



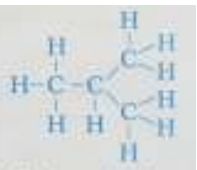

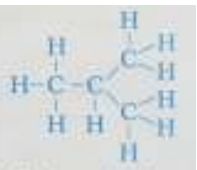

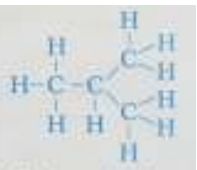
Strictly Confidential: (For Internal and Restricted use only)
Secondary School Examination
March 2019
Marking Scheme – SCIENCE (SUBJECT CODE 086)
(PAPER CODE – 31/2/2)

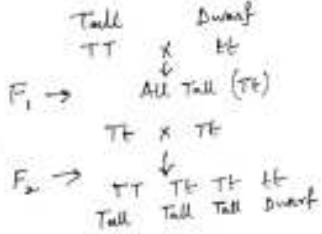
General Instructions: -

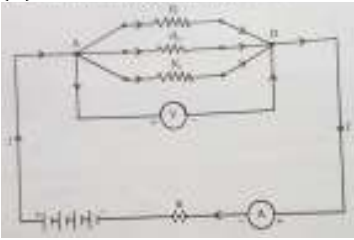
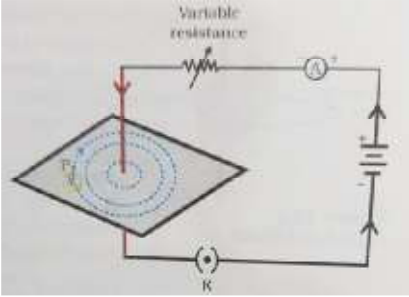
1. You are aware that evaluation is the most important process in the actual and correct assessment of the candidates. A small mistake in evaluation may lead to serious problems which may affect the future of the candidates, education system and teaching profession. To avoid mistakes, it is requested 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.

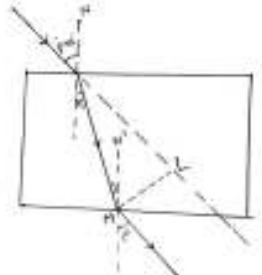
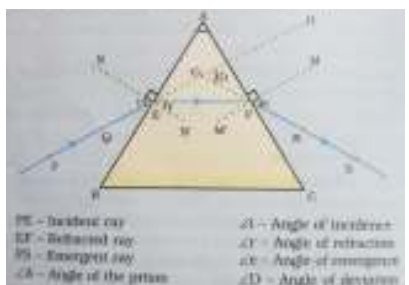
SET 31 / 2 / 2

Q.No	Value Point/Expected Answer	Value	Total Mark
A 1	SECTION A		
	(i) Recharged the ground water level (ii) Brought rivers back to life	$\frac{1}{2}$ $\frac{1}{2}$	1
A 2	High, In parallel connection, less current passes through high resistance.	$\frac{1}{2} + \frac{1}{2}$	1
A 3	SECTION B		
	Double covalent bond / covalent bond	1	
		1	
	OR		
	(i) Catenation / ability to form long chains of carbon atoms / self linking property. Reason:- very strong carbon – carbon bond	$\frac{1}{2}$ $\frac{1}{2}$	
	(ii)Tetravalency / valency of four Reason:- All the four valencies of carbon atom are occupied with other elements.	$\frac{1}{2}$ $\frac{1}{2}$	2
A 4	(a) It is easier to obtain a metal from its oxide as compared to sulphide and carbonate ore.	1	
	(b) Aluminium forms a thicker protective oxide layer / anodizing.	1	2
A 5	$P = +5D$ $f = \frac{1}{P} = \frac{100}{5} = 20\text{cm}$	1	
	Nature of lens = convex (converging)	$\frac{1}{2}$	
	Distance is 40cm (at C)	$\frac{1}{2}$	2
A 6	SECTION C		
	(i) Blood circulatory system	$\frac{1}{2}$	
	(ii) Lymphatic system / lymph or tissue fluid	$\frac{1}{2}$	
	Functions of blood circulatory system		
	(i) Transport of oxygen		
	(ii) Transport of digested food		
	(iii) Transport of carbon dioxide		
	(iv) Transport of nitrogenous waste		
	(v) Transport of salts		
	Functions of lymphatic system:-		
	(i) Carries digested and absorbed fat		
	(ii) Drains extra fluid from tissue (extra cellular space) back into the blood)		
	Note:-Two functions of any one of the transport system to be given	1 x 2	3
A 7	Pollination:- Transfer of pollen grains from stamen/anther to stigma.	1	
	Fertilization;- Fusion of male & female gametes (or germ cells)	1	
	Site of fertilisation:- Ovary/ Ovule	$\frac{1}{2}$	
	Product ; Zygote	$\frac{1}{2}$	3

