

Strictly Confidential: (For Internal and Restricted use only)
Secondary School Examination
March 2019
Marking Scheme – SCIENCE (SUBJECT CODE 086)
(PAPER CODE – 31/1/3)

General Instructions: -

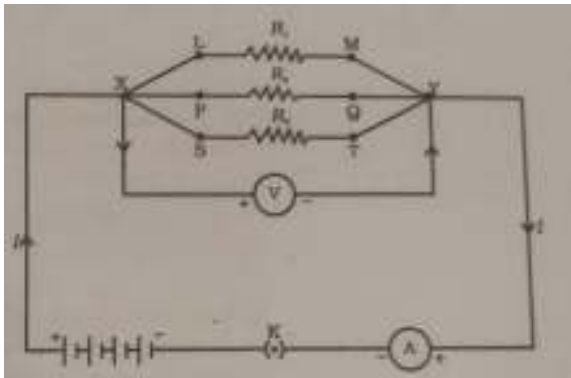
1. You are aware that evaluation is the most important process in the actual and correct assessment of the candidates. A small mistake in evaluation may lead to serious problems which may affect the future of the candidates, education system and teaching profession. To avoid mistakes, it is requested that before starting evaluation, you must read and understand the spot evaluation guidelines carefully. **Evaluation is a 10-12 days mission for all of us. Hence, it is necessary that you put in your best efforts in this process.**
2. Evaluation is to be done as per instructions provided in the Marking Scheme. It should not be done according to one's own interpretation or any other consideration. Marking Scheme should be strictly adhered to and religiously followed. **However, while evaluating, answers which are based on latest information or knowledge and/or are innovative, they may be assessed for their correctness otherwise and marks be awarded to them.**
3. The Head-Examiner must go through the first five answer books evaluated by each evaluator on the first day, to ensure that evaluation has been carried out as per the instructions given in the Marking Scheme. The remaining answer books meant for evaluation shall be given only after ensuring that there is no significant variation in the marking of individual evaluators.
4. If a question has parts, please award marks on the right-hand side for each part. Marks awarded for different parts of the question should then be totaled up and written in the left-hand margin and encircled.
5. If a question does not have any parts, marks must be awarded in the left hand margin and encircled.
6. If a student has attempted an extra question, answer of the question deserving more marks should be retained and the other answer scored out.
7. No marks to be deducted for the cumulative effect of an error. It should be penalized only once.
8. A full scale of marks 1 to 80 has to be used. Please do not hesitate to award full marks if the answer deserves it.
9. Every examiner has to necessarily do evaluation work for full working hours i.e. 8 hours every day and evaluate 25 answer books per day.
10. Ensure that you do not make the following common types of errors committed by the Examiner in the past:-
 - Leaving answer or part thereof unassessed in an answer book.
 - Giving more marks for an answer than assigned to it.
 - Wrong transfer of marks from the inside pages of the answer book to the title page.
 - Wrong question wise totaling on the title page.
 - Wrong totaling of marks of the two columns on the title page.
 - Wrong grand total.
 - Marks in words and figures not tallying.
 - Wrong transfer of marks from the answer book to online award list.
 - Answers marked as correct, but marks not awarded. (Ensure that the right tick mark is correctly and clearly indicated. It should merely be a line. Same is with the X for incorrect answer.)
 - Half or a part of answer marked correct and the rest as wrong, but no marks awarded.
11. While evaluating the answer books if the answer is found to be totally incorrect, it should be marked as (X) and awarded zero (0) Marks.
12. Any unassessed portion, non-carrying over of marks to the title page, or totaling error detected by the candidate shall damage the prestige of all the personnel engaged in the evaluation work as also of the Board. Hence, in order to uphold the prestige of all concerned, it is again reiterated that the instructions be followed meticulously and judiciously.
13. The Examiners should acquaint themselves with the guidelines given in the Guidelines for spot Evaluation before starting the actual evaluation.
14. Every Examiner shall also ensure that all the answers are evaluated, marks carried over to the title page, correctly totaled and written in figures and words.
15. The Board permits candidates to obtain photocopy of the Answer Book on request in an RTI application and also separately as a part of the re-evaluation process on payment of the processing charges.

