

**Marking Scheme**  
**Strictly Confidential**  
**(For Internal and Restricted use only)**  
**Secondary School Examination, 2024**  
**MATHEMATICS PAPER CODE 30/4/1**

**General Instructions: -**

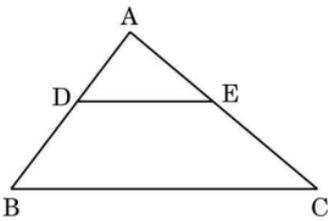
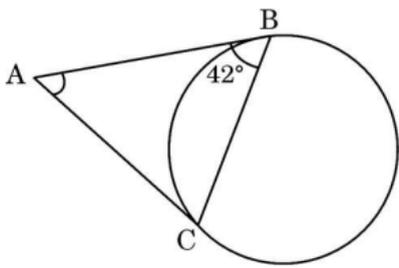
<b>1</b>	You are aware that evaluation is the most important process in the actual and correct assessment of the candidates. A small mistake in evaluation may lead to serious problems which may affect the future of the candidates, education system and teaching profession. To avoid mistakes, it is requested 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. 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 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. 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.</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 totalled up and written on 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 on the left-hand margin and encircled. This may also be followed strictly.

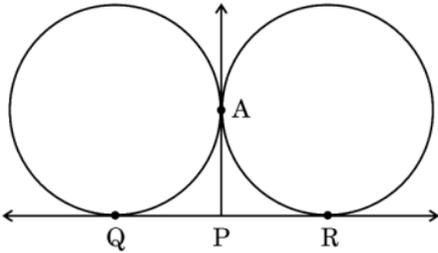
9	<b><u>In Q1-Q20, if a candidate attempts the question more than once (without cancelling the previous attempt), marks shall be awarded for the first attempt only and the other answer scored out with a note “Extra Question”.</u></b>
10	<b><u>In Q21-Q38, if a student has attempted an extra question, 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 totalling of marks awarded to 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 totalling on the title page.</li> <li>● Wrong totalling 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 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.
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 totalled 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.

**MARKING SCHEME**  
**MATHEMATICS (Subject Code-041)**  
**(PAPER CODE: 30/4/1)**

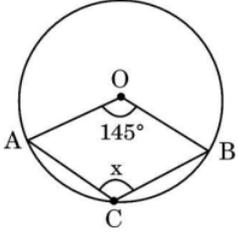
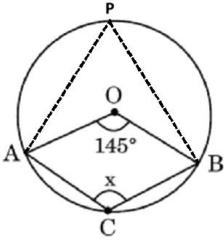
Q. No.	EXPECTED OUTCOMES/VALUE POINTS	Marks
	<b>SECTION A</b> This section comprises Multiple Choice Questions (MCQs) of 1 mark each	
1.	If $ax + by = a^2 - b^2$ and $bx + ay = 0$ , then the value of $x + y$ is : (A) $a^2 - b^2$ (B) $a + b$ (C) $a - b$ (D) $a^2 + b^2$	
Sol.	(C) $a - b$	1
2.	The HCF of two numbers 65 and 104 is 13. If LCM of 65 and 104 is $40x$ , then the value of $x$ is : (A) 5 (B) 13 (C) 40 (D) 8	
Sol.	(B) 13	1
3.	If a polynomial $p(x)$ is given by $p(x) = x^2 - 5x + 6$ , then the value of $p(1) + p(4)$ is : (A) 0 (B) 4 (C) 2 (D) -4	
Sol.	(B) 4	1
4.	If the discriminant of the quadratic equation $3x^2 - 2x + c = 0$ is 16, then the value of $c$ is : (A) 1 (B) 0 (C) -1 (D) $\sqrt{2}$	
Sol.	(C) -1	1
5.	If an arc subtends an angle of $90^\circ$ at the centre of a circle, then the ratio of its length to the circumference of the circle is : (A) 2 : 3 (B) 1 : 4 (C) 4 : 1 (D) 1 : 3	
Sol.	(B) 1:4	1

