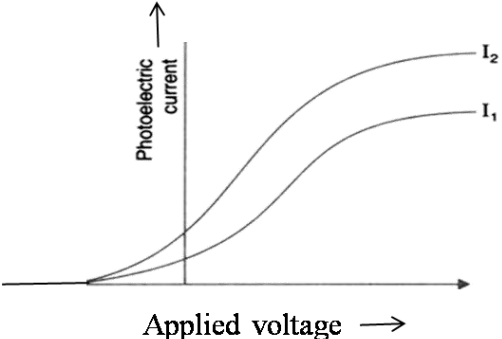
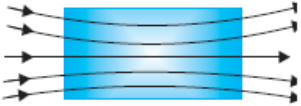


## MARKING SCHEME

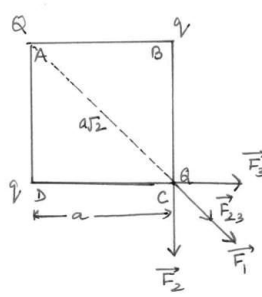
Q.NO.	Expected Answer/Value Points	Marks	Total Marks						
1	 <p>The graph <math>I_2</math> corresponds to radiation of higher intensity          [Note: Deduct this <math>\frac{1}{2}</math> mark if the student does not show the two graphs starting from the same point.]          (Also accept if the student just puts some indicative marks, or words, (like tick, cross, higher intensity) on the graph itself.</p>	$\frac{1}{2}$  $\frac{1}{2}$	<b>1</b>						
2	Electron (No explanation need to be given. If a student only writes the formula for frequency of charged particle (or $\nu_c \propto \frac{q}{m}$ ) award $\frac{1}{2}$ mark)	<b>1</b>	<b>1</b>						
3	Daughter nucleus	<b>1</b>	<b>1</b>						
4	Sky wave propagation	<b>1</b>	<b>1</b>						
5	(a) Ultra violet rays (b) Ultra violet rays / Laser	$\frac{1}{2}$ $\frac{1}{2}$	<b>1</b>						
<b>(SECTION – B)</b>									
6	<table border="1" style="width: 100%;"> <tr> <td>a) Reason for calling IR rays as heat rays</td> <td>1 mark</td> </tr> <tr> <td>b) Explanation for transport of momentum</td> <td>1 mark</td> </tr> </table> <p>a) Infrared rays are readily absorbed by the (water) molecules in most of the substances and hence increases their thermal motion. (If the student just writes that “infrared ray produce heating effects”, award <math>\frac{1}{2}</math> mark only)          b) Electromagnetic waves can set (and sustain) charges in motion. Hence, they are said to transport momentum.          (Also accept the following: Electromagnetic waves are known to exert ‘radiation pressure’. This pressure is due to the force associated with rate of change of momentum. Hence, EM waves transport momentum)</p>	a) Reason for calling IR rays as heat rays	1 mark	b) Explanation for transport of momentum	1 mark	<b>1</b>  <b>1</b>	<b>2</b>		
a) Reason for calling IR rays as heat rays	1 mark								
b) Explanation for transport of momentum	1 mark								
7	<table border="1" style="width: 100%;"> <tr> <td>Formula</td> <td><math>\frac{1}{2}</math> mark</td> </tr> <tr> <td>Stating that currents are equal</td> <td><math>\frac{1}{2}</math> mark</td> </tr> <tr> <td>Ratio of powers</td> <td>1mark</td> </tr> </table> <p>Power = <math>I^2R</math>          The current, in the two bulbs, is the same as they are connected in series.</p>	Formula	$\frac{1}{2}$ mark	Stating that currents are equal	$\frac{1}{2}$ mark	Ratio of powers	1mark	$\frac{1}{2}$ $\frac{1}{2}$	
Formula	$\frac{1}{2}$ mark								
Stating that currents are equal	$\frac{1}{2}$ mark								
Ratio of powers	1mark								

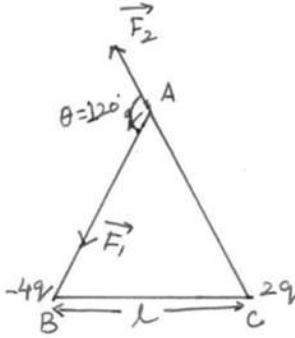
	$\therefore \frac{P_1}{P_2} = \frac{I^2 R_1}{I^2 R_2} = \frac{R_1}{R_2}$ $= \frac{1}{2}$	1/2 1/2	2
8	<div style="border: 1px solid black; padding: 5px;">           Calculating the energy of the incident photon      1 mark            Identifying the metals      1/2 mark            Reason      1/2 mark         </div> <p>The energy of a photon of incident radiation is given by</p> $E = \frac{hc}{\lambda}$ $\therefore E = \frac{6.63 \times 10^{-34} \times 3 \times 10^8}{(412.5 \times 10^{-9}) \times (1.6 \times 10^{-19})} \text{ eV}$ $\cong 3.01 \text{ eV}$ <p>Hence, only Na and K will show photoelectric emission  [<b>Note:</b> Award this 1/2 mark even if the student writes the name of <u>only one</u> of these metals]  <b>Reason:</b> The energy of the incident photon is more than the work function of only these two metals.</p>	1/2 1/2 1/2	2
9	<div style="border: 1px solid black; padding: 5px;">           Formula for modulation index      1 mark            Finding the peak value of the modulating signal      1 mark         </div> <p>We have</p> $\mu = \frac{A_m}{A_c}$ <p>Here <math>\mu = 60\% = \frac{3}{5}</math></p> $\therefore A_m = \mu A_c = \frac{3}{5} \times 15 \text{ V}$ $= 9 \text{ V}$	1 1/2 1/2	2
10	<div style="border: 1px solid black; padding: 5px;">           Writing the equation      1 mark            Finding the current      1 mark         </div> <p>By Kirchoff's law, we have, for the loop ABCD,</p> $+200 - 38i - 10 = 0$ $\therefore i = \frac{190}{38} \text{ A} = 5 \text{ A}$ <div style="text-align: center;"> </div> <p style="text-align: center;"><b>Alternatively:</b></p>	1 1	2

