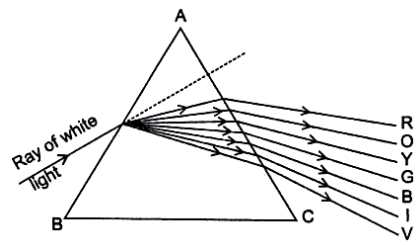


**MARKING SCHEME**  
**Secondary School Examination, 2024**  
**SCIENCE (Subject Code-086)**  
**[ Paper Code: 31/5/2]**

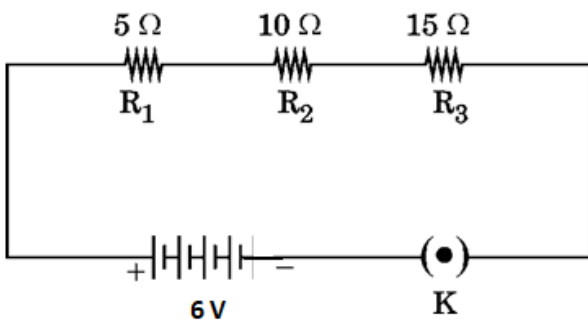

**Maximum Marks: 80**

Q. No	EXPECTED ANSWER / VALUE POINTS	Mar ks	Total Mar ks
<b>SECTION A</b>			
1	(C)/ $2\text{AgCl} \rightarrow 2\text{Ag} + \text{Cl}_2$	1	1
2	(D) / Translocation	1	1
3	(A) / Nose	1	1
4	(C)/ It has a very small area for glucose and oxygen to pass from mother to the embryo	1	1
5	(D) / $\text{Fe}_2\text{O}_3 + 3\text{CO} \rightarrow 2\text{Fe} + 3\text{CO}_2$	1	1
6	(A) / Calcium Phosphate	1	1
7	(C)/Regular beating of heart	1	1
8	(C)/ 7	1	1
9	(B) / Al, $\text{Al}_2\text{O}_3$	1	1
10	(D)/ Cropland ecosystem	1	1
11	(A) / both pointing into the plane of the paper.	1	1
12	(C) / A solenoid	1	1
13	(A) / (i) and (ii)	1	1
14	(C) / The brightness of the image will reduce	1	1
15	(B) / Refraction, Dispersion and internal reflection	1	1
16	(A) / Red	1	1
17	(B) / Both Assertion (A) and Reason (R) are the true , but Reason (R) is not a correct explanation of Assertion (A).	1	1
18	(A) / Both Assertion (A) and Reason (R) are the true and Reason (R) is a correct explanation of Assertion (A).	1	1
19	(D) / Assertion (A) is false, but Reason (R) is true.	1	1
20	(B) / Both Assertion (A) and Reason (R) are the true , but Reason (R) is not a correct explanation of Assertion (A).	1	1
<b>SECTION B</b>			
21	(a) <ul style="list-style-type: none"> <li>• Formation of lactic acid in muscles causes cramps.</li> <li>•Aerobic respiration takes place in the presence of oxygen whereas the respiration taking place above is due to lack of oxygen. / End products of aerobic respiration are <math>\text{CO}_2 + \text{H}_2\text{O} + \text{Energy}</math> whereas in the above case, Lactic acid + Energy is formed.</li> </ul> <p style="text-align: center;"><b>OR</b></p>	1  1	

