

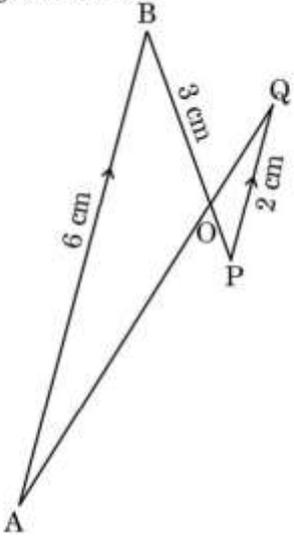
**Marking Scheme**  
**Strictly Confidential**  
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**Secondary School Examination, 2023**  
**MATHEMATICS PAPER CODE 30/2/2**

**General Instructions: -**

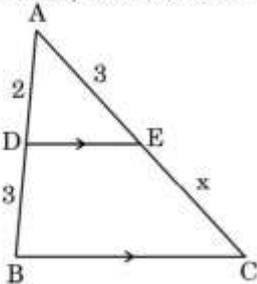
<b>1</b>	You are aware that evaluation is the most important process in the actual and correct assessment of the candidates. A small mistake in evaluation may lead to serious problems which may affect the future of the candidates, education system and teaching profession. To avoid mistakes, it is requested that before starting evaluation, you must read and understand the spot evaluation guidelines carefully.
<b>2</b>	<b>“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.”</b>
<b>3</b>	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. <b>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.</b>
<b>4</b>	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.
<b>5</b>	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.
<b>6</b>	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. <b>This is most common mistake which evaluators are committing.</b>
<b>7</b>	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.
<b>8</b>	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	<b><u>In Q1-Q20, if a candidate attempts the question more than once (without canceling the previous attempt), marks shall be awarded for the first attempt only and the other answer scored out with a note “Extra Question”.</u></b>
10	<b><u>In Q21-Q38, 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”.</u></b>
11	No marks to be deducted for the cumulative effect of an error. It should be penalized only once.
12	A full scale of marks _____(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.
13	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.
14	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"> <li>● Leaving answer or part thereof unassessed in an answer book.</li> <li>● Giving more marks for an answer than assigned to it.</li> <li>● Wrong totaling of marks awarded on an answer.</li> <li>● Wrong transfer of marks from the inside pages of the answer book to the title page.</li> <li>● Wrong question wise totaling on the title page.</li> <li>● Wrong totaling of marks of the two columns on the title page.</li> <li>● Wrong grand total.</li> <li>● Marks in words and figures not tallying/not same.</li> <li>● Wrong transfer of marks from the answer book to online award list.</li> <li>● 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.)</li> <li>● Half or a part of answer marked correct and the rest as wrong, but no marks awarded.</li> </ul>
15	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.
16	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.
17	The Examiners should acquaint themselves with the guidelines given in the “ <b>Guidelines for spot Evaluation</b> ” before starting the actual evaluation.
18	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.
19	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.

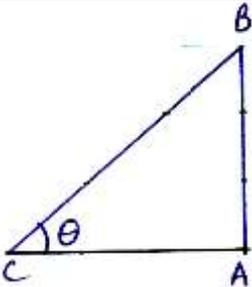


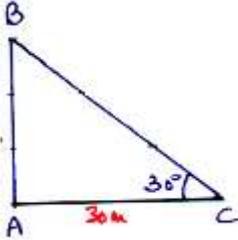
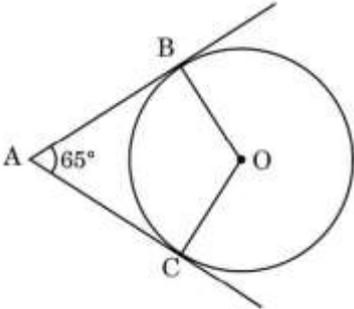
5.	<p>If <math>x = 0.3</math>, is a root of the equation <math>x^2 - 0.9k = 0</math>, then <math>k</math> is equal to :</p> <p>(a) 1 (b) 10 (c) 0.1 (d) 100</p>	
Sol.	(c) 0.1	1
6.	<p>In the given figure, <math>AB \parallel PQ</math>. If <math>AB = 6</math> cm, <math>PQ = 2</math> cm and <math>OB = 3</math> cm, then the length of <math>OP</math> is :</p>  <p>(a) 9 cm (b) 3 cm (c) 4 cm (d) 1 cm</p>	
Sol.	(d) 1 cm	1
7.	<p>If 'p' and 'q' are natural numbers and 'p' is the multiple of 'q', then what is the HCF of 'p' and 'q' ?</p> <p>(a) pq (b) p (c) q (d) p + q</p>	
Sol.	(c) q	1
8.	<p>If <math>\Delta ABC \sim \Delta PQR</math> with <math>\angle A = 32^\circ</math> and <math>\angle R = 65^\circ</math>, then the measure of <math>\angle B</math> is :</p> <p>(a) <math>32^\circ</math> (b) <math>65^\circ</math> (c) <math>83^\circ</math> (d) <math>97^\circ</math></p>	
Sol.	(c) $83^\circ$	1

