

**Marking Scheme**  
**Strictly Confidential**  
**(For Internal and Restricted use only)**  
**Secondary School Examination, 2025**  
**SUBJECT : SCIENCE (Q.P. CODE 31/5/1)**

**General Instructions: -**

|          |  |
|----------|--|
| <b>1</b> | 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.   |
| <b>2</b> | <b>“Evaluation policy is a confidential policy as it is related to the confidentiality of the examinations conducted, Evaluation done and several other aspects. Its’ leakage to public in any manner could lead to derailment of the examination system and affect the life and future of millions of candidates. Sharing this policy/document to anyone, publishing in any magazine and printing in Newspaper/Website, etc. may invite action under various rules of the Board and IPC.”</b>   |
| <b>3</b> | 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. <b>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 due marks be awarded to them. In class-X, while evaluating two competency-based questions, please try to understand given answer and even if reply is not from marking scheme but correct competency is enumerated by the candidate, due marks should be awarded.</b> |
| <b>4</b> | The Marking scheme carries only suggested value points for the answers.<br><br>These are in the nature of Guidelines only and do not constitute the complete answer. The students can have their own expression and if the expression is correct, the due marks should be awarded accordingly.   |
| <b>5</b> | 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. If there is any variation, the same should be zero after deliberation and discussion. 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.   |
| <b>6</b> | Evaluators will mark( ✓ ) wherever answer is correct. For wrong answer CROSS ‘X’ be marked. Evaluators will not put right (✓)while evaluating which gives an impression that answer is correct and no marks are awarded. <b>This is most common mistake which evaluators are committing.</b>   |
| <b>7</b> | 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. This may be followed strictly.  |
| <b>8</b> | If a question does not have any parts, marks must be awarded in the left-hand margin and encircled. This may also be followed strictly.  |
| <b>9</b> | If a student has attempted an extra question, answer of the question deserving more marks should be retained and the other answer scored out with a note <b>“Extra Question”</b> .   |

|    |  |
|----|--|
| 10 | No marks to be deducted for the cumulative effect of an error. It should be penalized only once.   |
| 11 | A full scale of marks 80 (example 0 to 80/70/60/50/40/30 marks as given in Question Paper) has to be used. Please do not hesitate to award full marks if the answer deserves it.   |
| 12 | Every examiner has to necessarily do evaluation work for full working hours i.e., 8 hours every day and evaluate 20 answer books per day in main subjects and 25 answer books per day in other subjects (Details are given in Spot Guidelines). This is in view of the reduced syllabus and number of questions in question paper.   |
| 13 | <p>Ensure that you do not make the following common types of errors committed by the Examiner in the past:-</p> <ul style="list-style-type: none"> <li>● Leaving answer or part thereof unassessed in an answer book.</li> <li>● Giving more marks for an answer than assigned to it.</li> <li>● Wrong totalling of marks awarded on an answer.</li> <li>● Wrong transfer of marks from the inside pages of the answer book to the title page.</li> <li>● Wrong question wise totalling on the title page.</li> <li>● Wrong totalling of marks of the two columns on the title page.</li> <li>● Wrong grand total.</li> <li>● Marks in words and figures not tallying/not same.</li> <li>● Wrong transfer of marks from the answer book to online award list.</li> <li>● 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.)</li> <li>● Half or a part of answer marked correct and the rest as wrong, but no marks awarded.</li> </ul> |
| 14 | While evaluating the answer books if the answer is found to be totally incorrect, it should be marked as cross (X) and awarded zero (0) Marks.   |
| 15 | Any unassessed portion, non-carrying over of marks to the title page, or totalling 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.   |
| 16 | The Examiners should acquaint themselves with the guidelines given in the “ <b>Guidelines for Spot Evaluation</b> ” before starting the actual evaluation.   |
| 17 | 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.   |
| 18 | The candidates are entitled to obtain photocopy of the Answer Book on request on payment of the prescribed processing fee. All Examiners/Additional Head Examiners/Head Examiners are once again reminded that they must ensure that evaluation is carried out strictly as per value points for each answer as given in the Marking Scheme.  |

