

Marking Scheme
Strictly Confidential
(For Internal and Restricted use only)
Secondary School Examination, 2026 (2nd Board Examination)
MATHEMATICS (STANDARD)
MATHEMATICS (STANDARD) (041) (PAPER CODE 30/7/2)

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.
2.	“Evaluation policy is a confidential policy as it is related to the confidentiality of the examinations conducted, Evaluation done and several other aspects. It’s 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 various rules of the Board and BNS.”
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 due marks be awarded to them. In Class-X, while evaluating the Competency-based questions, please try to understand given answer and even if reply is not from Marking Scheme but correct competency is enumerated by the candidate, due marks should be awarded.
4.	The Marking scheme carries only suggested value points for the answers. These are in the nature of Guidelines only and do not constitute the complete answer. The students can have their own expression and if the expression is correct, the due marks should be awarded accordingly.
5.	The Head-Examiner must go through the first five answer books evaluated by each evaluator on the first day, to ensure that evaluation has been carried out as per the instructions given in the Marking Scheme. If there is any variation, the same should be zero after deliberation and discussion. The remaining answer books meant for evaluation shall be given only after ensuring that there is no significant variation in the marking of individual evaluators.
6.	Evaluators will mark (✓) wherever answer is correct. For wrong answer CROSS ‘X’ be marked. Evaluators will not put right (✓) while evaluating which gives an impression that answer is correct and no marks are awarded. This is most common mistake which evaluators are committing.
7.	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 totalled up and written on the left-hand margin and encircled. This may be followed strictly.
8.	If a question does not have any parts, marks must be awarded on the left-hand margin and encircled. This may also be followed strictly.
9.	If a student has attempted an extra question, answer of the question deserving more marks should be retained and the other answer scored out with a note “Extra Question” .

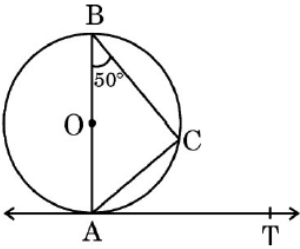
10.	No marks to be deducted for the cumulative effect of an error. It should be penalized only once.
11.	A full scale of 0 to 80 marks as given in Question Paper has to be used. Please do not hesitate to award full marks if the answer deserves it.
12.	Every examiner has to necessarily do evaluation work for full working hours i.e., 8 hours every day and evaluate 20 answer books per day in main subjects and 25 answer books per day in other subjects (Details are given in Spot Guidelines). This is in view of the reduced syllabus and number of questions in question paper.
13.	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 totalling of marks awarded to an answer. ● Wrong transfer of marks from the inside pages of the answer book to the title page. ● Wrong question wise totalling on the title page. ● Wrong totalling of marks of the two columns on the title page. ● Wrong grand total. ● Marks in words and figures not tallying/not same. ● 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.
14.	While evaluating the answer books if the answer is found to be totally incorrect, it should be marked as cross (X) and awarded zero (0) Marks.
15.	Any unassessed portion, non-carrying over of marks to the title page, or 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.
16.	The Examiners should acquaint themselves with the guidelines given in the “ Guidelines for spot Evaluation ” before starting the actual evaluation.
17.	Every Examiner shall also ensure that all the answers are evaluated, marks carried over to the title page, correctly totalled and written in figures and words.
18.	The candidates are entitled to obtain Photocopy of the Answer Book on request on payment of the prescribed processing fee. All Examiners/Additional Head Examiners/Head Examiners are once again reminded that they must ensure that evaluation is carried out strictly as per value points for each answer as given in the Marking Scheme.

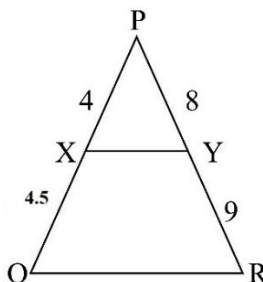
MARKING SCHEME
MATHEMATICS (Subject Code-041)
(PAPER CODE: 30/7/2)