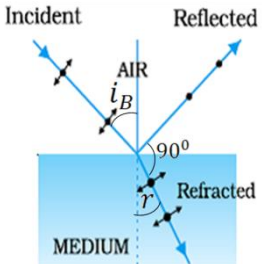
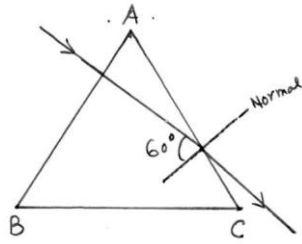
	<div style="border: 1px solid black; padding: 5px; margin-bottom: 10px;"> <p>Finding the Net emf <span style="float: right;">1 mark</span></p> <p>Stating that <math>I = \frac{V}{R}</math> <span style="float: right;">½ mark</span></p> <p>Calculating I <span style="float: right;">½ mark</span></p> </div> <p>The two cells being in ‘opposition’,  <math>\therefore</math> net emf = (200 – 10)V = 190 V  Now <math>I = \frac{V}{R}</math>  <math>\therefore I = \frac{190 \text{ V}}{38 \Omega} = 5 \text{ A}</math></p> <p>[<b>Note:</b> Some students may use the formulae <math>\frac{\varepsilon}{r} = \frac{\varepsilon_1}{r_1} + \frac{\varepsilon_2}{r_2}</math>, and  <math display="block">r = \frac{(r_1 r_2)}{(r_1 + r_2)}</math></p> <p>For two cells connected in parallel  They may then say that <math>r = 0</math>;  <math>\varepsilon</math> is indeterminate and hence  I is also indeterminate  Award full marks(2) to students giving this line of reasoning.]</p> <p style="text-align: center;"><b>OR</b></p> <div style="border: 1px solid black; padding: 5px; margin-bottom: 10px;"> <p>Stating the formula <span style="float: right;">1 mark</span></p> <p>Calculating <math>r</math> <span style="float: right;">1 mark</span></p> </div> <p>We have <math>r = \left(\frac{l_1}{l_2} - 1\right) R = \left(\frac{l_1 - l_2}{l_2}\right) R</math>  <math>\therefore r = \left(\frac{350 - 300}{300}\right) \times 9\Omega</math>  <math>= \frac{50}{300} \times 9\Omega = 1.5\Omega</math></p>	<p><b>1</b> ½ ½</p>	<p><b>2</b></p>
	<p><b>Section C</b></p>		
<p><b>11</b></p>	<div style="border: 1px solid black; padding: 5px; margin-bottom: 10px;"> <p>a) Expression for Ampere’s circuital law <span style="float: right;">½ mark</span></p> <p>Derivation of magnetic field inside the ring <span style="float: right;">1 mark</span></p> <p>b) Identification of the material <span style="float: right;">½ mark</span></p> <p>Drawing the modification of the field pattern <span style="float: right;">1 mark</span></p> </div> <p>a) From Ampere’s circuital law, we have,  <math display="block">\oint \vec{B} \cdot d\vec{l} = \mu_0 \mu_r I_{enclosed} \quad (i)</math> For the field inside the ring, we can write  <math display="block">\oint \vec{B} \cdot d\vec{l} = \oint B dl = B \cdot 2\pi r</math> (<math>r</math> = radius of the ring)  Also, <math>I_{enclosed} = (2\pi r n) I</math> using equation (i)  <math>\therefore B \cdot 2\pi r = \mu_0 \mu_r \cdot (n \cdot 2\pi r) I</math>  <math>\therefore B = \mu_0 \mu_r n I</math></p> <p>[Award these <math>\left(\frac{1}{2} + \frac{1}{2}\right)</math> marks even if the result is written without giving the derivation]</p> <p>b) The material is paramagnetic.</p>	<p>½</p> <p>½</p> <p>½</p> <p>½</p>	

	<p>The field pattern gets modified as shown in the figure below.</p> 	<b>1</b>	<b>3</b>
<b>12</b>	<div style="border: 1px solid black; padding: 5px; margin-bottom: 10px;"> <p>a) Formula and Calculation of work done in the two cases (1+ 1) marks</p> <p>b) Calculation of torque in case (ii) 1 mark</p> </div> <p><b>(a)</b>  Work done = <math>mB(\cos\theta_1 - \cos\theta_2)</math>  (i) <math>\theta_1 = 60^\circ, \theta_2 = 90^\circ</math>  <math>\therefore</math> work done = <math>mB(\cos 60^\circ - \cos 90^\circ)</math>  <math>= mB\left(\frac{1}{2} - 0\right) = \frac{1}{2} mB</math>  <math>= \frac{1}{2} \times 6 \times 0.44 \text{ J} = 1.32 \text{ J}</math>  (ii) <math>\theta_1 = 60^\circ, \theta_2 = 180^\circ</math>  <math>\therefore</math> work done = <math>mB(\cos 60^\circ - \cos 180^\circ)</math>  <math>= mB\left(\frac{1}{2} - (-1)\right) = \frac{3}{2} mB</math>  <math>= \frac{3}{2} \times 6 \times 0.44 \text{ J} = 3.96 \text{ J}</math>  [Also accept calculations done through changes in potential energy.]</p> <p><b>(b)</b>  Torque = <math> \vec{m} \times \vec{B}  = mB \sin\theta</math>  For <math>\theta = 180^\circ</math>, we have  Torque = <math>6 \times 0.44 \sin 180^\circ = 0</math>  [If the student straight away writes that the torque is zero since magnetic moment and magnetic field are anti parallel in this orientation, award full 1 mark]</p>	<p><math>\frac{1}{2}</math></p> <p><math>\frac{1}{2}</math></p> <p><math>\frac{1}{2}</math></p> <p><math>\frac{1}{2}</math></p> <p><math>\frac{1}{2}</math></p> <p><math>\frac{1}{2}</math></p>	<b>3</b>
<b>13</b>	<div style="border: 1px solid black; padding: 5px; margin-bottom: 10px;"> <p>a) Definition and SI unit of conductivity <math>\frac{1}{2} + \frac{1}{2}</math> marks</p> <p>b) Derivation of the expression for conductivity 1 <math>\frac{1}{2}</math> marks  Relation between current density and electric field <math>\frac{1}{2}</math> mark</p> </div> <p>a) The conductivity of a material equals the reciprocal of the resistance of its wire of unit length and unit area of cross section.  <b>[Alternatively:</b>  The conductivity (<math>\sigma</math>) of a material is the reciprocal of its resistivity (<math>\rho</math>)  (Also accept <math>\sigma = \frac{1}{\rho}</math>)  Its SI unit is  <math>\left(\frac{1}{\text{ohm-metre}}\right) / \text{ohm}^{-1} \text{m}^{-1} / (\text{mho m}^{-1}) / \text{siemen m}^{-1}</math></p> <p>b) The acceleration, <math>\vec{a} = -\frac{e}{m} \vec{E}</math>  The average drift velocity, <math>v_d</math>, is given by  <math>v_d = -\frac{eE}{m} \tau</math>  (<math>\tau</math> = average time between collisions/ relaxation time)</p>	<p><math>\frac{1}{2}</math></p> <p><math>\frac{1}{2}</math></p> <p><math>\frac{1}{2}</math></p>	

