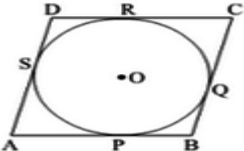


**KENDRIYA VIDYALAYA SANGATHAN RO JAIPUR REGION**  
**PRACTICE PAPER (2024)**  
**CLASS: X MATHEMATICS (Basic) MARKING SCHEME**

**(SET-A)**

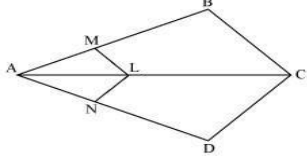
| <b>SECTION – A</b>                            |   |   |
|---|---|---|
| <b>Questions 1 to 20 carry 1 mark each.</b>   |   |   |
| 1.  | (c) 20  | 1 mark  |
| 2.  | (d) no solution   | 1 mark  |
| 3.  | (b) $\frac{1}{2}$   | 1 mark  |
| 4.  | (d) $5^2 \times 3^2$  | 1 mark  |
| 5.  | (a) $x^2 - 4x + 3\sqrt{2} = 0$  | 1 mark  |
| 6.  | (c) 10 units  | 1 mark  |
| 7.  | (b) $55^0$  | 1 mark  |
| 8.  | (a) 4   | 1 mark  |
| 9.  | (b) 2.5 cm  | 1 mark  |
| 10.   | (c) 31  | 1 mark  |
| 11.   | (c) $60^0$  | 1 mark  |
| 12.   | (b) 2.4 cm  | 1 mark  |
| 13.   | (b) $-\frac{3}{4}$  | 1 mark  |
| 14.   | (b) $-\frac{1}{2}$  | 1 mark  |
| 15.   | (c) 94.5  | 1 mark  |
| 16.   | (b) $77 \text{ cm}^2$   | 1 mark  |
| 17.   | (b) $6\pi r^2 \text{ cm}^2$   | 1 mark  |
| 18.   | (d) 7000  | 1 mark  |
| 19.   | (a) Both Assertion (A) and Reason (R) are true and Reason (R) is the correct explanation of Assertion (A).  | 1 mark  |
| 20.   | (a) Both Assertion (A) and Reason (R) are true and Reason (R) is the correct explanation of Assertion (A).  | 1 mark  |
| <b>SECTION – B</b>                            |   |   |
| <b>Questions 21 to 25 carry 2 marks each.</b> |   |   |
| 21.   | A + B = 60°, A – B = 30°<br>A = 45° and B = 15°   | 1 mark<br>1 mark  |
| 22.   | $\frac{3}{6} \neq \frac{2}{-4}$<br>Hence, the pair of linear equations is consistent.   | 1 mark<br>1 mark  |
| 23.   | Length of tangents from same external point are equal ∴ TP = TQ<br>AP = AR and BR = BQ<br>TP = TQ<br>⇒ TA + AP = TB + BQ ⇒ TA + AR = TB + BR  | 1 mark<br>1 mark  |
| 24.   | if ΔABC ~ ΔPQR, then AB/PQ = BC/QR = AC/PR<br>$\frac{6}{4.5} = \frac{4}{X}$<br>$x = 3 \text{ cm}$<br><b>(OR)</b><br>DE    OQ, Show that EF    QR<br>PE/EQ = PD/DO .....(1)<br>DF    OR<br>PF/FR = PD/DO ..... (2)<br>From 1 and 2<br>PE/EQ = PF/FR (by converse of BPT)<br>∴ EF    QR | 1 mark<br>1 mark<br>1 mark<br>1 mark                          |
| 25.   | Perimeter of a semi-circular protractor = 108 cm<br>$\pi r + d = 108$<br>$r = 21 \text{ cm}$ $d = 2r$   | $\pi r + 2r = 108$<br>$d = 42 \text{ cm}$<br>1 mark<br>1 mark |