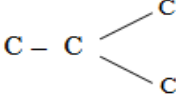
**SECONDARY SCHOOL EXAMINATION, 2025**

**MARKING SCHEME**

**CLASS: X [SCIENCE (Subject Code–086)]**

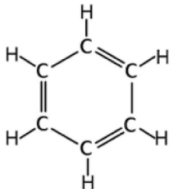
**[ Paper Code:31/5/1]**

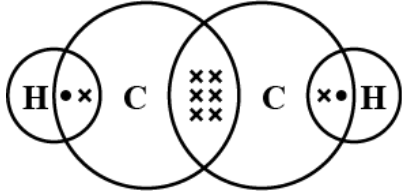
**Maximum Marks: 80**

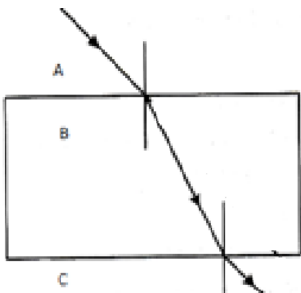
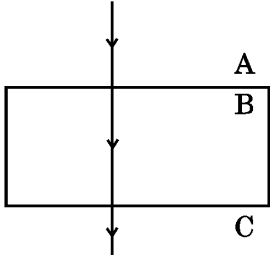
| Q. No.           | EXPECTED ANSWERS / VALUE POINTS  | Marks               | Total Marks |
|------------------|--|---------------------|-------------|
| <b>SECTION A</b> |  |                     |             |
| 1                | (C) / (i) and (ii)   | 1                   | 1           |
| 2                | (D) / Zinc   | 1                   | 1           |
| 3                | (C) / Have fixed number of molecules of water of crystallisation in one formula unit of these salts.   | 1                   | 1           |
| 4                | (C) / Zinc and hydrogen  | 1                   | 1           |
| 5                | (D) / 2, 2, 4, 1   | 1                   | 1           |
| 6                | (A) / Impure copper, pure copper, acidified copper sulphate solution   | 1                   | 1           |
| 7                | <div style="display: flex; align-items: center; justify-content: center;"> <div style="margin-right: 20px;">(B) C – C – C – C ;</div>  </div>   | 1                   | 1           |
| 8                | (B) / (iii), (ii), (iv), (i), (v)  | 1                   | 1           |
| 9                | (B) / Hunger   | 1                   | 1           |
| 10               | (C) / Fragmentation and regeneration   | 1                   | 1           |
| 11               | (B) / Cytokinins and Abscisic acid   | 1                   | 1           |
| 12               | (D) / Cytoplasm and Mitochondria   | 1                   | 1           |
| 13               | (B) / Between pole and focus of the mirror   | 1                   | 1           |
| 14               | (B) / Concave lens   | 1                   | 1           |
| 15               | (C) / Lakes and gardens  | 1                   | 1           |
| 16               | (B) / Excessive use of disposable cups and plates  | 1                   | 1           |
| 17               | (A) / Both Assertion (A) and Reason (R) are true and Reason (R) is the correct explanation of Assertion (A).   | 1                   | 1           |
| 18               | (B) / Both Assertion (A) and Reason (R) are true, but Reason (R) is <i>not</i> the correct explanation of Assertion (A).   | 1                   | 1           |
| 19               | (C) / Assertion (A) is true, but Reason (R) is false.  | 1                   | 1           |
| 20               | (D) / Assertion (A) is false, but Reason (R) is true   | 1                   | 1           |
| <b>SECTION B</b> |  |                     |             |
| 21               | (a) X = FeSO <sub>4</sub> · 7 H <sub>2</sub> O / Ferrous Sulphate Crystals<br><br>Y = Fe <sub>2</sub> O <sub>3</sub> / Ferric Oxide<br><br>(b) Green to white / brown  | ½<br><br>½<br><br>1 | 2           |
| 22               | (a) Provides a lower temperature than the normal body temperature for sperm formation.<br><br>(b) The secretion of the glands helps in the transport of sperms and provides nutrition.   | 1<br><br>1          | 2           |
| 23               | (A) •Through the pores present in the walls of capillaries some amount of plasma, proteins and blood cells escape into intercellular spaces in the tissue to form the tissue fluid called lymph.<br><br>•Lymph carries digested and absorbed fat from intestine/ drains excess fluid from extracellular space back into the blood. | 1<br><br>1          |             |