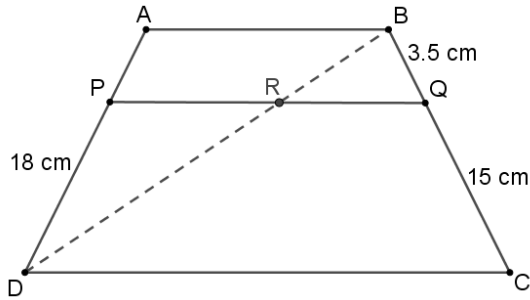
Q. No.	EXPECTED OUTCOMES/VALUE POINTS	Marks
	SECTION – A This section has 20 Multiple Choice Questions (MCQs) carrying 1 mark each.	
1.	The zeroes of the polynomial $p(x) = x^2 - x - 6$ are : (A) 3, 2 (B) - 3, 2 (C) 3, - 2 (D) - 3, - 2	
Sol.	(C) 3, -2	1
2.	If m and n are the zeroes of the polynomial $f(x) = 2x^2 - 8 - 8x$, then the value of $m^2 + n^2$ is : (A) 0 (B) 32 (C) 24 (D) 16	
Sol.	(C) 24	1
3.	If the common difference of an A.P. is 5, then the value of $a_{18} - a_{13}$ is : (A) 10 (B) 20 (C) 25 (D) 30	
Sol.	(C) 25	1
4.	The distance of the point $P(2, - 2)$ from the origin is : (A) 2 (B) - 2 (C) 0 (D) $2\sqrt{2}$	
Sol.	(D) $2\sqrt{2}$	1

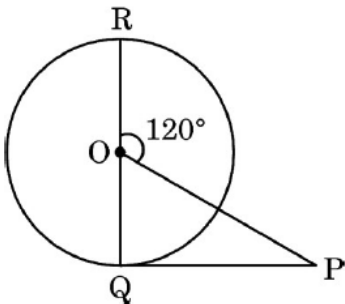
5.	The length of the shadow on the ground of a pole of height 18 m, when angle of elevation θ of the Sun is such that $\tan \theta = \frac{6}{7}$, is : (A) 6 m (B) 7 m (C) 18 m (D) 21 m	
Sol.	(D) 21 m	1
6.	A sector of a circle with area $\frac{264}{7} \text{ cm}^2$ is cut from a circle of radius 6 cm. The central angle of the sector is : (A) 30° (B) 60° (C) 90° (D) 120°	
Sol.	(D) 120°	1
7.	If the probability of a player winning a game is 0.21, then the probability of him losing the same game is : (A) 1.79 (B) 0.81 (C) 0.79% (D) 0.79	
Sol.	(D) 0.79	1
8.	A cap is cylindrical in shape and is surmounted by a hemispherical top. If the volume of the cylindrical part is equal to that of the hemispherical part, then the ratio of the height of the cylindrical part to the height of the hemispherical part is : (A) 2 : 3 (B) 1 : 3 (C) 2 : 1 (D) 3 : 1	
Sol.	(A) 2:3	1
9.	The curved surface area of the largest right circular cone that can be carved out from a solid cube of edge 4 cm is : (A) $4\sqrt{5} \pi \text{ cm}^2$ (B) $(4 + \sqrt{5}) \pi \text{ cm}^2$ (C) $(4 - \sqrt{5}) \pi \text{ cm}^2$ (D) $20 \pi \text{ cm}^2$	
Sol.	(A) $4\sqrt{5} \pi \text{ cm}^2$	1

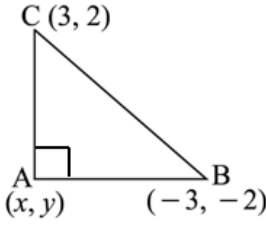
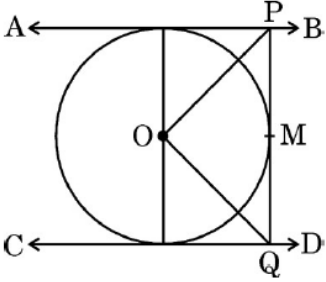
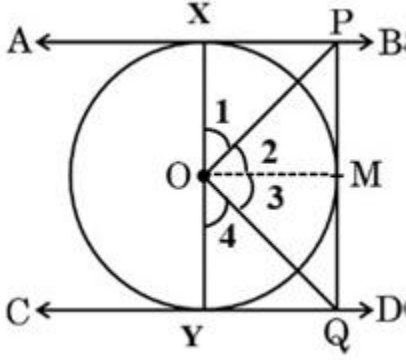
14.	The least number that is divisible by all the natural numbers from 1 to 10 (both inclusive) is : (A) 10 (B) 100 (C) 504 (D) 2520	
Sol.	(D) 2520	1
15.	A rational number between $\sqrt{2}$ and $\sqrt{3}$ is : (A) $\frac{\sqrt{2} + \sqrt{3}}{2}$ (B) $\frac{\sqrt{2} - \sqrt{3}}{2}$ (C) 1.3 (D) 1.8	
Sol.	As correct option is not there, so 1 mark to be given to all.	1
16.	In a right triangle ABC, right-angled at A, if $\cos B = \frac{1}{4}$, then the value of $\cot B$ is : (A) $\frac{1}{4}$ (B) $\frac{1}{\sqrt{15}}$ (C) $\frac{\sqrt{15}}{1}$ (D) $\frac{4}{\sqrt{15}}$	
Sol.	(B) $\frac{1}{\sqrt{15}}$	1
17.	If two positive integers a and b are written as $a = x^3y^2$ and $b = xy^3$, where x and y are prime numbers, then LCM (a, b) is : (A) xy (B) xy^2 (C) x^3y^3 (D) x^2y^2	
Sol.	(C) x^3y^3	1