	<p>Steps to minimize the pollution</p> <p>(i) Use of alternate source of energy</p> <p>(ii) Use of various devices to reduce emission of harmful gases.</p> <p>(iii) By increasing efficiency of combustion process</p> <p style="text-align: right;">(or any other)</p>	<p>½</p> <p>½</p> <p>½</p>	3																		
A 11	<p>It shields the surface of the earth from the UV radiation from the sun.</p> <p>$\text{O}_2 \xrightarrow{\text{UV}} \text{O} + \text{O}$</p> <p>$\text{O}_2 + \text{O} \rightarrow \text{O}_3$ {or description of this process in words}</p> <p>Chloro Fluoro Carbons (CFC's)</p> <p>Reduce the use of CFC's by (a) minimizing the leakage through air conditioners and refrigerators / finding substitute chemicals that are ozone friendly.</p>	<p>1</p> <p>1</p> <p>½</p> <p>½</p>	3																		
A 12	<p>(a) The process of diluting an acid is highly exothermic , and on the addition of acid to the water the excess heat is absorbed by water.</p> <p>(b) Because HCl does not form $\text{H}^+/\text{H}_3\text{O}^+$ ions in dry condition.</p> <p style="text-align: center;">OR</p> <ul style="list-style-type: none"> • When electricity is passed through an aqueous solution of sodium chloride (brine) • Chlor – alkali process • X - Cl_2 • Y = CaOCl_2 • $2\text{NaCl}_{(\text{aq})} + 2\text{H}_2\text{O}_{(\text{l})} \rightarrow 2\text{NaOH}_{(\text{aq})} + \text{Cl}_{2(\text{g})} + \text{H}_{2(\text{g})}$ • $\text{Ca}(\text{OH})_2 + \text{Cl}_2 \rightarrow \text{CaOCl}_2 + \text{H}_2\text{O}$ 	<p>1</p> <p>1</p> <p>1</p> <p>½</p> <p>½</p> <p>½</p> <p>½</p> <p>½</p> <p>½</p>	3																		
A 13	<p>(a) Decomposition / Thermal decomposition, The gas X is NO_2 or (nitrogen dioxide)</p> <p>(b) $2\text{Cu}(\text{NO}_3)_2 \xrightarrow{\text{Heat}} 2\text{CuO} + 4\text{NO}_2 + \text{O}_2$</p> <p>(c) Range less than 7 (or 0-----6.9pH)</p> <p>Note: For (b) ½ mark for equation and ½ mark for balancing the equation</p>	<p>½</p> <p>½</p> <p>1</p> <p>1</p>	3																		
A 14	<table style="width: 100%; border: none;"> <thead> <tr> <th style="width: 33%; text-align: center;">Alkane</th> <th style="width: 33%; text-align: center;">Alkene</th> <th style="width: 33%; text-align: center;">Alkyne</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;">Saturated Hydrocarbon With c-c Single Bond</td> <td style="text-align: center;">Unsaturated Hydrocarbon with double bond in c=c</td> <td style="text-align: center;">Unsaturated Hydrocarbon with triple bond in c≡c</td> </tr> <tr> <td colspan="3" style="text-align: right;">(or any other)</td> </tr> <tr> <td>Alkane</td> <td></td> <td></td> </tr> <tr> <td>2 structural isomers</td> <td></td> <td></td> </tr> <tr> <td colspan="3" style="text-align: center;">   </td> </tr> </tbody> </table>	Alkane	Alkene	Alkyne	Saturated Hydrocarbon With c-c Single Bond	Unsaturated Hydrocarbon with double bond in c=c	Unsaturated Hydrocarbon with triple bond in c≡c	(or any other)			Alkane			2 structural isomers			 			<p>½ x 3</p> <p>½</p> <p>½ + ½</p>	3
Alkane	Alkene	Alkyne																			
Saturated Hydrocarbon With c-c Single Bond	Unsaturated Hydrocarbon with double bond in c=c	Unsaturated Hydrocarbon with triple bond in c≡c																			
(or any other)																					
Alkane																					
2 structural isomers																					
 																					