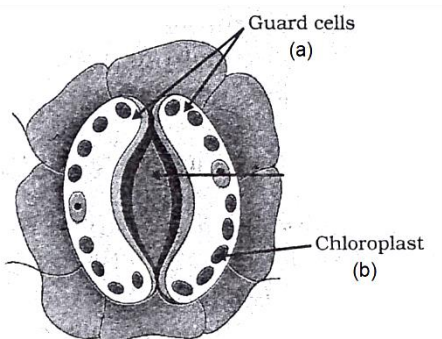
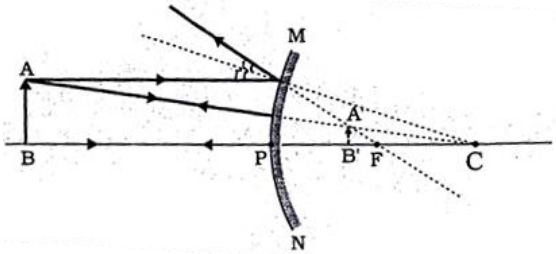
	(b) • Tissue fluid / Extracellular fluid Functions : i. Carries digested and absorbed fats from the intestine. ii. Drains excess fluid from extracellular space back into the blood. iii. Fight against infections. <b>(any 2)</b>	1  ½, ½	2
22	(a) Carboxylic group • Ethanoic acid (b) Aldehyde • Methanal	½ x 4	2
23	(a) • Copper Oxide • Black  $2\text{Cu} + \text{O}_2 \xrightarrow{\text{Heat}} 2\text{CuO}$ <b>OR</b> (b) $\text{BaCl}_2 (\text{aq}) + \text{Na}_2\text{SO}_4 (\text{aq}) \rightarrow \text{BaSO}_4 (\text{s}) + 2\text{NaCl} (\text{aq})$ $\text{Ba}^{2+}, \text{SO}_4^{2-}$	½ ½  1  1  ½, ½	2
24	• Parents produce germ cells in specialised organs which have only half the number of chromosomes as compared to non-reproductive body cells. When these germ cells from two parents combine during sexual reproduction to obtain a progeny/ zygote, it restores the original number of chromosomes as in the parents. • Meiosis	1 ½  ½	2
25	• Power of a lens is the reciprocal of focal length in metre./ It is the degree of convergence or divergence of light rays achieved by a lens.  • $P = \frac{1}{f} = \frac{100}{50} = 2 \text{ D}$	1  1	2
26	• $Q = I \times t \Rightarrow t = \frac{Q}{I}$  • $\therefore t = \frac{750}{\frac{15}{1000}} = \frac{750 \times 1000}{15} = 50000 \text{ s}$	1  1	2
<b>SECTION C</b>			
27	(a) (i) • Hypermetropia • Ciliary muscles/ eye lens (ii) • Focal length of the eye lens is too long. • Eyeball becomes too small.	½ ½ ½ ½	