|  |   |   |
|--|---|---|
|  | <p><b>(OR)</b></p> <p>Area of minor segment = Area of sector OAPB – Area of <math>\Delta</math>AOB</p> $= \frac{\theta}{360^\circ} \pi r^2 - \frac{1}{2} \times b \times h$ $= \frac{1}{4} \times 3.14 \times 100 - \frac{1}{2} \times 100 = 78.5 - 50 = 28.5 \text{ cm}^2$   | <p>1 mark</p> <p>1 mark</p>   |
| <p><b>SECTION – C</b></p> <p><b>Questions 26 to 30 carry 3 marks each.</b></p> |   |   |
| 26.  | Proof of $\sqrt{5}$ is an irrational number.  | 3mark   |
| 27.  | $\frac{p^2-1}{p^2+1} = \frac{(\sec\theta+\tan\theta)^2-1}{(\sec\theta+\tan\theta)^2+1}$ $= \frac{(\sec^2\theta-1)+\tan^2\theta+2\sec\theta\tan\theta}{\sec^2\theta+(\tan^2\theta+1)+2\sec\theta\tan\theta} = \frac{\tan^2\theta+\tan^2\theta+2\sec\theta\tan\theta}{\sec^2\theta+\sec^2\theta+2\sec\theta\tan\theta}$ $= \frac{2\tan^2\theta+2\sec\theta\tan\theta}{2\sec^2\theta+2\sec\theta\tan\theta} = \frac{2\tan\theta(\tan\theta+\sec\theta)}{2\sec\theta(\sec\theta+\tan\theta)}$ $= \frac{\tan\theta}{\sec\theta} = \frac{\sin\theta}{\cos\theta} \times \cos\theta = \sin\theta$ <p><b>(OR)</b></p> <p>LHS</p> $\frac{\cos A}{1+\sin A} + \frac{1+\sin A}{\cos A}$ $\frac{\cos^2 A + (1+\sin A)^2}{\cos A (1+\sin A)} = \frac{\cos^2 A + 1 + 2\sin A + \sin^2 A}{\cos A (1+\sin A)}$ $= \frac{1+1+2\sin A}{\cos A (1+\sin A)}$ $= \frac{2(1+\sin A)}{\cos A (1+\sin A)}$ $= \frac{2}{\cos A} = 2 \sec A = \text{RHS}$ | <p>1 mark</p> <p>1 mark</p> <p>1 mark</p> <p>1 mark</p> <p>1 mark</p> <p>1 mark</p> |
| 28.  | <p>i) P(a red card) = <math>20/46 = 10/23</math></p> <p>ii) P(a face card) = <math>6/46 = 3/23</math></p> <p>iii) P(a card of clubs) = <math>13/46</math></p>   | <p>1 mark</p> <p>1 mark</p> <p>1 mark</p>   |
| 29.  | $4s^2 - 4s + 1 = 4s^2 - 2s - 2s + 1$ $= 2s(2s - 1) - 1(2s - 1)$ $s = \frac{1}{2}, \frac{1}{2}$ <p>Sum of zeroes = <math>\frac{1}{2} + (\frac{1}{2}) = \frac{2}{2} = \frac{-(-4)}{4} = \frac{-b}{a} = \frac{-\text{coefficient of } s}{\text{coefficient of } s^2}</math></p> <p>Product of zeroes = <math>\frac{1}{2} \times \frac{1}{2} = \frac{1}{4} = \frac{\text{constant}}{\text{coefficient of } x^2}</math></p>  | <p>1 mark</p> <p>1 mark</p> <p>1 mark</p>   |
| 30   | <p>Let the fare from Bangalore bus stand to Malleshwaram = Rs x<br/>and the fare from Bangalore bus stand to Yeshwanthpur = Rs y.</p> <p>According to the given situations,</p> <p><math>2x + 3y = 46</math> .....(i)</p> <p><math>3x + 5y = 74</math> .....(ii)</p> <p>From i and ii, <math>y = 10</math>, <math>x = 8</math></p> <p><b>(OR)</b></p> <p>Let the number of right answers = x<br/>number of wrong answers = y</p> <p>According to the question,</p> <p><math>3x - y = 40</math> ... (i)</p> <p><math>4x - 2y = 50</math></p> <p><math>\Rightarrow 2x - y = 25</math> ... (ii)</p> <p>from equation (i) and (ii) <math>x = 15</math>, <math>y = 5</math></p> <p>number of right answers = 15</p> <p>Number of wrong answers = 5</p> <p>Total number of questions = 20</p>   | <p>1 mark</p> <p>1 mark</p> <p>1 mark</p> <p>1mark</p> <p>1mark</p> <p>1 mark</p>   |