18.	In the given figure, AT is a tangent to a circle centred at O. If $\angle ABC = 50^\circ$, then $\angle CAT$ is equal to :  (A) 70° (B) 50° (C) 65° (D) 40°	
Sol.	(B) 50°	1
	<i>Questions number 19 and 20 are Assertion and Reason based questions. Two statements are given, one is labelled as Assertion (A) and the other is labelled as Reason (R). Select the correct answer to these questions from the options (A), (B), (C) and (D), as given below.</i> (A) Both Assertion (A) and Reason (R) are true and Reason (R) is the correct explanation of the Assertion (A). (B) Both Assertion (A) and Reason (R) are true, but Reason (R) is not the correct explanation of the Assertion (A). (C) Assertion (A) is true, but Reason (R) is false. (D) Assertion (A) is false, but Reason (R) is true.	
19.	<i>Assertion (A) :</i> The probability that a number selected at random from the numbers 1, 2, 3,, 15 is a multiple of 4, is $\frac{1}{3}$. <i>Reason (R) :</i> Two different coins are tossed simultaneously. The probability of getting at least one head is $\frac{3}{4}$.	
Sol.	(D) Assertion (A) is false, but Reason (R) is true.	1

20.	Assertion (A) : Consider the following data : <table><tr><th>Class</th><th>Frequency</th></tr><tr><td>65 – 85</td><td>4</td></tr><tr><td>85 – 105</td><td>5</td></tr><tr><td>105 – 125</td><td>13</td></tr><tr><td>125 – 145</td><td>20</td></tr><tr><td>145 – 165</td><td>14</td></tr><tr><td>165 – 185</td><td>7</td></tr><tr><td>185 – 205</td><td>4</td></tr></table> The difference of the upper limit of the median class and the lower limit of the modal class is 20. Reason (R) : The median class and modal class of grouped data are always different.	Class	Frequency	65 – 85	4	85 – 105	5	105 – 125	13	125 – 145	20	145 – 165	14	165 – 185	7	185 – 205	4	
Class	Frequency																	
65 – 85	4																	
85 – 105	5																	
105 – 125	13																	
125 – 145	20																	
145 – 165	14																	
165 – 185	7																	
185 – 205	4																	
Sol.	(C) Assertion (A) is true, but Reason (R) is false.	1																
	SECTION – B This section has 5 Very Short Answer (VSA) type questions carrying 2 marks each.																	
21 (a).	X and Y are points on the sides PQ and PR respectively, of a Δ PQR. If the lengths of PX, QX, PY and YR (in cm) are 4, 4.5, 8 and 9 respectively, then show that XY QR.																	
Sol.	 Here, $\frac{PX}{XQ} = \frac{4}{4.5} = \frac{8}{9}$ and $\frac{PY}{YR} = \frac{8}{9}$	1																