9.	<p>The pair of equations <math>x = a</math> and <math>y = b</math> graphically represents lines which are :</p> <p>(a) parallel  (b) intersecting at <math>(b, a)</math>  (c) coincident  (d) intersecting at <math>(a, b)</math></p>	
Sol.	<b>(d) intersecting at <math>(a, b)</math></b>	<b>1</b>
10.	<p>The area of the triangle formed by the line <math>\frac{x}{a} + \frac{y}{b} = 1</math> with the coordinate axes is :</p> <p>(a) <math>ab</math> (b) <math>\frac{1}{2}ab</math>  (c) <math>\frac{1}{4}ab</math> (d) <math>2ab</math></p>	
Sol.	<b>(b) <math>\frac{1}{2}ab</math></b>	<b>1</b>
11.	<p>In a single throw of two dice, the probability of getting 12 as a product of two numbers obtained is :</p> <p>(a) <math>\frac{1}{9}</math> (b) <math>\frac{2}{9}</math>  (c) <math>\frac{4}{9}</math> (d) <math>\frac{5}{9}</math></p>	
Sol.	<b>(a) <math>\frac{1}{9}</math></b>	<b>1</b>
12.	<p>If '<math>\alpha</math>' and '<math>\beta</math>' are the zeroes of the polynomial <math>ax^2 - 5x + c</math> and <math>\alpha + \beta = \alpha\beta = 10</math>, then :</p> <p>(a) <math>a = 5, c = \frac{1}{2}</math> (b) <math>a = 1, c = \frac{5}{2}</math>  (c) <math>a = \frac{5}{2}, c = 1</math> (d) <math>a = \frac{1}{2}, c = 5</math></p>	
Sol.	<b>(d) <math>a = \frac{1}{2}, c = 5</math></b>	<b>1</b>

13.	<p>A bag contains 100 cards numbered 1 to 100. A card is drawn at random from the bag. What is the probability that the number on the card is a perfect cube ?</p> <p>(a) <math>\frac{1}{20}</math> (b) <math>\frac{3}{50}</math>  (c) <math>\frac{1}{25}</math> (d) <math>\frac{7}{100}</math></p>	
Sol.	(c) $\frac{1}{25}$	1
14.	<p>In the given figure, <math>DE \parallel BC</math>. If <math>AD = 2</math> units, <math>DB = AE = 3</math> units and <math>EC = x</math> units, then the value of <math>x</math> is :</p>  <p>(a) 2 (b) 3  (c) 5 (d) <math>\frac{9}{2}</math></p>	
Sol.	(d) $\frac{9}{2}$	1
15.	<p>If the pair of equations <math>3x - y + 8 = 0</math> and <math>6x - ry + 16 = 0</math> represent coincident lines, then the value of 'r' is :</p> <p>(a) <math>-\frac{1}{2}</math> (b) <math>\frac{1}{2}</math>  (c) <math>-2</math> (d) 2</p>	
Sol.	(d) 2	1
16.	<p>The hour-hand of a clock is 6 cm long. The angle swept by it between 7:20 a.m. and 7:55 a.m. is :</p> <p>(a) <math>\left(\frac{35}{4}\right)^\circ</math> (b) <math>\left(\frac{35}{2}\right)^\circ</math>  (c) <math>35^\circ</math> (d) <math>70^\circ</math></p>	
Sol.	(b) $\left(\frac{35}{2}\right)^\circ$	1

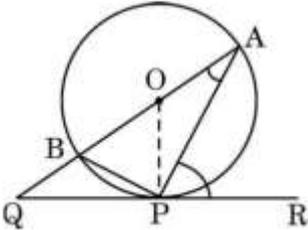
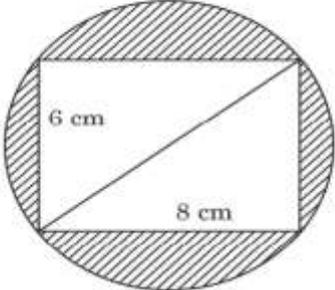


