

**HOME SCIENCE - Code No. 064**  
**MARKING SCHEME**  
**CLASS - XII - (2025-2026)**

**Time: 3 Hours**

**Max.Marks:70**

| S.No. | SECTION A (MULTIPLE CHOICE QUESTIONS)                                                                                                                                                                                                                                                                                                                                                                                                                                                              | Marks     |
|-------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------|
| 1.    | (A) Gathers in waist                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | 1         |
| 2.    | (C) Soft diet                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | 1         |
| 3.    | (C) Encouraging home gardening                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | 1         |
| 4.    | (B) Setting up tele-centres to provide e-services                                                                                                                                                                                                                                                                                                                                                                                                                                                  | 1         |
| 5.    | (D) Confirming room reservations and rates                                                                                                                                                                                                                                                                                                                                                                                                                                                         | 1         |
| 6.    | (B) Cleanliness and disinfection                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | 1         |
| 7.    | (C) Tertiary level                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | 1         |
| 8.    | (C) Concerned with the quality management of an organization                                                                                                                                                                                                                                                                                                                                                                                                                                       | 1         |
| 9.    | (D) Communication in local dialects                                                                                                                                                                                                                                                                                                                                                                                                                                                                | 1         |
| 10.   | (B) Play as the basis of learning                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | 1         |
| 11.   | (A) Artificial sweetener                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | 1         |
| 12.   | (A) 1-II,2-IV,3-I,4-III                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | 1         |
| 13.   | (C) A is true, but R is false.                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | 1         |
| 14.   | (A) Both A and R are true, and R is the correct explanation of A.                                                                                                                                                                                                                                                                                                                                                                                                                                  | 1         |
|       | <b>SECTION B (VERY SHORT AND SHORT ANSWER QUESTIONS)</b>                                                                                                                                                                                                                                                                                                                                                                                                                                           |           |
| 15 A. | <b>Two features of the “Commonwealth Youth Programme”-</b><br>1.Help the youth to participate in development processes of their respective countries<br>2.Provide a forum for increasing co-operation and understanding among the Commonwealth countries<br>3.Under this programme, three regional centres for advanced studies in youth work have been set up in India, Zambia and Guyana<br>4.The Asia Pacific Regional Centre has been set up at Chandigarh, India<br><b>Any other, Any two</b> | 1X2=2     |
|       | <b>OR</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | <b>OR</b> |
| 15 B. | <b>Two services provided by the Integrated Child Development Services (ICDS) to help children-</b><br>1. Supplementary feeding for children<br>2. Non-formal pre-school education<br>3. Growth monitoring<br>4. Basic healthcare services<br><b>Any other, Any two</b>                                                                                                                                                                                                                             | 1X2=2     |