|    |   |   |
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| 31 | <p>Given ABCD be a parallelogram circumscribing a circle with centre O.<br/>To Prove : ABCD is a rhombus.</p>  <p>We know that the tangents drawn to a circle from an exterior point are equal in length.<br/> <math>\therefore AP = AS, BP = BQ, CR = CQ</math> and <math>DR = DS</math>.<br/> <math>AP + BP + CR + DR = AS + BQ + CQ + DS</math><br/> <math>(AP + BP) + (CR + DR) = (AS + DS) + (BQ + CQ)</math><br/> <math>\therefore AB + CD = AD + BC</math> or <math>2AB = 2AD</math> (since <math>AB = DC</math> and <math>AD = BC</math> of parallelogram ABCD)<br/> <math>\therefore AB = BC = DC = AD</math><br/>         ABCD is a rhombus.</p> | <p>1 mark</p> <p>1 mark</p> <p>1 mark</p> |
|----|---|---|

**SECTION – D**  
Questions 32 to 35 carry 5 marks each.

|     |  |   |
|-----|--|---|
| 32. | <p>Let the original speed of the aircraft = x km/hr<br/>         Then new speed = (x – 200) km/hr<br/>         Total distance = 600 km<br/>         During of the flight at original speed = <math>\frac{600}{x}</math> hr<br/>         During of the flight at new speed = <math>\frac{600}{x - 200}</math> hr<br/>         According to given <math>\frac{600}{x - 200} - \frac{600}{x} = \frac{1}{2}</math><br/> <math>x^2 - 200x - 240000 = 0</math><br/> <math>x = 600, -400</math><br/>         So, the original speed of the aircraft = 600 km/hr<br/>         During of the flight = <math>600/x</math> hr = <math>600/600 = 1</math> hour.<br/>         ( OR )<br/>         Given,<br/>         Let the speed be x, then time taken (t) = <math>\frac{360}{x}</math><br/>         If speed is increased by 5 km/h, so speed = (x+5)km/h<br/>         time taken to the distance = <math>\frac{360}{x+5}</math><br/>         time with original speed - time with increased speed = 1<br/> <math>\frac{360}{x} - \frac{360}{x+5} = 1</math><br/> <math>x^2 + 5x - 1800 = 0</math><br/> <math>(x - 40)(x + 45) = 0, x = 40, -45</math><br/> <math>X = 40</math> km/hr,<br/>         So the speed of the train is 40 km/hr. the negative value of speed (-45) is not possible.</p> | <p>1 mark</p> <p>1 mark</p> <p>1 mark</p> <p>1 mark</p> <p>1 mark</p> <p>1 mark</p> <p>1 mark</p> <p>1 mark</p> <p>1 mark</p> |
|-----|--|---|

|    |   |  |
|----|---|--|
| 33 | <p>BPT: given, prove that, figure and construction<br/>         Proof<br/> <b>In the given figure, LM    CB</b><br/> <b>By using basic proportionality theorem,</b><br/> <math>\frac{AM}{MB} = \frac{AL}{LC}</math> .....(i)<br/> <b>LN    DC</b><br/> <math>\frac{AN}{ND} = \frac{AL}{LC}</math> .....(ii)<br/> <b>From (i) &amp; (ii)</b><br/> <math>\frac{AM}{MB} = \frac{AN}{ND}</math></p>  | <p><math>(\frac{1}{2} + \frac{1}{2} + \frac{1}{2} + \frac{1}{2})</math><br/>1 mark</p> <p>1 mark</p> <p>1 mark</p> |
|----|---|--|

