

Marking Scheme
Strictly Confidential
(For Internal and Restricted use only)
Senior School Certificate Examination, 2024
SUBJECT PHYSICS [PAPER CODE 55(B)]

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 various rules of the Board and 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 due 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, 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(\surd) wherever answer is correct. For wrong answer CROSS ‘X’ be marked. Evaluators will not put right (\surd) 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 totaled up and written in the left-hand margin and encircled. This may be followed strictly.
8	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.
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 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	<p>Ensure that you do not make the following common types of errors committed by the Examiner in the past:-</p> <ul style="list-style-type: none"> ● Leaving answer or part thereof un-assessed in an answer book. ● Giving more marks for an answer than assigned to it. ● Wrong totaling of marks awarded on an answer. ● 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/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 un assessed 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 totaled 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.

	$2 = \frac{1.5(2r+8)}{\left(\frac{r}{2}+8\right)}$ $r+16 = 3r+12$ $2r = 4$ $r = 2\Omega$ <p>Substituting the value of r in equation(2)</p> $E = \left(\frac{2}{2}+8\right)$ $E = 9V$	<p>1/2</p> <p>1/2</p>	<p>2</p>												
18	<p>(a)</p> <table border="1" style="width: 100%;"> <tbody> <tr> <td>Naming the factors</td> <td style="text-align: right;">1</td> </tr> <tr> <td>Behavior of the lens when immersed in water</td> <td style="text-align: right;">1/2</td> </tr> <tr> <td>Reason</td> <td style="text-align: right;">1/2</td> </tr> </tbody> </table> <p><u>Two factors:</u> Radius of curvature Refractive index of the material of the lens w.r.t. the surroundings</p> <p>Nature of the lens will not change but the focal length will increase</p> <p><u>Reason:</u> Focal length of a lens is inversely proportional to the refractive index of the material of lens w.r.t. the surroundings.</p> <p style="text-align: center;">OR</p> <p>(b)</p> <table border="1" style="width: 100%;"> <tbody> <tr> <td>Effect on the fringe width on changing</td> <td></td> </tr> <tr> <td>(i) Separation between slits</td> <td style="text-align: right;">1</td> </tr> <tr> <td>(ii) Distance of screen from the slits</td> <td style="text-align: right;">1</td> </tr> </tbody> </table> <p>i. Fringe width doubles / increases</p> <p>ii. Fringe width becomes half / decreases</p>	Naming the factors	1	Behavior of the lens when immersed in water	1/2	Reason	1/2	Effect on the fringe width on changing		(i) Separation between slits	1	(ii) Distance of screen from the slits	1	<p>1/2+ 1/2</p> <p>1/2</p> <p>1/2</p> <p>1</p> <p>1</p>	<p>2</p> <p>2</p>
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SECTION - C

22	<p>(a)</p> <div style="border: 1px solid black; padding: 5px; margin: 5px 0;"> <p>Definition of (i) Temperature coefficient of resistance 1</p> <p style="text-align: center;">(ii) Electrical Conductivity 1</p> <p>Explanation of choosing constantan and manganin for making standard resistances. 1</p> </div> <p>Temperature coefficient of resistance is defined as the fractional change in resistance per unit increase in temperature. 1</p> <p>Electrical conductivity is defined as current density per unit electric field. 1</p> <p>Alternatively: Electrical conductivity is the reciprocal of electrical resistivity.</p> <p><u>Reason:</u> Alloys have high resistivity ½+ ½ Low temperature coefficient of resistance Ability to achieve more resistance value in small size (Any Two)</p> <p style="text-align: center;">OR</p> <p>(b)</p> <div style="border: 1px solid black; padding: 5px; margin: 5px 0;"> <p>Definition of Drift velocity 1</p> <p>Showing resistivity is inversely proportional to relaxation time 2</p> </div> <p>Drift velocity is the average velocity acquired by electrons under the application of external electric field. 1</p> <p>Current flowing through a conductor, $I = neAv_d \dots \dots \dots (1)$ ½</p> <p> $v_d = \frac{eE}{m} \tau \dots \dots \dots (2)$ ½</p> <p>Substituting (2) in (1)</p> <p> $I = \frac{ne^2EA}{m} \tau$</p> <p> $\frac{I}{A} = J = \frac{ne^2E}{m} \tau$ ½</p> <p> $\therefore \sigma = \frac{ne^2}{m} \tau$</p> <p> $\rho = \frac{1}{\sigma} = \frac{m}{ne^2 \tau}$ ½</p>	3	
		3	

