

**Marking Scheme**  
**Strictly Confidential**  
**(For Internal and Restricted use only)**  
**Senior Secondary School Examination, 2024**  
**SUBJECT NAME -HOME SCIENCE (SUBJECT CODE -064) (PAPER CODE-69)**

**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. 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 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.
<b>9.</b>	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 <b>“Extra Question”</b> .
<b>10.</b>	No marks to be deducted for the cumulative effect of an error. It should be penalized only once.

11.	A full scale of marks <b>70</b> (example 0 to 80/70/60/50/40/30 marks as given in Question Paper) has to be used. Please do not hesitate to award full marks if the answer deserves it.
12.	Every examiner has to necessarily do evaluation work for full working hours i.e., 8 hours every day and evaluate 20 answer books per day in main subjects and 25 answer books per day in other subjects (Details are given in Spot Guidelines). This is in view of the reduced syllabus and number of questions in question paper.
13.	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 there of 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>
14.	While evaluating the answer books if the answer is found to be totally incorrect, it should be marked as cross (X) and awarded zero (0) Marks.
15.	Any un assessed portion, non-carrying over of marks to the title page, or totaling error detected by the candidate shall damage the prestige of all the personnel engaged in the evaluation work as also of the Board. Hence, in order to uphold the prestige of all concerned, it is again reiterated that the instructions be followed meticulously and judiciously.
16.	The Examiners should acquaint themselves with the guidelines given in the “ <b>Guidelines for spot Evaluation</b> ” before starting the actual evaluation.
17.	Every Examiner shall also ensure that all the answers are evaluated, marks carried over to the title page, correctly totaled and written in figures and words.
18.	The candidates are entitled to obtain photocopy of the Answer Book on request on payment of the prescribed processing fee. All Examiners/Additional Head Examiners/Head Examiners are once again reminded that they must ensure that evaluation is carried out strictly as per value points for each answer as given in the Marking Scheme.

**CLASS XII HOME SCIENCE (2023-2024)**  
**MARKING SCHEME**

Q. No.	EXPECTED ANSWERS / VALUE POINTS	Marks
<b>SECTION A</b>		
1.	(C) To ensure survival, protection and education of the girl child	1
2.	(C) Room attendant	1
3.	(D) Iron	1
4.	(B) Ergonomics	1
5.	(A) 100 kg	1
6.	(D) Mid-day Meal Programme <b>OR</b> (B) Jhunjhunu, Rajasthan	1 <b>OR</b> 1
7.	(C) National AIDS Control Organisation	1
8.	(D) Anganwadis	1
9.	(B) Food fortification is removing of nutrients from the foodstuffs.	1
10.	(A) Warli - Maharashtra	1
11.	(C) i - 4, ii - 3, iii - 2, iv - 1	1
12.	(D) i - 3, ii - 4, iii - 1, iv - 2	1
13.	(B) (i) and (iii) <b>OR</b> (C) (ii) and (iii)	1 <b>OR</b> 1
14.	(A) (iii) and (iv)	1
<b>SECTION B (CASE STUDY-BASED QUESTIONS)</b>		
15.	(B) Liquid diet: Fluids high in fibre and fats	1
16.	(B) It is the specialised area of nutrition which deals with nutrition during illness.	1
17.	(C) (A) is true, but (R) is false.	1
18.	(A) Both (A) and (R) are true and (R) is the correct explanation of (A).	1
<b>SECTION C</b>		
19.	<p><b>Name any four self-employment avenues in the field of food processing that can be taken up as a household or cottage scale activity.</b></p> <p><b>Self-employment avenues in the field of food processing that can be taken up as a household or cottage scale activity-</b></p> <ul style="list-style-type: none"> <li>❖ Dehydrated products / Papad / Wadi</li> <li>❖ Murrabba / Candy</li> <li>❖ Pickles / Jam / Jelly / Squash</li> <li>❖ Roasted and Puffed snacks / Salted peanuts / Khakhra</li> <li>❖ Fried snacks / Mathri / Namkeen / Namakpara / Thepla / Chips / Murukku</li> <li>❖ Bakery products</li> <li>❖ Sweets / Jaggery making</li> <li>❖ Drinking water pouches</li> </ul> <p><b>Any other, Any four</b></p>	<b>½X4=2</b>