6.	The area of the sector of a circle of radius 12 cm is $60\pi \text{ cm}^2$ . The central angle of this sector is : (A) $120^\circ$ (B) $6^\circ$ (C) $75^\circ$ (D) $150^\circ$	
Sol.	(D) $150^\circ$	1
7.	If the difference of mode and median of a data is 24, then the difference of its median and mean is : (A) 12 (B) 24 (C) 8 (D) 36	
Sol.	(A) 12	1
8.	Two dice are tossed simultaneously. The probability of getting odd numbers on both the dice is : (A) $\frac{6}{36}$ (B) $\frac{3}{36}$ (C) $\frac{12}{36}$ (D) $\frac{9}{36}$	
Sol.	(D) $\frac{9}{36}$	1
9.	The ratio of total surface area of a solid hemisphere to the square of its radius is : (A) $2\pi : 1$ (B) $4\pi : 1$ (C) $3\pi : 1$ (D) $1 : 4\pi$	
Sol.	(C) $3\pi:1$	1
10.	If $\sin \theta = 1$ , then the value of $\frac{1}{2} \sin \left( \frac{\theta}{2} \right)$ is : (A) $\frac{1}{2\sqrt{2}}$ (B) $\frac{1}{\sqrt{2}}$ (C) $\frac{1}{2}$ (D) 0	
Sol.	(A) $\frac{1}{2\sqrt{2}}$	1
11.	Two lines are given to be parallel. The equation of one of these lines is $5x - 3y = 2$ . The equation of the second line can be : (A) $-15x - 9y = 5$ (B) $15x + 9y = 5$ (C) $9x - 15y = 6$ (D) $-15x + 9y = 5$	
Sol.	(D) $-15x + 9y = 5$	1

12.	<p>Three numbers in A.P. have the sum 30. What is its middle term ?</p> <p>(A) 4 (B) 10 (C) 16 (D) 8</p>	
Sol.	(B) 10	1
13.	<p>In <math>\triangle ABC</math>, <math>DE \parallel BC</math> (as shown in the figure). If <math>AD = 4</math> cm, <math>AB = 9</math> cm and <math>AC = 13.5</math> cm, then the length of <math>EC</math> is :</p>  <p>(A) 6 cm (B) 7.5 cm (C) 9 cm (D) 5.7 cm</p>	
Sol.	(B) 7.5 cm	1
14.	<p>At some time of the day, the length of the shadow of a tower is equal to its height. Then, the Sun's altitude at that time is :</p> <p>(A) <math>30^\circ</math> (B) <math>45^\circ</math> (C) <math>60^\circ</math> (D) <math>90^\circ</math></p>	
Sol.	(B) $45^\circ$	1
15.	<p>In the given figure, <math>AB</math> and <math>AC</math> are tangents to the circle. If <math>\angle ABC = 42^\circ</math>, then the measure of <math>\angle BAC</math> is :</p>  <p>(A) <math>96^\circ</math> (B) <math>42^\circ</math> (C) <math>106^\circ</math> (D) <math>86^\circ</math></p>	
Sol.	(A) $96^\circ$	1

16.	The fourth vertex D of a parallelogram ABCD whose three vertices are A(-2, 3), B(6, 7) and C(8, 3) is :  (A) (0, 1) (B) (0, -1) (C) (-1, 0) (D) (1, 0)	
Sol.	(B) (0,-1)	1
17.	For an event E, if $P(E) + P(\bar{E}) = q$ , then the value of $q^2 - 4$ is :  (A) -3 (B) 3 (C) 5 (D) -5	
Sol.	(A) -3	1
18.	In the given figure, QR is a common tangent to the two given circles touching externally at A. The tangent at A meets QR at P. If AP = 4.2 cm, then the length of QR is :   (A) 4.2 cm (B) 2.1 cm (C) 8.4 cm (D) 6.3 cm	
Sol.	(C) 8.4 cm	1
	<i>Questions number 19 and 20 are Assertion and Reason based questions. Two statements are given, one labelled as Assertion (A) and the other is labelled as Reason (R). Select the correct answer to these questions from the codes (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 <b>not</b> 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> Mid-point of a line segment divides the line segment in the ratio 1 : 1. <i>Reason (R) :</i> The ratio in which the point (-3, k) divides the line segment joining the points (-5, 4) and (-2, 3) is 1 : 2.	
Sol.	(C) Assertion (A) is true but Reason (R) is false	1