	<p>If <math>n</math> is the number of free electrons per unit volume, the current <math>I</math> is given by</p> $I = neA v_d $ $= \frac{e^2 A}{m} \tau n  E $ <p>But <math>I =  j A</math> (<math>j</math>= current density)</p> <p>We, therefore, get</p> $ j  = \frac{ne^2}{m} \tau  E , \text{ The term } \frac{ne^2}{m} \tau \text{ is conductivity. } \therefore \sigma = \frac{ne^2 \tau}{m}$ $\Rightarrow J = \sigma E$	<p>1/2</p> <p>1/2</p>	<p>3</p>
<p>14</p>	<div style="border: 1px solid black; padding: 5px; margin-bottom: 10px;"> <p>a) Finding the resultant force on a charge <math>Q</math>      2 marks</p> <p>b) Potential Energy of the system      1 mark</p> </div> <p>a) Let us find the force on the charge <math>Q</math> at the point C</p> <p>Force due to the other charge <math>Q</math></p> $F_1 = \frac{1}{4\pi\epsilon_0} \frac{Q^2}{(a\sqrt{2})^2} = \frac{1}{4\pi\epsilon_0} \left( \frac{Q^2}{2a^2} \right) \text{ (along AC)}$ <p>Force due to the charge <math>q</math> (at B), <math>F_2</math></p> $= \frac{1}{4\pi\epsilon_0} \frac{qQ}{a^2} \text{ along BC}$ <p>Force due to the charge <math>q</math> (at D), <math>F_3</math></p> $= \frac{1}{4\pi\epsilon_0} \frac{qQ}{a^2} \text{ along DC}$ <p>Resultant of these two equal forces</p> $F_{23} = \frac{1}{4\pi\epsilon_0} \frac{qQ(\sqrt{2})}{a^2} \text{ (along AC)}$ <p><math>\therefore</math> Net force on charge <math>Q</math> ( at point C)</p> $F = F_1 + F_{23} = \frac{1}{4\pi\epsilon_0} \frac{Q}{a^2} \left[ \frac{Q}{2} + \sqrt{2}q \right]$ <p>This force is directed along AC</p> <p>( For the charge <math>Q</math>, at the point A, the force will have the same magnitude but will be directed along CA)</p> <p>[Note : Don't deduct marks if the student does not write the direction of the net force , <math>F</math>]</p> <p>b) Potential energy of the system</p> $= \frac{1}{4\pi\epsilon_0} \left[ 4 \frac{qQ}{a} + \frac{q^2}{a\sqrt{2}} + \frac{Q^2}{a\sqrt{2}} \right]$ $= \frac{1}{4\pi\epsilon_0 a} \left[ 4qQ + \frac{q^2}{\sqrt{2}} + \frac{Q^2}{\sqrt{2}} \right]$ <p style="text-align: center;">OR</p> <div style="border: 1px solid black; padding: 5px; margin-bottom: 10px;"> <p>a) Finding the magnitude of the resultant force on charge <math>q</math> 2 marks</p> <p>b) Finding the work done      1 mark</p> </div> <p>a) Force on charge <math>q</math> due to the charge <math>-4q</math></p>	<p>1/2</p> <p>1/2</p> <p>1/2</p> <p>1/2</p> <p>1/2</p> <p>1/2</p>	<p>3</p>