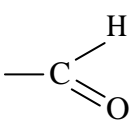
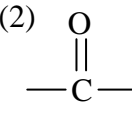
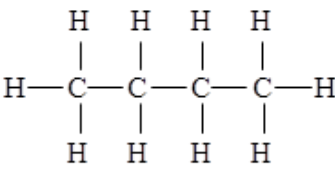
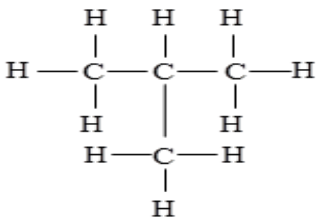
	<p>(iii) Converging lenses/ convex lens They provide the additional focussing power required for forming the image on the retina./ Decrease the focal length of the eye lens</p> <p style="text-align: center;"><b>OR</b></p> <p>(b) The splitting of white light into its constituent colours is called dispersion. Cause: Different colours of white light bend through different angles with respect to incident ray.</p> 	<p>1/2 1/2</p> <p>1</p> <p>1</p> <p>1</p>	<p>3</p>																		
28	<table border="0" style="width: 100%;"> <tr> <td style="width: 50%; vertical-align: top;"> <p>Activity – Magnesium</p> <p>Burn magnesium ribbon</p> <p style="text-align: center;">↓</p> <p>Collect the ashes</p> <p style="text-align: center;">↓</p> <p>Dissolve in water</p> <p style="text-align: center;">↓</p> <table border="0" style="width: 100%;"> <tr> <td style="width: 50%;">Add blue</td> <td style="width: 50%;">Add red</td> </tr> <tr> <td style="text-align: center;">Litmus solution</td> <td style="text-align: center;">Litmus solution</td> </tr> <tr> <td style="text-align: center;">↓</td> <td style="text-align: center;">↓</td> </tr> <tr> <td style="text-align: center;">Remains blue</td> <td style="text-align: center;">Turns blue</td> </tr> </table> <p>Inference : Metallic oxides are basic in nature</p> </td> <td style="width: 50%; vertical-align: top;"> <p>Sulphur</p> <p>Burn sulphur</p> <p style="text-align: center;">↓</p> <p>Collect the fumes</p> <p style="text-align: center;">↓</p> <p>Add water</p> <p style="text-align: center;">↓</p> <table border="0" style="width: 100%;"> <tr> <td style="width: 50%;">Add blue</td> <td style="width: 50%;">Add red</td> </tr> <tr> <td style="text-align: center;">Litmus solution</td> <td style="text-align: center;">Litmus solution</td> </tr> <tr> <td style="text-align: center;">↓</td> <td style="text-align: center;">↓</td> </tr> <tr> <td style="text-align: center;">Turns red</td> <td style="text-align: center;">Remains red</td> </tr> </table> <p>Oxides of non – metals are acidic in nature</p> </td> </tr> </table>	<p>Activity – Magnesium</p> <p>Burn magnesium ribbon</p> <p style="text-align: center;">↓</p> <p>Collect the ashes</p> <p style="text-align: center;">↓</p> <p>Dissolve in water</p> <p style="text-align: center;">↓</p> <table border="0" style="width: 100%;"> <tr> <td style="width: 50%;">Add blue</td> <td style="width: 50%;">Add red</td> </tr> <tr> <td style="text-align: center;">Litmus solution</td> <td style="text-align: center;">Litmus solution</td> </tr> <tr> <td style="text-align: center;">↓</td> <td style="text-align: center;">↓</td> </tr> <tr> <td style="text-align: center;">Remains blue</td> <td style="text-align: center;">Turns blue</td> </tr> </table> <p>Inference : Metallic oxides are basic in nature</p>	Add blue	Add red	Litmus solution	Litmus solution	↓	↓	Remains blue	Turns blue	<p>Sulphur</p> <p>Burn sulphur</p> <p style="text-align: center;">↓</p> <p>Collect the fumes</p> <p style="text-align: center;">↓</p> <p>Add water</p> <p style="text-align: center;">↓</p> <table border="0" style="width: 100%;"> <tr> <td style="width: 50%;">Add blue</td> <td style="width: 50%;">Add red</td> </tr> <tr> <td style="text-align: center;">Litmus solution</td> <td style="text-align: center;">Litmus solution</td> </tr> <tr> <td style="text-align: center;">↓</td> <td style="text-align: center;">↓</td> </tr> <tr> <td style="text-align: center;">Turns red</td> <td style="text-align: center;">Remains red</td> </tr> </table> <p>Oxides of non – metals are acidic in nature</p>	Add blue	Add red	Litmus solution	Litmus solution	↓	↓	Turns red	Remains red	<p>1</p> <p>1</p> <p>1</p>	<p>3</p>
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29	<ul style="list-style-type: none"> <li>• <math>\text{Fe(s)} + \text{CuSO}_4(\text{aq}) \rightarrow \text{FeSO}_4(\text{aq}) + \text{Cu(s)}</math></li> <li>• Displacement reaction – A reaction in which a more reactive metal displaces a less reactive metal from its salt solution.</li> <li>• Zinc, Aluminium, Calcium, Magnesium</li> </ul> <p style="text-align: right;"><b>(Any two)</b></p>	<p>1</p> <p>1/2 + 1/2</p> <p>1/2 + 1/2</p>	<p>3</p>																		