20.	<p><i>Assertion (A)</i> : If PA and PB are tangents drawn from an external point P to a circle with centre O, then the quadrilateral AOBP is cyclic.</p> <p><i>Reason (R)</i>: The angle between two tangents drawn from an external point to a circle is supplementary to the angle subtended by the line segment joining the points of contact at the centre.</p>	
Sol.	(a) Both Assertion (A) and Reason (R) are true, and Reason (R) is the correct explanation of the Assertion (A).	1
<b>SECTION B</b> <b>This section comprises of Very Short Answer (VSA) type questions of 2 marks each.</b>		
21(a).	The length of the shadow of a tower on the plane ground is $\sqrt{3}$ times the height of the tower. Find the angle of elevation of the sun.	
Sol.	<div style="text-align: center;">  </div> <p>Let AB be the tower of height 'h'.  <math>\therefore AC = \sqrt{3} h</math>  In <math>\Delta ABC</math>, <math>\tan \theta = \frac{AB}{AC} = \frac{h}{\sqrt{3} h}</math>  <math>\Rightarrow \tan \theta = \frac{1}{\sqrt{3}}</math>  <math>\Rightarrow \theta = 30^\circ</math></p>	1  $\frac{1}{2}$  $\frac{1}{2}$
<b>OR</b>		
21(b).	The angle of elevation of the top of a tower from a point on the ground which is 30 m away from the foot of the tower, is $30^\circ$ . Find the height of the tower.	

<p><b>Sol.</b></p>	 <p>Height of tower = AB</p> <p>In <math>\Delta ABC</math>, <math>\tan 30^\circ = \frac{AB}{30}</math></p> <p><math>\Rightarrow AB = \frac{30}{\sqrt{3}} = 10\sqrt{3}</math></p> <p><math>\therefore</math> Height of Tower is <math>10\sqrt{3}</math> m</p>	<p>1</p> <p>1</p>
<p>22.</p>	<p>In the given figure, O is the centre of the circle. AB and AC are tangents drawn to the circle from point A. If <math>\angle BAC = 65^\circ</math>, then find the measure of <math>\angle BOC</math>.</p> 	
<p><b>Sol.</b></p>	<p><math>\angle BAC + \angle BOC = 180^\circ</math></p> <p><math>\Rightarrow \angle BOC = 180^\circ - 65^\circ</math></p> <p><math>\Rightarrow \angle BOC = 115^\circ</math></p>	<p>1</p> <p>1</p>
<p>23(a).</p>	<p>If <math>4 \cot^2 45^\circ - \sec^2 60^\circ + \sin^2 60^\circ + p = \frac{3}{4}</math>, then find the value of p.</p>	
<p><b>Sol.</b></p>	<p><math>4 \cot^2 45^\circ - \sec^2 60^\circ + \sin^2 60^\circ + p = \frac{3}{4}</math></p> <p><math>\Rightarrow 4(1)^2 - (2)^2 + \left(\frac{\sqrt{3}}{2}\right)^2 + p = \frac{3}{4}</math></p> <p><math>\Rightarrow 4 - 4 + \frac{3}{4} + p = \frac{3}{4}</math></p> <p><math>\Rightarrow p = 0</math></p>	<p>1</p> <p><math>\frac{1}{2}</math></p> <p><math>\frac{1}{2}</math></p>
<p><b>OR</b></p>		

<b>23(b).</b>	If $\cos A + \cos^2 A = 1$ , then find the value of $\sin^2 A + \sin^4 A$ .	
<b>Sol.</b>	$\cos A + \cos^2 A = 1 \Rightarrow \cos A = 1 - \cos^2 A = \sin^2 A$ $\therefore \sin^2 A + \sin^4 A = \cos A + \cos^2 A$ ( $\because \sin^2 A = \cos A$ ) $= 1$	<b>1</b>  <b>1</b>
<b>24.</b>	Show that the points $(-2, 3)$ , $(8, 3)$ and $(6, 7)$ are the vertices of a right-angled triangle.	
<b>Sol.</b>	Let the given points be $A(-2, 3)$ , $B(8, 3)$ and $C(6, 7)$ Then, $AB = 10$ , $BC = \sqrt{4 + 16} = \sqrt{20}$ , $AC = \sqrt{64 + 16} = \sqrt{80}$ $\therefore AB^2 = BC^2 + AC^2$ $\therefore$ the given points are the vertices of a right angled triangle.	<b>1</b>  $\frac{1}{2}$  $\frac{1}{2}$
<b>25.</b>	Prove that $4^n$ can never end with digit 0, where $n$ is a natural number.	
<b>Sol.</b>	If the number $4^n$ , for any $n$ , were to end with digit zero, it would be divisible by 5. So, the prime factorization of $4^n$ should contain the prime factor 5. But in $4^n = (2 \times 2)^n = 2^{2n}$ , the only prime factor is 2. $\therefore$ By fundamental theorem of arithmetic, there is no natural number $n$ for which $4^n$ ends with digit zero.	<b>1</b>  <b>1</b>
	<b>SECTION C</b> <b>This section comprises of Short Answer (SA) type questions of 3 marks each.</b>	
<b>26.</b>	Prove that : $\frac{\sin \theta}{1 + \cos \theta} + \frac{1 + \cos \theta}{\sin \theta} = 2 \operatorname{cosec} \theta$	
<b>Sol.</b>	$\begin{aligned} \text{LHS} &= \frac{\sin^2 \theta + (1 + \cos \theta)^2}{(1 + \cos \theta) \sin \theta} \\ &= \frac{1 + 1 + 2 \cos \theta}{(1 + \cos \theta) \sin \theta} \\ &= \frac{2(1 + \cos \theta)}{(1 + \cos \theta) \sin \theta} \\ &= \frac{2}{\sin \theta} = 2 \operatorname{cosec} \theta = \text{RHS} \end{aligned}$	<b>1</b>  <b>1</b>  $\frac{1}{2}$  $\frac{1}{2}$

