

**Strictly Confidential: (For Internal and Restricted use only)**  
**Secondary School Examination Comptt-2021**  
**Marking Scheme – SUBJECT NAME (SUBJECT CODE -----)**  
**(PAPER CODE – )**

**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.
2. **"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 News Paper/Website etc may invite action under IPC."**
3. 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. 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, marks should be awarded.**
4. 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.
5. Evaluators will mark( ✓ ) wherever answer is correct. For wrong answer 'X' be marked. Evaluators will not put right kind of mark while evaluating which gives an impression that answer is correct and no marks are awarded. **This is most common mistake which evaluators are committing.**
6. 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.
7. 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.
8. If a student has attempted an extra question, answer of the question deserving more marks should be retained and the other answer scored out.
9. No marks to be deducted for the cumulative effect of an error. It should be penalized only once.
10. A full scale of marks \_\_\_\_\_ (example 0-100 marks as given in Question Paper) has to be used. Please do not hesitate to award full marks if the answer deserves it.
11. 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).
12. 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 totaling of marks awarded on a reply.
  - 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.
13. 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.
  14. 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.
  15. The Examiners should acquaint themselves with the guidelines given in the Guidelines for spot Evaluation before starting the actual evaluation.
  16. 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.
  17. 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.

**MARKING SCHEME**  
**HOME SCIENCE (064)**

**CLASS-X**

**CODE 37**  
**SET-4**

**GENERAL INSTRUCTIONS:-**

- a. The marking scheme carries only suggested value points to the answers.
- b. These are only guidelines and do not constitute the complete answers.
- c. The students can have their own expression and if the expression is correct the marks be awarded accordingly.
- d. The candidate would be permitted to obtain photo copy 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.
- e. All the head examiners/additional head examiners/examiners are instructed that while evaluating the answer scripts, if the answer is found to be totally in correct (X) should be marked on the in correct answers and awarded '0' marks.



**MARKING SCHEME  
CLASS X HOME SCIENCE**

Q. No.	ANSWERS	MARKS
	SECTION A (Objective Type Questions)	
1.	B. Doing repetitive and monotonous work	1
2.	B. (iii), (iv), (i), (ii) OR B. (iii), (iv), (i), (ii)	1
3.	C. Keeping the clothes bucket on the floor to hang them on the clothes line OR B. Sitting on the bed and bending over books	1
4.	A. Rickshaw Puller OR A. Computer operator	1
5.	A. Agmark OR A. ISI	1
6.	C. Argemone oil OR C. Paralysis	1
7.	C. Moth OR A. Perspiration	1
8.	B. (ii) and (iii)	1
9.	<b>Fill in the blanks</b>	1
	20 seconds	
10.	Kheer/Pudding/Cutlet/Lemon rice/Tomato rice/Curd rice/Fried rice/Biryani/Any other	1
11.	Gum	1
12.	Sunlight	1
13.	6 years OR 3-6 years	1
14.	Food Safety Standard Authority of India	1
<b>SECTION B (Case Study Based Questions)</b>		
<b>Case 1 (Q. No. 15 to 18)</b>		
15.	B. Giving more importance to friends OR B. Mood swings	1
16.	C. Love-hate relationship	1
17.	B. Negative peer pressure	1
18.	A. Slangs	1
<b>Case 2 (Q. No. 19 to 23)</b>		
19.	B. Peak load	1
20.	C. Short handled broom	1
21.	C. Kneading dough while roasting brinjals on fire	1