30	<p>(a) Violet flowers Violet colour dominates over white colour of flowers.</p> <p>(b) 25%, It could not express itself in the presence of dominant gene/white colour is a recessive gene.</p> <p>(c) <math>V V : V v</math> <math>1 : 2</math></p>	<p><math>\frac{1}{2}</math></p> <p><math>\frac{1}{2}</math></p> <p><math>\frac{1}{2}</math></p> <p><math>\frac{1}{2}</math></p> <p>1</p>	3				
31	<p>(i) •Growth hormone •Secreted by pituitary gland. •It stimulates growth in all organs.</p> <p>(ii) •Thyroxin •Secreted by thyroid gland. •It regulates carbohydrate, protein and fat metabolism for body growth.</p>	<p><math>\frac{1}{2} \times 3</math></p> <p><math>\frac{1}{2} \times 3</math></p>	3				
32	<p>• Earthing is used as a safety measure, especially for those appliances that have a metallic body which is connected to the earth wire.</p> <p>• It provides a low-resistance conducting path for the current.</p> <p>• Thus, it ensures that any leakage of current to the metallic body of the appliance keeps its potential to that of the earth, and the user may not get a severe electric shock.</p>	<p>1</p> <p>1</p> <p>1</p>	3				
33	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 50%;">Food chain</th> <th style="width: 50%;">Food web</th> </tr> </thead> <tbody> <tr> <td>It is a series of organisms feeding on one another at various levels</td> <td>It is a network of interconnected food chains/series of branching lines which provides a number of feeding connections amongst different organisms.</td> </tr> </tbody> </table> <p>• Population of grass/ first trophic level will increase.</p> <p>• Population of tiger/ third trophic level will decrease.</p>	Food chain	Food web	It is a series of organisms feeding on one another at various levels	It is a network of interconnected food chains/series of branching lines which provides a number of feeding connections amongst different organisms.	<p>1+1</p> <p><math>\frac{1}{2}</math></p> <p><math>\frac{1}{2}</math></p>	3
Food chain	Food web						
It is a series of organisms feeding on one another at various levels	It is a network of interconnected food chains/series of branching lines which provides a number of feeding connections amongst different organisms.						
<b>SECTION C</b>							
34	<p>(a)• Chlor-alkali process – When electricity is passed through aqueous solution of sodium chloride (brine), it decomposes to form sodium hydroxide, chlorine and hydrogen.</p> <p>• <math>2NaCl (aq) + 2H_2O (l) \rightarrow 2NaOH + Cl_2 + H_2</math></p> <p>• Anode – Chlorine gas / <math>Cl_2</math> Cathode- Hydrogen gas/ <math>H_2</math></p> <p>• <math>Cl_2</math> – 1. Used in the preparation of bleaching powder. 2. To make drinking water free from germs or any other.</p>	<p>1</p> <p>1</p> <p><math>\frac{1}{2}</math></p> <p><math>\frac{1}{2}</math></p> <p><math>\frac{1}{2}</math></p> <p><math>\frac{1}{2}</math></p>					