27(a).	<p>If the system of linear equations</p> $2x + 3y = 7 \text{ and } 2ax + (a + b)y = 28$ <p>have infinite number of solutions, then find the values of 'a' and 'b'.</p>	
<b>Sol.</b>	<p>system has infinite number of solutions</p> $\therefore \frac{2}{2a} = \frac{3}{a+b} = \frac{7}{28}$ $\Rightarrow \frac{1}{a} = \frac{1}{4} \Rightarrow a = 4$ <p>and <math>a + b = 12 \Rightarrow b = 8</math></p>	<p><b>1</b></p> <p><b>1</b></p> <p><b>1</b></p>
<b>OR</b>		
27(b).	<p>If <math>217x + 131y = 913</math> and</p> $131x + 217y = 827,$ <p>then solve the equations for the values of x and y.</p>	
<b>Sol.</b>	$\left. \begin{array}{l} 217x + 131y = 913 \\ 131x + 217y = 827 \end{array} \right\} \text{Adding } 348(x + y) = 1740$ $x + y = 5$ <p>Subtracting, <math>86(x - y) = 86</math></p> $x - y = 1$ $\Rightarrow x = 3, y = 2$	<p><b>1</b></p> <p><b>1</b></p> <p><math>\frac{1}{2} + \frac{1}{2}</math></p>
28(a).	<p>Find by prime factorisation the LCM of the numbers 18180 and 7575. Also, find the HCF of the two numbers.</p>	
<b>Sol.</b>	$18180 = 2^2 \times 3^2 \times 5 \times 101$ $7575 = 3 \times 5^2 \times 101$ $\text{LCM} = 2^2 \times 3^2 \times 5^2 \times 101 = 90900$ $\text{HCF} = 3 \times 5 \times 101 = 1515$	<p><math>\frac{1}{2}</math></p> <p><math>\frac{1}{2}</math></p> <p><b>1</b></p> <p><b>1</b></p>
<b>OR</b>		
28(b).	<p>Three bells ring at intervals of 6, 12 and 18 minutes. If all the three bells rang at 6 a.m., when will they ring together again ?</p>	

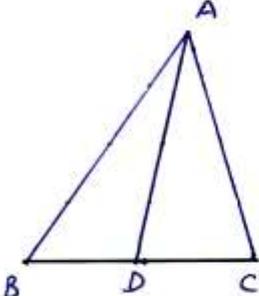
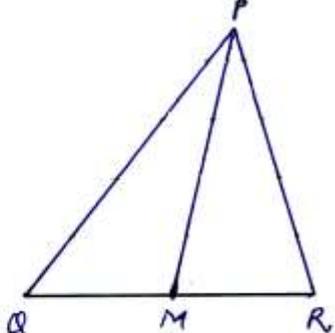
<b>Sol.</b>	LCM of 6, 12, 18 = 36 So, all the three bells ring together after 36 minutes at 6 : 36 AM	<b>2</b> <b>1</b>
<b>29.</b>	In the given figure, O is the centre of the circle and QPR is a tangent to it at P. Prove that $\angle QAP + \angle APR = 90^\circ$ . 	
<b>Sol.</b>	OA = OP $\therefore$ In $\Delta OAP$ , $\angle OPA = \angle OAP$ ... (i) $\Rightarrow \angle OPA + \angle APR = 90^\circ$ $\Rightarrow \angle OAP + \angle APR = 90^\circ$ Using (i) $\Rightarrow \angle QAP + \angle APR = 90^\circ$	<b>1</b> <b>1</b> $\frac{1}{2}$ $\frac{1}{2}$
<b>30.</b>	If Q(0, 1) is equidistant from P(5, -3) and R(x, 6), find the values of x.	
<b>Sol.</b>	PQ = QR $\Rightarrow PQ^2 = QR^2$ $(5 - 0)^2 + (-3 - 1)^2 = (x - 0)^2 + (6 - 1)^2$ $\Rightarrow 25 + 16 = x^2 + 25$ $\Rightarrow x^2 = 16$ $\Rightarrow x = 4, x = -4$	<b>1</b> <b>1</b> $\frac{1}{2} + \frac{1}{2}$
<b>31.</b>	Reeti prepares a Rakhi for her brother Ronit. The Rakhi consists of a rectangle of length 8 cm and breadth 6 cm inscribed in a circle as shown in the figure. Find the area of the shaded region. (Use $\pi = 3.14$ ) 	
<b>Sol.</b>	Diagonal of rectangle = $\sqrt{6^2 + 8^2} = 10$ $\therefore$ Radius of circle $r = \frac{10}{2} = 5$	<b>1</b> $\frac{1}{2}$

