

**MARKING SCHEME (2024-2025)****TIME-3 hours****CLASS X HOME SCIENCE****M.M-70**

| <b>S.No.</b> | <b>SECTION A (MULTIPLE CHOICE QUESTIONS)</b>                                                                                                                                                                                     | <b>MARKS</b>               |
|--------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------|
| 1.           | (C) Misleading information                                                                                                                                                                                                       | 1                          |
| 2.           | (C) Egocentrism<br><b>OR</b><br>(B) Can control impulses                                                                                                                                                                         | 1<br><b>OR</b><br>1        |
| 3.           | (B) Unsafe food                                                                                                                                                                                                                  | 1                          |
| 4.           | (A) Colour, smell or feel                                                                                                                                                                                                        | 1                          |
| 5.           | (C) Social                                                                                                                                                                                                                       | 1                          |
| 6.           | (A) Effect of chemical should be tested on a hidden corner of the fabric                                                                                                                                                         | 1                          |
| 7.           | (A) Rickshaw puller<br><b>OR</b><br>(A) Computer operator                                                                                                                                                                        | 1<br><b>OR</b><br>1        |
| 8.           | (A) Work surfaces, floors and walls should be absorbent                                                                                                                                                                          | 1                          |
| 9.           | (C) Not harmful to the environment                                                                                                                                                                                               | 1                          |
| 10.          | (C) Saves energy                                                                                                                                                                                                                 | 1                          |
| 11.          | (A) a-ii, b-iv, c-i, d-iii                                                                                                                                                                                                       | 1                          |
| 12.          | (C) a-iii, b-i, c-iv, d-ii                                                                                                                                                                                                       | 1                          |
| 13.          | (B) (ii) and (iii)                                                                                                                                                                                                               | 1                          |
| 14.          | (D) (ii) and (iv)                                                                                                                                                                                                                | 1                          |
|              | <b>SECTION B (CASE STUDY BASED QUESTIONS)</b>                                                                                                                                                                                    |                            |
| 15.          | (B) Conscious effort of controlling the time spent on specific activities                                                                                                                                                        | 1                          |
| 16.          | (A) (iii), (iv), (i), (ii)                                                                                                                                                                                                       | 1                          |
| 17.          | (C) A is true but R is false.                                                                                                                                                                                                    | 1                          |
| 18.          | (B) Both A and R are true but R is not the correct explanation of A.                                                                                                                                                             | 1                          |
|              | <b>SECTION C (SHORT ANSWER QUESTION)</b>                                                                                                                                                                                         |                            |
| 19.          | <b>Four areas to be cleaned to maintain hygiene in kitchen-</b><br>1.Kitchen surface/slab<br>2.Gas stove<br>3.Kitchen sink/drain pipe<br>4.Kitchen wall and floor<br>5. Kitchen exhaust fan<br>6.Kitchen storage space/cupboards | $\frac{1}{2} \times 4 = 2$ |

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|     | <p><b>Any other, Any four</b></p> <p style="text-align: center;"><b>OR</b></p> <p><b>Four ways by which pests can be prevented from the kitchen-</b></p> <ol style="list-style-type: none"> <li>1.Spray pesticides periodically in the kitchen</li> <li>2. Drains should have cockroach traps</li> <li>3. Windows and doors of kitchen should be fitted with wire mesh</li> <li>4. Dispose of garbage regularly and keep bins tightly covered</li> <li>5. Seal cracks and gaps around doors, windows and pipes</li> </ol> <p><b>Any other, Any four</b></p>                                                                                                                                                                                                                                                                                                                                                  | <p><b>OR</b></p> <p><math>\frac{1}{2} \times 4 = 2</math></p>                                              |  |
| 20. | <p><b>Two examples to show “Play influences social and emotional development”-</b></p> <p><b>Child learns to-</b></p> <ol style="list-style-type: none"> <li>1.share toy/s</li> <li>2.play in group</li> <li>3.wait for his/her turn</li> <li>4.control emotions</li> <li>5.cooperate with his/her friend/s</li> </ol> <p><b>Any other, Any two</b></p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | <p><math>1 \times 2 = 2</math></p>                                                                         |  |
| 21. | <p><b>Four precautions to be taken while storing woolen clothes –</b></p> <ol style="list-style-type: none"> <li>1.Before storing wash / dry clean it</li> <li>2.Place should be dry, airtight and clean</li> <li>3.Hung woolen coat on rust proof hangers</li> <li>4.Newspaper of cupboard /almirah /storage space should be changed occasionally</li> <li>5.Keep naphthalene balls /camphor/dried neem leaves</li> </ol> <p><b>Any other, Any four</b></p> <p style="text-align: center;"><b>OR</b></p> <p><b>Four possible reasons of holes in silk clothes-</b></p> <ol style="list-style-type: none"> <li>1.Not washed / drycleaned before storing</li> <li>2.Folded immediately after being worn</li> <li>3.Any insect repellent was not kept</li> <li>4.Storage space/ cupboard/almirah was not dry and dirty</li> <li>5.It was not protected from light</li> </ol> <p><b>Any other, Any four</b></p> | <p><math>\frac{1}{2} \times 4 = 2</math></p> <p><b>OR</b></p> <p><math>\frac{1}{2} \times 4 = 2</math></p> |  |