	<ul style="list-style-type: none"> <li><math>H_2</math> – 1. Used in the manufacture of ammonia fertilisers.</li> <li>2. Used in fuels and margarine.</li> </ul> <p style="text-align: center;"><b>OR</b></p> <p>(b) • Concentrated solution of sodium chloride reacts with ammonia and carbon dioxide to obtain sodium hydrogen carbonate and ammonium chloride.</p> $NaCl + NH_3 + CO_2 + H_2O \rightarrow NaHCO_3 + NH_4Cl$ <ul style="list-style-type: none"> <li>When sodium hydrogen carbonate is heated strongly, sodium carbonate is obtained.</li> </ul> $2NaHCO_3 \xrightarrow{\text{Heat}} Na_2CO_3 + CO_2 + H_2O$ <ul style="list-style-type: none"> <li>Sodium carbonate is dissolved in water to obtain washing soda.</li> </ul> $Na_2CO_3 + 10H_2O \rightarrow Na_2CO_3 \cdot 10H_2O$ <p>Uses :</p> <ul style="list-style-type: none"> <li>In glass, soap and paper industries</li> <li>Manufacture of borax</li> <li>As cleaning agent for domestic purposes.</li> <li>For removing permanent hardness of water.</li> </ul>	$\frac{1}{2}$ $\frac{1}{2}$  1  1  1  $\frac{1}{2} \times 4$	5
35	<p>(a)</p> <p>(i) • Current becomes one-third of its initial value.</p> <p>• Ohm's Law</p> <p>The potential difference across the ends of a conductor is directly proportional to the current flowing through it, provided its temperature remains the same.</p> <p>(ii)</p>  <p style="text-align: center;"> <math>5 \Omega</math>      <math>10 \Omega</math>      <math>15 \Omega</math>  <math>R_1</math>      <math>R_2</math>      <math>R_3</math>  <math>+</math>  <math>-</math>      <math>(\bullet)</math>  <b>6V</b>      <b>K</b> </p> <p>Total Voltage = <math>V = 4 \times 1.5 \text{ V} = 6 \text{ V}</math>  Total resistance, <math>R(s) = R_1 + R_2 + R_3</math>  <math>= 5 \Omega + 10 \Omega + 15 \Omega = 30 \Omega</math></p> <p>(I) Current, <math>I = \frac{V}{R} = \frac{6 \text{ V}}{30 \Omega} = 0.2 \text{ A}</math></p> <p>(II) <math>V = IR = 0.2 \text{ A} \times 10 \Omega = 2 \text{ V}</math></p>	$\frac{1}{2}$ $\frac{1}{2}$  1  1  1  1	

	<p style="text-align: center;"><b>OR</b></p> <p>(b)</p> <p>(i) When 1 joule of work is done to move a charge of 1 coulomb from one point to the other.</p> <p><math>d = 0.2 \text{ mm} = 2 \times 10^{-4} \text{ m}; R = 14 \Omega</math></p> <p><math>\rho = 1.6 \times 10^{-8} \Omega \text{ m}; A = \frac{\pi d^2}{4}</math></p> <p><math>R = \frac{\rho l}{A} = \frac{4\rho l}{\pi d^2}</math> or <math>l = \frac{\pi d^2 R}{4\rho}</math></p> <p><math>l = \frac{22}{7} \times \frac{(2 \times 10^{-4})^2}{4 \times 1.6 \times 10^{-8}} \times 14</math></p> <p><math>= \frac{22 \times 14}{7 \times 1.6} = 27.5 \text{ m}</math></p> <p>When the diameter is doubled, <math>d' = 2d</math></p> <p style="text-align: center;"><math>A' = 4A</math></p> <p><math>\frac{R'}{R} = \frac{A}{A'}</math> or <math>R' = \frac{RA}{A'} = \frac{RA}{4A}</math></p> <p><math>R' = \frac{R}{4} = \frac{14 \Omega}{4} = 3.5 \Omega</math></p> <p>Change <math>(14.0 - 3.5) = 10.5 \Omega</math></p>	<p>1</p> <p>½</p> <p>½</p> <p>1</p> <p>½</p> <p>1</p> <p>½</p>	<p>5</p>
36	<p>(a)</p> <ul style="list-style-type: none"> <li>• Take two healthy potted plants, A and B of nearly the same size.</li> <li>• Keep them in darkness for three days. (Destarch the plant)</li> <li>• Place a watch glass containing potassium hydroxide by the side of potted plant A but not in potted plant B.</li> <li>• Cover both the plants with separate bell jars and seal the bottom of the jars with Vaseline.</li> <li>• Keep both the plants in sunlight for two hours.</li> <li>• Pluck one leaf each from both the plants and test for the presence of starch with iodine solution.</li> </ul> <ul style="list-style-type: none"> <li>• <u>Observation:</u> The leaf of the potted plant A with KOH did not turn blue – black. The leaf of the potted plant B turns blue.</li> <li>• <u>Conclusion:</u> KOH absorbs CO<sub>2</sub> so photosynthesis did not occur in potted plant A.</li> </ul> <p style="text-align: center;"><b>OR</b></p> <p>(b)</p> <p>(i) In set up (I) lime water turns milky in more time as compared to set up (II) because the air we exhaled contains high percentage of CO<sub>2</sub> as compared to atmospheric air.</p>	<p>½ x 6</p> <p>1</p> <p>1</p> <p>1,1</p>	