	Therefore, $\frac{PX}{XQ} = \frac{PY}{YR}$ $\Rightarrow XY \parallel QR$	$\frac{1}{2}$ $\frac{1}{2}$
	OR	
21 (b).	ABCD is a trapezium in which $AB \parallel DC$ and P and Q are points on AD and BC respectively, such that $PQ \parallel DC$. If $PD = 18$ cm, $BQ = 3.5$ cm and $QC = 15$ cm, then find the length of AD.	
Sol.	 Join BD In $\triangle BDC$, $RQ \parallel DC$ $\therefore \frac{BR}{RD} = \frac{BQ}{QC} \quad (i)$ In $\triangle DAB$, $PR \parallel AB$ $\therefore \frac{BR}{RD} = \frac{AP}{PD} \quad (ii)$ Using (i) and (ii), $\frac{BQ}{QC} = \frac{AP}{PD}$ $\Rightarrow \frac{3.5}{15} = \frac{AP}{18}$ $\Rightarrow AP = 4.2 \text{ cm}$ Hence, $AD = 4.2 + 18 = 22.2 \text{ cm}$	$\frac{1}{2}$ $\frac{1}{2}$ $\frac{1}{2}$ $\frac{1}{2}$
22 (a).	If $\tan A = (\sqrt{2} - 1)$, then prove that $\frac{\tan A}{1 + \tan^2 A} = \frac{\sqrt{2}}{4}$	

Sol.	$\text{LHS} = \frac{\tan A}{1 + \tan^2 A} = \frac{\sqrt{2}-1}{1+(\sqrt{2}-1)^2}$ $= \frac{\sqrt{2}-1}{4-2\sqrt{2}} = \frac{\sqrt{2}-1}{2\sqrt{2}(\sqrt{2}-1)} = \frac{1}{2\sqrt{2}}$ $= \frac{\sqrt{2}}{4} = \text{RHS}$	$\frac{1}{2}$ 1 $\frac{1}{2}$
	OR	
22 (b).	If $\operatorname{cosec} \theta = \frac{13}{12}$, then find the value of $\cot \theta + \tan \theta$.	
Sol.	$\operatorname{cosec} \theta = \frac{13}{12}$ Getting $\cot \theta = \frac{5}{12}$ and $\tan \theta = \frac{12}{5}$ $\therefore \tan \theta + \cot \theta = \frac{5}{12} + \frac{12}{5} = \frac{169}{60}$	1 $\frac{1}{2}$ $\frac{1}{2}$
23.	PQ is a tangent drawn from an external point P to a circle with centre O and QOR is the diameter of the circle. If $\angle POR = 120^\circ$, then find the measure of $\angle OPQ$. 	
Sol.	QOR is diameter of the circle $\Rightarrow \angle RQP = 90^\circ$ and $\angle QOP = 180^\circ - 120^\circ = 60^\circ$ $\therefore \angle OPQ = 180^\circ - (90^\circ + 60^\circ) = 30^\circ$	$\frac{1}{2}$ $\frac{1}{2}$ 1

Sol.	 $BC^2 = AC^2 + AB^2$ $\therefore (3 + 3)^2 + (2 + 2)^2 = (x - 3)^2 + (y - 2)^2 + (x + 3)^2 + (y + 2)^2$ $\Rightarrow 52 = 2(x^2 + y^2) + 26$ $\Rightarrow x^2 + y^2 = 13$ At $x = 3, y^2 = 4 \Rightarrow y = 2, -2$	1 1 1
27.	In the figure, AB and CD are two parallel tangents to a circle with centre O and another tangent PQ with point of contact M, intersecting AB at P and CD at Q. Prove that $\angle POQ = 90^\circ$. 	
Sol.	 Join OM $\triangle PXO \cong \triangle PMO$ $\Rightarrow \angle 1 = \angle 2$ (i) $\triangle QYO \cong \triangle QMO$ $\Rightarrow \angle 4 = \angle 3$ (ii)	$\frac{1}{2}$ 1 $\frac{1}{2}$