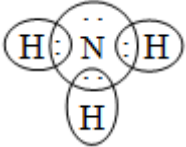
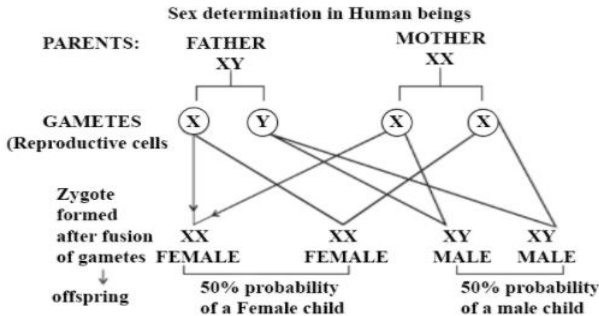
|                            | <b>OR</b>   |   |              |                            |                       |                        |                     |                          |                       |   |   |
|----------------------------|---|---|--------------|----------------------------|-----------------------|------------------------|---------------------|--------------------------|-----------------------|---|---|
|                            | <p>(B) (a) X- Bowman’s capsule;<br/>Function: collects the filtrate</p> <p>(b) It is because the nephron monitors how much excess water is there in the body and how much dissolved waste is to be removed or how much useful substances are retained by the body.</p>  | <p><math>\frac{1}{2}</math><br/><math>\frac{1}{2}</math></p> <p>1</p>   | 2            |                            |                       |                        |                     |                          |                       |   |   |
| 24                         | <table border="1" style="width: 100%;"> <thead> <tr> <th style="width: 50%;">Kerosene (1·44)</th> <th style="width: 50%;">Water (1·33)</th> </tr> </thead> <tbody> <tr> <td>(a) Higher optical density</td> <td>Lower optical density</td> </tr> <tr> <td>(b) Lower mass density</td> <td>Higher mass density</td> </tr> <tr> <td>(c) Lower speed of light</td> <td>Higher speed of light</td> </tr> </tbody> </table> <p>•Inference: Although, kerosene is optically denser than water but its mass density is less than water/ An optically denser medium may not possess greater mass density.</p> | Kerosene (1·44)   | Water (1·33) | (a) Higher optical density | Lower optical density | (b) Lower mass density | Higher mass density | (c) Lower speed of light | Higher speed of light | <p><math>\frac{1}{2}</math><br/><math>\frac{1}{2}</math><br/><math>\frac{1}{2}</math></p> <p><math>\frac{1}{2}</math></p> | 2 |
| Kerosene (1·44)            | Water (1·33)  |   |              |                            |                       |                        |                     |                          |                       |   |   |
| (a) Higher optical density | Lower optical density   |   |              |                            |                       |                        |                     |                          |                       |   |   |
| (b) Lower mass density     | Higher mass density   |   |              |                            |                       |                        |                     |                          |                       |   |   |
| (c) Lower speed of light   | Higher speed of light   |   |              |                            |                       |                        |                     |                          |                       |   |   |
| 25                         | <p>(A) Electric bulb / electric iron / Electric fuse / Electric heater / electric Oven<br/><span style="float: right;">(Any two)</span></p> <p>(B) (a) 1 kWh = 1000 watt × 3600 second<br/>= 3·6 × 10<sup>6</sup> watt second<br/>= 3·6 × 10<sup>6</sup> Joule (J)</p> <p style="text-align: center;"><b>OR</b></p> <p>(b)</p> $\frac{1}{R_p} = \frac{1}{R_1} + \frac{1}{R_2} + \frac{1}{R_3}$ $\frac{1}{R_p} = \frac{1}{2 \Omega} + \frac{1}{4 \Omega} + \frac{1}{6 \Omega}$ $\therefore R_p = \frac{12}{11} \Omega = 1\cdot09 \Omega$   | <p><math>\frac{1}{2} + \frac{1}{2}</math></p> <p><math>\frac{1}{2} + \frac{1}{2}</math></p> <p><math>\frac{1}{2}</math></p> <p><math>\frac{1}{2}</math></p> | 2            |                            |                       |                        |                     |                          |                       |   |   |
| 26                         | <p>(a) The organisms of the first trophic level fix up the solar energy and makes it available for heterotrophs or the consumers.</p> <p>(b) As energy moves progressively through various trophic levels it is no longer available to previous level / The energy that is captured by autotrophs does not revert back to solar input. /The energy passed to herbivores does not come back to autotrophs(producers).</p>  | <p>1</p> <p>1</p>   | 2            |                            |                       |                        |                     |                          |                       |   |   |
| <b>SECTION C</b>           |   |   |              |                            |                       |                        |                     |                          |                       |   |   |
| 27                         | <p>• Na<sub>2</sub>CO<sub>3</sub>·10H<sub>2</sub>O</p> <p>When baking soda is heated sodium carbonate is obtained and recrystallisation of sodium carbonate gives washing soda. /</p> $2 \text{NaHCO}_3 \xrightarrow{\text{heat}} \text{Na}_2\text{CO}_3 + \text{H}_2\text{O} + \text{CO}_2$ $\text{Na}_2\text{CO}_3 + 10 \text{H}_2\text{O} \longrightarrow \text{Na}_2\text{CO}_3 \cdot 10 \text{H}_2\text{O}$  | <p>1</p> <p>1</p>   |              |                            |                       |                        |                     |                          |                       |   |   |



