

**Marking Scheme**  
**Strictly Confidential**  
**(For Internal and Restricted use only)**  
**Senior Secondary School Examination, 2023**  
**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-XII, 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	<p>Ensure that you do not make the following common types of errors committed by the Examiner in the past: -</p> <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 (2022-2023)**

**MARKING SCHEME**

<b>Q. No.</b>	<b>EXPECTED ANSWER/VALUE POINTS</b>	<b>Marks</b>
<b>SECTION A</b>		
1.	(b) UNESCO	1
2.	(d) Labour and Employment	1
3.	(c) Furnished camp	1
4.	(c) Technical skills	1
5.	(c) Achromatic	1
6.	Shola craft, Odisha or West Bengal <b>1 mark should be awarded for attempting the question as options are not provided.</b>  <b>For the Visually Impaired Candidates-</b> (c) Rajasthan	1
7.	(b) Hallmark	1
8.	(b) Life skills	1
9.	(c) i 1, ii 3, iii 2, iv 4	1
10.	(a) i 3, ii 1, iii 4, iv 2	1
11.	<b>1 mark should be awarded for attempting the question as correct option is not provided in English medium.</b>	1
12.	(d) (i), (ii) and (iii)	1
13.	(b) (iii) and (iv)	1
14.	(c) Hidden hunger	1
15.	(d) (i), (iv), (v)	1
16.	(b) Underweight	1
17.	(d) (ii), (iv), (v)	1
18.	(b) Primary Health Centre	1
<b>SECTION B</b>		
19.	<b>Within the broad category 'Youth', write names of four groups who are especially vulnerable.</b>  <b>Names of four Youth groups who are especially vulnerable-</b>  1. Rural and Tribal Youth 2. Out-of-school Youth 3. Adolescents, particularly female adolescents 4. Youth with disabilities 5. Youth under specially difficult circumstances like victims of trafficking, orphans and street children  <b>Any other, Any four</b>	$\frac{1}{2} \times 4 = 2$
20.	<b>How are phytochemicals different from medical foods?</b>  <b>Phytochemicals</b> (Bioactive compounds)  They are non-nutrient constituents present in foods that have physiological or biological activity and influence health.	1+1=2

	<p><b>Medical foods</b></p> <p>They are those products that are specially manufactured for persons with specific needs. Such foods are regulated and can be used only with a doctor's prescription for the specific dietary management of a disease or condition. Example-Lactose free milk, Low sodium salt, etc.</p> <p><b>Any other, Any one difference</b></p>	
21.(a)	<p><b>List four pillars on which the science of ergonomics is set.</b></p> <p><b>Four pillars of ergonomics-</b></p> <ol style="list-style-type: none"> <li>1. Anthropometry (body size and measurements)</li> <li>2. Biomechanics (musculoskeletal activities and forces exerted)</li> <li>3. Physiology</li> <li>4. Industrial psychology</li> </ol> <p style="text-align: center;"><b>OR</b></p>	<p><b>½X4=2</b></p> <p style="text-align: center;"><b>OR</b></p>
(b)	<p><b>Why are social entrepreneurs called 'social catalyst?'</b></p> <p><b>Social entrepreneurs are called 'social catalysts' as they-</b></p> <ol style="list-style-type: none"> <li>1. focus on social good</li> <li>2. achieve large scale social benefits</li> <li>3. work for underserved/neglected/ disadvantaged people</li> <li>4. help those who lack financial resources</li> <li>5. create/bring social changes</li> <li>6. bring sustainable development /improvements</li> <li>7. bring development in social fields of education/health care/economic development /environment/arts/any other</li> <li>8. does not work for profits but for social benefits and impact</li> </ol> <p><b>Any other, Any one</b></p> <p><b>Write any two characteristics of an entrepreneur.</b></p> <p><b>Two characteristics of an entrepreneur-</b></p> <ol style="list-style-type: none"> <li>1. Willingness to work hard</li> <li>2. Knowledge and skills for planning and implementation</li> <li>3. Skills of management of finances, materials, personnel and time</li> <li>4. Having the courage to take calculated risks</li> <li>5. Ability and preparedness to handle many tasks simultaneously</li> <li>6. Ability to learn and acquire the necessary skills for the tasks at hand</li> <li>7. Ability to deal with tough issues and find the solutions</li> <li>8. Being realistic and not expecting easy solutions</li> <li>9. Ability to cope with set-backs, challenges and failures</li> <li>10. Ability to develop partnerships, and able networking</li> <li>11. Ability to negotiate, strategise and prioritise</li> <li>12. Being flexible and able to handle crises</li> <li>13. Have good communication skills</li> </ol> <p><b>Any other, Any two</b></p>	<p><b>1</b></p> <p style="text-align: center;"><b>OR</b></p> <p><b>½X2=1</b></p>