	Slant height (l) = $\sqrt{12^2 + (3.5)^2} = 12.5$ m Area of the canvas required = $\frac{22}{7} \times 12 \times 12.5$ $= \frac{3300}{7} = 471.4 \text{ m}^2$ (approx.)	$\frac{1}{2}$ $\frac{1}{2}$ $\frac{1}{2}$
30 (a).	Prove that : $\frac{\tan A - \cot A}{\sin A \cos A} = \tan^2 A - \cot^2 A$	
Sol.	LHS = $\frac{\frac{\sin A}{\cos A} - \frac{\cos A}{\sin A}}{\sin A \cos A}$ $= \frac{1}{\cos^2 A} - \frac{1}{\sin^2 A}$ $= \sec^2 A - \operatorname{cosec}^2 A$ $= (1 + \tan^2 A) - (1 + \cot^2 A) = \tan^2 A - \cot^2 A = \text{RHS}$	$\frac{1}{2}$ 1 $\frac{1}{2}$ 1
	OR	
30 (b).	If $\sin (A + 2B) = \frac{\sqrt{3}}{2}$ and $\cos (A + 4B) = 0$, then find the values of A and B.	
Sol.	$\sin(A + 2B) = \frac{\sqrt{3}}{2} \Rightarrow A + 2B = 60^\circ \quad (\text{i})$ $\cos(A + 4B) = 0 \Rightarrow A + 4B = 90^\circ \quad (\text{ii})$ Solving (i) and (ii), $A = 30^\circ, B = 15^\circ$	1 1 $\frac{1}{2} + \frac{1}{2}$
31 (a).	Prove that $\sqrt{5}$ is an irrational number.	
Sol.	Let $\sqrt{5}$ be a rational number. $\therefore \sqrt{5} = \frac{p}{q}$, where $q \neq 0$ and let p & q be coprime. $5q^2 = p^2 \Rightarrow p^2$ is divisible by 5 $\Rightarrow p$ is divisible by 5 ----- (i) Let $p = 5a$, where 'a' is some integer	$\frac{1}{2}$ 1

	$25a^2 = 5q^2 \Rightarrow q^2 = 5a^2 \Rightarrow q^2$ is divisible by 5 $\Rightarrow q$ is divisible by 5 ----- (ii) (i) and (ii) leads to a contradiction as 'p' and 'q' are coprime. $\therefore \sqrt{5}$ is an irrational number.	1 $\frac{1}{2}$
	OR	
31 (b).	Show that $\frac{2+3\sqrt{2}}{5}$ is an irrational number.	
Sol.	Let $\frac{2+3\sqrt{2}}{5}$ be a rational number m $\therefore \frac{2+3\sqrt{2}}{5} = m$ $\Rightarrow \sqrt{2} = \frac{5m-2}{3}$ As m is rational $\Rightarrow \frac{5m-2}{3}$ is rational, But $\sqrt{2}$ is an irrational number $\therefore$ LHS $\neq$ RHS $\therefore \frac{2+3\sqrt{2}}{5}$ is an irrational number.	$\frac{1}{2}$ 1 1 $\frac{1}{2}$
	SECTION – D This section has 4 Long Answer (LA) type questions carrying 5 marks each.	
32 (a).	The sum of the squares of two natural numbers is 29. If the second number is one more than twice the first number, find the numbers.	
Sol.	Let the required numbers be x and y $\therefore x^2 + y^2 = 29$ and $y = 2x + 1$ $\Rightarrow x^2 + (2x + 1)^2 = 29$ $\Rightarrow 5x^2 + 4x - 28 = 0$	2 1

	$\Rightarrow (x - 2)(5x + 14) = 0$ $x \neq -\frac{14}{5}$ So, $x = 2$ and $y = 5$ Therefore, the required numbers are 2 and 5.	1 $\frac{1}{2}$ $\frac{1}{2}$
	OR	
32 (b).	A farmer prepares a rectangular vegetable garden of area 180 m^2 . With 39 m of barbed wire, he can fence the three sides of the garden, leaving one of the longer sides unfenced. Find the dimensions of the garden.	
Sol.	Let the longer side of the garden be x m and smaller side be y m Here, $xy = 180$ and $2y + x = 39$ $\Rightarrow 2 \times \frac{180}{x} + x = 39$ $\Rightarrow x^2 - 39x + 360 = 0$ $\Rightarrow (x - 24)(x - 15) = 0$ $\Rightarrow x = 24$ or $x = 15$ $\therefore$ If $x = 24$ then $y = 7.5$ or if $x = 15$, then $y = 12$ Dimensions of the garden are $24 \text{ m} \times 7.5 \text{ m}$ or $15 \text{ m} \times 12 \text{ m}$	 2 1 $\frac{1}{2}$ 1 $\frac{1}{2}$

33.

The length of 40 leaves in a plant are measured correctly to the nearest millimeter and the data obtained is represented as in the following table :

<i>Length (in mm)</i>	<i>No. of leaves</i>
118 – 126	3
127 – 135	5
136 – 144	9
145 – 153	12
154 – 162	5
163 – 171	4
172 – 180	2

Find mean and median length of leaves.

Sol.