22.	B Soaking chole in a bowl, at night, before boiling in Pressure cooker.	1
23.	D. Alternate light and heavy work.	1
24.	Case 3 (Q. No. 24 to 28)	1
	A. Colour, smell or feel	1
25.	D. (iv), (ii), (i), (iii)	1
26.	C. Petrol	1
27.	B. Mildew and silver fish	1
28.	C. Tea, Coffee, Juice	
<b>SECTION C</b>		
29.	<p>(a) Write any four motor abilities of a 2-year-old child (Any four)</p> <ul style="list-style-type: none"> <li>• Can throw a ball</li> <li>• Walk up the stairs one step at a time</li> <li>• Jump</li> <li>• Can walk backward</li> <li>• Can hold crayons with finger tips and thumb</li> <li>• Can build 6 to 7 block tower</li> <li>• Tear paper</li> <li>• Draw circle</li> <li>• Any other</li> </ul> <p>OR</p> <p>(b) Which four features would you check while buying toys for your two-year-old nephew? (any four)</p> <ul style="list-style-type: none"> <li>• Should be age appropriate and child friendly</li> <li>• Should be ISI marked</li> <li>• Should not be expensive</li> <li>• Easy to handle and use</li> <li>• Bright and colourful</li> <li>• Light weight, Durable and unbreakable</li> <li>• Should be colourfast and be made of non-toxic material</li> <li>• Should not have small parts that pose a choking danger.</li> <li>• Should not have sharp edges and points.</li> <li>• Should not be very noisy</li> <li>• Any other</li> </ul>	1/2X4=2
30.	<p>Give any four suggestions to keep the kitchen clean and insect free. (Any four)</p> <ul style="list-style-type: none"> <li>• Clean the kitchen daily</li> <li>• Regularly clean all the surfaces like tiles, counter/slab and floors. Clean off the spillage immediately</li> <li>• Collect all the waste in a covered dustbin</li> <li>• Keep the drains clean and disinfected, cockroach trap</li> <li>• Seal the cracks and crevices in the wall and flooring</li> <li>• Kitchen should have proper drainage system, cockroach trap should be there</li> <li>• Spray insecticides periodically</li> <li>• Proper ventilation and lighting should be there</li> <li>• Any other</li> </ul>	1/2X4=2
31.	You have hired a new cook. Give him four clear instructions to maintain his personal hygiene (Any four).	1/2x 4=2



	<p>Instructions to maintain personal hygiene are-</p> <ol style="list-style-type: none"> <li>1. Bathe every day.</li> <li>2. All cuts, wounds, scratches and burns etc. must be covered with a waterproof dressing.</li> <li>3. Hand should be washed thoroughly before starting the work.</li> <li>4. Rings/wrist watches should not be worn.</li> <li>5. Nails should be unpainted and short.</li> <li>6. Hair should be tied and covered, free from dandruff and lice.</li> <li>7. Food sticking on fingers should not be licked.</li> <li>8. Bad habits like scratching hair, nose picking, spitting, etc. should be avoided.</li> <li>9. If suffering from any infectious diseases such as cold/cough/boils, etc. should not handle the food.</li> <li>10. Any other</li> </ol>	
32.	<p>Menu planned for lunch is split moong dal, jeera aaloo and chapati. Evaluate this meal for its color. Give two suggestions to enhance its appearance.</p> <p>Evaluate the meal for its colour- All the dishes are of similar colour (yellow)</p> <p>Suggestions to enhance its appearance ( Any two)</p> <ol style="list-style-type: none"> <li>1. Split Moong Dal- Garnish with coriander leaves/cook dal with spinach/methi</li> <li>2. Jeera Aloo- Add vegetables like carrot, peas ,etc.</li> <li>3. Chapati-Beetroot/ spinach/mint/methi can be added in the dough of chapati</li> <li>4. Any other</li> </ol> <p style="text-align: center;">OR</p> <p>Menu for today's evening tea is bread pakora and tea. Evaluate it for nutrition and give suggestions to add two more food groups in it (Any two)</p> <p>Evaluate the meal for nutrition (Any one) The meal lacks in Vegetables and Fruits/it lacks in vitamins and minerals.</p> <p>Suggestions to add two more food groups in it-</p> <ol style="list-style-type: none"> <li>1. Fruits and vegetables</li> <li>2. Milk and milk products</li> </ol> <p>Examples</p> <ul style="list-style-type: none"> <li>• Bread pakoda- Stuff it with vegetables/paneer/add coriander/methi/spinach in the besan batter</li> <li>• Tea- Iced tea with fruits/Milk or Milkshake</li> <li>• Any other</li> </ul>	<p>1</p> <p><math>\frac{1}{2} + \frac{1}{2} = 1</math></p> <p>1</p> <p><math>\frac{1}{2} + \frac{1}{2} = 1</math></p>
33	<p>Identify four ways a chemist can cheat his customers.</p> <p>Four ways a chemist can cheat his customers are (any four)</p> <ol style="list-style-type: none"> <li>1. Price Variation</li> </ol>	<p><math>\frac{1}{2} \times 4 = 2</math></p>