	Area of circle = $3 \cdot 14 \times 5 \times 5$ $= 78.5$ Area of rectangle = $6 \times 8 = 48$ Area of shaded region = $78.5 - 48$ $= 30.5 \text{ cm}^2$ $\therefore$ Area of shaded region is $30.5 \text{ cm}^2$	$\frac{1}{2}$  $\frac{1}{2}$  $\frac{1}{2}$
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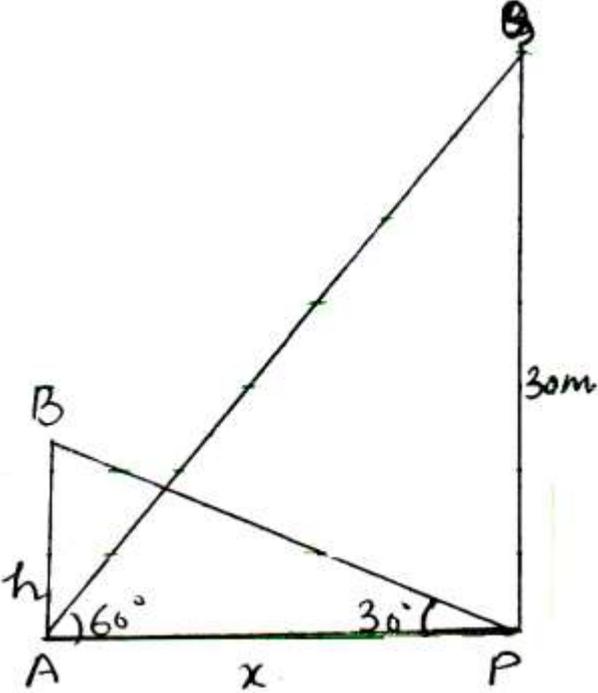
**SECTION D**  
**This section comprises of Long Answer (LA) type questions of 5 marks each.**

<b>32.</b>	<p>A student noted the number of cars passing through a spot on a road for 100 periods each of 3 minutes and summarised it in the table given below. Find the mean and median of the following data.</p> <table border="1" style="width: 100%; text-align: center;"> <tr> <th style="width: 10%;">Number of cars</th> <th>0 – 10</th> <th>10 – 20</th> <th>20 – 30</th> <th>30 – 40</th> <th>40 – 50</th> <th>50 – 60</th> <th>60 – 70</th> <th>70 – 80</th> </tr> <tr> <th>Frequency (periods)</th> <td>7</td> <td>14</td> <td>13</td> <td>12</td> <td>20</td> <td>11</td> <td>15</td> <td>8</td> </tr> </table>	Number of cars	0 – 10	10 – 20	20 – 30	30 – 40	40 – 50	50 – 60	60 – 70	70 – 80	Frequency (periods)	7	14	13	12	20	11	15	8	
Number of cars	0 – 10	10 – 20	20 – 30	30 – 40	40 – 50	50 – 60	60 – 70	70 – 80												
Frequency (periods)	7	14	13	12	20	11	15	8												