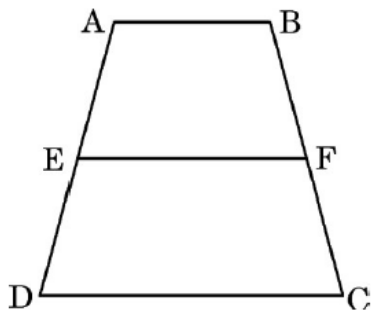
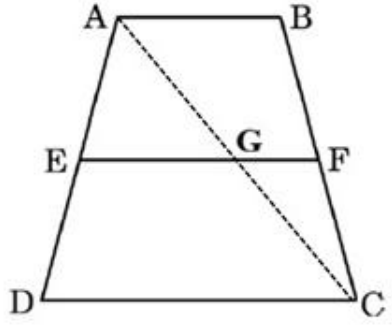
Length	CI	x	f	$u = \frac{x - 149}{9}$	fu	Cf
118-126	117.5-126.5	122	3	-3	-9	3
127-135	126.5-135.5	131	5	-2	-10	8
136-144	135.5-144.5	140	9	-1	-9	17
145-153	144.5-153.5	149	12	0	0	29
154-162	153.5-162.5	158	5	1	5	34
163-171	162.5-171.5	167	4	2	8	38
172-180	171.5-180.5	176	2	3	6	40
Total			40	40	-9	

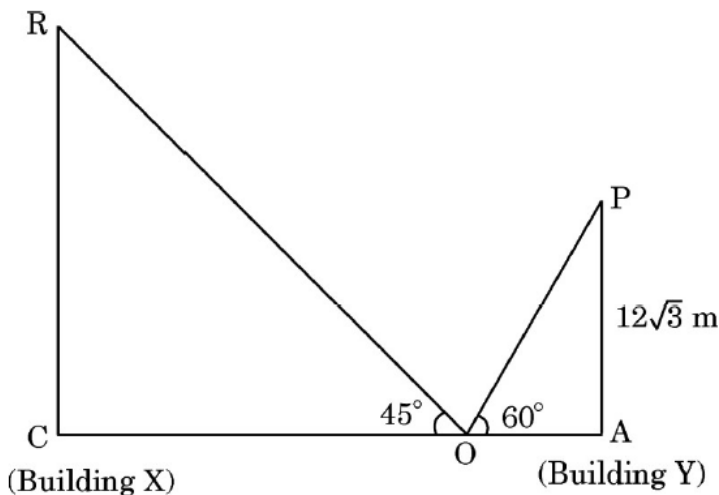
Correct table

2

$$\text{Mean Length} = 149 + \frac{(-9)}{40} \times 9$$

	$= 146.975 \text{ mm}$ Median class is 144.5 – 153.5 $\text{Median} = 144.5 + \frac{20-17}{12} \times 9$ $= 146.75 \text{ mm}$	1 $\frac{1}{2}$ 1 $\frac{1}{2}$
34.	Draw the graphs of the equations $x = 3$; $x = 5$ and $2x - y - 4 = 0$. Also, find the area of the quadrilateral formed by the lines and the x-axis.	
Sol.	Drawing correct graph of the equations $x = 3, x = 5, 2x - y = 4$ Required quadrilateral ABCD is a trapezium Area of quadrilateral ABCD = $\frac{1}{2} \times (2 + 6) \times 2 = 8 \text{ sq units}$	3 1 1
35 (a).	State and prove Basic Proportionality Theorem (BPT).	
Sol.	Correct statement Correct Given, To prove, figure and construction	1 2

	Correct Proof	2
	OR	
35 (b).	ABCD is a trapezium with $AB \parallel DC$. E and F are points on non-parallel sides AD and BC respectively such that EF is parallel to AB. Show that $\frac{AE}{ED} = \frac{BF}{FC}$. 	
Sol.	 Join AC intersecting EF at G. In ΔCAB, $FG \parallel BA$ $\Rightarrow \frac{CF}{FB} = \frac{CG}{GA} \quad (i)$ In ΔADC, $EG \parallel DC$ $\Rightarrow \frac{CG}{GA} = \frac{DE}{EA} \quad (ii)$ Using (i) and (ii), $\frac{DE}{EA} = \frac{CF}{FB}$ or $\frac{AE}{ED} = \frac{BF}{FC}$	1 1½ 1½ 1
	SECTION – E	