	<ol style="list-style-type: none"> <li>2. Misleading advertisement</li> <li>3. Hoarding and black marketing</li> <li>4. Selling expired medicines/Products</li> <li>5. Selling Duplicate medicines</li> <li>6. Not giving bill/ Invoice</li> <li>7. Restrictive trade practices</li> <li>8. Any other</li> </ol>	
34	<p>What is the role of FSSAI in food safety? List any four of its activities.</p> <p><b>Role/Activities of FSSAI in food safety (any four)</b></p> <ol style="list-style-type: none"> <li>1. Protecting and Promoting public health through the regulation and supervision of food safety</li> <li>2. Conducts various raids and safety checks from time to time to ensure consumer safety</li> <li>3. Developing science based standards for food, for safe human consumption</li> <li>4. Issues licences to food operators</li> <li>5. Give guidelines to bodies like BIS , AGMARK etc for certification.</li> <li>6. Promoting general awareness about food safety and food standards</li> <li>7. Promotes training about food safety</li> <li>8. Any other</li> </ol>	$\frac{1}{2} \times 4 = 2$
35	<p>You want to store your cotton clothes for winters. In what two ways each would you prepare the cupboard and the clothes to store them safely?</p> <p><b>Ways to prepare cotton clothes in cupboard for winters</b></p> <p><b>I. Cupboards (Any two)</b></p> <ol style="list-style-type: none"> <li>1. Use Naphthalene balls/neem leaves/camphor/any other in the cupboards</li> <li>2. Placing Newspaper underneath the clothes</li> <li>3. Air tight cupboards</li> </ol> <p><b>II. Clothes (Any two)</b></p> <ol style="list-style-type: none"> <li>1. Cotton clothes should be De starched before storage to avoid damage by moths</li> <li>2. Should be dried thoroughly to prevent growth of fungus</li> <li>3. Clothes should be clean and without any stain</li> <li>4. No pins or buckles should be there as they might leave stain</li> <li>5. Ways to prepare cupboard to store cotton clothes for winters</li> <li>6. Any other</li> </ol>	$\frac{1}{2} \times 2 = 1$  $\frac{1}{2} \times 2 = 1$
36.	<p>(a) Sequence the steps of applying blue on a cotton sari. Why is it done?</p> <p><b>The steps of applying blue on a cotton sari.</b></p> <ol style="list-style-type: none"> <li>1. Add blue to the water and dissolve well</li> <li>2. Wet the article to be blued in water and squeeze properly</li> <li>3. Open the article and dip in the solution</li> </ol>	$\frac{1}{2} \times 4 = 2$