|                  |   |  |   |
|------------------|---|--|---|
| 31               | <p>(a) Concave lens</p> $P = \frac{1}{f(m)} \Rightarrow f = \frac{1}{-0.25} \Rightarrow f = -4 \text{ m}$ <p>(b) Myopia</p> <p>(c) Virtual , Erect<br/>Diminished</p>   | <p>1/2</p> <p>1/2</p> <p>1</p> <p>1/2</p> <p>1/2</p> | 3 |
| 32               | <p><math>r=0.01 \text{ cm}= 0.01 \times 10^{-2} \text{ m}</math>, <math>R= 7 \text{ ohm}</math></p> <p><math>\rho=44 \times 10^{-6} \Omega \text{m}</math></p> <p><math>A=\pi r^2</math></p> <p><math>R = \rho \frac{l}{A} \Rightarrow l = \frac{R \times A}{\rho}</math></p> $l = \frac{7 \Omega \times (0.01 \times 10^{-2})^2 \times \frac{22}{7} \text{m}^2}{44 \times 10^{-6} \Omega \text{m}}$ <p><math>l = 0.5 \times 10^{-2} \text{m}</math></p>  | <p>1/2</p> <p>1/2</p> <p>1/2</p> <p>1</p> <p>1/2</p> | 3 |
| 33               | <p>(a) The third wire (earth wire) is a safety measure to ensure that in case of any leakage of current to the metallic body of the appliance, it keeps its potential to that of the Earth and the user may not get a severe shock.</p> <p>(b)(i) Use of electric fuse of proper rating</p> <p>(ii) Not connecting too many appliances to a single socket.</p> <p style="text-align: right;"><b>(any other)</b></p>   | <p>2</p> <p>1/2 + 1/2</p>                            | 3 |
| <b>SECTION D</b> |   |  |   |
| 34               | <p>(A)(a) • A series of carbon compounds in which the same functional group or hetero-atom substitutes for hydrogen in a carbon chain. / A sequence of carbon compounds with same general formula and similar chemical properties.</p> <p>• <math>\text{CH}_3\text{COCH}_3</math>, <math>\text{CH}_3\text{COC}_2\text{H}_5</math> (Any other)</p> <p>(b) (i) <math>\text{CH}_3\text{COOH} + \text{NaOH} \longrightarrow \text{CH}_3\text{COONa} + \text{H}_2\text{O}</math><br/>Sodium ethanoate / Sodium acetate</p> <p>(ii) <math>\text{C}_2\text{H}_5\text{OH} + \text{CH}_3\text{COOH} \xrightarrow{\text{acid}} \text{CH}_3\text{COOC}_2\text{H}_5 + \text{H}_2\text{O}</math><br/>Ester/Ethyl Ethanoate</p> <p>(c)</p>  <p style="text-align: center;"><b>OR</b></p> | <p>1</p> <p>1/2 + 1/2</p> <p>1</p> <p>1</p> <p>1</p> |   |