<b>Sol.</b>	<table border="1" style="width: 100%; text-align: center;"> <thead> <tr> <th style="width: 15%;">Number of cars</th> <th><math>x_i</math></th> <th><math>f_i</math></th> <th><math>x_i f_i</math></th> <th>c.f.</th> </tr> </thead> <tbody> <tr><td>0 – 10</td><td>5</td><td>7</td><td>35</td><td>7</td></tr> <tr><td>10 – 20</td><td>15</td><td>14</td><td>210</td><td>21</td></tr> <tr><td>20 – 30</td><td>25</td><td>13</td><td>325</td><td>34</td></tr> <tr><td>30 – 40</td><td>35</td><td>12</td><td>420</td><td>46</td></tr> <tr><td>40 – 50</td><td>45</td><td>20</td><td>900</td><td>66</td></tr> <tr><td>50 – 60</td><td>55</td><td>11</td><td>605</td><td>77</td></tr> <tr><td>60 – 70</td><td>65</td><td>15</td><td>975</td><td>92</td></tr> <tr><td>70 – 80</td><td>75</td><td>8</td><td>600</td><td>100</td></tr> <tr> <td colspan="2">Total</td> <td>100</td> <td>4070</td> <td></td> </tr> </tbody> </table> <p style="text-align: right;"><b>Correct table</b></p> <p><b>Mean</b> = <math>\frac{\sum x_i f_i}{\sum f_i} = \frac{4070}{100} = 40.7</math></p> <p><b>Median class</b> : 40 – 50</p> <p><b>Median</b> = <math>40 + \frac{50 - 46}{20} \times 10 = 42</math></p>	Number of cars	$x_i$	$f_i$	$x_i f_i$	c.f.	0 – 10	5	7	35	7	10 – 20	15	14	210	21	20 – 30	25	13	325	34	30 – 40	35	12	420	46	40 – 50	45	20	900	66	50 – 60	55	11	605	77	60 – 70	65	15	975	92	70 – 80	75	8	600	100	Total		100	4070		          <b>2</b>  <b>1</b>  $\frac{1}{2}$  $1\frac{1}{2}$
Number of cars	$x_i$	$f_i$	$x_i f_i$	c.f.																																																
0 – 10	5	7	35	7																																																
10 – 20	15	14	210	21																																																
20 – 30	25	13	325	34																																																
30 – 40	35	12	420	46																																																
40 – 50	45	20	900	66																																																
50 – 60	55	11	605	77																																																
60 – 70	65	15	975	92																																																
70 – 80	75	8	600	100																																																
Total		100	4070																																																	

33(a).	Sides AB and BC and median AD of a triangle ABC are respectively proportional to sides PQ and QR and median PM of $\Delta$ PQR. Show that $\Delta$ ABC $\sim$ $\Delta$ PQR.	
Sol.	<div style="display: flex; justify-content: space-around; align-items: center;">   </div> <p>In <math>\Delta</math> ABC and <math>\Delta</math> PQR</p> $\frac{AB}{PQ} = \frac{BC}{QR} = \frac{AD}{PM}$ $\frac{AB}{PQ} = \frac{2BD}{2QM} = \frac{AD}{PM}$ <p>(<math>\because</math> D is midpoint of BC and M is midpoint of QR)</p> $\frac{AB}{PQ} = \frac{BD}{QM} = \frac{AD}{PM} \Rightarrow \Delta ABD \sim \Delta PQM$ $\Rightarrow \angle B = \angle Q \text{ — (i)}$ <p>Now, In <math>\Delta</math> ABC and <math>\Delta</math> PQR</p> $\frac{AB}{PQ} = \frac{BC}{QR} \quad \text{(given)}$ $\angle B = \angle Q \quad \text{from (i)}$ $\therefore \Delta ABC \sim \Delta PQR$	<p><b>1 for correct figure</b></p> <p style="text-align: center;">1</p> <p style="text-align: center;">1</p> <p style="text-align: center;"><math>\frac{1}{2}</math></p> <p style="text-align: center;"><math>\frac{1}{2}</math></p> <p style="text-align: center;"><b>1</b></p>
<b>OR</b>		
33(b).	Through the mid-point M of the side CD of a parallelogram ABCD, the line BM is drawn intersecting AC in L and AD (produced) in E. Prove that $EL = 2BL$ .	

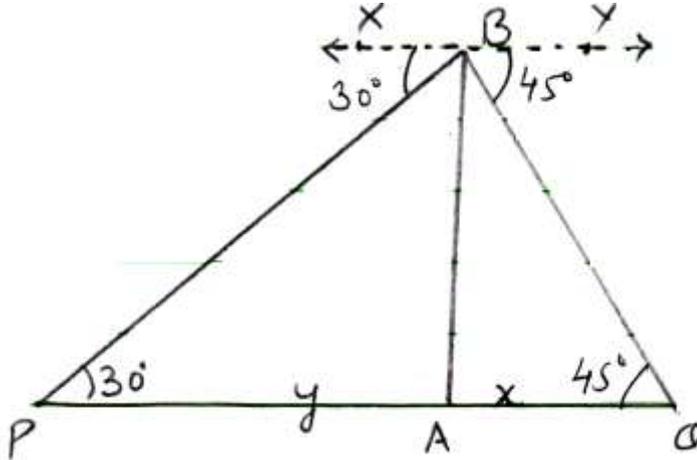
<p><b>Sol.</b></p>	<div data-bbox="296 157 851 402" data-label="Diagram"> </div> <p>In <math>\triangle BMC</math> and <math>\triangle EMD</math>  <math>MC = MD</math>  <math>\angle CMB = \angle EMD</math>  <math>\angle MBC = \angle MED</math>  <math>\therefore \triangle BMC \cong \triangle EMD</math>  <math>\Rightarrow BC = DE</math>  But <math>AD = BC</math>  <math>\therefore AD = DE</math>  <math>\Rightarrow AE = 2 BC</math>  <math>\triangle AEL \sim \triangle CBL</math>  <math>\therefore \frac{EL}{BL} = \frac{AE}{BC}</math>  <math>\Rightarrow \frac{EL}{BL} = \frac{2BC}{BC}</math>  <math>\Rightarrow \frac{EL}{BL} = 2</math>  <math>\Rightarrow EL = 2 BL</math></p>	<p><b>1 for correct figure</b></p> <p><b>1</b></p> <p><b>1</b></p> <p><math>\frac{1}{2}</math></p> <p><b>1</b></p>
<p><b>34.</b></p>	<p><b>Solve the equation for x :</b></p> $1 + 4 + 7 + 10 + \dots + x = 287$	
<p><b>Sol.</b></p>	$1 + 4 + 7 + 10 + \dots + x = 287$ $a = 1, d = 3$ Last term = $x$ $\Rightarrow 1 + (n - 1) 3 = x$ $3n - 2 = x \Rightarrow n = \frac{x + 2}{3}$ — (i) $S_n = 287$ $\frac{n}{2} [1 + x] = 287 \Rightarrow \frac{(x + 2)(x + 1)}{6} = 287$ — using (i) $x^2 + 3x + 2 = 1722$ $x^2 + 3x - 1720 = 0$ $\Rightarrow (x + 43)(x - 40) = 0$ $\Rightarrow x = -43, 40$ $x \neq -43$ $\therefore x = 40$	<p><math>\frac{1}{2}</math></p> <p><b>1</b></p> <p><b>1</b></p> <p><math>\frac{1}{2}</math></p> <p><b>1</b></p> <p><b>1</b></p>