	<p>4. Squeeze and spread in the sun</p> <p>Cotton clothes of white colour are treated with blue to bring whiteness/brightness.</p> <p>OR</p> <p>(b) Sequence the steps of starching a cotton shirt. Why is it done ?</p> <p>The steps of starching a cotton shirt</p> <ol style="list-style-type: none"> <li>1. Add starch paste to the water and dissolve well</li> <li>2. Wet the article to be starched in water squeeze properly</li> <li>3. Open the article and dip in solution Squeeze and spread in the sun</li> </ol> <p>Cotton/Linen clothes are treated with starch to bring stiffness/crispness/brightness.</p>	<p>1</p> <p><math>\frac{1}{2} \times 4 = 2</math></p> <p>1</p>
37.	<p>Which six unhygienic habits did you notice in a roadside vendor that you decided not to eat fruit chat from there ?</p> <p>Unhygienic habits noticed in a roadside vendor are (any six)</p> <ol style="list-style-type: none"> <li>1. Uncovered dustbins</li> <li>2. Uncovered food</li> <li>3. Dirty utensils</li> <li>4. Dirty work surface</li> <li>5. Use of dirty water</li> <li>6. Food used was stale/rotten</li> <li>7. Use of same chopping board, without washing, for different fruits</li> <li>8. Food was served with hands instead of tongs/ladles</li> <li>9. Server not wearing clean clothes/gloves</li> <li>10. Food handler not taking care of personal hygiene</li> <li>11. Any other</li> </ol>	<p><math>1/2 \times 6 = 3</math></p>
38.	<p>Why is it important to make a time plan? Which six factors are kept in mind while making a time plan for a family?</p> <p>Importance of time plan (Any two)</p> <ol style="list-style-type: none"> <li>1. It is useful tool to save both time and energy</li> <li>2. Helps to finish all work in time</li> <li>3. Helps to find the time for rest and relaxation, generates free time</li> <li>4. Avoids last minute tension</li> <li>5. Helps to plan ahead</li> <li>6. Manages to deal with unforeseen events</li> <li>7. Any other</li> </ol> <p>Factors while making a time plan for a family are (Any six)</p> <ol style="list-style-type: none"> <li>1. Peak load period</li> <li>2. Dovetailing</li> <li>3. Fixed timings activity</li> <li>4. Demands (Stage) of the family</li> <li>5. Reasonable estimates of time</li> </ol>	<p>1</p> <p><math>\frac{1}{2} \times 6 = 3</math></p>



	6. Sequence of activities 7. Use labour saving devices 8. Schedule of other family members 9. Flexibility 10. Rest time 11. Any other	
39.	<p>(a) Sudha Jain lives in a hilly area. Briefly explain any four factors that would influence the meal planning of her family.</p> <p>Note: All the factors to be explained (Any four)</p> <ul style="list-style-type: none"> <li>• Age and gender of the family members: Dietary requirements of male adolescents and adult males are more than the female adolescents and adults.</li> <li>• Climate</li> <li>• Occupation/Physical Activity: The nutritional requirements are different depending on whether adults are sedentary, moderate or heavy workers</li> <li>• Availability of food: will select the food grown locally</li> <li>• Budget /purchasing power- will buy low cost if have less money or vice a versa</li> <li>• Family traditions: Food choices influenced by religion. As they are following the Jain religion, they will be vegetarians and not use onions and garlic in their food.</li> <li>• According to Likes and dislikes of her family members</li> <li>• Any other (Any four)</li> </ul> <p style="text-align: center;">OR</p> <p>(b) Rehman lives in Kerela with his two sons. Briefly explain any four factors that would influence the meal planning of his family.</p> <p>Note: All the factors to be explained (Any four)</p> <ul style="list-style-type: none"> <li>• Age and gender</li> <li>• Climate</li> <li>• Availability of food</li> <li>• Occupation</li> <li>• Purchasing power</li> <li>• Family traditions</li> <li>• Likes and dislikes of her family members</li> <li>• Any other</li> </ul>	1x4=4
40.	<p>a) The water in which chana dal was washed, turned yellow.</p> <p>(i) Identify the adulterant that might be present in it.</p> <p>(ii) Mention three other foods that could be adulterated with this adulterant.</p> <p>(iii) What are two health hazards of consuming such foods?</p> <p>(iv) Which two precautions should be adopted to safeguard from buying adulterated foods?</p> <p>(i) Metanil yellow</p> <p>(ii) Three other foods that could be adulterated with this adulterant (Any three)</p> <p>Turmeric powder , Jaggery, besan/boondi laddoo , Jalebi, ice candy,</p>	$\frac{1}{2}$ $1\frac{1}{2}$