A 15	<ul style="list-style-type: none"> • Metal oxides showing both acidic and basic nature 	½																			

	<ul style="list-style-type: none"> Example: $\text{Al}_2\text{O}_3 / \text{ZnO}$ (or any other) <p>(i) $\text{Al}_2\text{O}_3 + 6\text{HCl} \rightarrow 2\text{AlCl}_3 + 3\text{H}_2\text{O}$ $\text{Al}_2\text{O}_3 + 2\text{NaOH} \rightarrow 2\text{NaAlO}_2 + \text{H}_2\text{O}$</p> <p>(Or any other example of equations)</p>	$\frac{1}{2}$ 1 1	3
A 16	<p style="text-align: center;">SECTION D</p> <p>(a) The trait which expresses itself in F_1 (first) generation after crossing contrasting (opposite) traits is known as dominant character (trait).</p> <p>Recessive Trait: The trait which is not expressed itself in F_1(first) generation after crossing contrasting (opposite) trait.</p> <p>(b) Yes</p>  <p style="text-align: right;">(Or can be explained in words also)</p>	1 1 1 2	5
A 17	<p>(a)</p> <ul style="list-style-type: none"> Iodine is essential for functioning of thyroid / formation of thyroxine hormone Disease is Goitre Swollen neck <p>(b) Impulse travels from dendrite to cell body, then along the axon to its end. At the end some chemicals are released which fill the gap of synapse, and starts a similar electrical impulse to another neuron and the impulse further travel in the body.</p> <p style="text-align: center;">(Award marks if attempted as a flow chart also)</p> <p style="text-align: center;">OR</p> <p>The movement/response of part of plant (root) towards water</p> <p>Experiment:-</p> <p>(i) Soak the seeds in water overnight</p> <p>(ii) Place moist cotton in a perforated petridish</p> <p>(iii) Put the soaked seeds in the petridish & place it on a beaker</p> <p>(iv) Roots pass through pores and grow downwards.</p> <p>(v) After sometime roots will bend towards base of petridish having moisture..</p> <p style="text-align: center;">(Or Any other relevant experiment)</p>	1 1 1 2 1 1 1 1	5
A 18	<p>(a)</p> <p>(i) Join the three resistors of different values in series</p> <p>(ii) Connect them with battery, an ammeter and plug key.</p> <p>(iii) Plug the key and note the ammeter reading</p> <p>(iv) Change the position of ammeter to anywhere in between the resistors and note the ammeter reading each time.</p> <p>(v) The ammeter reading will remain same everytime. Therefore when resistors are connected in series same current flows through all resistors, when it is connected to a battery.</p> <p style="text-align: center;">Note: If explained with the help of diagram give full credit</p> <p>(b) Total resistance of the circuit = $R = R_1 + R_2 + R_3 = 5 + 10 + 15 = 30 \text{ ohm}$</p>	$\frac{1}{2} \times 5$ 1 1	