<p><b>20.(a)</b></p>	<p><b>What is meant by CARA? Highlight its one function to meet the needs of vulnerable children.</b></p> <p>CARA is a central agency which helps in legal adoption of children / Its full form is Central Adoption Resource Authority.</p> <p><b>Any one</b></p> <p><b>Its function is to -</b></p> <ol style="list-style-type: none"> <li>1. set up guidelines for adoption to safeguard the welfare and rights of children.</li> <li>2. strengthen adoption rules.</li> <li>3. facilitate the process of adoption.</li> </ol> <p><b>Any other, Any one</b></p>	<p><b>1</b></p> <p><b>1</b></p>
<p><b>21.</b></p>	<p><b>What is meant by NSS? Write its one aim in the development of youth in India.</b></p> <p>NSS is a scheme which involves school and college level students in programmes of social service and national development / Its full form is National Service Scheme.</p> <p><b>Any one</b></p> <p><b>Its aim is to involve students in following activities / programmes-</b></p> <ol style="list-style-type: none"> <li>1. construction and repair of roads, school buildings, village ponds, tanks etc.</li> <li>2. environmental and ecological improvement like tree plantation, removal of weeds, digging pits etc.</li> <li>3. hygiene and sanitation, family welfare, childcare, mass immunization</li> <li>4. vocational training in crafts, tailoring, knitting etc.</li> <li>5. organising co-operatives</li> <li>6. implementing various relief and rehabilitation programmes to meet the needs of economically and socially weaker sections of the community</li> </ol> <p><b>Any other, Any one</b></p>	<p><b>OR</b></p> <p><b>1</b></p> <p><b>1</b></p>
	<p><b>How do Indian consumers tend to get swayed by enticing sales promotion gimmicks and fall prey to them?</b></p> <p><b>Enticing sales promotion gimmicks-</b></p> <ol style="list-style-type: none"> <li>1. Exchange offers</li> <li>2. Bonus</li> <li>3. Lucky draw</li> <li>4. Misleading / Exaggerated advertisement</li> <li>5. Sale and Discount</li> <li>6. Free gifts</li> <li>7. Misleading / Attractive packaging</li> <li>8. Duplicate products / Imitations are sold as original products</li> </ol> <p><b>Any other, Any two</b></p>	<p><b>OR</b></p> <p><b>1X2=2</b></p>



<p><b>(b)</b></p>	<p><b>Differentiate between Structural and Applied design.</b></p> <table border="1" data-bbox="245 147 1350 524"> <thead> <tr> <th data-bbox="245 147 360 188">S.No.</th> <th data-bbox="365 147 836 188">Structural Design</th> <th data-bbox="841 147 1350 188">Applied Design</th> </tr> </thead> <tbody> <tr> <td data-bbox="245 194 360 300">1.</td> <td data-bbox="365 194 836 300">Refers to the basic cut or silhouette of the garments / apparel.</td> <td data-bbox="841 194 1350 300">Refers to the ornamentation of the garments /apparel.</td> </tr> <tr> <td data-bbox="245 306 360 376">2.</td> <td data-bbox="365 306 836 376">Depends on the form, not superimposed ornamentation.</td> <td data-bbox="841 306 1350 376">It is superimposed on the basic structure.</td> </tr> <tr> <td data-bbox="245 383 360 524">3.</td> <td data-bbox="365 383 836 524">It takes into account the basic processing of fibre, types of fibres and yarns, variation of weaving, knitting etc.</td> <td data-bbox="841 383 1350 524">It includes fabric finishes, dyeing and printing, patch work, mirror work, embroidery, fancy needle work, lace work etc.</td> </tr> </tbody> </table> <p><b>Any other, Any two differences</b></p>	S.No.	Structural Design	Applied Design	1.	Refers to the basic cut or silhouette of the garments / apparel.	Refers to the ornamentation of the garments /apparel.	2.	Depends on the form, not superimposed ornamentation.	It is superimposed on the basic structure.	3.	It takes into account the basic processing of fibre, types of fibres and yarns, variation of weaving, knitting etc.	It includes fabric finishes, dyeing and printing, patch work, mirror work, embroidery, fancy needle work, lace work etc.	<p><b>1X2=2</b></p>
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<p><b>25.</b></p>	<p><b>Various job options are available in food industry with respect to food safety and quality control. Get information on any four career avenues available in this field from your brother who has completed his Masters in Food Microbiology.</b></p> <p><b>Career avenues available in food industry with respect to food safety and quality control-</b></p> <ol style="list-style-type: none"> <li>1. Food Analysts</li> <li>2. Food Quality Control managers in food industry laboratories</li> <li>3. Food inspectors / Food Testing Professionals at various positions in food testing laboratories in public / private sector / voluntary organisations</li> <li>4. Food Auditors</li> <li>5. Food Microbiologists / Specialist in HACCP / BIS / Agmark etc.</li> <li>6. Quality Certification Professionals in ISO / BIS / FSSAI etc.</li> <li>7. Teaching and Academics</li> <li>8. Research and Development Professionals</li> <li>9. Scientific Writers</li> <li>10. Content Creators / Bloggers</li> <li>11. Entrepreneurs</li> </ol> <p><b>Any other, Any four</b></p>	<p><b>½X4=2</b></p>												
<p><b>26.</b></p>	<p><b>'Consumers must purchase products with standardization marks.' Justify this statement by giving two reasons. ISI Mark is the certification mark of which organisation?</b></p> <p><b>Standardization marks ensure-</b></p> <ol style="list-style-type: none"> <li>1. quality of the product</li> <li>2. purity of the product / product is not duplicate</li> <li>3. value for money</li> <li>4. safety / consumer protection</li> <li>5. that product is manufactured as per the guidelines given by certification bodies</li> </ol> <p><b>Any other, Any two</b></p> <p><b>ISI Mark is the certification mark of -</b> BIS (Bureau of Indian Standards)</p>	<p><b>1X2=2</b></p> <p><b>1</b></p>												