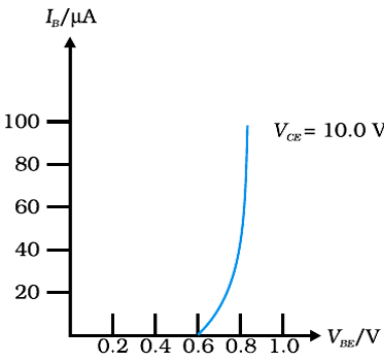


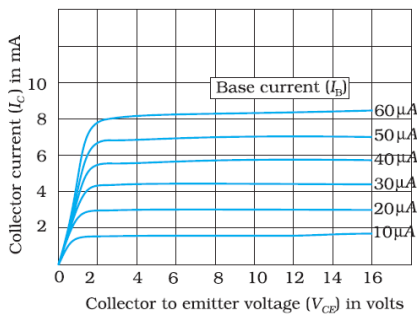
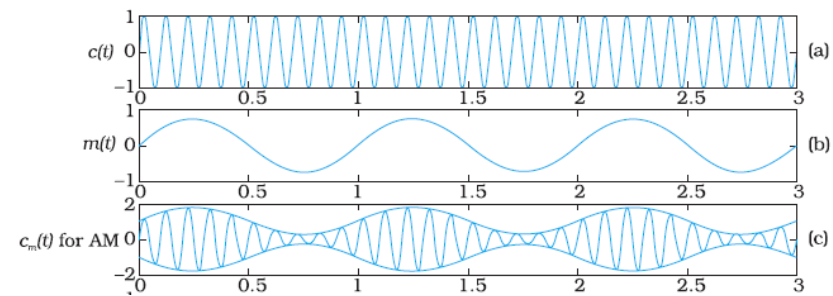
	<p> <math>F_1 = \frac{1}{4\pi\epsilon_0} \left( \frac{4q^2}{l^2} \right)</math>, along AB                      Force on the charge <math>q</math>, due to the charge <math>2q</math>  <math>F_2 = \frac{1}{4\pi\epsilon_0} \left( \frac{2q^2}{l^2} \right)</math>, along CA                      The forces <math>F_1</math> and <math>F_2</math> are inclined to each other at an angle of <math>120^\circ</math>                      Hence, resultant electric force on charge <math>q</math> </p>  $F = \sqrt{F_1^2 + F_2^2 + 2F_1F_2\cos\theta}$ $= \sqrt{F_1^2 + F_2^2 + 2F_1F_2\cos 120^\circ}$ $= \sqrt{F_1^2 + F_2^2 - F_1F_2}$ $= \left( \frac{1}{4\pi\epsilon_0} \frac{q^2}{l^2} \right) \sqrt{16 + 4 - 8}$ $= \frac{1}{4\pi\epsilon_0} \left( \frac{2\sqrt{3} q^2}{l^2} \right)$ <p>(b) Net P.E. of the system</p> $= \frac{1}{4\pi\epsilon_0} \cdot \frac{q^2}{l} [-4 + 2 - 8]$ $= \frac{(-10) q^2}{4\pi\epsilon_0 l}$ <p><math>\therefore</math> Work done = <math>\frac{10 q^2}{4\pi\epsilon_0 l} = \frac{5q^2}{2\pi\epsilon_0 l}</math></p>	<p>1/2</p> <p>1/2</p> <p>1/2</p> <p>1/2</p> <p>1/2</p> <p>1/2</p>	<p>3</p>						
<p>15</p>	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="padding: 5px;">Lens maker's formula</td> <td style="text-align: right; padding: 5px;">1/2 mark</td> </tr> <tr> <td style="padding: 5px;">Formula for 'combination of lenses'</td> <td style="text-align: right; padding: 5px;">1/2 mark</td> </tr> <tr> <td style="padding: 5px;">Obtaining the expression for <math>\mu</math></td> <td style="text-align: right; padding: 5px;">2 marks</td> </tr> </table> <p>Let <math>\mu_l</math> denote the refractive index of the liquid. When the image of the needle coincides with the lens itself ; its distance from the lens, equals the relevant focal length.</p> <p>With liquid layer present, the given set up, is equivalent to a combination of the given (convex) lens and a concavo plane / plano concave 'liquid lens'.</p> <p>We have <math>\frac{1}{f} = (\mu - 1) \left( \frac{1}{R_1} - \frac{1}{R_2} \right)</math></p> <p>and <math>\frac{1}{f} = \left( \frac{1}{f_1} + \frac{1}{f_2} \right)</math></p> <p>as per the given data, we then have</p> $\frac{1}{f_2} = \frac{1}{y} = (1.5 - 1) \left( \frac{1}{R} - \frac{1}{(-R)} \right)$ $= \frac{1}{R}$ <p><math>\therefore \frac{1}{x} = (\mu_l - 1) \left( -\frac{1}{R} \right) + \frac{1}{y} = \frac{-\mu_l}{y} + \frac{2}{y}</math></p>	Lens maker's formula	1/2 mark	Formula for 'combination of lenses'	1/2 mark	Obtaining the expression for $\mu$	2 marks	<p>1/2</p> <p>1/2</p> <p>1/2</p> <p>1/2</p>	
Lens maker's formula	1/2 mark								
Formula for 'combination of lenses'	1/2 mark								
Obtaining the expression for $\mu$	2 marks								

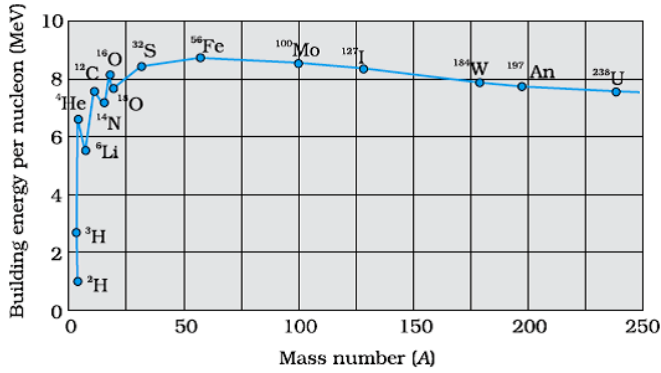
	$\therefore \frac{\mu_l}{y} = \frac{2}{y} - \frac{1}{x} = \left( \frac{2x-y}{xy} \right)$ $\text{or } \mu_l = \left( \frac{2x-y}{x} \right)$	$\frac{1}{2}$	<b>3</b>
<b>16</b>	<p>a) Diagram <span style="float: right;">½ mark</span> Polarisation by reflection <span style="float: right;">1 mark</span></p> <p>b) Justification <span style="float: right;">1 mark</span> Writing yes/no <span style="float: right;">½ mark</span></p> <p>a) The diagram, showing polarisation by reflection is as shown. [Here the reflected and refracted rays are at right angle to each other.]</p>  <p><math>\therefore r = \left( \frac{\pi}{2} - i_B \right)</math> <math>\therefore \mu = \left( \frac{\sin i_B}{\sin r} = \tan i_B \right)</math></p> <p>Thus light gets totally polarised by reflection when it is incident at an angle <math>i_B</math> (Brewster's angle), where <math>i_B = \tan^{-1} \mu</math></p> <p>b) The angle of incidence, of the ray, on striking the face AC is <math>i = 60^\circ</math> (as from figure) Also, relative refractive index of glass, with respect to the surrounding water, is</p> $\mu_r = \frac{3/2}{4/3} = \frac{9}{8}$ <p>Also <math>\sin i = \sin 60^\circ = \frac{\sqrt{3}}{2} = \frac{1.732}{2}</math> <math>= 0.866</math></p> <p>For total internal reflection, the required critical angle, in this case, is given by</p> $\sin i_c = \frac{1}{\mu} = \frac{8}{9} \approx 0.89$ <p><math>\therefore i &lt; i_c</math></p> <p>Hence the ray would not suffer total internal reflection on striking the face AC [The student may just write the two conditions needed for total internal reflection without analysis of the given case. The student may be awarded (½ + ½) mark in such a case.]</p> 	$\frac{1}{2}$ $\frac{1}{2}$ $\frac{1}{2}$ $\frac{1}{2}$ $\frac{1}{2}$ $\frac{1}{2}$ $\frac{1}{2}$	<b>3</b>