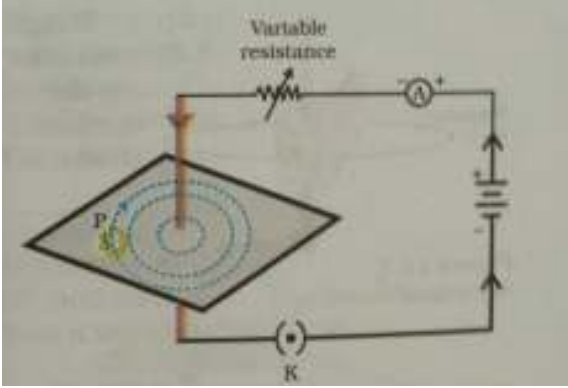
SET 31/ 1 / 3

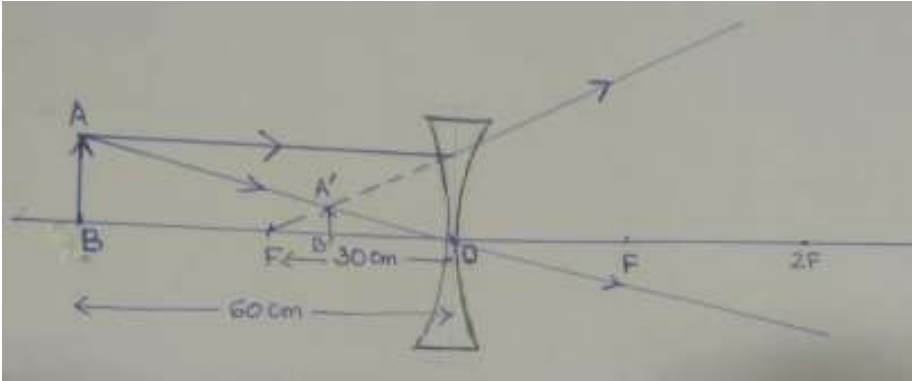
Q. No	Value Point/Expected Answer	Value	Total Marks
1.	<p style="text-align: center;">SECTION-A</p> <ul style="list-style-type: none"> • Fuel energy / microwave / hot plate / solar energy • Easily available <p style="text-align: center;">(Or any other source of energy with reason)</p>	1	1
2.	To measure potential difference across two points.	1	1
3.	<p style="text-align: center;">SECTION-B</p> <ul style="list-style-type: none"> • Image distance remains the same. • It is the distance between the eye lens and retina, which remains the same. 	1 1	2
4.	<ul style="list-style-type: none"> • (i) Pancreas act as a gland by secreting pancreatic juice which contains enzymes. • (ii) Secretes hormones like insulin / glucagon 	1 1	2
5.	<p>Modern periodic table consists of groups and periods. Where number of valence electrons determines the group and number of shells determines the period.</p> <p style="text-align: center;">OR</p> <p>(a) Group – 14, Period – 3 (b) Silicon Non – metallic / poor conductor of electricity (or any other property)</p>	1, 1 $\frac{1}{2} + \frac{1}{2}$ $\frac{1}{2}$ $\frac{1}{2}$	2
6.	<p>Segregation of waste; Recycling; Composting: Reducing the use of non – biodegradable material: Reuse (Any Three)</p> <p style="text-align: center;">OR</p> <p>The system where all the living organisms in an area together interact with the non – living constituents of the environment.</p>	1x3 1	