<p>27.(a)</p>	<p><b>To an aspiring professional in the field of Development Communication, suggest any three knowledge and skills required to be successful in this field.</b></p> <p><b>Knowledge and skills required to be successful in the field of Development Communication-</b></p> <ol style="list-style-type: none"> <li>1. Cognitive skills / Ability to comprehend an issue</li> <li>2. Creative / Presentation skills / Ability to project the concepts in a creative manner</li> <li>3. Technical skills / Camera techniques / Video production / Content development / Editing skills</li> <li>4. Questioning ability / Ability to look into the finer details of any issue / gather unique and interesting stories</li> <li>5. Ability to work with diverse groups / Understand others' viewpoint</li> <li>6. Language skills (Speaking, Writing, Reading) / Ability to write reports and documents</li> <li>7. Computer skills</li> <li>8. Knowledge of related laws and regulations</li> </ol> <p><b>Any other, Any three</b></p>	<p><b>1X3=3</b></p>																		
<p>(b)</p>	<p style="text-align: center;"><b>OR</b></p> <p><b>Compare print media with television as a method of Development Communication.</b></p> <table border="1" data-bbox="245 958 1331 1261"> <thead> <tr> <th>S.No.</th> <th>Print Media</th> <th>Television</th> </tr> </thead> <tbody> <tr> <td>1.</td> <td>Visual mode of communication</td> <td>Audio-visual mode of communication</td> </tr> <tr> <td>2.</td> <td>Limited for literate people</td> <td>Suitable for both literate and illiterate people</td> </tr> <tr> <td>3.</td> <td>Printed mode</td> <td>Electronic mode</td> </tr> <tr> <td>4.</td> <td>Inexpensive</td> <td>Expensive</td> </tr> <tr> <td>5.</td> <td>Mobile medium</td> <td>Fixed medium</td> </tr> </tbody> </table> <p><b>Any other, Any three differences</b></p>	S.No.	Print Media	Television	1.	Visual mode of communication	Audio-visual mode of communication	2.	Limited for literate people	Suitable for both literate and illiterate people	3.	Printed mode	Electronic mode	4.	Inexpensive	Expensive	5.	Mobile medium	Fixed medium	<p style="text-align: center;"><b>OR</b></p> <p><b>1X3=3</b></p>
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<p>28.</p>	<p><b>Commercial laundries are organised in different sections which deal with specific jobs.</b></p> <p><b>(a) Make a list of any four jobs done in various sections for an entrepreneur who wants to set up his own commercial laundry.</b></p> <p><b>Jobs done in various sections of a commercial laundry-</b></p> <ol style="list-style-type: none"> <li>1. Collection, Inspection and Sorting of articles</li> <li>2. Pretreatments like mending, repairing and stain removal</li> <li>3. Washing</li> <li>4. Water extraction</li> <li>5. Drying</li> <li>6. Drycleaning</li> <li>7. Pressing and Ironing</li> <li>8. Dyeing</li> <li>9. Special finishes like zari polishing, calendering etc.</li> <li>10. Packing</li> <li>11. Distribution</li> </ol> <p><b>Any other, Any four</b></p>	<p><b>½X4=2</b></p>																		