	Question numbers 36 to 38 are Case Study Based questions, carrying 4 marks each	
36.	A ladder inclined at an angle of 60° to the horizontal is leaning against the vertical wall of the terrace (top) of the building Y. The foot of the ladder is kept fixed at point 'O'. After some time, keeping the same foot fixed, it is made to lean against the terrace (top) of the opposite building X, at an angle of 45° with the ground. Both buildings along with the foot of the ladder, fixed at 'O' are in a straight line.  Based on the information given above, answer the following questions : (i) Find the length of the ladder. 1 (ii) Find the distance of the building X from point 'O', i.e. OC. 1 (iii) (a) Find the horizontal distance between the two buildings. 2 OR (iii) (b) Find the height of the building X. 2	
Sol.	(i) $\frac{12\sqrt{3}}{OP} = \sin 60^\circ = \frac{\sqrt{3}}{2}$ $\Rightarrow$ length of ladder = $OP = 24$ m (ii) $OR = OP = 24$ $\therefore \frac{OC}{24} = \cos 45^\circ = \frac{1}{\sqrt{2}}$ $\Rightarrow OC = 12\sqrt{2}$ m	$\frac{1}{2}$ $\frac{1}{2}$ $\frac{1}{2}$ $\frac{1}{2}$

	(iii) (a) In ΔPAO, $\frac{12\sqrt{3}}{OA} = \tan 60^\circ = \sqrt{3}$ $\Rightarrow OA = 12 \text{ m}$ Horizontal distance = $AO + OC = 12(\sqrt{2} + 1) \text{ m}$ OR (iii) In ΔOCR, $\frac{CR}{OC} = \tan 45^\circ = 1$ $\Rightarrow CR = OC = 12\sqrt{2} \text{ m}$	$\frac{1}{2}$ $\frac{1}{2}$ 1 1 1
37.	Vaibhav installed a fence around a circular field, with the total cost amounting to ₹ 6,000 at a rate of ₹ 30 per m. He now plans to plough the field. Based on the information given above, answer the following questions : (i) What is the perimeter of the field ? 1 (ii) What is the radius of the field ? 1 (iii) (a) What is the area of the field ? 2 OR (iii) (b) Find the cost of ploughing the field at the rate of ₹ 0.50 per m^2. 2	
Sol.	(i) Perimeter of the field = $\frac{6000}{30} = 200 \text{ m}$ (ii) Let r be the radius of the field $2\pi r = 200 \text{ m}$ $\Rightarrow r = \frac{200 \times 7}{2 \times 22} = \frac{350}{11} = 31.8 \text{ m (approx.)}$ (iii) (a) Area of the field = $\frac{22}{7} \times \frac{350}{11} \times \frac{350}{11}$ $= 3181.8 \text{ m}^2 \text{ (approx.)}$ OR (iii) (b) Area of the field = $\frac{22}{7} \times \frac{350}{11} \times \frac{350}{11}$ $= 3181.8 \text{ m}^2 \text{ (approx.)}$	1 1 1 1 1 $\frac{1}{2}$

	Cost of ploughing the field = 3181.8×0.50 = ₹1590.90 (approx.)	$\frac{1}{2}$
38.	A road roller, often called a roller compactor or just a roller, is an engineering vehicle used to compact soil, gravel, concrete, or asphalt in the construction of roads and foundations. Similar machines are also used in landfills or agriculture. Past records of a road roller manufacturing company show that the number of products produced each year forms an Arithmetic Progression (AP). The company produced 270 road rollers in the 4th year and 510 in the 10th year. Based on the information given above, answer the following questions : (i) What was the company's production in the 1st year ? 1 (ii) What was the company's production in the 8th year ? 1 (iii) (a) What was the company's total production of the first 6 years ? 2 OR (iii) (b) Find the ratio of 2nd year's production to 8th year's production. 2	
Sol.	(i) $a + 3d = 270$ (I) } $a + 9d = 510$ (II) Solving equations (I) and (II) $a = 150$ $\therefore$ production in first year = 150 (ii) $a + 3d = 270$ (I) $a + 9d = 510$ (II) Solving equations (I) and (II) $d = 40$ $\therefore a_8 = 150 + 280 = 430$ (iii) (a) $S_6 = \frac{6}{2} [2 \times 150 + 5 \times 40]$ = 1500	$\frac{1}{2}$ $\frac{1}{2}$ $\frac{1}{2}$ 1 1

	OR	
	(iii) (b) $a_2 = 150 + 40 = 190$	1
	$\therefore a_2 : a_8 = 190 : 430 = 19 : 43$	1