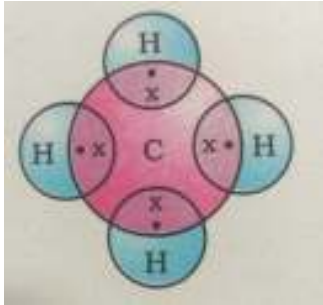
		2	3
7.	<p>Three advantages of exploiting resources with short term aims:</p> <p>(i) Immediate benefit to few people. (ii) Progress in science and technology for development in a country. (iii) Urbanisation and Industrialisation of an area.</p> <p>Three advantages of using a long time perspective:</p> <p>(i) Resources will be made available for sustainable development. (ii) Provides valuable contribution to the socio-economic development. (iii) Quality of environment will be conserved.</p>	$\frac{1}{2} \times 3$	
8.	<p>Rainbow – A natural spectrum of sunlight appearing in the sky after a rain shower</p>	1	
9.	<p>For nervous and hormonal systems to control and coordinate in human beings, hypothalamus plays an important role in receiving the neural / nerve signals from brain and release hormones.</p> <p>Ex – In situation of iodine deficiency, hypothalamus releases hormones to stimulate pituitary gland, it further sends stimulating hormone to thyroid gland to secrete thyroxine that regulates carbohydrate metabolism.</p>	1	
10.	<p>Receptor Cells of eyes/retina → Sensory Neuron → Brain / CNS</p>	1+1	3

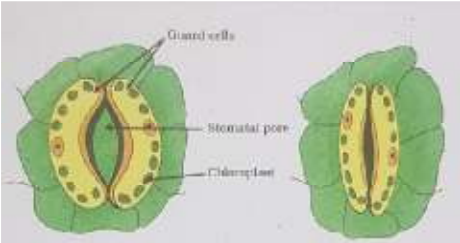
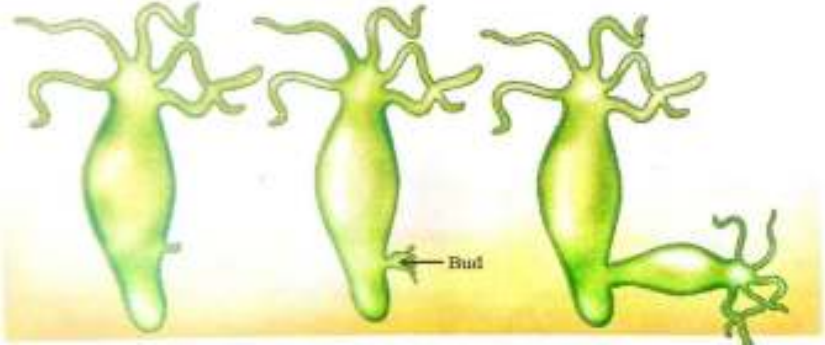
	Pupil contracts / Eye lids close/blink ←—— Eye Muscles ←—— Motor Neuron (Note: If a child writes spinal cord in place of brain give full credit to him/her)	½x6	3						
11.	A process in which green plants takes carbon dioxide and water and convert them into carbohydrates / food in the presence of sunlight and chlorophyll. Mechanism: (i) Absorption of light energy by chlorophyll. (ii) Conversion of light energy to chemical energy. (iii) Splitting of water molecules into hydrogen and oxygen. (iii) Reduction of carbon dioxide to carbohydrate.	1 ½ x 4	3						
12.	<ul style="list-style-type: none"> • Pea Plant / Garden pea / Pisum sativum • F₁ – All tall; F₂- Tall and short • Ratio – Tall : Short 3 : 1 / 1:2:1 OR <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 50%; text-align: center;">Acquired Traits</th> <th style="width: 50%; text-align: center;">Inherited Traits</th> </tr> </thead> <tbody> <tr> <td>1. These traits are not transferred from one generation to the next generation</td> <td>1. These traits are transferred from one generation to the next</td> </tr> <tr> <td>2. They do not bring about change in DNA Example: Acquiring any skill</td> <td>2. They bring about changes in DNA Example: Eye colour</td> </tr> </tbody> </table> (or any other relevant point and example)	Acquired Traits	Inherited Traits	1. These traits are not transferred from one generation to the next generation	1. These traits are transferred from one generation to the next	2. They do not bring about change in DNA Example: Acquiring any skill	2. They bring about changes in DNA Example: Eye colour	1 ½ + ½ 1 1 1 1	3
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13.	<ul style="list-style-type: none"> • White silver chloride turns grey in sunlight • $2\text{AgCl} \xrightarrow{\text{Sunlight}} 2\text{Ag} + \text{Cl}_2$ • Decomposition reaction / Photolytic decomposition OR <p>a) Displacement reaction $\text{Zn} + 2\text{AgNO}_3 \longrightarrow \text{Zn}(\text{NO}_3)_2 + 2\text{Ag}$</p> <p>b) Double displacement reaction $2\text{KI} + \text{Pb}(\text{NO}_3)_2 \longrightarrow \text{PbI}_2 + 2\text{KNO}_3$ (deduct ½ mark for non balanced equation)</p>	1 1 1 ½ 1 ½ 1	3						
14.	i. A ₂ O – Valency of group one is 1 and of oxygen is 2 ii. AX ₃ – Valency of group 13 is 3 and of halogen is 1	½+½ ½+½							