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| 22. | <b>Two characteristics of Balanced Diet-</b><br>1.It contains all food groups.<br>2.It fulfils the need of various nutrients of an individual.<br>3.It has a provision for extra nutrients which can be reserved to withstand short periods of low dietary intake.<br><br><b>Any other, Any two</b>                                           | 1X2=2                                   |
| 23. | <b>Four major problems faced by consumers regarding quality of products-</b><br>1.Adulteration of food to earn profit<br>2.Inferior fabric are sold as pure fabric<br>3.Selling expired or duplicate medicines<br>4.Fabric shrinks<br>5.Colour of fabric bleeds<br><br><b>Any other, Any four</b>                                             | $\frac{1}{2} \times 4 = 2$              |
| 24. | <b>Role of stiffening agents in finishing of clothes-</b><br>1.Give crispness/smoothness<br>2. Add shine<br>3. Clothes do not get dirty easily<br>4.Increase the life<br><br><b>Any one</b><br><b>One stiffening agent suitable for cotton clothes -</b><br>Starch/ Rice water/Readymade starch<br><b>Any other, Any one stiffening agent</b> | 1X2=2<br>1<br><br><br><br><br><br><br>1 |
| 25. | <b>Two examples to show meal planning helps to save time and energy-</b><br>1.By doing pre-preparations<br>2.Dovetailing cooking activities<br>3.Buying required ingredients together<br>4.Collecting required ingredients near the gas<br><br><b>Any other, Any two</b>                                                                      | 1X2=2                                   |
| 26. | <b>Three motor abilities of 6-year-old child-</b><br>1.Runs with speed/Skips<br>2.Rides bicycle with training wheels<br>3. Pours liquid in containers<br>4.Ties lace<br>5.Dances / Swims<br><b>Any other, Any three</b>                                                                                                                       | 1X3=3                                   |