	<p>7. Adds value to the resultant food products.  8. Fortification of staple food can be done to increase its nutrient content.  9. Increased prevalence of lifestyle diseases demands altering the nutrient content of foods.  10. Adds to the economic growth of the country.  11. Generates employment opportunities.</p> <p><b>Any other, Any two</b></p> <p><b>(ii) By whom are standards for fortification of staple foods like salt, milk, oils laid down in India?</b></p> <p>FSSAI (Food Safety and Standards Authority of India)</p>	1
<b>SECTION D</b>		
30.	<p><b>HACCP involves identification of food hazards during each stage in the food chain.</b></p> <p><b>(a) Give full form of HACCP.</b></p> <p>Hazard Analysis Critical Control Point (HACCP)</p> <p><b>(b) Mention three reasons why implementing HACCP in food industry is important.</b></p> <p><b>Implementation of HACCP in food industry is important as it-</b></p> <ol style="list-style-type: none"> <li>1. is a cost-effective and preventive approach to ensure food safety.</li> <li>2. enables us to detect hazards at any stage of processing or manufacturing.</li> <li>3. ensures a good quality end product, by taking appropriate action at the stage where the problem occurs.</li> <li>4. enables producers, processors, distributors and exporters to utilise resources efficiently.</li> <li>5. is important for consumer protection and international food trade.</li> <li>6. assures consistently good quality products.</li> <li>7. holds responsibility for safe food with producers and suppliers as per FSSA, 2006.</li> </ol> <p><b>Any other, Any three</b></p>	<p>1</p> <p>1X3=3</p>
31.(a)	<p><b>Shaurya has checked into a hotel. Which department's staff will first greet and welcome him? List any other three services provided by this department.</b></p> <p><b>Department responsible for greeting and welcoming guests -</b></p> <p>Front Office</p>	1

	<p><b>Services provided by Front Office Department -</b></p> <ol style="list-style-type: none"> <li>1. Organising reservation status of room availability</li> <li>2. Registering guests and allocation of rooms</li> <li>3. Maintaining records of check-in and check-out details</li> <li>4. Porter services</li> <li>5. Issuing room keys to guests</li> <li>6. Passing messages to guests</li> <li>7. Coordinating with other guest services / departments such as transport, room service, housekeeping, restaurant, accounts etc.</li> <li>8. Providing in-house and external information to the guests</li> <li>9. Preparing and settling their bills</li> <li>10. Taking feedback from the guests</li> <li>11. Keeping record of personal information of the guests</li> </ol> <p><b>Any other, Any three</b></p> <p style="text-align: center;"><b>OR</b></p> <p><b>(b) The phrase ‘A home away from home’ is often used in hospitality industry, to denote that guests are provided with comforts and facilities similar to their homes. In this context, mention any four types of establishments who offer hospitality services.</b></p> <p><b>Types of establishments who offer hospitality services-</b></p> <ol style="list-style-type: none"> <li>1. Hotel / A commercial establishment offering lodging, meals and other services to its guests.</li> <li>2. Motel / Provides services like a hotel and provides parking facility near the room or a room door that opens onto the parking lot.</li> <li>3. Lodge / Offers rented accommodation especially for sleeping and may or may not offer food and other services.</li> <li>4. Resort / Offers a broad range of amenities, sports facilities and leisure activities for ensuring a total vacation experience.</li> <li>5. Furnished apartments / Provides all essential amenities needed by the guests.</li> <li>6. Furnished camps / Provides hospitality to people who go for hiking, undertake adventure sports etc.</li> <li>7. Cruise lines / Operates cruise ships on oceans or rivers and provides all comforts and amenities.</li> <li>8. Guest houses / Smaller establishments that offer private rooms for rent in someone’s home or apartment.</li> </ol> <p><b>Any other, Any four</b></p>	<p><b>1X3=3</b></p> <p style="text-align: center;"><b>OR</b></p> <p><b>OR</b></p> <p><b>1X4=4</b></p>
<p><b>32.</b></p>	<p><b>Anil is designing a bridal lehenga:</b>  <b>(a) How can he create rhythm in it? Suggest two ways, with examples.</b></p> <p><b>Ways to create rhythm-</b></p> <ol style="list-style-type: none"> <li>1. Repetition - of embroidery, lace, piping, colour etc. in the lehenga.</li> <li>2. Gradation / Cordation - by gradual increase or decrease in size of motifs, lines, colours and textures.</li> <li>3. Radiation - where eyes move in an organised way from a central point such as gathers in waist of lehenga.</li> <li>4. Parallelism - where elements lie parallel to each other such as tucks or pleats in lehenga. Bands of colour also create rhythm in a lehenga.</li> </ol> <p><b>Any other, Any two</b></p>	<p><b>1X2=2</b></p>