26	<div style="border: 1px solid black; padding: 5px; margin-bottom: 10px;"> Reason of (a), (b) and (c) 1+1+1 </div> <p>(a)The kinetic energy of the emitted electron</p> $KE = \frac{1}{2}mv^2 = h\nu - \phi_0$ <p>From the above relation it is clear that kinetic energy of the emitted electrons depends upon the work function (ϕ_0).Hence the speed of the emitted electrons depends upon the work function.</p> <p>(b)According to Einstein's photoelectric equation,</p> $eV_0 = KE = h\nu - \phi_0 \quad V_0 = \text{Stopping potential}$ <p>For constant ϕ_0, $V_0 \propto \nu$</p> <p>(c)As intensity of incident radiation increases, the number of photons incident on the metal surface increases. As a result number of electrons ejected from the metal surface increases. More photoelectrons ejected result in more photoelectric current. Hence photoelectric current increases linearly with increase in intensity.</p>	1 1 1	3
27	<div style="border: 1px solid black; padding: 5px; margin-bottom: 10px;"> Explanation of origin of Lyman & Balmer series 1 Determination of maximum & minimum wavelength of lines 1+1 </div> <p>In Hydrogen Spectrum, Lyman series is originated when an electron jumps from $n \geq 2$ to $n=1$.</p> <p>In Hydrogen Spectrum, Balmer series is originated when an electron jumps from $n \geq 3$ to $n=2$.</p> <p>Wavelength λ,</p> $\frac{1}{\lambda} = R \left[\frac{1}{n_f^2} - \frac{1}{n_i^2} \right]$ <p><u>Lyman series</u> The maximum wavelength for Lyman series is determined when an electron jumps from $n_i = 2$ to $n_f = 1$ and minimum wavelength is determined when an electron jumps from $n_i = \infty$ to $n_f = 1$.</p> <p><u>Balmer series</u> The maximum wavelength for Balmer series is determined when an electron jumps from $n_i = 3$ to $n_f = 2$ and minimum wavelength is determined when an electron jumps from $n_i = \infty$ to $n_f = 2$.</p>	$\frac{1}{2}$ $\frac{1}{2}$ $\frac{1}{2} + \frac{1}{2}$ $\frac{1}{2} + \frac{1}{2}$	3

28	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="padding: 2px;">Explanation of formation of energy bands in solids.</td> <td style="text-align: right; padding: 2px;">2</td> </tr> <tr> <td style="padding: 2px;">Definition of Conduction band & Valence band.</td> <td style="text-align: right; padding: 2px;">1</td> </tr> </table> <p>According to Bohr atomic model, in an isolated atom, the energy of any of the electrons is decided by the orbit in which it revolves. But when the atoms come together to form a solid, they are close to each other so outer orbits of electrons from neighbouring atoms would come close or even could overlap.</p> <p>Because of this each electron will have unique position inside the crystal and have different energy level.</p> <p>This different energy level with continuous energy variations forms energy bands.</p> <p>The energy band which includes the energy level of valence electrons & is completely occupied at 0K is called Valence Band.</p> <p>The energy band which contains free electrons that participate in process of conduction (or conduction electrons) & is completely vacant at 0K is called Conduction Band.</p>	Explanation of formation of energy bands in solids.	2	Definition of Conduction band & Valence band.	1	<p style="text-align: right;">1</p> <p style="text-align: right;">1</p> <p style="text-align: right;">½</p> <p style="text-align: right;">½</p>	3
Explanation of formation of energy bands in solids.	2						
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SECTION-D							
29 (i) (ii) (iii) (iv)	<p>(A) both λ & ν decrease</p> <p>(a) (B) $\sqrt{2}$</p> <p style="text-align: center;">OR</p> <p>(b) (D) 2</p> <p>(C) μ_1 is slightly greater than μ_2</p> <p>(D) $\frac{c}{\lambda}$</p>	<p>1</p> <p>1</p> <p>1</p> <p>1</p>	4				
30 (i) (ii) (iii) (iv)	<p>(C) A torque but no net force</p> <p>(B) $F/8$</p> <p>(C) $p\sqrt{2}$</p> <p>(a) (B) $6 \times 10^{-26} Nm$</p> <p style="text-align: center;">OR</p> <p>(b) (C) $8 \times 10^{-10} J$</p>	<p>1</p> <p>1</p> <p>1</p> <p>1</p>	4				