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| 16 A.     | <p><b>Two ways in which perceiving work as a calling can impact an individual's personal growth-</b></p> <ol style="list-style-type: none"> <li>1. Deriving satisfaction from the work itself</li> <li>2. Gaining an inner drive and a sense that the work originates from a higher purpose or inner calling</li> <li>3. Boost self-confidence /self esteem</li> </ol> <p><b>Any other, Any two</b></p>                                             | 1X2=2 |
| <b>OR</b> |                                                                                                                                                                                                                                                                                                                                                                                                                                                     |       |
| 16 B.     | <p><b>Two entrepreneurial qualities required in designing solutions based on ergonomic principles are-</b></p> <ol style="list-style-type: none"> <li>1. Ability to deal with tough issues and find the solutions</li> <li>2. Being realistic and not expecting easy solutions</li> <li>3. Ability to cope with set-backs, challenges and failures</li> <li>4. Being flexible and able to handle crises</li> </ol> <p><b>Any other, Any two</b></p> | 1X2=2 |
| 17 A.     | <p><b>Two responsibilities of Front office manager -</b></p> <ol style="list-style-type: none"> <li>1. Coordinates with housekeeping and other departments</li> <li>2. Schedules shifts/staff rotations and duties of the staff in shifts</li> <li>3. Manages the front office, lobby and transport activities.</li> <li>4. Checks the arrivals of the day</li> </ol> <p><b>Any other, Any two</b></p>                                              | 1X2=2 |
| <b>OR</b> |                                                                                                                                                                                                                                                                                                                                                                                                                                                     |       |
| 17 B.     | <p><b>Two responsibilities of Executive Housekeeping manager –</b></p> <ol style="list-style-type: none"> <li>1. Managing the functioning of the department through judicious use of manpower, materials, money, time and other available resources</li> <li>2. S/he checks schedules</li> <li>3. Functioning of the housekeeping department</li> </ol> <p><b>Any other, Any two</b></p>                                                            | 1X2=2 |
| 18.       | <p><b>Two features of the washing principle used in Front Loading washing machine-</b></p> <ol style="list-style-type: none"> <li>1. Tumbling is used in front loading machines</li> <li>2. Washing takes place in a horizontally placed cylinder which is perforated and which revolves in a partially filled tub</li> <li>3. With each revolution the clothes are carried to the top and then dropped in the</li> </ol>                           | 1X2=2 |

|                                                   | wash water<br>4.Clothes move through the water<br><br><b>Any other, Any two</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |                           |                        |                                                   |                                                                                                                 |       |
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| 19.                                               | <b>Two important duties performed by the Kitchen Stewarding department-</b><br><br>1.Responsible for storage, maintenance, cleanliness and issue of cutlery, crockery and glassware to the restaurant and kitchen<br>2.Maintaining cleanliness in the kitchen<br>3.Washing the used pots and pans<br><br><b>Any other, Any two</b>                                                                                                                                                                                                                                                                                                                 | 1X2=2                     |                        |                                                   |                                                                                                                 |       |
| 20.                                               | <b>Two skills essential for managing a day care for the elderly-</b><br><br>1.People skills- For running an organisation requires interacting with people in different roles and from different backgrounds. The following are some groups of people to interact with:<br>(i) The Community<br>(ii) The Private Sector<br>(iii) The Officials in the Government<br>(iv) People within the organisation<br>2.Adminstrative Skills-Running an organisation involves handling finances / recruiting personnel / renting space / buying equipment / maintaining records and stocks etc.<br><br><b>Any other, Any two skills explained in 1-2 lines</b> | 1x2=2                     |                        |                                                   |                                                                                                                 |       |
| 21.                                               | <b>Difference between Achromatic Colour Harmony and Triadic Colour Harmony-</b> <table border="1"><thead><tr><th>Achromatic Colour Harmony</th><th>Triadic Colour Harmony</th></tr></thead><tbody><tr><td>Part of related colour scheme, uses only neutrals</td><td>Part of contrasting scheme, combination of three hues that lie equidistant from one another on the Colour Wheel</td></tr></tbody></table><br><b>Any one difference</b>                                                                                                                                                                                                         | Achromatic Colour Harmony | Triadic Colour Harmony | Part of related colour scheme, uses only neutrals | Part of contrasting scheme, combination of three hues that lie equidistant from one another on the Colour Wheel | 1+1=2 |
| Achromatic Colour Harmony                         | Triadic Colour Harmony                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |                           |                        |                                                   |                                                                                                                 |       |
| Part of related colour scheme, uses only neutrals | Part of contrasting scheme, combination of three hues that lie equidistant from one another on the Colour Wheel                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |                           |                        |                                                   |                                                                                                                 |       |
| 22.                                               | <b>Three ways by which life skills training enhance their Quality of Work Life (QWL)-</b><br><br>1.Enables individuals to adopt healthy behaviors, especially in challenging situations<br>2.Prevents the development of unhealthy or negative behaviors<br>3.Facilitates the development of healthy life skills and discourages negative health behaviors<br>4.Encourages actions that contribute to personal and social growth, promoting                                                                                                                                                                                                        | 1X3=3                     |                        |                                                   |                                                                                                                 |       |