	<p>Potential difference across the circuit / By ohm's law $V = IR$ or $I = \frac{V}{R} = \frac{30V}{30ohm} = 1A$ Potential difference across 15 ohm Resistor = $1A \times 15 ohm = 15 volt$</p> <p style="text-align: center;">OR</p> <p>(a) Total current $I = I_1 + I_2 + I_3$ Let R_p be the equivalent resistance of R_1, R_2, R_3. Then the total current $I = \frac{V}{R_p}$</p> <p>(i) On applying ohm's law for each R_1, R_2, R_3</p> $I_1 = \frac{V}{R_1}, I_2 = \frac{V}{R_2}, I_3 = \frac{V}{R_3}$ $\therefore I = V \left(\frac{1}{R_1} + \frac{1}{R_2} + \frac{1}{R_3} \right) = \frac{V}{R_p}$ $\therefore \frac{1}{R_p} + \frac{1}{R_1} + \frac{1}{R_2} + \frac{1}{R_3}$ <p>(b)</p>  $\frac{1}{R_p} = \frac{1}{20} + \frac{1}{20} = \frac{2}{20} = \frac{1}{10}$ <p>$\Rightarrow R_p = 10 ohms$</p> <p>Equivalent resistance of the network = $R_{eq} = R_1 + R_p = 10 + 10 = 20 ohm$</p>	<p>1/2</p> <p>1</p> <p>1/2</p> <p>1/2</p> <p>1/2</p> <p>1/2</p> <p>1</p> <p>1</p>	<p>5</p>
<p>A 19</p>	 <p style="text-align: right;">Diagram 1 1/2 and direction 1/2</p> <p>Statement of right hand thumb rule.</p> <p>The magnetic field strength decreases with increase of distance from the current carrying conductor.</p> <p>Reason: There is inverse relation between field strength and distance from current carrying conductor.</p> <p style="text-align: center;">Note: Direction of magnetic field should be in accordance with direction of current</p>	<p>1+1</p> <p>1</p> <p>1</p> <p>1</p>	<p>5</p>

	<ul style="list-style-type: none"> • BD_3 	1	5
A 22	<p style="text-align: center;">SECTION - E</p> <p>(i) Size of the leaf peel should be very small. (ii) Put peel immediately in the drop of water. (iii) Place cover slip carefully to avoid the air bubbles. (iv) It should not be overstained. (v) No fold in the peel</p> <p style="text-align: right;">(Any four)</p>	$\frac{1}{2} \times 4$	2
A 23	<p>(i) Soaking of seeds (ii) Emergence of radicle (iii) Splitting of cotyledons (iv) Emergence of plumule</p> <p style="text-align: center;">OR</p> <p>(i) Elongation of nucleus (ii) Constriction appears due to the division of the cytoplasm</p>	$\frac{1}{2}$ $\frac{1}{2}$ $\frac{1}{2}$ $\frac{1}{2}$	2
A 24	<p>(a) \angle least count of ammeter = 10 mA \angle least count of Voltmeter = 0.1 V</p> <p>(b) $\frac{2.4}{0.25} = 9.6 \text{ ohm}$ (250mA = 0.25A)</p>	$\frac{1}{2} + \frac{1}{2}$	2
A 25	 <p>Labelling</p> <ul style="list-style-type: none"> • Angle of refraction (r_1) • Angle of emergence (e) • Lateral displacement (ML) <p style="text-align: center;">OR</p>  <p>Labelling of $\angle i + \angle e + \angle r$ & $\angle D$</p>	$\frac{1}{2}$ $\frac{1}{2} \times 3$ $\frac{1}{2} \times 4$	2
A 26	<ul style="list-style-type: none"> • Brisk effervescence of CO_2 evolved. 	1	

	<ul style="list-style-type: none"> $\text{CH}_3\text{COOH} + \text{NaHCO}_3 \rightarrow \text{CH}_3\text{COONa} + \text{CO}_2 + \text{H}_2\text{O}$ 	1	2
A 27	<ul style="list-style-type: none"> The pH value of water given is incorrect. Its correct value is 7 it is neutral in nature. <p style="text-align: center;">OR</p> <ul style="list-style-type: none"> There will be no reaction in the beakers having Fe strip & Cu strip. The solution having Al & Zn strip will show reaction / the solution of FeSO_4 having Al & Zn strip will become colourless. 	1+1	2