20.	<p><b>Assertion (A) :</b> If the circumference of a circle is 176 cm, then its radius is 28 cm.</p> <p><b>Reason (R):</b> Circumference = <math>2\pi \times</math> radius of a circle.</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> This section comprises Very Short Answer (VSA) type questions of 2 marks each.	
21.	Three bells toll at intervals of 9, 12 and 15 minutes respectively. If they start tolling together, after what time will they next toll together ?	
Sol.	$9 = 3^2$ $12 = 2^2 \times 3$ $15 = 3 \times 5$ L.C.M = $2^2 \times 3^2 \times 5 = 180$ Three bells will toll together after 180 min.	} 1 1
22. (a)	The minute hand of a clock is 14 cm long. Find the area on the face of the clock described by the minute hand in 5 minutes.	
Sol.	Angle subtended in 5 min. = $30^\circ$ Area described by minute hand = $\frac{30}{360} \times \frac{22}{7} \times 14 \times 14$ = $\frac{154}{3}$ cm <sup>2</sup> or 51.33 cm <sup>2</sup> approx.	$\frac{1}{2}$ 1 $\frac{1}{2}$
	OR	
22. (b)	Find the length of the arc of a circle which subtends an angle of $60^\circ$ at the centre of the circle of radius 42 cm.	
Sol.	Length of arc = $2 \times \frac{22}{7} \times 42 \times \frac{60}{360}$ = 44 cm	$1\frac{1}{2}$ $\frac{1}{2}$

23. (a)	Evaluate : $\frac{5 \cos^2 60^\circ + 4 \sec^2 30^\circ - \tan^2 45^\circ}{\sin^2 30^\circ + \sin^2 60^\circ}$	
Sol.	$\frac{5\left(\frac{1}{2}\right)^2 + 4\left(\frac{2}{\sqrt{3}}\right)^2 - (1)^2}{\left(\frac{1}{2}\right)^2 + \left(\frac{\sqrt{3}}{2}\right)^2}$ $= \frac{67}{12}$	 1½  ½
OR		
23.(b)	If $\sin (A - B) = \frac{1}{2}$ , $\cos (A + B) = \frac{1}{2}$ ; $0 < A + B \leq 90^\circ$ , $A > B$ ; find $\angle A$ and $\angle B$ .	
Sol.	$\sin (A - B) = \sin 30^\circ$ $A - B = 30^\circ$ -----(i) $\cos (A+B) = \cos 60^\circ$ $A + B = 60^\circ$ -----(ii) Solving (i) and (ii) $A = 45^\circ$ , $B = 15^\circ$	 ½  ½  1
24.	<p>In the given figure, O is the centre of the circle. If <math>\angle AOB = 145^\circ</math>, then find the value of x.</p> 	
Sol.	 <p>Take a point P on circumference and join AP &amp; BP.</p>	½

	$\angle APB = \frac{1}{2} \times 145^\circ = 72.5^\circ$ $\angle APB + \angle ACB = 180^\circ$ $\Rightarrow \angle ACB = 107.5^\circ \text{ or } x = 107.5^\circ$	$\frac{1}{2}$  $\frac{1}{2}$  $\frac{1}{2}$
25.	<p>In the given figure, <math>\Delta AHK \sim \Delta ABC</math>. If <math>AK = 8</math> cm, <math>BC = 3.2</math> cm and <math>HK = 6.4</math> cm, then find the length of <math>AC</math>.</p>	
Sol.	$\because \Delta AHK \sim \Delta ABC$ (given) $\therefore \frac{HK}{BC} = \frac{AK}{AC}$ $\Rightarrow \frac{6.4}{3.2} = \frac{8.0}{AC}$ $\Rightarrow AC = 4$ cm	    1  1
SECTION C		
This section comprises Short Answer (SA) type questions of 3 marks each.		
26.	<p>Prove that <math>\frac{\sin \theta - \cos \theta + 1}{\sin \theta + \cos \theta - 1} = \frac{1}{\sec \theta - \tan \theta}</math></p>	
Sol.	$\text{L.H.S} = \frac{\sin \theta - \cos \theta + 1}{\sin \theta + \cos \theta - 1}$ <p>Divide Numerator and Denominator by <math>\cos \theta</math>.</p> $= \frac{\tan \theta - 1 + \sec \theta}{\tan \theta + 1 - \sec \theta}$ $= \frac{\tan \theta - 1 + \sec \theta}{(\tan \theta - \sec \theta) + (\sec^2 \theta - \tan^2 \theta)}$ $= \frac{\tan \theta - 1 + \sec \theta}{(\sec \theta - \tan \theta)(\tan \theta + \sec \theta - 1)}$ $= \frac{1}{\sec \theta - \tan \theta} = \text{R.H.S}$	         1  1  $\frac{1}{2}$  $\frac{1}{2}$