31	<p>(a)</p> <table border="1" data-bbox="293 184 1230 483"> <tr> <td>(i)</td> <td></td> </tr> <tr> <td>(1) Effect on capacitance of the capacitor and justification.</td> <td>½+ ½</td> </tr> <tr> <td>(2) Effect on Electric field between the plates and justification.</td> <td>½+ ½</td> </tr> <tr> <td>(3) Energy stored in the capacitor and justification.</td> <td>½+ ½</td> </tr> <tr> <td>(ii) Calculation of charge on each capacitor in equilibrium</td> <td>2</td> </tr> </table> <p>(1)Capacitance becomes two times / increases. ½</p> <p><u>Justification:</u></p> $C = \epsilon_0 \frac{A}{d}$ <p>d is reduced to $\frac{d}{2}$.</p> <p>Hence</p> $C' = 2(\epsilon_0 \frac{A}{d}) = 2C$ <p>(2)Electric field remains constant. ½</p> <p><u>Justification:</u></p> <p>Electric field between the plates</p> $E = \frac{\sigma}{\epsilon_0}$ <p>When battery is removed σ is constant, hence E is constant. ½</p> <p>(3)Energy becomes half / decreases. ½</p> $\text{Energy } U_E = \frac{1}{2} \frac{q^2}{C}$ <p>C becomes two times, hence U_E becomes half.</p> <p>(ii) Common potential on the capacitors = V'</p> <p>Total Charge</p> $q = q_1 + q_2,$ $q = C_1 V_1 + C_2 V_2 = 20 \times 30 = 600 \mu\text{C} \dots\dots\dots (1)$ $\frac{q_1}{q_2} = \frac{C_1 V'}{C_2 V'} = \frac{2}{3} \dots\dots\dots (2)$ <p>Solving (1) and (2)</p> $q_1 = 240 \mu\text{C}$ $q_2 = 360 \mu\text{C}$	(i)		(1) Effect on capacitance of the capacitor and justification.	½+ ½	(2) Effect on Electric field between the plates and justification.	½+ ½	(3) Energy stored in the capacitor and justification.	½+ ½	(ii) Calculation of charge on each capacitor in equilibrium	2	<p>½</p> <p>½</p> <p>½</p> <p>½</p> <p>½</p> <p>½</p> <p>½</p> <p>½</p> <p>½</p>	5
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OR

(b)

(i) Obtaining expression for electric potential.	3
(ii) Calculating electrostatic potential energy.	2

(i)

At some intermediate point P' the electrostatic force on unit positive test charge

$$= \frac{Q}{4\pi\epsilon_0 r'^2}$$

1/2

Work done in bringing a unit charge against this force is

$$\Delta W = -\frac{Q}{4\pi\epsilon_0 r'^2} \Delta r'$$

1/2

Total work done (W) by the external force is

$$W = -\int_{\infty}^r \frac{Q}{4\pi\epsilon_0 r'^2} dr' = \frac{Q}{4\pi\epsilon_0 r}$$

1

This work done is the potential at point P due to charge Q.

$$V(r) = \frac{Q}{4\pi\epsilon_0 r}$$

1

(ii)

$$V = -\int \vec{E} \cdot d\vec{r}$$

1/2

$$U_1 = q_1 V_1 = \frac{A \times 10 \times 10^{-6}}{3 \times 10^{-2}}$$

$$= \frac{1.8 \times 10^5 \times 10 \times 10^{-6}}{3 \times 10^{-2}}$$

$$= 60 \text{ J}$$

$$U_2 = q_2 V_2 = \frac{A \times (-5) \times 10^{-6}}{6 \times 10^{-2}}$$

$$= \frac{1.8 \times 10^5 \times (-5) \times 10^{-6}}{6 \times 10^{-2}}$$

$$U_2 = -15 \text{ J}$$

1/2

$$U_{12} = \frac{Kq_1q_2}{r_{12}} = \frac{9 \times 10^9 \times 10 \times 10^{-6} \times (-5 \times 10^{-6})}{9 \times 10^{-2}} = -5 \text{ J}$$