	$= \frac{a_2}{a_1} = \sqrt{\frac{1}{2}} = \frac{1}{\sqrt{2}}$ <p>Hence <math>\frac{I_{max}}{I_{min}} = \left(\frac{a_1 + a_2}{a_1 - a_2}\right)^2</math></p> $= \left(\frac{1 + \frac{1}{\sqrt{2}}}{1 - \frac{1}{\sqrt{2}}}\right)^2$ $= \left(\frac{\sqrt{2} + 1}{\sqrt{2} - 1}\right)^2$ <p>(<math>\approx 34</math>)</p> <p>b) The central fringe remains white.          No clear fringe pattern is seen after a few (coloured) fringes on either side of the central fringe.          [Note : For part (a) of this question, The student may          (i) Just draw the diagram for the Young's double slit experiment.          Or (ii) Just state that the introduction of the glass sheet would introduce an additional phase difference and the position of the central fringe would shift.          For all such answers, the student may be awarded the full (2) marks for this part of this question.]</p>	<p>1/2</p> <p>1/2</p> <p>1/2</p> <p>1/2</p> <p>1</p>	<p>3</p>								
<p>19</p>	<table border="1" data-bbox="251 1029 1153 1192"> <tr> <td>Input and Output characteristics</td> <td>1+1marks</td> </tr> <tr> <td>Determination of</td> <td></td> </tr> <tr> <td>    a) Input resistance</td> <td>1/2 mark</td> </tr> <tr> <td>    b) Current amplification factor</td> <td>1/2 mark</td> </tr> </table> <p>The input and output characteristics, of a <i>n-p-n</i> transistor, in its CE configuration, are as shown.</p>  <p><u>Input resistance</u></p> $r_i = \left(\frac{\Delta V_{BE}}{\Delta I_B}\right)_{V_{CE}}$	Input and Output characteristics	1+1marks	Determination of		a) Input resistance	1/2 mark	b) Current amplification factor	1/2 mark	<p>1</p> <p>1/2</p>	
Input and Output characteristics	1+1marks										
Determination of											
a) Input resistance	1/2 mark										
b) Current amplification factor	1/2 mark										

	 <p>The relevant values can be read from the input characteristics.          Current amplification factor  <math display="block">\beta = \left( \frac{\Delta I_C}{\Delta I_B} \right)</math>         The relevant values can be read from the output characteristics, corresponding to a given value of <math>V_{CE}</math>.</p>	<p style="text-align: center;"><b>1</b></p> <p style="text-align: center;"><math>\frac{1}{2}</math></p>	<p style="text-align: center;"><b>3</b></p>
<p><b>20</b></p>	<p>a) Stating the three reasons <span style="float: right;"><math>\frac{1}{2} + \frac{1}{2} + \frac{1}{2}</math> mark</span>          b) Graphical representation of the audio signal, carrier wave and the amplitude modulated wave <span style="float: right;"><math>\frac{1}{2} + \frac{1}{2} + \frac{1}{2}</math> mark</span></p> <p>a) The required three reasons are :          (i) A reasonable length of the transmission antenna.          (ii) Increase in effective power radiated by the antenna.          (iii) Reduction in the possibility of ‘mix-up’ of different signals.</p> <p>b) The required graphical representation is as shown below</p> 	<p style="text-align: center;"><math>\frac{1}{2}</math>  <math>\frac{1}{2}</math>  <math>\frac{1}{2}</math></p> <p style="text-align: center;"><math>\frac{1}{2}</math>  <math>\frac{1}{2}</math></p> <p style="text-align: center;"><math>\frac{1}{2}</math></p>	<p style="text-align: center;"><b>3</b></p>
<p><b>21</b></p>	<p>a) Drawing the plot <span style="float: right;">1 mark</span>          Explaining the process of Nuclear fission and Nuclear fusion <span style="float: right;"><math>\frac{1}{2} + \frac{1}{2}</math> marks</span>          b) Finding the required time <span style="float: right;">1 mark</span></p> <p>a) The plot of (B.E / nucleon) verses mass number is as shown.</p>		



[Note : Also accept the diagram that just shows the general shape of the graph.]

From the plot we note that

i) During nuclear fission

A heavy nucleus in the larger mass region (  $A > 200$  ) breaks into two middle level nuclei, resulting in an increase in B.E/ nucleon. This results in a release of energy.

ii) During nuclear fusion

Light nuclei in the lower mass region (  $A < 20$  ) fuse to form a nucleus having higher B.E / nucleon. Hence Energy gets released.

[Alternatively: As per the plot: During nuclear fission as well as nuclear fusion, the final value of B.E/ nucleon is more than its initial value. Hence energy gets released in both these processes. ]

b) We have

$$3.125\% = \frac{3.125}{100} = \frac{1}{32} = \frac{1}{2^5}$$

Half life = 10 years

$$\therefore \text{Required time} = 5 \times 10 \text{ years} = 50 \text{ Years}$$

1

1/2

1/2

1/2

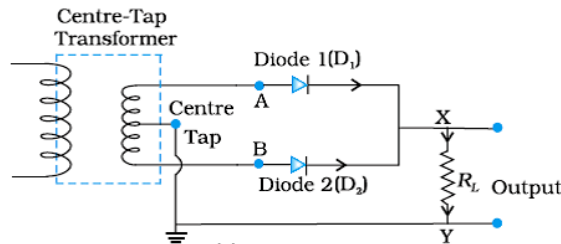
1/2

3

22

- a) Drawing the labeled circuit diagram 1 mark
- Explanation of working 1 mark
- b) Circuit Symbol and 1/2 + 1/2 marks
- Truth table of NAND gate

a) The labeled circuit diagram, for the required circuit is as shown.