35(a).	<p>The angle of elevation of the top of a tower 30 m high from the foot of another tower in the same plane is <math>60^\circ</math> and the angle of elevation of the top of the second tower from the foot of the first tower is <math>30^\circ</math>. Find the distance between the two towers and also the height of the other tower.</p>	
Sol.	<p>(a) PQ = height of 1<sup>st</sup> tower = 30 m          AB = height of 2<sup>nd</sup> tower = h (say)  <math>\angle PAQ = 60^\circ</math>, <math>\angle APB = 30^\circ</math>          Let AP = x</p>  <p>In <math>\Delta APQ</math>, <math>\tan 60^\circ = \frac{30}{x} \Rightarrow x = \frac{30}{\sqrt{3}}</math>  <math>= 10\sqrt{3}</math></p> <p><math>\therefore</math> Distance between two towers = <math>10\sqrt{3}</math> m</p> <p>In <math>\Delta APB</math>, <math>\tan 30^\circ = \frac{h}{x} \Rightarrow \frac{1}{\sqrt{3}} = \frac{h}{10\sqrt{3}}</math>  <math>\Rightarrow h = 10</math></p> <p><math>\therefore</math> Height of 2<sup>nd</sup> tower = 10 m</p>	<p>1 for correct figure</p> <p>1½</p> <p>½</p> <p>1½</p> <p>½</p>
OR		

35(b).

From the top of a tower 100 m high, a man observes two cars on the opposite sides of the tower with angles of depression  $30^\circ$  and  $45^\circ$  respectively. Find the distance between the two cars. (Use  $\sqrt{3} = 1.73$ )

Sol.



AB = Height of tower = 100 m

P and Q are position of cars

$\angle XBP = \angle APB = 30^\circ$

$\angle YBQ = \angle AQB = 45^\circ$

In  $\triangle ABQ$ ,

$$\tan 45^\circ = \frac{AB}{AQ} \Rightarrow 1 = \frac{100}{x}$$

$$\Rightarrow x = 100$$

In  $\triangle ABP$ ,

$$\tan 30^\circ = \frac{AB}{AP}$$

$$\frac{1}{\sqrt{3}} = \frac{100}{y} \Rightarrow y = 100\sqrt{3}$$

$$= 100(1.73) = 173$$

Distance between cars =  $x + y$

$$= 100 + 173 = 273$$

$\therefore$  Distance between cars is 273 m.

1 for  
correct  
figure

1½

1½

1

**SECTION E****This section comprises of 3 case-study based questions of 4 marks each.****36.****Case Study – 1**

Computer-based learning (CBL) refers to any teaching methodology that makes use of computers for information transmission. At an elementary school level, computer applications can be used to display multimedia lesson plans. A survey was done on 1000 elementary and secondary schools of Assam and they were classified by the number of computers they had.



Number of Computers	1 – 10	11 – 20	21 – 50	51 – 100	101 and more
Number of Schools	250	200	290	180	80

One school is chosen at random. Then :

- (i) Find the probability that the school chosen at random has more than 100 computers.
- (ii) (a) Find the probability that the school chosen at random has 50 or fewer computers.

**OR**

- (ii) (b) Find the probability that the school chosen at random has no more than 20 computers.
- (iii) Find the probability that the school chosen at random has 10 or less than 10 computers.

