

Marking Scheme
Strictly Confidential
(For Internal and Restricted use only)
Senior Secondary School Examination, 2026 (XII)
SUBJECT NAME: Biology (Q.P. CODE 044/57-3-1)

General Instructions: -

1	The CBSE has decided to introduce On Screen Marking (OSM) for the evaluation of Class XII answer Book with the 2026 Examination.
2	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.
3	“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 Newspaper/Website, etc. may invite action under various rules of the Board and IPC.”
4	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-XII, 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, due marks should be awarded.
5	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.
6	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.
7	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.
8	If a question has parts, please award marks on the right-hand side for each part in the OSM Portal. Marks awarded for different parts of the question will be totaled up by the OSM System.
9	If a question does not have any parts, marks must be awarded in the left-hand margin in the OSM Portal. This may also be followed strictly.

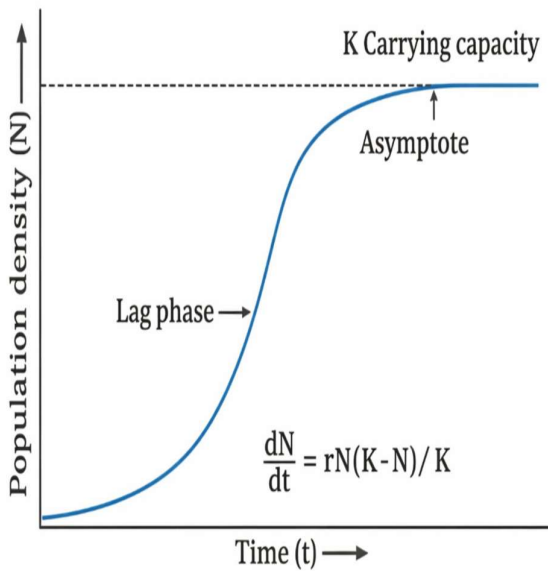
10	No marks to be deducted for the cumulative effect of an error. It should be penalized only once.
11	A full scale of marks 0-70 (example 0 to 80/70/60/50/40/30 marks as given in Question Paper) has to be used. Please do not hesitate to award full marks if the answer deserves it.
12	Every examiner has 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:- <ul style="list-style-type: none"> • 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	The Examiners should acquaint themselves with the guidelines given in the "Guidelines for Spot Evaluation" before starting the actual evaluation.
16	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.
17	If a candidate attempts both alternatives/options in a question where only one option/ alternative is required to be attempted, the Evaluator shall award marks in both the options. The system will take the higher of two scores and disregard the other response.
18	In a question having two options/alternatives, if a candidate has attempted only one, then the evaluator shall mark "NA" (Not attempted) against the option that has not been attempted by the candidate.

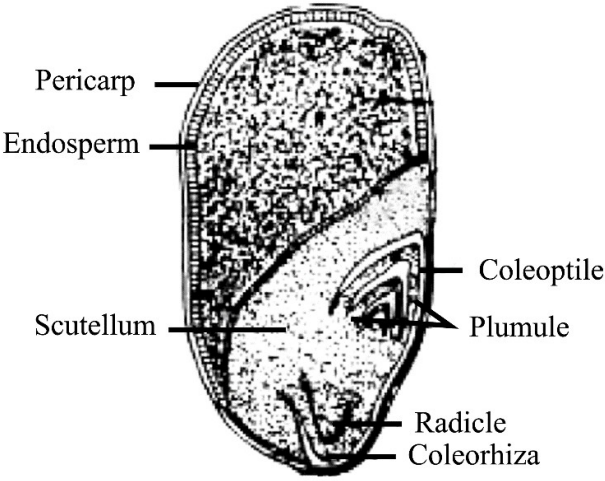
MARKING SCHEME
Biology (Subject Code- 044)
(PAPER CODE: 57/3/1) (26-03-44N)