	<p>(ii)</p>  <p style="text-align: center;">Open Stomatal Pore</p> <p>Two labellings: (I) Guard Cells (II) Chloroplast</p> <p>Two functions performed by stomata :</p> <ul style="list-style-type: none"> <li>• Gaseous exchange</li> <li>• Transpiration</li> </ul>	<p>1</p> <p>1/2</p> <p>1/2</p> <p>1/2</p> <p>1/2</p>	5
37	<p>(a) It is straight line passing through the pole and centre of curvature of a concave mirror.</p> <p>(b) Radius of curvature ,R= 20 cm</p> <p>(c)</p> <p>(i) <math>u = -10 \text{ cm}, f = +15 \text{ cm}</math></p> $\frac{1}{f} = \frac{1}{v} + \frac{1}{u}$ $\frac{1}{v} = \frac{1}{f} - \frac{1}{u} = \frac{1}{15} - \frac{1}{-10}$ $\frac{1}{v} = \frac{1}{6}$ $\Rightarrow v = + 6 \text{ cm}$ <p style="text-align: center;"><b>OR</b></p> <p>(c) (ii) Convex mirror / Diverging mirror</p>  <p style="text-align: center;"><b>[Note: Deduct 1/2 mark if direction of rays is not shown]</b></p>	<p>1</p> <p>1</p> <p>1/2</p> <p>1/2</p> <p>1</p> <p>1/2</p> <p>1 1/2</p>	4

38	<p>(a) Compounds formed by carbon and hydrogen only.</p> <p>(b) Tetravalency and Catenation</p> <p>(c) (i) (1)  (2) </p> <p><math>\text{CH}_3\text{COOH} + \text{C}_2\text{H}_5\text{OH} \xrightarrow{\text{Acid}} \text{CH}_3\text{COOC}_2\text{H}_5 + \text{H}_2\text{O}</math> Ester</p> <p><b>OR</b></p> <p>(c) (ii) Compounds with identical molecular formula but different structures Two isomers of butane <math>\text{C}_4\text{H}_{10}</math></p> <p> </p>	1 1 $\frac{1}{2} + \frac{1}{2}$ 1  1  $\frac{1}{2} + \frac{1}{2}$	4				
39	<p>(a)</p> <table border="1" data-bbox="284 955 1128 1113"> <thead> <tr> <th>Self-pollination</th> <th>Cross-pollination</th> </tr> </thead> <tbody> <tr> <td>Transfer of pollen grains from anther to the stigma of the same flower.</td> <td>Transfer of pollen grains from the anther of one flower to the stigma of another flower.</td> </tr> </tbody> </table> <p>(b) Petals, they dry and fall off.</p> <p>(c) (i) Fusion of male and female gametes to form a zygote Ovule – Seed, Ovary – fruit</p> <p><b>OR</b></p> <p>(c) (ii) Future shoot – Plumule, Future root – Radicle Cotyledon – Stores food.</p>	Self-pollination	Cross-pollination	Transfer of pollen grains from anther to the stigma of the same flower.	Transfer of pollen grains from the anther of one flower to the stigma of another flower.	1  $\frac{1}{2} + \frac{1}{2}$ 1 $\frac{1}{2}$ $\frac{1}{2}$  $\frac{1}{2}$ $\frac{1}{2}$ 1	4
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