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|       | <p>health and development for themselves and their communities<br/> 5.Helps individuals function effectively and constructively within society.<br/> 6.Empowers individuals to function confidently and competently in both their families and society</p> <p><b>Any other, Any three</b></p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |       |
| 23 A. | <p><b>Three primary requirements for operating hi-tech laundries-</b></p> <p>1.Knowledge of the material, i.e. its fibre content, yarn and fabric production technique, and the colour and finishes applied, in terms of the effect of care required<br/> 2.Knowledge of the processes involved<br/> 3.Knowledge of the chemicals and other reagents used in the process and their effect on the fabric<br/> 4.Working knowledge of the machinery requirements and its functioning</p> <p><b>Any other, Any three</b></p> <p style="text-align: center;"><b>OR</b></p>                                                                                                                                                                                                                                                                                                   | 1X3=3 |
| 23 B. | <p><b>Three ways in which water can be extracted from washing machines-</b></p> <p>1.Spining- Spinning at speeds greater than 300 rpm, which generates a centrifugal force which in turn throws the water up and out. This water is pumped down the drain.<br/> 2.Bottom-drain-Machines with perforated tubs stop at the end of wash phase and then at the end of the rinse phase and drain through the bottom. At the end of the drain period, the tub begins to spin which removes the remaining water from clothes.<br/> 3.Combination Bottom-drain and Spin- Some machines drain through the bottom without stopping i.e. the bottom draining occurs during the spin period. It removes the heavy dirt at the bottom and dirt in suspension in water.</p> <p><b>Any other, Any three with 1-2 lines explanation</b></p> <p style="text-align: center;"><b>OR</b></p> | 1X3=3 |
| 24 A. | <p><b>Three reasons for choosing campaign –</b></p> <p><b>Campaign-</b><br/> 1.ensures attention of people<br/> 2.creates interest amongst people<br/> 3.lasts in the memory of the people and stimulates action<br/> 4.creates conducive environment for adoption of practices amongst people</p> <p><b>Any other, Any three</b></p> <p style="text-align: center;"><b>OR</b></p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | 1X3=3 |

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| 24 B. | <b>Three additional skills the journalist need to effectively prepare this video-</b><br>1.Camera techniques / to operate equipment correctly<br>2.Content development and implementation<br>3.Skills in editing<br>4.Interviewing techniques<br>5.Communication skills<br><br><b>Any other, Any three</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | 1X3=3                                  |
| 25.   | <b>Three effects created by using straight lines in garments-</b><br>1.Vertical lines - stress up and down movement and emphasize height / give the effect that is severe, dignified and reserved<br>2.Horizontal lines - stress side to side movement and create an illusion of width / give a stable and placid effect<br>3.Oblique or diagonal lines- increase or decrease width and height depending on the degree and direction of angle / can create an active, startling or dramatic effect<br><br><b>Any other, Any three</b>                                                                                                                                                                                                                                                 | 1X3=3                                  |
|       | <b>SECTION C (LONG ANSWER QUESTIONS)</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |                                        |
| 26.   | <b>I. Use of Piaget's theory to design activities that promote cognitive development in preschool children-</b><br><br>By providing supportive environment to preschool children to explore in their own ways.<br><br><b>Any other, Any one</b><br><br><b>II. Vygotsky's theory of social learning apply to group activities in a preschool setting-</b><br><br>Preschool educator must be knowledgeable specifically about the child's needs and capabilities.<br><br><b>Any other, Any one</b><br><br><b>III. Two guidelines for ECCE professionals when planning lessons for preschool children-</b><br><br>1.Prepare with several activities<br>2.Be adaptive and flexible with children<br>3.Donot focus on completing one's own plan of action<br><br><b>Any other, Any two</b> | 1+1+2=4<br><br>1<br><br>1<br><br>1X2=2 |