	<p>Any other</p> <p>(iii) Two health hazards of consuming such foods – degeneration of reproductive organs, cancer, Mental retardation, abnormalities of bones. eyes, skin, lungs, anaemia (Any two)</p> <p>Any other</p> <p>(iv) Two precautions to be adopted to safeguard from buying adulterated foods (Any two)</p> <ul style="list-style-type: none"> <li>- Always buy branded food products</li> <li>- Buy packed food products instead of loose ones</li> <li>- Buy from a reliable shop</li> <li>- check standardised marks</li> <li>- Any other</li> </ul> <p style="text-align: center;">OR</p> <p>(b) With the help of four examples, explain any four problems faced by consumers in context to lack of information.</p> <p>Problems faced by consumer due to lack of information (with examples) (Any four)</p> <ol style="list-style-type: none"> <li>1. Adulteration</li> <li>2. low quality products/sub standard products</li> <li>3. Duplicate products</li> <li>4. Lack of consumer aids such as incomplete labels/leaflets</li> <li>5. False/misleading advertisements</li> <li>6. Free gifts/discounts offered with low quality products</li> <li>7. Any other</li> </ol>	<p>1</p> <p>1</p> <p>1x4=4</p>
41.	<p>What do you understand by balanced diet? What is its importance? Plan a balanced meal for a family.</p> <p>A diet which contains different types of foods in such quantities that the needs of various nutrients of an individual are adequately met.</p> <p>Significance (Any one)</p> <ol style="list-style-type: none"> <li>1. Maintains Good Health</li> <li>2. Boosts immunity</li> <li>3. Keeps an individual active</li> <li>4. Improves mental/emotional well being</li> <li>5. Increases the productivity of an individual</li> <li>6. For proper growth and development</li> <li>7. Any other</li> </ol> <p>Plan a Balanced Meal (any meal) for a Family keeping in mind following points</p> <ol style="list-style-type: none"> <li>1. Should preferably cover all 5 food groups</li> <li>2. Should contain variety in color, texture and taste</li> <li>3. Foods prepared should have different methods of cooking</li> </ol>	<p>1</p> <p>1</p> <p>3</p>



	<p>4. Inclusion of sufficient of roughage and water</p> <p>Sample meal (for breakfast)</p> <p>Meals : breakfast</p> <p>Menu: sprouts and vegetable poha with butter milk (chaach)</p>																											
42.	<p>Compare any five cognitive abilities of children aged four and ten years</p> <p>Comparison of cognitive abilities of children aged four and ten years (any five)</p> <table border="1"> <thead> <tr> <th>4 year old</th><th>10 year old</th></tr> </thead> <tbody> <tr> <td>Indulges in fantasy and make-belief play</td><td>Lives in a world of reality</td></tr> <tr> <td>Believes all non living things have life like qualities</td><td>Can differentiate between living and non-living things</td></tr> <tr> <td>Egocentric</td><td>Diminished egocentrism</td></tr> <tr> <td>Unable to think logically</td><td>Thoughts are more logical</td></tr> <tr> <td>Unable to conserve</td><td>Ability to conserve</td></tr> <tr> <td>Cannot decenter</td><td>Can decenter</td></tr> <tr> <td>Can not think of steps in the reverse order</td><td>Can reverse their thinking</td></tr> <tr> <td>Limited ability at seriation</td><td>Better at seriation</td></tr> <tr> <td>Can not do hierarchical classification</td><td>Can do hierarchical classification</td></tr> <tr> <td>Child links two events that occur close to each other</td><td>Inductive reasoning (Child knows that two events which occur at the same time are not linked)</td></tr> <tr> <td>Can understand the concept of morning and night but cannot read time.</td><td>Improved understanding of time and can read the time from the clock</td></tr> <tr> <td>Has no concept of distance and space Has concept of shapes, numbers, etc.</td><td>Know the concept of distance and space</td></tr> </tbody> </table> <p>(Any other)</p>	4 year old	10 year old	Indulges in fantasy and make-belief play	Lives in a world of reality	Believes all non living things have life like qualities	Can differentiate between living and non-living things	Egocentric	Diminished egocentrism	Unable to think logically	Thoughts are more logical	Unable to conserve	Ability to conserve	Cannot decenter	Can decenter	Can not think of steps in the reverse order	Can reverse their thinking	Limited ability at seriation	Better at seriation	Can not do hierarchical classification	Can do hierarchical classification	Child links two events that occur close to each other	Inductive reasoning (Child knows that two events which occur at the same time are not linked)	Can understand the concept of morning and night but cannot read time.	Improved understanding of time and can read the time from the clock	Has no concept of distance and space Has concept of shapes, numbers, etc.	Know the concept of distance and space	1x5=5
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