27.(a)	<p>Three coins are tossed simultaneously. What is the probability of getting</p> <p>(i) at least one head ?</p> <p>(ii) exactly two tails ?</p> <p>(iii) at most one tail ?</p>	
Sol.	<p>Total number of outcomes = 8</p> <p>(i) <math>P(\text{at least one head}) = \frac{7}{8}</math></p> <p>(ii) <math>P(\text{exactly 2 tails}) = \frac{3}{8}</math></p> <p>(iii) <math>P(\text{at most one tail}) = \frac{4}{8}</math> or <math>\frac{1}{2}</math></p>	<p>1</p> <p>1</p> <p>1</p>
OR		
27.(b)	<p>A box contains 90 discs which are numbered 1 to 90. If one disc is drawn at random from the box, find the probability that it bears a :</p> <p>(i) 2-digit number less than 40.</p> <p>(ii) number divisible by 5 and greater than 50.</p> <p>(iii) a perfect square number.</p>	
Sol.	<p>Total outcomes = 90</p> <p>(i) <math>P(\text{2 digit number less than 40}) = \frac{30}{90}</math> or <math>\frac{1}{3}</math></p> <p>(ii) <math>P(\text{a number divisible by 5 and greater than 50}) = \frac{8}{90}</math> or <math>\frac{4}{45}</math></p> <p>(iii) <math>P(\text{a perfect square number}) = \frac{9}{90}</math> or <math>\frac{1}{10}</math></p>	<p>1</p> <p>1</p> <p>1</p>
28	<p>Rehana went to a bank to withdraw ₹ 2,000. She asked the cashier to give her ₹ 50 and ₹ 100 notes only. Rehana got 25 notes in all. Find how many notes of ₹ 50 and ₹ 100 did she receive.</p>	
Sol.	<p>Let number of ₹50 notes = x and number of ₹100 notes = y</p> <p>Here <math>x + y = 25</math> -----(i)</p> <p><math>50x + 100y = 2000</math> or <math>x + 2y = 40</math> -----(ii)</p>	<p>1</p> <p>1</p>

	<p>Solving eq.(i) and eq.(ii), we get  <math>x = 10</math> and <math>y = 15</math>  Therefore 10 notes of ₹50 and 15 notes of ₹100 are received.</p>	$\frac{1}{2} + \frac{1}{2}$
29.(a)	Find the zeroes of the polynomial $4x^2 + 4x - 3$ and verify the relationship between zeroes and coefficients of the polynomial.	
Sol.	$P(x) = 4x^2 + 4x - 3$ $= (2x + 3)(2x - 1)$ $\therefore$ Zeroes of the polynomial are $\frac{-3}{2}, \frac{1}{2}$ Sum of Zeroes $= \frac{-3}{2} + \frac{1}{2} = \frac{-3+1}{2} = -1 = \frac{-4}{4} = \frac{-(\text{coefficient of } x)}{(\text{coefficient of } x^2)}$ Product of Zeroes $= \frac{-3}{2} \times \frac{1}{2} = \frac{-3}{4} = \frac{\text{constant term}}{\text{coefficient of } x^2}$	1 1 $\frac{1}{2}$ $\frac{1}{2}$
	OR	
29.(b).	If $\alpha$ and $\beta$ are the zeroes of the polynomial $x^2 + x - 2$ , then find the value of $\frac{\alpha}{\beta} + \frac{\beta}{\alpha}$ .	
Sol.	Here $\alpha + \beta = -1$ and $\alpha\beta = -2$ $\frac{\alpha}{\beta} + \frac{\beta}{\alpha} = \frac{\alpha^2 + \beta^2}{\alpha\beta} = \frac{(\alpha + \beta)^2 - 2\alpha\beta}{\alpha\beta}$ $= \frac{(-1)^2 - 2(-2)}{-2} = -\frac{5}{2}$	1 1 1
30.	Prove that $\frac{2 - \sqrt{3}}{5}$ is an irrational number, given that $\sqrt{3}$ is an irrational number.	
Sol.	Assuming $\frac{2 - \sqrt{3}}{5}$ to be a rational number. $\Rightarrow \frac{2 - \sqrt{3}}{5} = \frac{p}{q}$ , where $p$ and $q$ are integers & $q \neq 0$ $\Rightarrow \sqrt{3} = \frac{2q - 5p}{q}$ Here RHS is rational but LHS is irrational. Therefore our assumption is wrong.	$\frac{1}{2}$ 1 $\frac{1}{2}$ $\frac{1}{2}$