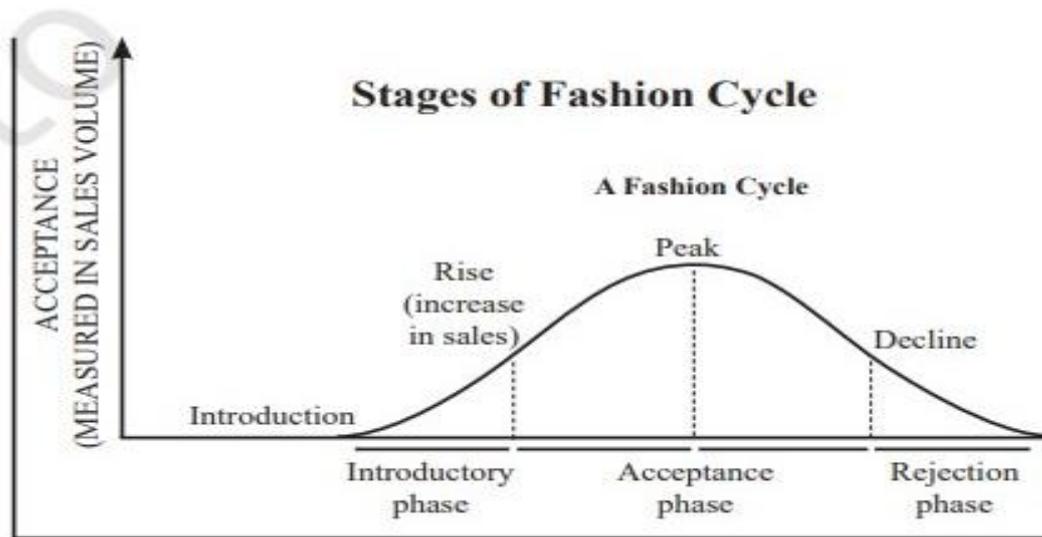
	<p><b>(b) Which colour scheme or colour harmony would he use if he wants to design the lehenga in a single hue?</b></p> <p>Monochromatic harmony / scheme</p> <p><b>(c) Name any one technique that can enhance the texture of the lehenga through surface ornamentation.</b></p> <p><b>Surface ornamentation technique-</b></p> <p>Tufting / Flock printing / Embroidery / Mirror work / Bead work / Lace work / Stone work / Applique work / Stitched effects</p> <p><b>Any other, Any one</b></p>	<p>1</p> <p>1</p>
<p>33.</p>	<p><b>It is important to recognise the elderly as a human resource and their rich experience should be used for national development.</b></p> <p><b>(a) To ensure a healthy and secure life for the elderly, which initiative was taken by the Government of India in the year 1999?</b></p> <p>National Policy for Older Persons</p> <p><b>(b) State three reasons why the elderly are considered to be a vulnerable group.</b></p> <p><b>Reasons why the elderly are considered to be a vulnerable group-</b></p> <ol style="list-style-type: none"> <li>1. Deteriorating health / Illness / Decreased physiological reserves.</li> <li>2. Ageing and weaker defence mechanisms leads to disabilities such as low vision, deafness, loss of mobility etc.</li> <li>3. Loneliness, isolation and a sense of being a burden on others leads to depression and anxiety.</li> <li>4. Financially dependent on others.</li> <li>5. Lack of family support from own children / Misbehaviour by family members.</li> <li>6. Fragmentation of the traditional family system and change in traditional value system.</li> <li>7. Inability to care for oneself.</li> </ol> <p><b>Any other, Any three</b></p> <p><b>(c) List any three facilities provided in multi-service centres for older persons.</b></p> <p><b>Facilities provided in multi-service centres for older persons-</b></p> <ol style="list-style-type: none"> <li>1. Day care (Basic facilities such as nutritious food, safe drinking water etc.)</li> <li>2. Educational opportunities</li> <li>3. Entertainment opportunities</li> <li>4. Healthcare / Medical support</li> <li>5. Companionship</li> <li>6. Counselling services</li> </ol> <p><b>Any other, Any three</b></p>	<p>1</p> <p><math>\frac{1}{2} \times 3 = 1\frac{1}{2}</math></p> <p><math>\frac{1}{2} \times 3 = 1\frac{1}{2}</math></p>