<p><b>22.(a)</b></p>	<p><b>Enlist any four objectives of Diet Therapy.</b></p> <p><b>Four objectives of Diet Therapy are-</b></p> <ol style="list-style-type: none"> <li>1. formulation of the diet to meet the needs of the patient taking into consideration her or his food habits</li> <li>2. modification of the existing diets to ameliorate the disease condition and to keep it under control</li> <li>3. correction of nutritional deficiencies</li> <li>4. prevention of short-term and long-term complications in case of chronic diseases</li> <li>5. education and counselling of the patient regarding the need to adhere to the prescribed diet</li> </ol> <p><b>Any other, Any four</b></p> <p style="text-align: center;"><b>OR</b></p> <p><b>(b)</b> <b>Which four methods are used by a dietitian/clinical nutritionist to assess the nutritional status of a patient?</b></p> <p><b>Four methods used by a dietitian/clinical nutritionist to assess the nutritional status of a patient-</b></p> <ol style="list-style-type: none"> <li>1. Obtaining detailed information on health, diet, personal and medication histories/Clinical assessment</li> <li>2. Anthropometric measurements (Height, weight, head and chest circumference)</li> <li>3. Relating the information on laboratory tests and physical measurements with the above and the physician's diagnosis/Biochemical assessment</li> <li>4. Interpreting all of the above to identify potential nutritional deficiencies and risk of future deficiencies/Disease Identification</li> </ol>	<p><b>½X4=2</b></p> <p style="text-align: center;"><b>OR</b></p> <p><b>½X4=2</b></p>
<p><b>23.(a)</b></p>	<p><b>What do you understand by the term “Community Radio”?</b></p> <p><b>Community radio is/has –</b></p> <ol style="list-style-type: none"> <li>1. an initiative of Ministry of Information and Broadcasting</li> <li>2. also known as local radio</li> <li>3. by the community, for the community and about the community</li> <li>4. interactive format</li> <li>5. run and managed by local people/ usually trained by NGO</li> <li>6. people's medium</li> <li>7. used for local community/people</li> <li>8. local dialect/language</li> <li>9. participatory content development</li> <li>10. set up with small investment</li> <li>11. not for profit</li> <li>12. used for broadcasting in limited areas</li> </ol> <p><b>Any other, Any one</b></p>	<p><b>1</b></p>

(b)	<p><b>Describe its two important roles in the development of the country.</b></p> <p><b>Its two important roles -</b></p> <ol style="list-style-type: none"><li>1. support local programmes of development</li><li>2. give opportunity to participate and express people’s views/becomes the voice of people</li><li>3. promote social change</li><li>4. give opportunity to display their talents</li><li>5. catalyst for people's development</li><li>6. develop career/creates employment opportunities in DCJ</li><li>7. help communities in voicing their problems and finding solutions</li></ol> <p><b>Any other, Any two</b></p>	$\frac{1}{2} \times 2 = 1$						
24.(a)	<p><b>Differentiate between manufactured foods and formulated foods. Give one example each.</b></p> <table><tr><th><b>Manufactured foods</b></th><th><b>Formulated foods</b></th></tr><tr><td>In such products, the original characteristics of the raw products are lost and some basic methods of preservation are used, often using various ingredients such as salt, sugar, oil or even chemical preservatives.</td><td>These are products prepared by mixing and processing of individual ingredients to result in relatively shelf stable food products.</td></tr><tr><td>Examples- pickles, jams, marmalades, squashes, papads, wadis.</td><td>Examples- bread, biscuits, ice cream, cakes, kulfi.</td></tr></table> <p><b>Any other, Any one difference with one example for each</b></p> <p style="text-align: center;"><b>OR</b></p>	<b>Manufactured foods</b>	<b>Formulated foods</b>	In such products, the original characteristics of the raw products are lost and some basic methods of preservation are used, often using various ingredients such as salt, sugar, oil or even chemical preservatives.	These are products prepared by mixing and processing of individual ingredients to result in relatively shelf stable food products.	Examples- pickles, jams, marmalades, squashes, papads, wadis.	Examples- bread, biscuits, ice cream, cakes, kulfi.	$\frac{1}{2} \times 4 = 2$
<b>Manufactured foods</b>	<b>Formulated foods</b>							
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Examples- pickles, jams, marmalades, squashes, papads, wadis.	Examples- bread, biscuits, ice cream, cakes, kulfi.							
(b)	<p><b>(i) What do you understand by High-Risk Foods? Give one example.</b></p> <p><b>High- Risk Foods</b> They are protein rich foods attacked by bacteria.</p> <p><b>Example-</b> Meat, fish, poultry, eggs and dairy products</p> <p><b>Any other, Any one example</b></p> <p><b>(ii) Which temperature range is called the Danger Zone for growing of bacteria?</b></p> <p><b>Temperature range</b> 5°C - 60°C</p>	<p style="text-align: center;"><b>OR</b></p> <p><b>1</b></p> <p><math>\frac{1}{2}</math></p> <p><math>\frac{1}{2}</math></p>						