| 27.                          | <p>Breakfast menu- Puri, Potato curry and Curd</p> <p><b>Three food groups and one nutrient provided by them in this menu-</b></p> <table><tr><th>Food Groups</th><th>Nutrients</th></tr><tr><td>Cereals, grains and products</td><td>Carbohydrates, Proteins, Vitamin B1, Vitamin B2, Folic Acid, Iron, Fiber</td></tr><tr><td>Milk, Egg and Meat products</td><td>Proteins, Calcium, Vitamin A</td></tr><tr><td>Fruits and Vegetables</td><td>Vitamins and Minerals</td></tr><tr><td>Fats and Sugars</td><td>Carbohydrates, Fats, Essential fatty acids</td></tr></table> <p><b>Any three food groups with any one nutrient for each</b></p> <p style="text-align: center;"><b>OR</b></p> <p><b>Three tips to use different food groups while planning balanced meals-</b></p> <p>1.Select one food from each of the food groups<br/>2.Consider the principles of meal planning<br/>3.Seasonal fruits and vegetables should be included<br/>4.Choose whole grains instead of refined grains<br/>5.Include small amounts of nuts and milk daily<br/>6.Keep individual preferences in mind</p> <p><b>Any other, Any three</b></p> | Food Groups                                  | Nutrients | Cereals, grains and products | Carbohydrates, Proteins, Vitamin B1, Vitamin B2, Folic Acid, Iron, Fiber | Milk, Egg and Meat products | Proteins, Calcium, Vitamin A | Fruits and Vegetables | Vitamins and Minerals | Fats and Sugars | Carbohydrates, Fats, Essential fatty acids | <p>1.5+1.5=3</p> <p><math>\frac{1}{2} \times 3 = 1.5</math><br/>(Food groups)<br/><math>\frac{1}{2} \times 3 = 1.5</math><br/>(Nutrients)</p> <p style="text-align: center;"><b>OR</b></p> <p>1X3=3</p> |
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| Food Groups                  | Nutrients                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |                                              |           |                              |                                                                          |                             |                              |                       |                       |                 |                                            |                                                                                                                                                                                                         |
| Cereals, grains and products | Carbohydrates, Proteins, Vitamin B1, Vitamin B2, Folic Acid, Iron, Fiber                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |                                              |           |                              |                                                                          |                             |                              |                       |                       |                 |                                            |                                                                                                                                                                                                         |
| Milk, Egg and Meat products  | Proteins, Calcium, Vitamin A                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |                                              |           |                              |                                                                          |                             |                              |                       |                       |                 |                                            |                                                                                                                                                                                                         |
| Fruits and Vegetables        | Vitamins and Minerals                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |                                              |           |                              |                                                                          |                             |                              |                       |                       |                 |                                            |                                                                                                                                                                                                         |
| Fats and Sugars              | Carbohydrates, Fats, Essential fatty acids                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |                                              |           |                              |                                                                          |                             |                              |                       |                       |                 |                                            |                                                                                                                                                                                                         |
| 28.                          | <p><b>Six factors to be considered while making time plan-</b></p> <p>1.Dovetailing the activities<br/>2.Consider fixed timing and flexible activities<br/>3.Demands (Stage) of the family<br/>4.Reasonable estimate of time for performing each activity<br/>5.Follow proper sequence of activities<br/>6.Use labour saving devices<br/>7.Check schedule of other family members</p> <p><b>Any other, Any six</b></p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | <p><math>\frac{1}{2} \times 6 = 3</math></p> |           |                              |                                                                          |                             |                              |                       |                       |                 |                                            |                                                                                                                                                                                                         |

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| 29.                                      | <p><b>Standard mark to ensure good product- FSSAI</b></p> <p><b>Four functions of FSSAI-</b></p> <ol style="list-style-type: none"> <li>1.Specifies standards and guidelines for food articles</li> <li>2.Issues license to food service operators</li> <li>3.Registers small vendors/hawkers</li> <li>4.Gives guidelines to other bodies for certification</li> <li>5.Specifies food labelling</li> <li>6.Provides training to food operators</li> </ol> <p><b>Any other, Any four</b></p> <p style="text-align: center;"><b>OR</b></p> <p><b>Six ways vendor must have cheated related to faulty measures-</b></p> <ol style="list-style-type: none"> <li>1.Use of hollow bottom</li> <li>2.Keeping magnet under pan</li> <li>3.Pointers of weighing balance are missing</li> <li>4.Using irregular weights</li> <li>5.Iron rings are hung on one side of weighing machine</li> <li>6.Weighing balance don't remain horizontal</li> </ol> <p><b>Any other, Any six</b></p> | <p>1+2=3<br/>1</p> <p><math>\frac{1}{2} \times 4 = 2</math></p> <p><b>OR</b><br/><math>\frac{1}{2} \times 6 = 3</math></p> |
| <b>SECTION D (LONG ANSWER QUESTIONS)</b> |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |                                                                                                                            |
| 30.                                      | <p><b>(a) Four hygienic practices to be followed during storage of food in the refrigerator –</b></p> <ol style="list-style-type: none"> <li>1.Perishable foods should be stored in refrigerator within 2 hours of purchase</li> <li>2.Refrigerator should be set at right temperature (1°C to 4 °C) and its door should be closed</li> <li>3.All foods should be covered with tight fitting lids to prevent cross-contamination</li> <li>4.Once a food can is opened, its content should be transferred to a glass jar to prevent any reaction</li> <li>5.Raw and cooked food should be stored separately</li> <li>6.First in first out (FIFO) should be followed</li> </ol> <p><b>Any other, Any four</b></p> <p><b>(b) Four features of kitchen dustbin-</b></p> <p>Dustbin should be:</p> <ol style="list-style-type: none"> <li>1.lined with either newspaper or biodegradable polybags</li> </ol>                                                                      | <p>2+2=4<br/><math>\frac{1}{2} \times 4 = 2</math></p> <p><math>\frac{1}{2} \times 4 = 2</math></p>                        |