Q. No.	EXPECTED OUTCOMES/VALUE POINTS	Marks	Total Marks
	SECTION – A		
1.	(D) / Oxytocin from maternal pituitary gland	1	1
2.	(C) / Stratification	1	1
3.	(A) / a-iii, b-i, c-iv, d-ii	1	1
4.	(B) / Reduction of Vitamin A deficiency in humans	1	1
5.	(C)	1	1
6.	(D) / Anthropogenic action	1	1
7.	(A) / (i), (ii), (iv) and (v) are correct	1	1
8.	(D) / Skin ulcers	1	1
9.	(A) / Standing crop	1	1
10.	(D) / Nucleotide	1	1
11.	(B) / Statements (i), (ii) and (iii) are correct	1	1
12.	(A) / <i>Vallisneria</i> and <i>Hydrilla</i>	1	1
13.	(C) / Assertion (A) is true, but Reason (R) is false	1	1
14.	(A) / Both Assertion (A) and Reason (R) are true and Reason (R) is correct explanation of the Assertion (A)	1	1
15.	(A) / Both Assertion (A) and Reason (R) are true and Reason (R) is correct explanation of the Assertion (A)	1	1
16.	(B) / Both Assertion (A) and Reason (R) are true, but Reason (R) is not the correct explanation of the Assertion (A)	1	1
	SECTION B		
17.	(a) (i) Ringworm (ii) <i>Epidermophyton</i> , <i>Trichophyton</i> , <i>Microsporum</i> (Any two) (iii) From soil/ using towels/ clothes/ comb of infected person (Any one) OR	$\frac{1}{2}$ $\frac{1}{2} + \frac{1}{2}$ $\frac{1}{2}$	

	(b) (i) Allergy (ii) Ig E antibodies (iii) Histamine, Serotonin (iv) Anti histamine, adrenaline, Steroids	½ ½ ½ ½	(Any one) (Any one)	2
18.	(a) (i) <ul style="list-style-type: none"> Brain size was 1400 cc They used hides to protect their bodies They buried their dead bodies (ii) (I) <i>Homo erectus</i> (II) <i>Homo habilis</i> <p style="text-align: center;">OR</p> (b) Given: (i) Frequency of blue-eyed individuals (bb) = 36% As per Hardy-Weinberg equilibrium if $q^2 = 0.36$ then $q = 0.6$ Acc. to Hardy- Weinberg equilibrium $(p + q) = 1$ Therefore $p = 1 - 0.6 = 0.4$ Frequency of allele B (p) = 0.4 (ii) Heterozygous individuals (2pq) $2pq = 2 \times 0.4 \times 0.6 = 0.48 = 48\%$ (iii) Homozygous dominant (p^2) $p^2 = (0.4) \times (0.4) = 0.16 = 16\%$	½ ½ ½ ½ ½	(Any two)	2
19.	Henking traced a specific nuclear structure all through spermatogenesis in a few insects, and observed that 50 per cent of the sperm received a special structure after spermatogenesis, whereas the other 50 per cent sperm did not receive it. This observation later helped in sex determination as	½+½		

	<p>⇒ eggs fertilised by a sperm having X chromosome developed into females.</p> <p>⇒ Eggs fertilised by sperms not having X chromosome developed into males.</p>	<p>$\frac{1}{2}$</p> <p>$\frac{1}{2}$</p>	2
20.	<p>(a)</p> <p>(i)</p> <p>(I) Anode end is at S</p> <p>(II) Lightest/Smallest DNA is shown as R</p> <p>(ii) Agarose gel is made from a natural polymer extracted from sea weeds.</p> <p>Agarose gel provides sieving effect due to which DNA fragments separate according to their size.</p> <p style="text-align: center;">OR</p> <p>(b)</p> <p>(i) DNA fragments might not be stained or exposed to UV rays, They can be seen only after staining with ethidium bromide followed by exposure to UV radiation when DNA bands appear orange in colour.</p> <p>(ii) The desired DNA fragment is cut from the gel and extracted by elution.</p>	<p>$\frac{1}{2}$</p> <p>$\frac{1}{2}$</p> <p>$\frac{1}{2}$</p> <p>$\frac{1}{2}$</p> <p>$\frac{1}{2}$</p> <p>$\frac{1}{2}$</p> <p>1</p>	2
21.	<p>(a) Genetic Engineering Approval Committee</p> <p>(b)</p> <ul style="list-style-type: none"> ▪ To make decisions regarding validity of GM Research. ▪ Safety of introducing GM organisms for public services. 	<p>1</p> <p>$\frac{1}{2}$</p> <p>$\frac{1}{2}$</p>	2
SECTION C			
22.	<p>(a)</p> <ul style="list-style-type: none"> ▪ In some species (Asteraceae and grasses) the diploid egg cell is formed without reduction division and develop into an embryo without fertilization ▪ Some of the nucellar cells surrounding the embryo sac starts dividing and protrude into the embryo sac and develop into an embryo <p>(b) In Apomictic seeds there will be no segregation of the hybrid characters in the progeny plants so farmers can keep on using the hybrid seeds to raise new crop year after year/ If hybrid seeds are made apomictic the farmer need not to buy hybrid seeds every year hence they are cost effective</p>	<p>1</p> <p>1</p> <p>1</p>	3
23.	<p>(a)</p> <p>It is the process of polymerisation of amino acids to form a polypeptide as per the sequence coded in mRNA</p>	<p>1</p>	