SECTION D

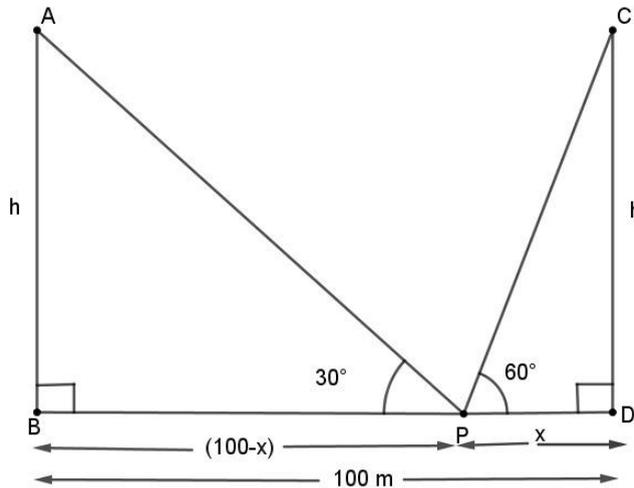
This section comprises Long Answer (LA) type questions of 5 marks each.

32.

Two pillars of equal lengths stand on either side of a road which is 100 m wide, exactly opposite to each other. At a point on the road between the pillars, the angles of elevation of the tops of the pillars are  $60^\circ$  and  $30^\circ$ . Find the length of each pillar and distance of the point on the road from the pillars. (Use  $\sqrt{3} = 1.732$ )

Sol.

Correct figure



Let AB and CD are two pillars of equal length  $h$  m and let P be the point on road  $x$  m away from pillar CD.

In  $\triangle CDP$

$$\tan 60^\circ = \sqrt{3} = \frac{h}{x}$$

$$\Rightarrow h = \sqrt{3} x \quad \text{-----(i)}$$

In  $\triangle ABP$ ,

$$\tan 30^\circ = \frac{1}{\sqrt{3}} = \frac{h}{100-x}$$

$$\Rightarrow h = \frac{100-x}{\sqrt{3}} \quad \text{-----(ii)}$$

Solving eq.(i) and eq.(ii)

$$x = 25$$

1

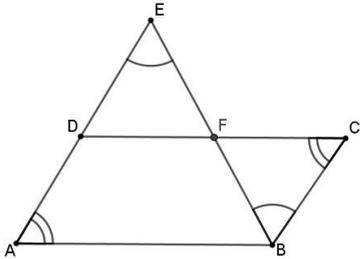
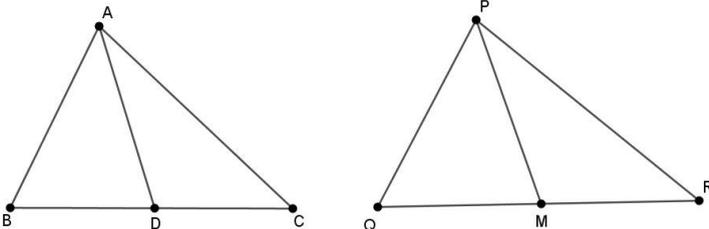
1