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|     | 2.covered<br>3.emptied daily<br>4.dry<br>5.not overflowing<br>6.of different colour to segregate the waste.<br><b>Any other, Any four</b>                                                                                                                                                                                                                                                                                                                                                                                                                                |                             |           |
| 31. | <b>Two examples for each to show climate and occasion affect meal planning-</b><br>1.Climate-<br><b>For Example-</b><br>i) In warm weather light, cool refreshing meals are preferred<br>ii) In cold weather hot, spicy and energy giving food are preferred<br>2.Occasion- Specific dishes are prepared on special occasions.<br><b>For Example-</b><br>i) Gujiyas are prepared on Holi<br>ii) Ghewar is associated with Teej<br><br><b>Any other, Any two examples for each</b>                                                                                        | 2+2=4<br>1X2=2<br><br>1X2=2 |           |
| 32. | <b>(a) Four possible reasons -</b><br>1.Working in wrong posture<br>2.Long duration of physical work<br>3.Uncomfortable working conditions<br>4.Monotonous and boring work<br>5.Lack of appreciation<br><br><b>Any other, Any four</b><br><b>(b) Four suggestions to overcome this problem-</b><br>1.Avoid doing unnecessary work<br>2.Improve the sequence of doing work<br>3.Dovetailing the activities<br>4.Improve Posture<br>5.Use correct height and width of work surface<br>6.Conducive workplace<br>7. Use readymade products<br><br><b>Any other, Any four</b> | 2+2=4<br>½X4=2<br><br>½X4=2 |           |
|     | <b>OR</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |                             | <b>OR</b> |

|                   | <p><b>(a) Type of fatigue-</b><br/>Psychological / Boredom / Frustration fatigue</p> <p><b>One reason for this type of fatigue-</b><br/>1.Monotonous and boring work<br/>2.Lack of goal and motivation<br/>3.Uncomfortable working place<br/>4.Lack of appreciation</p> <p><b>Any other, Any one reason</b><br/><b>(b)Four ways of reducing this fatigue-</b><br/>1.Make the work more interesting<br/>2.Have proper work place<br/>3.Use proper equipment<br/>4.Use labour saving devices<br/>5.Work in proper posture/sequence</p> <p><b>Any other, Any four</b></p>                                                                                                 | <p>2+2=4<br/>1</p> <p>1</p> <p><math>\frac{1}{2} \times 4 = 2</math></p> |       |      |             |                                            |                                                             |       |                     |                                |                                     |
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| 33.               | <p><b>(a) Two cognitive features observed in adolescents-</b><br/>1.Abstract thinking<br/>2.Propositional thought/Logical thinking<br/>3.Hypothetical deductive reasoning<br/>4.Systematic thinking</p> <p><b>Any other, Any two</b><br/><b>(b) Comparison of two different physical features observed in adolescent boy and girl-</b></p> <table><tr><th>PHYSICAL FEATURES</th><th>GIRLS</th><th>BOYS</th></tr><tr><td>HAIR GROWTH</td><td>Growth of hair on underarms and pubic area</td><td>Growth of hair on face underarms, body/chest and pubic area</td></tr><tr><td>VOICE</td><td>Voice become shrill</td><td>Voice cracks and becomes harsh</td></tr></table> | PHYSICAL FEATURES                                                        | GIRLS | BOYS | HAIR GROWTH | Growth of hair on underarms and pubic area | Growth of hair on face underarms, body/chest and pubic area | VOICE | Voice become shrill | Voice cracks and becomes harsh | <p>2+2=4<br/>1X2=2</p> <p>1X2=2</p> |
| PHYSICAL FEATURES | GIRLS                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | BOYS                                                                     |       |      |             |                                            |                                                             |       |                     |                                |                                     |
| HAIR GROWTH       | Growth of hair on underarms and pubic area                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | Growth of hair on face underarms, body/chest and pubic area              |       |      |             |                                            |                                                             |       |                     |                                |                                     |
| VOICE             | Voice become shrill                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | Voice cracks and becomes harsh                                           |       |      |             |                                            |                                                             |       |                     |                                |                                     |