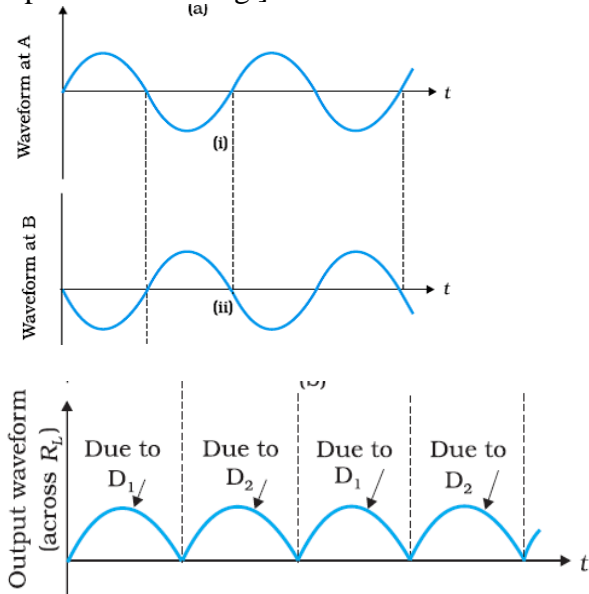


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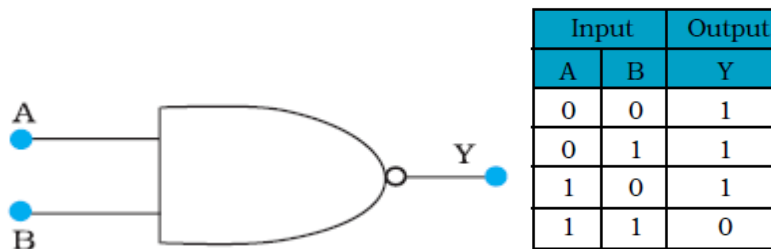
The working of this circuit is as follows:

- i) During one half cycle( of the input ac) diode  $D_1$  alone gets forward biased and conducts. During the other half cycle, it is diode  $D_2$  (alone) that conducts.
- ii) Because of the use of the center tapped transformer the current though the load flows in the same direction in both the half cycles.  
Hence we get a unidirectional/ direct current through the load, when the input is alternating current.

[Alternatively: The student may just use the following diagrams to explain the working.]



- b) The circuit symbol, and the truth table, for the NAND gate, are given below.



1/2

1/2

1/2 + 1/2

3

**SECTION D**

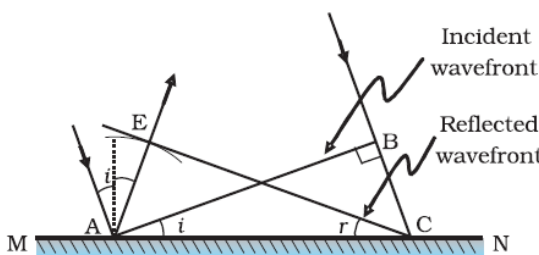
23

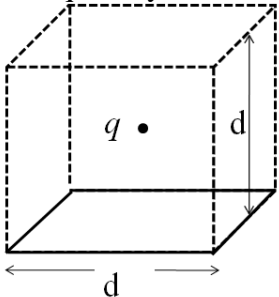
- a) Name of device 1/2 mark  
One cause for power dissipation 1/2 mark
- b) Reduction of power loss in long distance transmission 1 mark
- c) Two values each displayed by teacher and Geeta (1/2 x 4=2)marks

- a) Transformer  
Cause of power dissipation
  - i) Joule heating in the windings.
  - ii) Leakage of magnetic flux between the coils.