|                                 | <p>(B) (a) <math>C_2H_2</math></p>  <p>(b) (i) <math>2C_2H_5OH + 2Na \longrightarrow 2C_2H_5ONa + H_2</math><br/>Sodium ethoxide</p> <p>(ii) <math>C_2H_5OH + CH_3COOH \xrightarrow{\text{acid}} CH_3COOC_2H_5 + H_2O</math><br/>Ester/Ethyl Ethanoate</p> <p>(iii) <math>C_2H_5OH \xrightarrow[\text{heat}]{\text{Acidified } K_2Cr_2O_7} CH_3COOH</math><br/>Ethanoic Acid</p>   | 1<br>1<br>1<br>1<br>1 | 5                  |                      |                           |                         |                         |                                 |  |  |   |
|---------------------------------|---|-----------------------|--------------------|----------------------|---------------------------|-------------------------|-------------------------|---------------------------------|--|--|---|
| 35                              | <p>(A) (a)(i) Iodine is necessary for the thyroid gland to make thyroxin hormone, its deficiency causes goitre.</p> <p>(ii) Deficiency of growth hormone in childhood causes dwarfism.</p> <p>(iii) Secretion of testosterone during puberty in males.</p> <p>(b) • Hormones or chemical compounds can potentially reach all cells of body steadily and persistently.</p> <p>• Hormones help to coordinate growth, development and responses to environment.</p> <p style="text-align: center;"><b>OR</b></p> <p>(B) (a)</p> <table border="1" data-bbox="371 1283 1126 1615"> <thead> <tr> <th>VOLUNTARY ACTION</th> <th>INVOLUNTARY ACTION</th> </tr> </thead> <tbody> <tr> <td>Thinking is involved</td> <td>Does not involve thinking</td> </tr> <tr> <td>Controlled by Forebrain</td> <td>Controlled by Hindbrain</td> </tr> <tr> <td>It occurs according to our will</td> <td>It does not occur according to our will<br/>(Any other)</td> </tr> </tbody> </table> <p style="text-align: right;">(Any two)</p> <p>(b) • Reflex action: Sudden action in response to stimulus in the environment.</p> <p>• Stimulus <math>\longrightarrow</math> Receptors <math>\longrightarrow</math> Sensory Neurons <math>\longrightarrow</math> Spinal Cord/ Brain</p> <p style="text-align: center;">↓</p> <p style="text-align: center;">Effector muscle/Gland <math>\longleftarrow</math> motor neuron</p> | VOLUNTARY ACTION      | INVOLUNTARY ACTION | Thinking is involved | Does not involve thinking | Controlled by Forebrain | Controlled by Hindbrain | It occurs according to our will | It does not occur according to our will<br>(Any other) | 1<br>1<br>1<br>1<br>1<br>1+1<br>1<br>2 | 5 |
| VOLUNTARY ACTION                | INVOLUNTARY ACTION  |                       |                    |                      |                           |                         |                         |                                 |  |  |   |
| Thinking is involved            | Does not involve thinking   |                       |                    |                      |                           |                         |                         |                                 |  |  |   |
| Controlled by Forebrain         | Controlled by Hindbrain   |                       |                    |                      |                           |                         |                         |                                 |  |  |   |
| It occurs according to our will | It does not occur according to our will<br>(Any other)  |                       |                    |                      |                           |                         |                         |                                 |  |  |   |
| 36                              | <p>(A) (a) (i) Speed of light in A and B is same whereas the speed of light in C is greater than that of A and B.</p>   | 1                     |                    |                      |                           |                         |                         |                                 |  |  |   |