**Sol.**

(i)  $P(\text{more than 100 computers}) = \frac{80}{1000}$  or 0.08

(ii)(a) 50 or fewer computers = 250 + 200 + 290 = 740

Required probability =  $\frac{740}{1000}$  or 0.74

**OR**

(ii)(b) No more than 20 computers = 250 + 200 = 450

Required probability =  $\frac{450}{1000}$  or 0.45

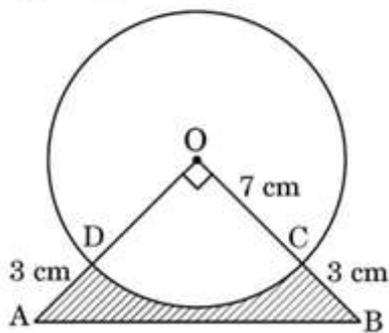
(iii)  $P(10 \text{ or less than } 10 \text{ computer}) = \frac{250}{1000}$  or 0.25

**1****1****1****1****1****1**

37.

**Case Study – 2**

In an annual day function of a school, the organizers wanted to give a cash prize along with a memento to their best students. Each memento is made as shown in the figure and its base ABCD is shown from the front side. The rate of silver plating is ₹ 20 per  $\text{cm}^2$ .



Based on the above, answer the following questions :

- (i) What is the area of the quadrant ODCO ?
- (ii) Find the area of  $\Delta AOB$ .
- (iii) (a) What is the total cost of silver plating the shaded part ABCD ?
- OR**
- (iii) (b) What is the length of arc CD ?

**Sol.**

$$(i) \text{Area of sector ODCO} = \frac{22}{7} \times 7 \times 7 \times \frac{90}{360} = \frac{77}{2} \text{ or } 38.5$$

$$\therefore \text{Area of sector ODCO is } \frac{77}{2} \text{ or } 38.5 \text{ cm}^2$$

$$(ii) \text{ar} (\Delta AOB) = \frac{1}{2} \times 10 \times 10 = 50$$

$$\therefore \text{ar} (\Delta AOB) \text{ is } 50 \text{ cm}^2$$

$$(iii) (a) \text{ Required cost} = (50 - 38.5) \times 20$$

$$= 230$$

$$\therefore \text{required cost is } ₹ 230.$$

**OR**

$$(iii) (b) \text{ Length of arc CD} = \frac{90}{360} \times 2 \times \frac{22}{7} \times 7$$

$$= 11$$

$$\therefore \text{Length of arc CD is } 11 \text{ cm.}$$

 $\frac{1}{2} + \frac{1}{2}$ **1****1****1****1****1**

38.	<p style="text-align: center;"><b>Case Study - 3</b></p> <p>In a coffee shop, coffee is served in two types of cups. One is cylindrical in shape with diameter 7 cm and height 14 cm and the other is hemispherical with diameter 21 cm.</p> <div style="text-align: center;">   </div> <p>Based on the above, answer the following questions :</p> <p>(i) Find the area of the base of the cylindrical cup.</p> <p>(ii) (a) What is the capacity of the hemispherical cup ?</p> <p style="text-align: center;"><b>OR</b></p> <p>(ii) (b) Find the capacity of the cylindrical cup.</p> <p>(iii) What is the curved surface area of the cylindrical cup ?</p>	
<b>Sol.</b>	<p>(i) Area of base of the cylindrical cup <math>= \frac{22}{7} \times \frac{7}{2} \times \frac{7}{2} = \frac{77}{2}</math> or 38.5</p> <p><math>\therefore</math> Area of base of the cylindrical cup is <math>\frac{77}{2}</math> or 38.5 cm<sup>2</sup></p> <p>(ii) (a) Capacity of hemispherical cup <math>= \frac{2}{3} \times \frac{22}{7} \times \frac{21}{2} \times \frac{21}{2} \times \frac{21}{2}</math></p> <p style="text-align: center;"><math>= \frac{4851}{2}</math> or 2425.5</p> <p><math>\therefore</math> Capacity of hemispherical cup is <math>\frac{4851}{2}</math> cm<sup>3</sup> or 2425.5 cm<sup>3</sup></p> <p style="text-align: center;"><b>OR</b></p> <p>(ii) (b) Capacity of cylindrical cup <math>= \frac{22}{7} \times (7)^2 \times 14</math></p> <p style="text-align: center;"><math>= 539</math></p> <p><math>\therefore</math> Capacity of cylindrical cup is 539 cm<sup>3</sup></p> <p>(iii) External Curved surface area of cylindrical cup <math>= 2 \times \frac{22}{7} \times \frac{7}{2} \times 14 = 308</math></p> <p><math>\therefore</math> External Curved surface area of cylindrical cup is 308 cm<sup>2</sup></p>	<p style="text-align: center;">1</p>