1/2



	$\frac{u}{v} = \frac{f}{v-f}$ <p><math>uv - uf = vf</math> Dividing each term by <math>uvf</math>, we get</p> $\frac{1}{f} - \frac{1}{v} = \frac{1}{u}$ $\Rightarrow \frac{1}{f} = \frac{1}{v} + \frac{1}{u}$ <p>Linear magnification = <math>-v/u</math>, (alternatively <math>m = \frac{h_i}{h_o}</math>)</p> <p>c) Advantages of reflecting telescope over refracting telescope</p> <ol style="list-style-type: none"> <li>Mechanical support is easier</li> <li>Magnifying power is large</li> <li>Resolving power is large</li> <li>Spherical aberration is reduced</li> <li>Free from chromatic aberration (any two)</li> </ol> <p style="text-align: center;"><b>OR</b></p> <div style="border: 1px solid black; padding: 5px;"> <p>(a) Definition of wave front <span style="float: right;">1/2 mark</span> Verification of laws of reflection <span style="float: right;">2 marks</span></p> <p>(b) Explanation of the effect on the size and intensity of central maxima <span style="float: right;">1+ 1marks</span></p> <p>(c) Explanation of the bright spot in the shadow of the obstacle <span style="float: right;">1/2 mark</span></p> </div> <p>(a)The wave front may be defined as a surface of constant phase. (Alternatively: The wave front is the locii of all points that are in the same phase)</p> <div style="text-align: center;">  </div> <p>Let speed of the wave in the medium be '<math>v</math>' Let the time taken by the wave front, to advance from point B to point C is '<math>\tau</math>' Hence <math>BC = v \tau</math> Let CE represent the reflected wave front Distance <math>AE = v \tau = BC</math> <math>\Delta AEC</math> and <math>\Delta ABC</math> are congruent <math>\therefore \angle BAC = \angle ECA</math> <math>\Rightarrow \angle i = \angle r</math></p> <p>(b) Size of central maxima reduces to half,</p>	<p>1/2</p> <p>1/2</p> <p>1/2 + 1/2</p> <p>5</p> <p>1/2</p> <p>1</p> <p>1/2</p> <p>1/2</p>	
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	<p>(∵ Size of central maxima = <math>\frac{2\lambda D}{a}</math>)</p> <p>Intensity increases. This is because the amount of light, entering the slit, has increased and the area, over which it falls, decreases. (Also accept if the student just writes that the intensity becomes four fold)</p> <p>(c) This is because of diffraction of light. [Alternatively: Light gets diffracted by the tiny circular obstacle and reaches the centre of the shadow of the obstacle.] [Alternatively: There is a maxima, at the centre of the obstacle, in the diffraction pattern produced by it.]</p>	<p><math>\frac{1}{2}</math> <math>\frac{1}{2}</math> <math>\frac{1}{2}</math> <math>\frac{1}{2}</math></p>	5										
25	<table border="1" style="width: 100%; border-collapse: collapse;"> <tbody> <tr> <td style="padding: 2px;">a) Definition of electric flux</td> <td style="text-align: right; padding: 2px;">1 mark</td> </tr> <tr> <td style="padding: 2px;">Stating scalar/ vector</td> <td style="text-align: right; padding: 2px;"><math>\frac{1}{2}</math> mark</td> </tr> <tr> <td style="padding: 2px;">Gauss's Theorem</td> <td style="text-align: right; padding: 2px;"><math>\frac{1}{2}</math> mark</td> </tr> <tr> <td style="padding: 2px;">Derivation of the expression for electric flux</td> <td style="text-align: right; padding: 2px;">1 marks</td> </tr> <tr> <td style="padding: 2px;">b) Explanation of change in electric flux</td> <td style="text-align: right; padding: 2px;">2 marks</td> </tr> </tbody> </table> <p>a) Electric flux through a given surface is defined as the dot product of electric field and area vector over that surface. Alternatively <math>\phi = \int_s \vec{E} \cdot \vec{dS}</math></p> <p>Also accept Electric flux, through a surface equals the surface integral of the electric field over that surface.</p> <p>It is a scalar quantity</p> <div style="text-align: center;">  </div> <p>Constructing a cube of side 'd' so that charge 'q' gets placed within of this cube (Gaussian surface)</p> <p>According to Gauss 's law the Electric flux <math>\phi = \frac{\text{Charge enclosed}}{\epsilon_0}</math> <math>= \frac{q}{\epsilon_0}</math></p> <p>This is the total flux through all the six faces of the cube. Hence electric flux through the square <math>\frac{1}{6} \times \frac{q}{\epsilon_0} = \frac{q}{6\epsilon_0}</math></p> <p>b) If the charge is moved to a distance d and the side of the square is</p>	a) Definition of electric flux	1 mark	Stating scalar/ vector	$\frac{1}{2}$ mark	Gauss's Theorem	$\frac{1}{2}$ mark	Derivation of the expression for electric flux	1 marks	b) Explanation of change in electric flux	2 marks	<p>1  <math>\frac{1}{2}</math>  <math>\frac{1}{2}</math>  <math>\frac{1}{2}</math></p>	
a) Definition of electric flux	1 mark												
Stating scalar/ vector	$\frac{1}{2}$ mark												
Gauss's Theorem	$\frac{1}{2}$ mark												
Derivation of the expression for electric flux	1 marks												
b) Explanation of change in electric flux	2 marks												

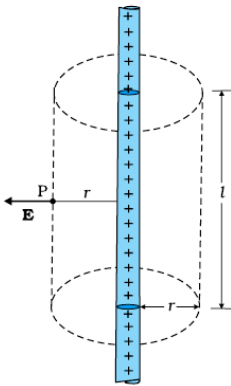
doubled the cube will be constructed to have a side  $2d$  but the total charge enclosed in it will remain the same. Hence the total flux through the cube and therefore the flux through the square will remain the same as before.

[Deduct 1 mark if the student just writes No change /not affected without giving any explanation.]

**OR**

- |   |         |
|---|---------|
| a) Derivation of the expression for electric field $\vec{E}$  | 3 marks |
| b) Graph to show the required variation of the electric field | 1 mark  |
| c) Calculation of work done                                   | 1 mark  |

a)



To calculate the electric field, imagine a cylindrical Gaussian surface, since the field is everywhere radial, flux through two ends of the cylindrical Gaussian surface is zero.

At cylindrical part of the surface electric field  $\vec{E}$  is normal to the surface at every point and its magnitude is constant.

Therefore flux through the Gaussian surface.

= Flux through the curved cylindrical part of the surface.

$$= E \times 2\pi r l \quad \text{-----(i)}$$

Applying Gauss's Law

$$\text{Flux } \phi = \frac{q_{\text{enclosed}}}{\epsilon_0}$$

Total charge enclosed

$$= \text{Linear charge density} \times l$$

$$= \lambda l$$

$$\therefore \phi = \frac{\lambda l}{\epsilon_0} \quad \text{-----(ii)}$$

Using Equations (i) & ii

$$E \times 2\pi r l = \frac{\lambda l}{\epsilon_0}$$

$$\Rightarrow E = \frac{\lambda}{2\pi\epsilon_0 r}$$

In vector notation

$$\vec{E} = \frac{\lambda}{2\pi\epsilon_0 r} \hat{n}$$

(where  $\hat{n}$  is a unit vector normal to the line charge)