|                  |  |  |          |
|------------------|--|--|----------|
|                  | <p>(ii) Optical density of A and B is same whereas optical density of C is less than that of A and B.<br/>         Since the ray of light does not bend while passing from A to B the refractive indices of A and B are same and since it bends away from the normal while passing from B to C the refractive index of C is less than that of A and B. / Refractive index of a medium is inversely proportional to the speed of light in that medium.</p> <p>(b) (i) Oblique Incidence</p>  <p>(ii) Normal Incidence</p>  <p style="text-align: center;"><b>OR</b></p> <p>(B) (a) <math>2f = 40 \text{ cm}</math><br/> <math>\Rightarrow f = 20 \text{ cm}</math></p> <p>Reason: When an object is placed at <math>2f</math> (<math>-40 \text{ cm}</math>) of a convex lens its real image formed at <math>2f</math> (<math>+40 \text{ cm}</math>) on the other side of the lens.</p> <p>(b) <math>m = \frac{v}{u} = \frac{+60 \text{ cm}}{-30 \text{ cm}} = -2</math></p> <p>(c) Observation No.1- image is virtual and erect<br/>         Observation No.2 - image is real and inverted</p> | <p>1</p> <p>1</p> <p>1</p> <p>1</p> <p>1</p> <p>1</p> <p>1</p> <p>1</p> <p>1</p> <p>1</p> <p>1</p> <p>1</p> <p>1</p> | <p>5</p> |
| <b>SECTION E</b> |  |  |          |
| 37               | <p>(a) It shall gain or share 2 electrons to attain its nearest noble gas configuration.</p> <p>(b) (i) The number of single covalent bonds- 10<br/>         (ii) The number of double covalent bonds-1</p> <p>(c) (A)</p>   | <p>1</p> <p><math>\frac{1}{2} + \frac{1}{2}</math></p>   |          |

|    |   |                     |   |
|----|---|---------------------|---|
|    |  <p style="text-align: center;"><b>OR</b></p> <p>(B) Carbon cannot gain or lose 4 electrons to complete its octet as a large amount of energy is involved. /</p> <p>(i) It could gain four electrons forming C<sup>4-</sup> anion. But it would be difficult for the nucleus with six protons to hold on to ten electrons.</p> <p>(ii) It could lose four electrons forming C<sup>4+</sup> cation. But it would require a large amount of energy to remove four electrons leaving behind a carbon cation with six protons in its nucleus holding on to just two electrons.</p>  | 2                   |   |
| 38 | <p>(a) Chromosomes carry genes which control the traits of an organism./Chromosomes contain information for inheritance of features from parents to next generation in form of DNA (deoxyribonucleic acid) molecules</p> <p>(b) Men have one normal sized X chromosome while Y chromosome is short.</p> <p>(c) (A)</p> <div style="text-align: center;"> <p><b>Sex determination in Human beings</b></p>  </div> <p style="text-align: center;"><b>OR</b></p> <p>(B) • In a few reptiles; the temperature at which fertilized eggs are kept determine the sex of offspring.</p> <p>• In snails; the individual can change sex, indicating that is not genetically determined.</p> | 1<br><br>1<br><br>2 | 4 |
| 39 | <p>(a) The direction of the magnetic field is taken to be the direction in which a north pole of the compass needle moves inside it.</p> <p>(b) Closer the field lines stronger is the magnetic field.</p> <p>(c) (A)</p> <p>(i) It would mean that at the point of intersection, the compass needle would point towards two directions, which is not possible.</p> <p>(ii)</p>   | 1<br><br>1<br><br>1 |   |