| 34             | <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 33%;">Class interval</th> <th style="width: 33%;">Frequency</th> <th style="width: 33%;">Cumulative Frequency</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;">0 - 10</td> <td style="text-align: center;">10</td> <td style="text-align: center;">10</td> </tr> <tr> <td style="text-align: center;">10 - 20</td> <td style="text-align: center;"><math>f_1</math></td> <td style="text-align: center;"><math>10 + f_1</math></td> </tr> </tbody> </table> | Class interval       | Frequency | Cumulative Frequency | 0 - 10 | 10 | 10 | 10 - 20 | $f_1$ | $10 + f_1$ |  |
|----------------|---|----------------------|-----------|----------------------|--------|----|----|---------|-------|------------|--|
| Class interval | Frequency   | Cumulative Frequency |           |                      |        |    |    |         |       |            |  |
| 0 - 10         | 10  | 10                   |           |                      |        |    |    |         |       |            |  |
| 10 - 20        | $f_1$   | $10 + f_1$           |           |                      |        |    |    |         |       |            |  |

|         |   |   |    |            |         |    |            |         |       |                  |         |    |                  |       |     |     |         |
|---------|---|---|----|------------|---------|----|------------|---------|-------|------------------|---------|----|------------------|-------|-----|-----|---------|
|         | <table border="1"> <tbody> <tr> <td>20 - 30</td> <td>25</td> <td><math>35 + f_1</math></td> </tr> <tr> <td>30 - 40</td> <td>30</td> <td><math>65 + f_1</math></td> </tr> <tr> <td>40 - 50</td> <td><math>f_2</math></td> <td><math>65 + f_1 + f_2</math></td> </tr> <tr> <td>50 - 60</td> <td>10</td> <td><math>75 + f_1 + f_2</math></td> </tr> <tr> <td>Total</td> <td>100</td> <td>100</td> </tr> </tbody> </table>  | 20 - 30   | 25 | $35 + f_1$ | 30 - 40 | 30 | $65 + f_1$ | 40 - 50 | $f_2$ | $65 + f_1 + f_2$ | 50 - 60 | 10 | $75 + f_1 + f_2$ | Total | 100 | 100 | 2 marks |
| 20 - 30 | 25  | $35 + f_1$  |    |            |         |    |            |         |       |                  |         |    |                  |       |     |     |         |
| 30 - 40 | 30  | $65 + f_1$  |    |            |         |    |            |         |       |                  |         |    |                  |       |     |     |         |
| 40 - 50 | $f_2$   | $65 + f_1 + f_2$                                    |    |            |         |    |            |         |       |                  |         |    |                  |       |     |     |         |
| 50 - 60 | 10  | $75 + f_1 + f_2$                                    |    |            |         |    |            |         |       |                  |         |    |                  |       |     |     |         |
| Total   | 100   | 100   |    |            |         |    |            |         |       |                  |         |    |                  |       |     |     |         |
|         | <p><b><math>f_1 + f_2 = 25</math> Median = 32 , Median class = 30 - 40</b></p> <p><b><math>l = 30, h = 10, f = 30, \frac{N}{2} = 50, cf = 35 + f_1</math></b></p> <p><b>Median = <math>l + h \left( \frac{\frac{N}{2} - cf}{f} \right)</math></b></p> <p><b><math>32 = 30 + 10 \times \left( \frac{50 - (35 + f_1)}{30} \right)</math></b></p> <p><b><math>f_1 = 9, f_2 = 16</math></b></p>   | 1 mark  |    |            |         |    |            |         |       |                  |         |    |                  |       |     |     |         |