	iii. AB ₂ - Valency of element A of group 2 is 2 and of element B of group seventeen is 1.	½+½	3
15.	(a) In molten state, due to heat the electrostatic forces of attraction between the oppositely charged ions are overcome. So ions move freely and conduct electricity. In aqueous solutions ions are free and conduct electricity. (b) Due to the formation of a coating of aluminium oxide / Al ₂ O ₃ . (c) Reactive metals like calcium and magnesium react easily with different elements and occur in the form of ores.	½ ½ 1 1	3
16	<p style="text-align: center;">SECTION -D</p> <p>a)</p>  <p>From figure: $I = I_1 + I_2 + I_3$ $I_1 = \frac{V}{R_1}$, $I_2 = \frac{V}{R_2}$, $I_3 = \frac{V}{R_3}$ $\therefore \frac{V}{R_p} = \frac{V}{R_1} + \frac{V}{R_2} + \frac{V}{R_3}$ $\frac{1}{R_p} = \frac{1}{R_1} + \frac{1}{R_2} + \frac{1}{R_3}$ </p> <p>b) $R_1 = R_2 = 12 \Omega$ $V = 6 V$</p> $\frac{1}{R_p} = \frac{1}{R_1} + \frac{1}{R_2} = \frac{1}{12} + \frac{1}{12}$ <p>$\therefore R_p = 6 \Omega$</p> $I = \frac{V}{R_p} = \frac{6V}{6\Omega} = 1A$ <p style="text-align: center;">OR</p> <p>a) $R = R_1 + R_2$ $= 20 \Omega + 4 \Omega = 24 \Omega$</p>	1 1 1 1 ½ ½	
		1	

	<p>b) $I = \frac{V}{R}$</p> $= \frac{6V}{24\Omega} = 0.25 \text{ A}$ <p>c) (i) For electric lamp: $V = IR$ $= \frac{6}{24} \times 20 = 5 \text{ V}$</p> <p>(ii) For Conductor: $V = IR$ $= \frac{6}{24} \times 4 = 1 \text{ V}$</p> <p>d) $P = VI$ $= 5 \text{ V} \times \frac{6}{24} \text{ A} = 1.25 \text{ W}$</p>	1 1 1 1	5
17 a)	 <p>Diagram : 1 Direction : $\frac{1}{2}$ $\frac{1}{2}$</p> <ul style="list-style-type: none"> • Rule – Right hand thumb rule <p>Imagine that you are holding a current-carrying straight conductor in your right hand such that the thumb points towards the direction of current. Then your fingers will wrap around the conductor in the direction of the field lines of the magnetic field.</p> <p>b)</p> <ul style="list-style-type: none"> • Strength decreases • Reason - the concentric circles representing the magnetic field around a current-carrying straight wire become larger and longer as the distance increases. 	1 1 1 1	5
18.	<p>i) $u = -60 \text{ cm}$ $f = -30 \text{ cm}$ $v = ?$</p> $\frac{1}{f} = \frac{1}{v} - \frac{1}{u}$		