$\frac{1}{2}$

1

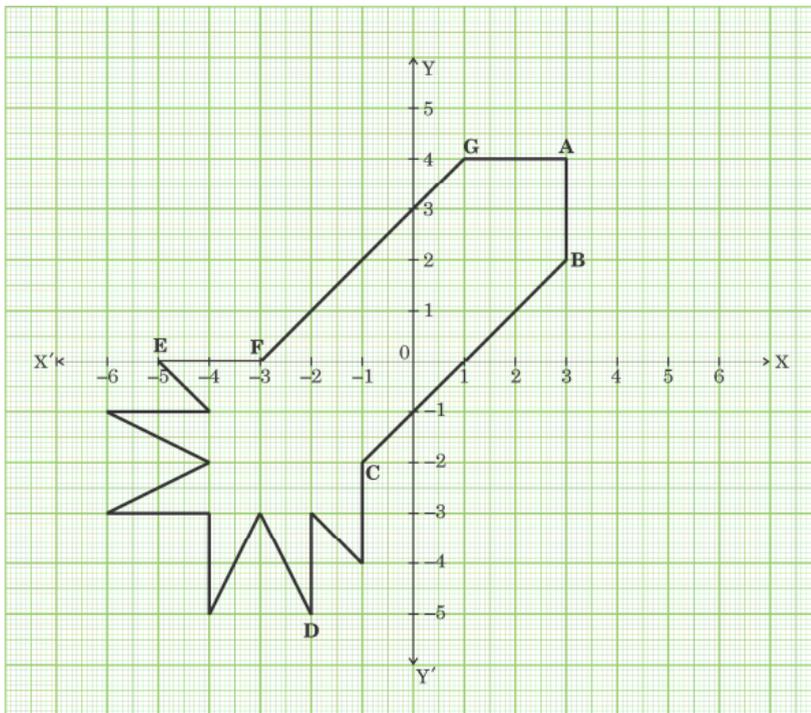
$\frac{1}{2}$

$\frac{1}{2}$

	<p>and <math>h = 25\sqrt{3} = 25 \times 1.732 = 43.3</math></p> <p>The length of each pillar is 43.3 m and the distance of the point on the road from pillars is 75 m and 25 m respectively.</p>	$\frac{1}{2}$
33.(a)	E is a point on the side AD produced of a parallelogram ABCD and BE intersects CD at F. Show that $\Delta ABE \sim \Delta CFB$ .	
Sol.	<p style="text-align: right;">Correct figure</p>  <p>In <math>\Delta ABE</math> and <math>\Delta CFB</math>  <math>\angle EAB = \angle BCF</math>  <math>\angle AEB = \angle CBF</math>  <math>\Rightarrow \Delta ABE \sim \Delta CFB</math></p>	<p>2</p> <p>1</p> <p>1</p> <p>1</p>
	OR	
33.(b)	Sides AB, BC and the median AD of $\Delta ABC$ are respectively proportional to sides PQ, QR and the median PM of another $\Delta PQR$ . Prove that $\Delta ABC \sim \Delta PQR$ .	
Sol.	<p style="text-align: right;">Correct figure</p>  <p><math>\therefore \frac{AB}{PQ} = \frac{BC}{QR} = \frac{AD}{PM}</math>  <math>\therefore \frac{AB}{PQ} = \frac{2BD}{2QM} = \frac{AD}{PM}</math></p>	<p>1</p> <p>1</p>

	$\Rightarrow \frac{AB}{PQ} = \frac{BD}{QM} = \frac{AD}{PM} \text{ -----(i)}$ $\Rightarrow \triangle ABD \sim \triangle PQM$ $\Rightarrow \angle B = \angle Q \text{ -----(ii)}$ <p>In <math>\triangle ABC</math> and <math>\triangle PQR</math></p> $\frac{AB}{PQ} = \frac{BC}{QR}$ $\angle B = \angle Q$ $\therefore \triangle ABC \sim \triangle PQR$	1 1 1
34(a).	A train travels a distance of 90 km at a constant speed. Had the speed been 15 km/h more, it would have taken 30 minutes less for the journey. Find the original speed of the train.	
Sol.	<p>Let the original speed be x km/h</p> <p>New speed = (x + 15) km/h</p> <p>A.T.Q.</p> $\frac{90}{x} - \frac{90}{x+15} = \frac{1}{2}$ $\Rightarrow x^2 + 15x - 2700 = 0$ $\Rightarrow (x + 60)(x - 45) = 0$ <p><math>x \neq -60</math>, <math>x = 45</math></p> <p>The original speed of the train = 45km/h</p>	½ 1½ 1 1 1
	OR	
34(b).	<p>Find the value of 'c' for which the quadratic equation</p> $(c + 1)x^2 - 6(c + 1)x + 3(c + 9) = 0; c \neq -1$ <p>has real and equal roots.</p>	
Sol.	<p>For real and equal roots,</p> $\{-6(c + 1)\}^2 - 4(c + 1) \times 3(c + 9) = 0$ $\Rightarrow 12(c + 1)(2c - 6) = 0$ <p><math>c \neq -1</math> So, <math>c = 3</math></p>	2 2 1