|         |   | 1 mark  |    |            |         |    |            |         |       |                  |         |    |                  |       |     |     |         |
| 35.     | <p>Dimensions of cuboid = <math>15\text{cm} \times 10\text{cm} \times 3.5\text{cm}</math>,<br/>radius of cone = <math>0.5\text{ cm}</math>, depth of cone = <math>1.4\text{ cm}</math><br/>Volume of cuboid = length <math>\times</math> width <math>\times</math> height<br/><math>= 15 \times 10 \times 3.5 = 525\text{ cm}^3</math><br/>Volume of cone = <math>\frac{1}{3} \pi r^2 h</math><br/><math>= \frac{1}{3} \times \frac{22}{7} \times 0.5^2 \times 1.4</math><br/><math>= \frac{11}{30}\text{ cm}^3</math><br/>Volume of wood = Volume of cuboid – 4 <math>\times</math> Volume of cone<br/><math>= 525 - 4 \times \frac{11}{30} = 523.53\text{ cm}^3</math></p>  | 1 mark<br>1 mark<br>1 mark<br>1 mark<br>1 mark      |    |            |         |    |            |         |       |                  |         |    |                  |       |     |     |         |
| 36      | <p>i) <math>AB = 2</math> units<br/>ii) <math>BC = 2</math> units<br/>iii) <math>OB</math> is greater than <math>AB</math> and <math>CB</math><br/><b>(OR)</b><br/>iv) <math>AB = BC = 2</math> units<br/>Hence <math>\triangle ABC</math> is an isosceles triangle.</p>  | 1 mark<br>1 mark<br>2 mark<br><b>(Or)</b><br>2 mark |    |            |         |    |            |         |       |                  |         |    |                  |       |     |     |         |
| 37.     | <p>(i) <math>\sqrt{3} \tan \alpha + 2 = 5</math><br/><math>\Rightarrow \tan \alpha = \sqrt{3} = \tan 60^\circ</math><br/><math>\Rightarrow \alpha = 60^\circ</math><br/>ii) <math>BD = 3\text{ cm}</math> and <math>BC = 6\text{ cm}</math><br/>In <math>\triangle BCD</math>, <math>\sin \alpha = \frac{BD}{BC} = \frac{3}{6} = \frac{1}{2}</math><br/><math>\Rightarrow \sin \alpha = \sin 30^\circ</math><br/><math>\Rightarrow \alpha = 30^\circ</math><br/>iii) <math>BD = AD - AC = 5 - 1.3 = 3.7</math><br/>In <math>\triangle BCD</math>, <math>\tan 60^\circ = \frac{BD}{DC}</math><br/><math>\Rightarrow \sqrt{3} = \frac{3.7}{DC} = 1.73</math><br/><math>\Rightarrow DC = \frac{3.7}{1.73} = 2.14\text{ m (approx.)}</math><br/><b>(Or)</b><br/>iv) <math>\cot \alpha = 8/15</math><br/><math>\Rightarrow BC = 17</math><br/><math>\Rightarrow \sin \alpha = \frac{BD}{BC} = \frac{15}{17}</math></p> | 1 mark<br>1 mark<br>2 mark<br><b>(Or)</b><br>2 mark |    |            |         |    |            |         |       |                  |         |    |                  |       |     |     |         |
| 38.     | <p>i) <math>a_6 = 16000, a_9 = 22600, d = 2200</math><br/>The production during first year (<math>a</math>) = <math>5000</math>,<br/>ii) The production during eighth year (<math>a_8</math>) = <math>20400</math><br/>iii) The production during first 3 years (<math>S_3</math>) = <math>21600</math><br/><b>(OR)</b><br/>iv) The difference of the production during 7th year and 4th year =<br/><math>a_8 - a_4 = 6600</math></p>   | 1 mark<br>1 mark<br>2 mark<br><b>(OR)</b><br>2 mark |    |            |         |    |            |         |       |                  |         |    |                  |       |     |     |         |