world.

LEARNING OUTCOME

- Analyses factors that impact development of specific regions

Q4. What makes desert region to become highly unproductive?

a) Salinity
b) Sunlight
c) Temperature
d) Increase in the rain

Q5. How can desert ecosystems be conserved?

a) By minimizing the human activity
b) By pouring water to desert area
c) By deforestation
d) By killing organisms

Q6. _____ produces the finest pashmina wool in the world.

a) Goa
b) Kerala
c) Punjab
d) Ladakh

ANSWERS

Q4 (a) Q5 (a) Q6 (d)

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"Live as if you were to die tomorrow. Learn as if you were to live forever"

- Mahatma Gandhi

2021

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