35.	<p>The following table shows the ages of the patients admitted in a hospital during a year :</p> <table border="1" data-bbox="229 227 986 343"> <tr> <td>Age (in years)</td> <td>5 – 15</td> <td>15 – 25</td> <td>25 – 35</td> <td>35 – 45</td> <td>45 – 55</td> <td>55 – 65</td> </tr> <tr> <td>Number of patients</td> <td>6</td> <td>11</td> <td>21</td> <td>23</td> <td>14</td> <td>5</td> </tr> </table> <p>Find the mode and mean of the data given above.</p>	Age (in years)	5 – 15	15 – 25	25 – 35	35 – 45	45 – 55	55 – 65	Number of patients	6	11	21	23	14	5																			
Age (in years)	5 – 15	15 – 25	25 – 35	35 – 45	45 – 55	55 – 65																												
Number of patients	6	11	21	23	14	5																												
Sol.	<table border="1" data-bbox="211 445 1201 753"> <thead> <tr> <th>Age (in years)</th> <th>No. of patients (<math>f_i</math>)</th> <th>Mid point (<math>x_i</math>)</th> <th><math>x_i f_i</math></th> </tr> </thead> <tbody> <tr> <td>5 – 15</td> <td>6</td> <td>10</td> <td>60</td> </tr> <tr> <td>15 - 25</td> <td>11</td> <td>20</td> <td>220</td> </tr> <tr> <td>25 - 35</td> <td>21</td> <td>30</td> <td>630</td> </tr> <tr> <td>35 - 45</td> <td>23</td> <td>40</td> <td>920</td> </tr> <tr> <td>45 - 55</td> <td>14</td> <td>50</td> <td>700</td> </tr> <tr> <td>55 - 65</td> <td>5</td> <td>60</td> <td>300</td> </tr> <tr> <td>Total</td> <td>80</td> <td></td> <td>2830</td> </tr> </tbody> </table> <p style="text-align: right;">Correct table</p> $\Rightarrow \text{Mean} = \frac{2830}{80}$ $= 35.375$ <p>Modal class = (35 - 45)</p> $\Rightarrow \text{Mode} = 35 + \left(\frac{23-21}{2 \times 23 - 21 - 14}\right) \times h$ $= 36.81$ <p>Therefore, mode and mean of given data are 36.81 years and 35.375 years respectively.</p>	Age (in years)	No. of patients ( $f_i$ )	Mid point ( $x_i$ )	$x_i f_i$	5 – 15	6	10	60	15 - 25	11	20	220	25 - 35	21	30	630	35 - 45	23	40	920	45 - 55	14	50	700	55 - 65	5	60	300	Total	80		2830	<p>1½</p> <p>½</p> <p>½</p> <p>½</p> <p>1</p> <p>1</p>
Age (in years)	No. of patients ( $f_i$ )	Mid point ( $x_i$ )	$x_i f_i$																															
5 – 15	6	10	60																															
15 - 25	11	20	220																															
25 - 35	21	30	630																															
35 - 45	23	40	920																															
45 - 55	14	50	700																															
55 - 65	5	60	300																															
Total	80		2830																															
	<p><b>SECTION E</b></p> <p>This section comprises 3 case-study based questions of 4 marks each.</p>																																	
36.	<p><b>Case Study - 1</b></p> <p>Ryan, from a very young age, was fascinated by the twinkling of stars and the vastness of space. He always dreamt of becoming an astronaut one day. So he started to sketch his own rocket designs on the graph sheet. One such design is given below :</p>																																	



Based on the above, answer the following questions :

- (i) Find the mid-point of the segment joining F and G.  
\_\_\_\_\_
- (ii) (a) What is the distance between the points A and C ?  
**OR**  
(b) Find the coordinates of the point which divides the line segment joining the points A and B in the ratio 1 : 3 internally.
- (iii) What are the coordinates of the point D ?