	<p> $\therefore \frac{1}{v} = \frac{1}{f} + \frac{1}{u}$ $= \frac{1}{(-30 \text{ cm})} + \frac{1}{(-60 \text{ cm})} = \frac{-3}{60}$ $\therefore v = -20 \text{ cm}$ $m = v/u = \frac{-20 \text{ cm}}{-60 \text{ cm}} = \frac{1}{3}$ <p>ii) Nature:- Virtual Position:- 20 cm from lens on the same side as the object Size:- Diminished Erect/Inverted:- Erect</p> <p>(iii)</p>  </p>	<p> $\frac{1}{2}$ 1 $\frac{1}{2}$ $\frac{1}{2}$ $\frac{1}{2}$ $\frac{1}{2}$ $\frac{1}{2}$ 1 </p>	<p>5</p>
<p>19.</p>	<ul style="list-style-type: none"> • Pollination – Transfer of pollen from anther / stamen to stigma of the flower • Type of Pollination – <ul style="list-style-type: none"> a) Self pollination – Transfer of pollen from anther / stamen to stigma occurs in the same flower b) Cross pollination – Pollen is transferred from anther / stamen of one flower to stigma of another flower • Agents of pollination – Wind, Water, Insects and Animals (any 2) • A tube grows out of the pollen grain and travels through the style, to reach the female germ cell in the ovary to cause fertilization <p style="text-align: center;">OR</p> <ul style="list-style-type: none"> • Female reproductive system <ul style="list-style-type: none"> • Name of parts – <ol style="list-style-type: none"> 1: Fallopian tube/Oviduct 2: Ovary 3: Uterus 4: Cervix 5: Vagina • Method to avoid pregnancy • Advantages <ul style="list-style-type: none"> - Proper gap between two pregnancies - Avoiding unwanted pregnancy - Keeping population under control 	<p> 1 $\frac{1}{2} + \frac{1}{2}$ $\frac{1}{2} + \frac{1}{2}$ $\frac{1}{2} + \frac{1}{2}$ 1 $\frac{1}{2}$ $\frac{1}{2} \times 5$ $\frac{1}{2}$ $\frac{1}{2} \times 3$ </p>	<p>5</p>