**1+1**

**5**

$\frac{1}{2}$

$\frac{1}{2}$

$\frac{1}{2}$

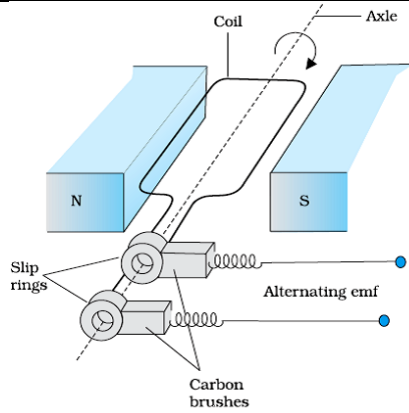
$\frac{1}{2}$

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$\frac{1}{2}$



	<p>b) The required graph is as shown:</p> <p>a) Work done in moving the charge 'q'. Through a small displacement 'dr'</p> $dW = \vec{F} \cdot \vec{dr}$ $dW = q\vec{E} \cdot \vec{dr}$ $= qEdr\cos 0$ $dW = q \times \frac{\lambda}{2\pi\epsilon_0 r} dr$ <p>Work done in moving the given charge from <math>r_1</math> to <math>r_2</math> (<math>r_2 &gt; r_1</math>)</p> $W = \int_{r_1}^{r_2} dW = \int_{r_1}^{r_2} \frac{\lambda q dr}{2\pi\epsilon_0 r}$ $W = \frac{\lambda q}{2\pi\epsilon_0} [\log_e r_2 - \log_e r_1]$ $W = \frac{\lambda q}{2\pi\epsilon_0} \left[ \log_e \frac{r_2}{r_1} \right]$	<p style="text-align: center;"><b>1</b></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>5</b></p>									
<b>26</b>	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%;">a) Principle of ac generator working</td> <td style="width: 50%; text-align: right;">1/2 mark</td> </tr> <tr> <td>Labeled diagram</td> <td style="text-align: right;">1 mark</td> </tr> <tr> <td>Derivation of the expression for induced emf</td> <td style="text-align: right;">1 1/2 mark</td> </tr> <tr> <td>b) Calculation of potential difference</td> <td style="text-align: right;">1 1/2 mark</td> </tr> </table> <p>a) The AC Generator works on the principle of electromagnetic induction. when the magnetic flux through a coil changes, an emf is induced in it. As the coil rotates in magnetic field the effective area of the loop, (i.e. <math>A \cos \theta</math>) exposed to the magnetic field keeps on changing, hence magnetic flux changes and an emf is induced.</p>	a) Principle of ac generator working	1/2 mark	Labeled diagram	1 mark	Derivation of the expression for induced emf	1 1/2 mark	b) Calculation of potential difference	1 1/2 mark	<p style="text-align: center;"><math>\frac{1}{2}</math></p> <p style="text-align: center;"><math>\frac{1}{2}</math></p>	
a) Principle of ac generator working	1/2 mark										
Labeled diagram	1 mark										
Derivation of the expression for induced emf	1 1/2 mark										
b) Calculation of potential difference	1 1/2 mark										



When a coil is rotated with a constant angular speed ' $\omega$ ', the angle ' $\theta$ ' between the magnetic field vector  $\vec{B}$  and the area vector  $\vec{A}$ , of the coil at any instant ' $t$ ' equals  $\omega t$ ; (assuming  $\theta = 0^\circ$  at  $t=0$ )  
As a result, the effective area of the coil exposed to the magnetic field changes with time ; The flux at any instant ' $t$ ' is given by

$$\phi_B = NBA \cos \theta = NBA \cos \omega t$$

$$\therefore \text{The induced emf } e = -N \frac{d\phi}{dt}$$

$$= -NBA \frac{d}{dt} (\cos \omega t)$$

$$e = NBA \omega \sin \omega t$$

- b) Potential difference developed between the ends of the wings  
' $e$ ' =  $Blv$

$$\text{Given Velocity } v = 900 \text{ km/hour}$$

$$= 250 \text{ m/s}$$

$$\text{Wing span } (l) = 20 \text{ m}$$

Vertical component of Earth's magnetic field

$$B_V = B_H \tan \delta$$

$$= 5 \times 10^{-4} (\tan 30^\circ) \text{ tesla}$$

$\therefore$  Potential difference

$$= 5 \times 10^{-4} (\tan 30^\circ) \times 20 \times 250$$

$$= \frac{5 \times 20 \times 250 \times 10^{-4}}{\sqrt{3}} \text{ V}$$

$$= 1.44 \text{ volt}$$

**OR**

**1**

$\frac{1}{2}$

$\frac{1}{2}$

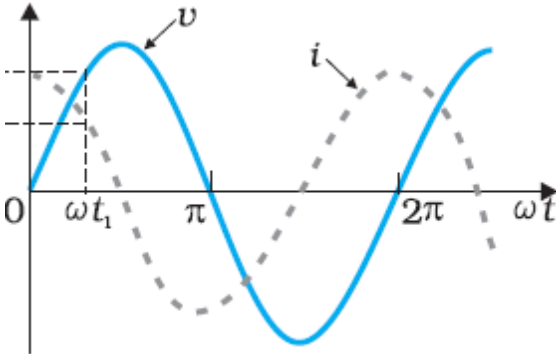
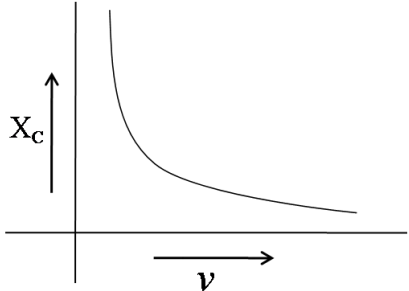
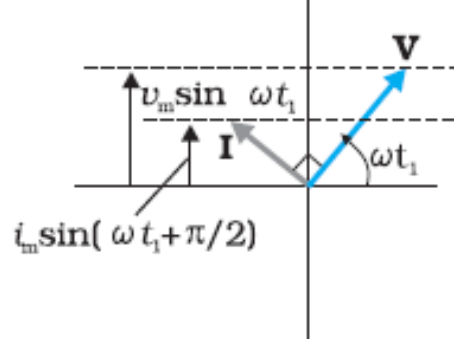
$\frac{1}{2}$

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**5**

<p>a) Identification of the device X <span style="float: right;">1/2</span>          Expression for reactance <span style="float: right;">1/2</span></p> <p>b) Graphs of voltage and current with time <span style="float: right;">1+1</span></p> <p>c) Variation of reactance with frequency (Graphical variation) <span style="float: right;">1/2</span></p> <p>d) Phasor Diagram <span style="float: right;">1</span></p>		
<p>a) X : capacitor          Reactance <math>X_c = \frac{1}{\omega C} = \frac{1}{2\pi\nu C}</math></p>	<p>1/2 1/2</p>	
<p>b)</p> 	<p>1/2 + 1/2</p>	
<p>c) Reactance of the capacitor varies in inverse proportion to the frequency i.e. , <math>X_c \propto \frac{1}{\nu}</math></p>	<p>1</p>	
	<p>1</p>	
	<p>1</p>	<p>5</p>