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| 27 A. | <p><b>I. Two factors a medical nutrition therapist must consider to evaluate the effect of illness on food acceptance and utilization-</b></p> <ol style="list-style-type: none"> <li>1.Nutritional stress</li> <li>2.Psychological stress</li> <li>3.Effect of illness on food acceptance and</li> <li>4.Acceptability of modified therapeutic diets</li> </ol> <p><b>Any other, Any two</b></p> <p><b>II. Two steps involved in the nutritional care process that a medical nutrition therapist must follow-</b></p> <ol style="list-style-type: none"> <li>1.Assessing nutritional status</li> <li>2.Diagnosis of nutritional problems</li> <li>3.Planning and prioritizing nutrition intervention(s) to meet nutritional needs</li> <li>4. Monitoring and evaluating nutritional care outcomes and making changes if necessary</li> </ol> <p><b>Any other, Any two</b></p>                                                                                                                                                                                                                              | <p>2+2=4</p> <p>1X2=2</p> <p>1X2=2</p>                                              |
| 27 B. | <p style="text-align: center;"><b>OR</b></p> <p><b>I. Two roles of a clinical nutritionist in managing the nutritional needs-</b></p> <ol style="list-style-type: none"> <li>1.Plan diets appropriately to meet the nutritional requirements at various stages of the life cycle.</li> <li>2.Modify diets in various disease conditions.</li> <li>3.Promote health and well-being of patients admitted to hospital or in outpatient clinics as well as in institutional settings.</li> <li>4.Manage food services in a variety of institutional settings.</li> <li>5.Help patients with chronic diseases.</li> </ol> <p><b>Any other, Any two</b></p> <p><b>II. Two significance of clinical nutrition in the current healthcare scenario-</b></p> <ol style="list-style-type: none"> <li>1.Newer diseases have emerged</li> <li>2.Prevalence of non-communicable diseases is not only increasing, but these are occurring at a much younger age</li> <li>3.Proportion of population which requires nutritional care, support and diet counseling is increasing</li> </ol> <p><b>Any other, Any two</b></p> | <p style="text-align: center;"><b>OR</b></p> <p>2+2=4</p> <p>1X2=2</p> <p>1X2=2</p> |
| 28.   | <p><b>I. Two causes of PEM-</b></p> <ol style="list-style-type: none"> <li>1.Inadequate intake of the macronutrients (energy and protein)</li> <li>2. Insufficient access to food</li> <li>3. Inadequate maternal and child care practices</li> <li>4. Inadequate health services</li> </ol> <p><b>Any other, Any two</b></p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | <p>3+1=4</p> <p>1X2=2</p>                                                           |







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| 32 B. | <p>9. In 1960, Prêt-à-porter (ready-to-wear) clothing were available in boutiques.</p> <p><b>Any other, Any five</b></p> <p style="text-align: center;"><b>OR</b></p> <p><b>Five stages of “Fashion Cycle”-</b></p> <p>1. Introduction of a Style - Designers interpret their research and creative ideas into apparel and then offer the new styles to the public.</p> <p>2. Increase in Popularity - As the new fashion is purchased, worn and seen by many people, it may begin to rise in popularity.</p> <p>3. Peak of Popularity - When a fashion is at the height of its popularity, many manufacturers copy it or produce adaptations of it at different price levels.</p> <p>4. Decline in Popularity — Eventually so many copies are mass produced that fashion-conscious people tire of the style and begin to look for something new. These declining styles are put on sale racks in the retail stores.</p> <p>5. Rejection of a Style or Obsolescence — In the last phase of the fashion cycle, some consumers have already turned to new looks, thus beginning a new cycle.</p> <p><b>Five stages of Fashion Cycle explained in 1-2 lines</b></p> | <p style="text-align: center;"><b>OR</b></p> <p>1X5=5</p> |
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