25.	<p><b>‘France’s dominance over international fashion began in the early 18th century.’ Mention any two developments in fashion until the Industrial Revolution.</b></p> <p><b>Development in fashion until the Industrial Revolution-</b></p> <ol style="list-style-type: none"> <li>1. Support from the royal court</li> <li>2. Development of silk industries in France</li> <li>3. Many of the French cities were supplying the court with silk fabrics, ribbons and laces</li> <li>4. Clothes were handmade / hand sewn</li> <li>5. Clothes were custom made</li> </ol> <p><b>Any other, Any two</b></p>	1X2=2
26.(a)	<p><b>As per National Curriculum Framework (NCF) publication on ECCE, enlist any six guiding principles of ECCE.</b></p> <p><b>Six guiding principles of ECCE-</b></p> <ol style="list-style-type: none"> <li>1. Play as the basis for learning</li> <li>2. Art as the basis of education</li> <li>3. Recognition of the special features of children’s thinking</li> <li>4. Primacy of experience rather than expertise (i.e., experiential learning is emphasised)</li> <li>5. Experience of familiarity and challenge in everyday routines</li> <li>6. Mix of formal and informal interactions</li> <li>7. Blend of textual and cultural sources</li> <li>8. Use of local materials, art and knowledge</li> <li>9. Developmentally appropriate practices, flexibility and plurality</li> <li>10. Health, well-being and healthy habits</li> </ol> <p><b>Any six</b></p> <p style="text-align: center;"><b>OR</b></p> <p><b>(b) Fatima Bano wants to send her three-year-old child to a preschool. Explain to her the six attributes that she should look for in a good preschool.</b></p> <p><b>Six attributes that she should look for in a good preschool-</b></p> <ol style="list-style-type: none"> <li>1. Safe and secure environment</li> <li>2. Clean and hygienic environment</li> <li>3. Play way method of learning</li> <li>4. Child centered approach</li> <li>5. First Aid / Medical Facilities</li> <li>6. Loving and Trained teachers/staff</li> <li>7. Variety of play materials / Recreational Facilities</li> <li>8. Informal education</li> <li>9. Optimal learning environment</li> <li>10. Prepares for formal school</li> <li>11. Availability of additional support for children with special needs or difficult circumstances/ Inclusive education</li> </ol> <p><b>Any other, Any six</b></p>	<p>½X6=3</p> <p style="text-align: center;"><b>OR</b></p> <p>½X6=3</p>





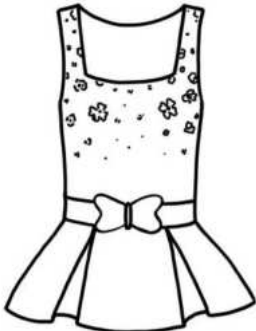
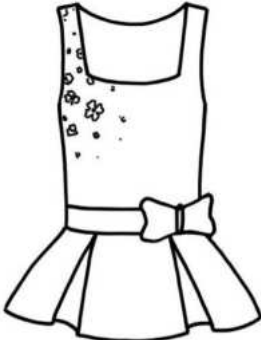
29.	<p><b>Give full forms of the following international organisations dealing with food standards, quality and trade.</b></p> <p>(a) CAC (b) ISO (c) WTO</p> <p><b>Full forms –</b></p> <p>(a) CAC- Codex Alimentarius Commission (b) ISO-International Organisation for Standardisation (c) WTO-World Trade Organisation</p>	1X3=3
	<b>SECTION C</b>	
30.(a)	<p><b>You have to give a speech on ‘National Consumers Day’ in your school. Mention which four consumer rights and four consumer responsibilities you will incorporate in your speech.</b></p> <p><b>Four consumer rights-</b></p> <ol style="list-style-type: none"> <li>1. Right to Safety</li> <li>2. Right to Choose</li> <li>3. Right to be Informed</li> <li>4. Right to be Heard</li> <li>5. Right to seek Redressal</li> <li>6. Right to Consumer Education</li> </ol> <p><b>Any four</b></p> <p><b>Four consumer responsibilities-</b></p> <p>Consumer should-</p> <ol style="list-style-type: none"> <li>1. regularly update their knowledge of various laws made by the government.</li> <li>2. be honest in all their dealings and must pay for all their purchases.</li> <li>3. do a market survey and compare the prices.</li> <li>4. feel free to choose from variety available as per their needs and requirements.</li> <li>5. read all the information given on the label/ brochure.</li> <li>6. buy products with standardisation marks.</li> <li>7. keep receipts and other relevant documents of purchase.</li> <li>8. read and understand all terms and conditions, liabilities, service charges etc. before purchasing services like insurance, credit cards, bank deposits etc.</li> <li>9. have increased awareness about various national and international consumer organisations.</li> </ol> <p><b>Any other, Any four</b></p> <p style="text-align: center;"><b>OR</b></p>	<p>½X4=2</p> <p>½X4=2</p> <p><b>OR</b></p>
(b)	<p><b>(i) Prakash is working in a semi-government consumer organization. State four important roles his organization should be performing in the interest of consumers.</b></p>	