<p><b>34.(a)</b></p>	<p><b>Hitika has joined as a visual merchandise designer in a reputed fashion store which deals with only ready-to-wear clothing lines.</b></p> <p><b>(i) List three job responsibilities which are expected of her to attract more customers.</b></p> <p><b>Job responsibilities of visual merchandise designer-</b></p> <ol style="list-style-type: none"> <li>1. Designing window displays</li> <li>2. Arranging store merchandise</li> <li>3. Creating attractive props</li> <li>4. Organising clothing placement</li> <li>5. Styling mannequins</li> <li>6. Spearheading marketing campaigns</li> </ol> <p><b>Any other, Any three</b></p> <p><b>(ii) Which terms are used in France for the following?</b></p> <p><b>(1) Ready-to-wear clothing</b></p> <p>Prêt-à-porter</p> <p><b>(2) Art of dress making</b></p> <p>Couture</p> <p style="text-align: center;"><b>OR</b></p>	<p><b>1X3=3</b></p> <p><b>1</b></p> <p><b>1</b></p> <p><b>OR</b></p>
<p><b>(b)</b></p>	<p><b>Reema is a fashion designer and runs a fashion designing institute.</b></p> <p><b>(i) How will she explain the five stages of 'Fashion Cycle' to the new students pursuing this course?</b></p> <p><b>Five stages of Fashion Cycle-</b></p> <ol style="list-style-type: none"> <li>1. Introduction of a Style Designers interpret their research and creative ideas into apparel and then offer the new styles to the public.</li> <li>2. Increase in Popularity As the new fashion is purchased, worn and seen by many people, it may begin to rise in popularity.</li> <li>3. Peak of Popularity At the height of popularity, manufacturers copy fashion or produce adaptations due to increased demand.</li> <li>4. Decline in Popularity Eventually so many copies of that style are mass produced that fashion-conscious people get tired of it and begin to look for something new.</li> <li>5. Rejection of a Style or Obsolescence In this last phase, some consumers have already turned to new looks, thus beginning a new cycle.</li> </ol>	<p><b>½X5=2½</b></p>

(ii) Draw a labelled 'Fashion Cycle' graph/ diagram to be displayed in her institute.

Fashion Cycle graph/ diagram

2½



**For Visually Impaired Candidates**

No need to draw Graph/Diagram in part (ii)

**Note-**

Marks to be awarded out of 5 for part (i)

35.

(a) 'India is facing the double burden of malnutrition.' Justify this statement by giving two reasons.

1. Coexistence of both undernutrition and overnutrition.
2. Undernutrition / Inadequate or faulty diet / Disease or infections / Poverty / Insufficient access to food / Poor maternal and child care practices / Unsafe water / Poor hygiene / Inadequate health services / Inadequate knowledge / Discrimination against women, elderly and girls
3. Overnutrition / Sedentary lifestyle / Dependence on faster means of transportation / Decreased outdoor activities/ Less physical work / Changes in dietary patterns due to dependence on fast food, processed food

1X2=2

**Any other, Any two**

**(b) Indian health care services help to promote, maintain, monitor or restore health of people. Discuss how these health services are provided to people at three different levels.**

**Health care in India is provided at three levels-**

**1X3=3**

**1. Primary Health Care**

- ❖ It is the first level of contact of the individual, family or community with the health system.
- ❖ These services are provided through a network of primary health centres (PHCs) / dispensaries.

**2. Secondary Health Care**

- ❖ More complex health problems are resolved at the second level through district hospitals and community health centres.
- ❖ Community health centres function as the first referral level.

**3. Tertiary Health Care**

- ❖ It is the third / highest and specialised level of health care.
- ❖ It deals with the more complex health problems that cannot be dealt with at the first two levels.
- ❖ Institutions at tertiary level are medical college hospitals, regional hospitals, specialised hospitals and All-India Institutes of Medical Sciences.

**Three levels of Health Care with one point each**