	<p>(b)</p> <p>Amino acids are activated in the presence of ATP and then linked to their corresponding cognate tRNA.</p> <p>Importance -The formation of peptide bond is favoured energetically.</p>	<p>1</p> <p>1</p>	<p>3</p>
24.	<p>(a)</p> <p>Carrying capacity It denotes the limit of the maximum number of individuals of a species (population) that a habitat can support with the available resources.</p> <p>(b)</p> <p>Growth Curve is called Verhulst Pearl Logistic Growth A population growing in a habitat with limited resources shows a lag phase initially, it is followed by acceleration and deceleration and finally an asymptote. We get a Sigmoid Curve</p> $\frac{dN}{dt} = rN \left(\frac{K-N}{K} \right)$ <p>N= Population at time t r = Intrinsic rate of natural increase K= Carrying capacity</p> <p style="text-align: center;">//</p>  <p style="text-align: center;">Verhulst Pearl Logistic Growth</p> <p style="text-align: center;">Lag phase = 1/2, Asymptote = 1/2, K= 1/2, Equation = 1/2</p>	<p>1</p> <p>1/2+1/2</p> <p>1</p>	<p>3</p>

25.	<p>(a)</p> <p>Steps in IVF</p> <p>Ova from wife/donor female and sperms from husband/donor male, are collected and induced to form a zygote under simulated conditions, in a laboratory.</p> <p>The zygote or early embryos with up to 8 blastomeres could then be transferred in the fallopian tube (ZIFT) / embryos with more than 8 blastomeres could be transferred in the uterus (IUT)</p> <p>(b)</p> <ul style="list-style-type: none"> No During IVF fertilization takes place in the lab (outside the female body)/ In this case fertilization takes place in female's body. 	$\frac{1}{2} \times 3$ $\frac{1}{2}$ $\frac{1}{2}$	3
26.	 <p>(Diagram= $\frac{1}{2}$, Any correct labelling = $\frac{1}{2} \times 5$)</p>	$\frac{1}{2} + 2.5$	3
27.	<p>(a)</p> <p>Yes, there is no need of inoculum as the cow dung contains a lot of methanogens.</p> <p>(b)</p> <p>Inside the digester the biowaste is digested by anaerobic bacteria (methanogens) present in the cow dung.</p> <p>(c)</p> <p>Useful By-products</p> <ul style="list-style-type: none"> Biogas, used for cooking and lighting/ Slurry, used as fertiliser / manure <p>(Anyone with correct correlation- $\frac{1}{2}$ mark for name of byproduct and $\frac{1}{2}$ mark for its use)</p>	$\frac{1}{2} + \frac{1}{2}$ 1 $\frac{1}{2} + \frac{1}{2}$	3