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|                            | <table><tr><td><b>HIPS</b></td><td>Rounded and curvy hips</td><td>Lean hips</td></tr><tr><td><b>BREAST/MUSCLES</b></td><td>Development of breasts</td><td>Development of muscles</td></tr><tr><td><b>REPRODUCTIVE ORGANS</b></td><td>Growth of female sex organs and menarche</td><td>Growth of male sex organs and spermarche</td></tr></table>                                                                                                                                                                                               | <b>HIPS</b>                              | Rounded and curvy hips | Lean hips | <b>BREAST/MUSCLES</b> | Development of breasts | Development of muscles | <b>REPRODUCTIVE ORGANS</b> | Growth of female sex organs and menarche | Growth of male sex organs and spermarche |  |
| <b>HIPS</b>                | Rounded and curvy hips                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | Lean hips                                |                        |           |                       |                        |                        |                            |                                          |                                          |  |
| <b>BREAST/MUSCLES</b>      | Development of breasts                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | Development of muscles                   |                        |           |                       |                        |                        |                            |                                          |                                          |  |
| <b>REPRODUCTIVE ORGANS</b> | Growth of female sex organs and menarche                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | Growth of male sex organs and spermarche |                        |           |                       |                        |                        |                            |                                          |                                          |  |
|                            | <b>Any other, Any two different physical features</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |                                          |                        |           |                       |                        |                        |                            |                                          |                                          |  |
| 34.                        | <p><b>(a)Four ways to incorporate variety in the meals-</b><br/>By using different:<br/>1.methods of cooking<br/>2.spices and condiments<br/>3.food groups<br/>4.colour of food<br/>5.texture of food<br/><b>Any other, Any four</b></p> <p><b>(b)Three points to be considered while planning menu for adolescents-</b><br/>It should:<br/>1.include all food groups<br/>2.be rich in calories, protein, iron and calcium<br/>3.be easy to eat<br/>4.have variety<br/>5.give feeling of fullness(satiety)<br/><b>Any other, Any three</b></p> | <p>2+3=5<br/>½X4=2</p> <p>1X3=3</p>      |                        |           |                       |                        |                        |                            |                                          |                                          |  |
| 35.                        | <p><b>(a)Adulterant-</b><br/>Metanil Yellow</p> <p><b>(b)Two health hazards of consuming metanil yellow-</b><br/>1.Cancer<br/>2.Anemia<br/>3.Mental Retardation<br/>4.Abnormalities in skin, eyes, lung and bones<br/><b>Any other, Any two</b></p>                                                                                                                                                                                                                                                                                            | <p>1+2+2=5<br/>1</p> <p>1X2=2</p>        |                        |           |                       |                        |                        |                            |                                          |                                          |  |

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|  | <p><b>(c) Four precautions to be adopted by the consumer to safeguard themselves from buying adulterated foods-</b></p> <ol style="list-style-type: none"> <li>1. Buy products of reputed brand</li> <li>2. Buy from reputed shop</li> <li>3. Check for standardized mark</li> <li>4. Buy only packed and sealed food</li> <li>5. Read the label carefully</li> </ol> <p><b>Any other, Any four</b></p>                                    | $\frac{1}{2} \times 4 = 2$                                                                |  |
|  | <p style="text-align: center;"><b>OR</b></p> <p><b>(a) Adulterant-</b><br/>Argemone oil</p> <p><b>(b) Two health hazards of consuming this oil-</b></p> <ol style="list-style-type: none"> <li>1. Lathyrism/Paralysis</li> <li>2. Dropsy</li> <li>3. Pain in lower limbs</li> <li>4. Stiffening of knee and ankle joints</li> <li>5. Pain of knee and ankle joints</li> <li>6. Oedema/Swelling</li> </ol> <p><b>Any other, Any two</b></p> | <p style="text-align: center;"><b>OR</b></p> $1 + 2 + 2 = 5$<br>1<br><br>$1 \times 2 = 2$ |  |
|  | <p><b>(c) Four measures to be adopted while buying good quality cooking oil-</b></p> <ol style="list-style-type: none"> <li>1. Buy oil of reputed brand</li> <li>2. Buy oil from reputed shop</li> <li>3. Check for standardized mark on oil</li> <li>4. Buy only packed and sealed bottle / packet of oil</li> <li>5. Read the label carefully on the bottle / packet of oil</li> </ol> <p><b>Any other, Any four</b></p>                 | $\frac{1}{2} \times 4 = 2$                                                                |  |