1/2

$$\text{Total Energy} = U_1 + U_2 + U_3 = 60 - 15 - 5 = 40 \text{ J}$$

1/2

5

32	<p>(a)</p> <table border="1" data-bbox="316 195 1230 390"> <tr> <td>(i) Definition of self- inductance</td> <td>1</td> </tr> <tr> <td>Obtaining expression for self –inductance.</td> <td>2</td> </tr> <tr> <td>(ii) Calculation of change in flux.</td> <td>2</td> </tr> </table> <p>(i) Self-Inductance is the flux linked with a coil when unit current flows through it. Alternatively: Self -Inductance is the emf induced in a coil when the rate of change of current through the coil is unity.</p> <p>Magnetic field due to current I flowing through the solenoid</p> $B = \mu_0 n I$ <p>Flux linked with the solenoid $\phi = \vec{B} \cdot \vec{A}$</p> $= \mu_0 n I A$ <p>Total flux linked with the solenoid $= (nL)(\mu_0 n I) A$</p> $= \mu_0 n^2 A L I$ <p>\therefore Self –Inductance $= \mu_0 n^2 A L$</p> <p>(ii)</p> $\Delta \phi = L \Delta I$ $= 50 \times 10^{-3} (10)$ $= 0.5 \text{ Wb}$ <p style="text-align: center;">OR</p> <p>(b)</p> <table border="1" data-bbox="308 1335 1230 1512"> <tr> <td>(i) Explanation of working of an AC generator.</td> <td>1</td> </tr> <tr> <td>Expression for instantaneous value of emf induced in the generator.</td> <td>2</td> </tr> <tr> <td>(ii) Calculation of angular frequency at resonance.</td> <td>2</td> </tr> </table> <p>(i) The armature coil is mechanically rotated in the uniform magnetic field by some external means. The rotation of the coil causes the magnetic flux through it to change so an emf is induced in it.</p> <p>Magnetic flux linked with the coil in orientation θ.</p>	(i) Definition of self- inductance	1	Obtaining expression for self –inductance.	2	(ii) Calculation of change in flux.	2	(i) Explanation of working of an AC generator.	1	Expression for instantaneous value of emf induced in the generator.	2	(ii) Calculation of angular frequency at resonance.	2	<p>1</p> <p>$\frac{1}{2}$</p> <p>$\frac{1}{2}$</p> <p>$\frac{1}{2}$</p> <p>$\frac{1}{2}$</p> <p>1</p> <p>$\frac{1}{2}$</p> <p>$\frac{1}{2}$</p> <p>5</p> <p>1</p>	
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	$\phi = NBA \cos \theta$ $= NBA \cos \omega t$ $e = -\frac{d\phi}{dt}$ $= NBA \omega \sin \omega t$ $e = e_0 \sin \omega t$ <p>(ii)</p> $\omega_r = \frac{1}{\sqrt{LC}}$ $= \frac{1}{\sqrt{2 \times 32 \times 10^{-6}}}$ $\omega_r = 125 \text{ rad/s}$	$\frac{1}{2}$ $\frac{1}{2}$ $\frac{1}{2}$ $\frac{1}{2}$ 1 $\frac{1}{2}$ $\frac{1}{2}$	5														
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	<p>(ii) $u = -20\text{cm}$ $f = \frac{R}{2} = 30\text{cm}$ $\frac{1}{v} + \frac{1}{u} = \frac{1}{f}$ $\frac{1}{v} + \left(-\frac{1}{20}\right) = \frac{1}{30}$ $\frac{1}{v} = \frac{1}{30} + \frac{1}{20} = \frac{3+2}{60} = \frac{5}{60}$ $v = 12\text{ cm}$</p> <p>Virtual Image.</p> <p style="text-align: center;">OR</p> <p>(b)</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="padding: 5px;">(i)</td> <td></td> </tr> <tr> <td style="padding: 5px;">(1) Reason for use of multicomponent lenses.</td> <td style="text-align: right; padding: 5px;">1</td> </tr> <tr> <td style="padding: 5px;">(2) Reason of small focal length of objective & eye piece in Compound Microscope.</td> <td style="text-align: right; padding: 5px;">1</td> </tr> <tr> <td style="padding: 5px;">(3) Reason for position of eye away from Compound Microscope</td> <td style="text-align: right; padding: 5px;">1</td> </tr> <tr> <td style="padding: 5px;">(ii) Reason</td> <td style="text-align: right; padding: 5px;">2</td> </tr> </table> <p>(i)</p> <p>(1) To improve image quality by minimizing various optical aberrations in lenses. 1</p> <p>(2) To achieve large magnification 1</p> <p>Alternatively:</p> <p>Magnifying Power</p> $m = \left(\frac{L}{f_o}\right)\left(\frac{D}{f_e}\right)$ <p>(3) Because of this position our eye will collect all the light refracted by the objective which results in relaxation of the eye. 1</p> <p>Alternatively:</p> <p>To increase the field of view & for relaxation of eye.</p> <p>(ii) For diffraction or bending of a wave, size of the aperture should be comparable to the wavelength. 1</p> <p>The wavelength of sound is comparable to the size of the aperture whereas wavelength of light is much smaller than size of the aperture so bending of sound will take place but bending of light will not occur. Therefore students are unable to see each other though they can talk easily. 1</p>	(i)		(1) Reason for use of multicomponent lenses.	1	(2) Reason of small focal length of objective & eye piece in Compound Microscope.	1	(3) Reason for position of eye away from Compound Microscope	1	(ii) Reason	2	<p>1/2</p> <p>1/2</p> <p>1/2</p> <p>1/2</p>	<p>5</p> <p>5</p>
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