28.	<p>(a)</p> <p>Morgan hybridised yellow bodied white eyed females with brown bodied red eyed males and inter-crossed their progeny.</p> <p>(b)</p> <p>He observed that the two genes did not segregate independently of each other as in Mendelian inheritance pattern</p> <p>The ratio deviated from 9:3:3:1 ratio (expected when genes segregate independently)</p> <p>(c)</p> <ul style="list-style-type: none">▪ Linkage - He gave this term to describe the physical association of the two genes present on the same chromosome.▪ Recombination - Generations of nonparental gene combinations.	1	1	$\frac{1}{2}$	$\frac{1}{2}$	3						
SECTION D												
29.	<p>(a)</p> <p>(i) Maximum / 45mg per cm³ at 10 minutes.</p> <p style="text-align: center;">Or</p> <p>(ii) Concentration of Carbon monoxide increases and concentration of haem- bound oxygen decreases</p> <p>(b) Nicotine stimulates adrenal gland which releases adrenaline / nor adrenaline in blood resulting in increase of blood pressure and heart beat.</p> <p>(c) Nicotine is an Alkaloid</p> <p>Cocaine / coke /crack / morphine / cannabinoids.</p>	1	$\frac{1}{2}+\frac{1}{2}$	1	1	1	4					
30.	<p>(a) Wild life sanctuaries conserve highest number of species, In-situ conservation.</p> <p>(b) Zoological Parks and Botanical Gardens are different, They are ex-situ</p> <table><tr><td>In situ Conservation</td><td>Ex- Situ Conservation</td></tr><tr><td>1) Conserves the whole ecosystem and biodiversity at all levels is protected.</td><td>Conserves animals or plants that are endangered/threatened and given urgent measures to save them from extinction.</td></tr><tr><td>2) Organisms are protected in their natural habitat.</td><td>Organisms are taken out from their natural habitat and placed in special settings where they can be protected and given special care.</td></tr></table> <p style="text-align: center;">(Any one difference)</p> <p style="text-align: center;">(Any other relevant difference)</p>	In situ Conservation	Ex- Situ Conservation	1) Conserves the whole ecosystem and biodiversity at all levels is protected.	Conserves animals or plants that are endangered/threatened and given urgent measures to save them from extinction.	2) Organisms are protected in their natural habitat.	Organisms are taken out from their natural habitat and placed in special settings where they can be protected and given special care.	$\frac{1}{2}+\frac{1}{2}$	$\frac{1}{2}+\frac{1}{2}$	1		
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	<p>(c)</p> <p>(i) High level of species richness, high degree of endemism OR</p> <p>(ii) In- situ Conservation.</p> <p>The tracts of forests were set aside and all trees and wild life within were venerated and given total protection.</p>	<p>$\frac{1}{2} + \frac{1}{2}$</p> <p>$\frac{1}{2} + \frac{1}{2}$</p>	4
	SECTION E		
31.	<p>(a)</p> <p>(i) Griffith worked on <i>Streptococcus pneumoniae</i> bacteria having two strains:</p> <p>S strain (Smooth) with mucous (polysaccharide) coat was virulent/ pathogenic</p> <p>R strain (Rough) has no coat and was non virulent/non pathogenic</p> <p>Griffith took a Mice and injected these bacteria in a series of experiments</p> <p>S strain → Inject into Mice → Mice Died</p> <p>R strain → Inject into Mice → Mice live</p> <p>He killed S strain bacteria with heat</p> <p>S strain (heat killed) → Inject into Mice → Mice live</p> <p>S strain (heat killed) + R strain (live) → Inject into mice → Mice die</p> <p>He recovered living S bacteria from the body of dead mice.</p> <p>Conclusion: Griffith concluded that some “transforming principle” transferred from the heat-killed S strain, had enabled the R strain to synthesise a smooth polysaccharide coat and become virulent due to the transfer of the genetic material.</p> <p>(ii) MacLeod, MacCarty & Avery</p> <p>They worked to determine the biochemical nature of “transforming principle” in Griffith’s experiment.</p> <p>They purified biochemical (DNA, RNA, protein etc) from heat killed S cells to see which could transform live R cells into S cells.</p> <p>They discovered that DNA alone from S cells transformed R cells.</p> <p>They also discovered that protein digesting Proteases and RNA digesting RNases did not affect transformation.</p>	<p>$\frac{1}{2}$</p> <p>$\frac{1}{2}$</p> <p>$\frac{1}{2}$</p> <p>$\frac{1}{2}$</p> <p>$\frac{1}{2}$</p> <p>$\frac{1}{2}$</p> <p>$\frac{1}{2}$</p>	

But when DNA was digested by DNase there was no transformation So DNA is hereditary material.