Sol.

(i) Mid point of FG is  $\left(\frac{-3+1}{2}, \frac{0+4}{2}\right) = (-1, 2)$

(ii) (a)  $AC = \sqrt{(-1 - 3)^2 + (-2 - 4)^2}$   
 $= \sqrt{52}$  or  $2\sqrt{13}$

**OR**

(ii) (b) The coordinates of required point are  $\left(\frac{1 \times 3 + 3 \times 3}{1+3}, \frac{1 \times 2 + 3 \times 4}{1+3}\right)$

i.e.  $\left(3, \frac{7}{2}\right)$

(iii) D(-2, -5)

1

1

1

1

1

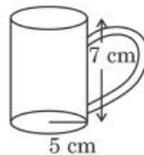
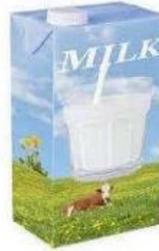
1

37.	<p style="text-align: center;"><b>Case Study - 2</b></p> <p>Treasure Hunt is an exciting and adventurous game where participants follow a series of clues/numbers/maps to discover hidden treasures. Players engage in a thrilling quest, solving puzzles and riddles to unveil the location of the coveted prize.</p> <p>While playing a treasure hunt game, some clues (numbers) are hidden in various spots collectively forming an A.P. If the number on the <math>n^{\text{th}}</math> spot is <math>20 + 4n</math>, then answer the following questions to help the players in spotting the clues :</p>  <p>(i) Which number is on first spot ?</p> <p>(ii) (a) Which spot is numbered as 112 ?</p> <p style="text-align: center;"><b>OR</b></p> <p>(b) What is the sum of all the numbers on the first 10 spots ?</p> <p>(iii) Which number is on the <math>(n - 2)^{\text{th}}</math> spot ?</p>	
Sol.	<p>(i) Number on the first spot = <math>20 + 4 \times 1 = 24</math></p> <p>(ii) (a) <math>20 + 4n = 112</math>  <math>\Rightarrow n = 23</math></p> <p style="text-align: center;"><b>OR</b></p> <p>(ii) (b) <math>d = 4</math>  <math>S_{10} = \frac{10}{2} [2 \times 24 + 9 \times 4]</math>  <math>= 420</math></p> <p>(iii) Number on the <math>(n - 2)^{\text{th}}</math> spot = <math>20 + 4(n - 2)</math>  <math>= 12 + 4n</math></p>	<p>1</p> <p>1</p> <p>1</p> <p><math>\frac{1}{2}</math></p> <p>1</p> <p><math>\frac{1}{2}</math></p> <p>1</p>

38.

**Case Study - 3**

Tamper-proof tetra-packed milk guarantees both freshness and security. This milk ensures uncompromised quality, preserving the nutritional values within and making it a reliable choice for health-conscious individuals.



500 mL milk is packed in a cuboidal container of dimensions  $15\text{ cm} \times 8\text{ cm} \times 5\text{ cm}$ . These milk packets are then packed in cuboidal cartons of dimensions  $30\text{ cm} \times 32\text{ cm} \times 15\text{ cm}$ .

Based on the above given information, answer the following questions :

- (i) Find the volume of the cuboidal carton.
  - (ii) (a) Find the total surface area of a milk packet.
- OR**
- (b) How many milk packets can be filled in a carton ?
  - (iii) How much milk can the cup (as shown in the figure) hold ?

Sol.

$$(i) \text{ Volume of cuboidal carton} = 30 \times 32 \times 15$$

$$= 14400\text{ cm}^3$$

$$(ii)(a) \text{ Total surface area of milk packet} = 2(15 \times 8 + 8 \times 5 + 5 \times 15)$$

$$= 470\text{ cm}^2$$

**OR**

$$(ii) (b) \text{ Number of milk packets in carton} = \frac{30 \times 32 \times 15}{15 \times 8 \times 5}$$

$$= 24$$

$$(iii) \text{ Capacity of the cup} = \frac{22}{7} \times 5 \times 5 \times 7$$

$$= 550\text{ cm}^3 \text{ or } 550\text{ ml}$$

 $\frac{1}{2}$  $\frac{1}{2}$ 

1

1

1

1

 $\frac{1}{2}$  $\frac{1}{2}$