20.	<ul style="list-style-type: none"> • C₂H₅OH, Ethanol/Ethyl alcohol • Good solvent; used in medicines (Any other) <p>i) $2\text{C}_2\text{H}_5\text{OH} + 2\text{Na} \rightarrow 2\text{C}_2\text{H}_5\text{ONa} + \text{H}_2$</p> <p>Sodium ethoxide</p> <p>ii) $\text{C}_2\text{H}_5\text{OH} \xrightarrow[443\text{ K}]{\text{Hot Conc. H}_2\text{SO}_4} \text{CH}_2=\text{CH}_2 + \text{H}_2\text{O}$</p> <p>Ethene</p> <p style="text-align: center;">OR</p> <ul style="list-style-type: none"> • CH₄/Simplest hydrocarbon  <ul style="list-style-type: none"> • Covalent bonds <ul style="list-style-type: none"> i) No ions or charged particles are formed ii) Due to weak covalent bonds • Carbon dioxide and water are produced/ $\text{CH}_4 + 2\text{O}_2 \longrightarrow \text{CO}_2 + 2\text{H}_2\text{O}$ 	<p>$\frac{1}{2} + \frac{1}{2}$</p> <p>$\frac{1}{2} + \frac{1}{2}$</p> <p>1</p> <p>$\frac{1}{2}$</p> <p>1</p> <p>$\frac{1}{2}$</p> <p>OR</p> <p>$\frac{1}{2}$</p> <p>1</p> <p>$\frac{1}{2}$</p> <p>1</p> <p>1</p> <p>1</p> <p>1</p>	5								
21.	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 50%; text-align: center;">Acid</th> <th style="width: 50%; text-align: center;">Base</th> </tr> </thead> <tbody> <tr> <td>1) An acid produces H⁺ ions in aqueous solution</td> <td>A base produces OH⁻ ions in aqueous solution</td> </tr> <tr> <td>2) Acids are sour in taste.</td> <td>Bases are bitter in taste</td> </tr> <tr> <td>3) Acids change the colour of blue litmus to red.</td> <td>Bases change the colour of red litmus to blue.</td> </tr> </tbody> </table> <p style="text-align: right;">(Any one)</p> <ul style="list-style-type: none"> • Neutralization – A reaction of an acid with a base to produce salt and water. <ul style="list-style-type: none"> (i) Acidic – $\text{NH}_4\text{OH} + \text{HCl} \rightarrow \text{NH}_4\text{Cl} + \text{H}_2\text{O}$ (ii) Basic – $\text{NaOH} + \text{H}_2\text{CO}_3 \rightarrow \text{Na}_2\text{CO}_3 + \text{H}_2\text{O}$ (iii) Neutral – $\text{KOH} + \text{HNO}_3 \rightarrow \text{KNO}_3 + \text{H}_2\text{O}$ <p style="text-align: right;">(or any other example)</p>	Acid	Base	1) An acid produces H ⁺ ions in aqueous solution	A base produces OH ⁻ ions in aqueous solution	2) Acids are sour in taste.	Bases are bitter in taste	3) Acids change the colour of blue litmus to red.	Bases change the colour of red litmus to blue.	<p>1</p> <p>1</p> <p>1</p> <p>1</p> <p>1</p> <p>1</p> <p>1</p> <p>1</p>	5
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SECTION - E			
22.	<ul style="list-style-type: none"> Substance taken: KOH Function: It absorbs CO₂ produced by the germinating seeds Consequence: The water level rises in the test tube dipped in the beaker / partial vacuum is created. 	$\frac{1}{2}$ $\frac{1}{2}$ 1	2
23.	<div style="text-align: center;">  <p>(Any one diagram with any two labellings)</p> <p style="text-align: center;">OR</p> <ul style="list-style-type: none">  <p>Drawing in proper sequence Labelling – Bud</p> </div>	1 $\frac{1}{2} \times 2$	2
24.	<p>Precautions:</p> <ol style="list-style-type: none"> 1) Lens should be held in vertical position with its faces parallel to the screen 2) Clear and sharpest image should be obtained by adjusting the position of lens 3) Three observations should be taken at least. 4) Base of lens, screen and measuring scale should be in straight line <p style="text-align: right;">(or any other)</p>	$\frac{1}{2} \times 4$	2
25.	<ul style="list-style-type: none"> Potential difference (V) is directly proportional to current (I) or $V \propto I$ Method: Finding slope of the graph <p style="text-align: center;">OR</p> <ul style="list-style-type: none"> Measure the zero error 	1 1 1	

	<ul style="list-style-type: none"> Value of zero error should be adjusted to the observed values 	1	2
26.	<ul style="list-style-type: none"> In test tube A As distilled water contains no salts 	1 1	2
27.	<ul style="list-style-type: none"> Test Tube A It changes the colour from blue to red Hydrochloric acid turns blue litmus red. <p style="text-align: center;">OR</p> <ul style="list-style-type: none"> Brisk effervescence is produced $\text{Na}_2\text{CO}_3 + 2\text{HCl} \longrightarrow 2\text{NaCl} + \text{H}_2\text{O} + \text{CO}_2$ 	½ ½ 1 1 1	2