1/2

OR

(b)

(I)

Parents (P) : Normal female $\rightarrow XX$

Male Haemophilic $\rightarrow X^h Y$

Gametes: female $\rightarrow (X)(X)$ Male $\rightarrow (X^h)(Y)$

1/2

$\begin{smallmatrix} \text{♀} & \text{♂} \end{smallmatrix}$	X^h	Y
X	XX^h (Carrier Girl)	XY (Normal Boy)
X	XX^h (Carrier Girl)	XY (Normal Boy)

1/2

(II)

Parents (P) : Carrier Female $\rightarrow XX^h$

Normal male $\rightarrow XY$

Gametes : Female $\rightarrow (X)(X^h)$ Male $\rightarrow (X)(Y)$

1/2

$\begin{smallmatrix} \text{♀} & \text{♂} \end{smallmatrix}$	X	Y
X	XX (Normal Girl)	XY (Normal Boy)
X^h	XX^h (Carrier Girl)	X^hY (Haemophilic Boy)

1/2

(III)

	<p>Parents (P) : Carrier female $\rightarrow XX^h$ Haemophilic Male $\rightarrow X^hy$ Gametes : Female $\rightarrow (X)(X^h)$ Male $\rightarrow (X^h)(y)$</p> <table border="1"> <tr> <td>$\begin{smallmatrix} \text{♂} \\ \diagdown \\ \text{♀} \end{smallmatrix}$</td> <td>$X^h$</td> <td>$y$</td> </tr> <tr> <td>$X$</td> <td>$XX^h$ (Carrier Girl)</td> <td>Xy (Normal Boy)</td> </tr> <tr> <td>X^h</td> <td>X^hX^h (Haemophilic Girl)</td> <td>X^hy (Haemophilic Boy)</td> </tr> </table> <p>(ii) Conclusions</p> <ul style="list-style-type: none"> Haemophilia is transmitted from unaffected carrier female to some of the male progeny/ The possibility of a female being haemophilic is extremely rare because mother of such a female has to be a carrier and father haemophilic which is not possible in the later stage of life. Sex linked recessive disorder. 	$\begin{smallmatrix} \text{♂} \\ \diagdown \\ \text{♀} \end{smallmatrix}$	X^h	y	X	XX^h (Carrier Girl)	Xy (Normal Boy)	X^h	X^hX^h (Haemophilic Girl)	X^hy (Haemophilic Boy)	<p>$\frac{1}{2}$</p> <p>$\frac{1}{2}$</p> <p>1</p> <p>1</p>	5
$\begin{smallmatrix} \text{♂} \\ \diagdown \\ \text{♀} \end{smallmatrix}$	X^h	y										
X	XX^h (Carrier Girl)	Xy (Normal Boy)										
X^h	X^hX^h (Haemophilic Girl)	X^hy (Haemophilic Boy)										
32.	<p>(a)</p> <p>(i)</p> <ul style="list-style-type: none"> Genetic Engineering <p>Technique to alter the chemistry of genetic material (DNA and RNA) to introduce these into host organisms and thus change the phenotype of the host organism.</p> <ul style="list-style-type: none"> Bioprocess Engineering <p>Maintenance of sterile ambience in chemical engineering process to enable growth of only the desired microbe/eukaryotic cell in large quantities for the manufacture of biotechnological/ biological products like antibiotics, vaccines, enzymes etc.</p> <p>(ii)</p> <ul style="list-style-type: none"> Restriction Enzymes <p>(Molecular Scissors)</p> <p>Cut DNA at specific point on sugar phosphate backbone /They cut DNA at specific recognition sequences, called palindromes</p> <p>They create sticky ends</p>	<p>$\frac{1}{2}$</p> <p>$\frac{1}{2}$</p> <p>$\frac{1}{2}$</p> <p>$\frac{1}{2}$</p> <p>$\frac{1}{2}$</p> <p>$\frac{1}{2}$</p>										

	<div data-bbox="357 105 1201 651" data-label="Diagram"> </div> <p>(ii) Luteinizing hormone (LH) and Follicle stimulating hormone (FSH) 1/2+1/2</p> <p style="text-align: center;">OR</p> <p>b)</p> <p>(i)</p> <div data-bbox="292 1071 698 1344" data-label="Image"> </div> <p>(ii) Three layers</p> <ul style="list-style-type: none"> ▪ Plasma membrane 1/2 ▪ Intine 1/2 ▪ Exine 1/2 <p>(iii)</p> <ul style="list-style-type: none"> ▪ Sporopollenin. 1 ▪ It is very resistant/ cannot be degraded by enzymes/ acids/ alkali/ temperature. 1/2 <p>(iv) Outermost layer is disrupted at some places to form the germ pores through which pollen germinates to form pollen tube. 1</p>	<p style="text-align: center;">- o O o -</p>	<p style="text-align: center;">5</p>
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