	<p><b>Four important roles of consumer organization-</b></p> <ol style="list-style-type: none"> <li>1. Creating consumer awareness</li> <li>2. Disseminating information through magazines, booklets, newsletters, buying guides, audio visual material etc.</li> <li>3. Providing legal advice</li> <li>4. Comparative testing of products</li> <li>5. Conducting product recall</li> <li>6. Handling Consumer complaints and grievances</li> <li>7. Organising public meetings</li> <li>8. Empowering consumers and consumer movement</li> <li>9. Bringing out publications in Consumer interests</li> <li>10. Setting up of libraries and documentation centres</li> <li>11. Act as vigilance group</li> </ol> <p><b>Any other, Any four</b></p> <p><b>(ii) Name any one consumer organization based each in Delhi and Ahmedabad. Also name the magazines which they publish.</b></p> <table border="1"> <thead> <tr> <th>Place</th><th>Consumer Organization</th><th>Magazine</th></tr> </thead> <tbody> <tr> <td>Delhi</td><td>VOICE</td><td>Consumer Voice</td></tr> <tr> <td>Ahmedabad</td><td>CERC</td><td>Insight</td></tr> </tbody> </table>	Place	Consumer Organization	Magazine	Delhi	VOICE	Consumer Voice	Ahmedabad	CERC	Insight	<p><b>½X4=2</b></p> <p><b>½X4=2</b></p>
Place	Consumer Organization	Magazine									
Delhi	VOICE	Consumer Voice									
Ahmedabad	CERC	Insight									
31.(a)	<p><b>(i) Enlist any two short-term interventions of POSHAN Abhiyaan which was launched in March 2018.</b></p> <p><b>Two short-term interventions of POSHAN Abhiyaan-</b></p> <ol style="list-style-type: none"> <li>1. Integrated Child Development Services (ICDS) to cover all vulnerable children in the age group of 0-6 years and all pregnant and lactating mothers</li> <li>2. Fortification of essential foods (salt fortified with iodine)</li> <li>3. Production and popularisation of low-cost nutritious foods from indigenous and locally available raw materials by involving women in this activity</li> <li>4. Control of micronutrient deficiencies among vulnerable groups by supplementing these nutrients, distributing free tablets, etc.</li> </ol> <p><b>Any two</b></p> <p><b>(ii) Mention any four nutritional programmes operating in our country, other than POSHAN Abhiyaan.</b></p> <p><b>Four nutritional programmes operating in our country other than Poshan Abhiyaan-</b></p> <ol style="list-style-type: none"> <li>1. ICDS</li> <li>2. Nutrient Deficiency Control programmes- <ul style="list-style-type: none"> <li>• National Prophylaxis Programme for Prevention of Blindness due to Vitamin A deficiency</li> <li>• National Nutritional Anemia Prophylaxis Programme</li> <li>• National Iodine Deficiency Disorder Control Programme</li> </ul> </li> </ol>	<p><b>1X2=2</b></p> <p><b>½X4=2</b></p>									

	<p>3. Food Supplementation Programmes-</p> <ul style="list-style-type: none"> <li>• Mid-Day Meal Programme</li> </ul> <p>4. Food Security Programmes-</p> <ul style="list-style-type: none"> <li>• Public Distribution System</li> <li>• Antodaya Anna Yojana</li> <li>• Annapurna Scheme</li> <li>• National Food for Work Programme</li> </ul> <p>5. Self-employment and wage employment schemes</p> <p><b>Any other, Any four</b></p> <p style="text-align: center;"><b>OR</b></p> <p><b>(b)</b></p> <p><b>(i)What do you understand by modified diets?</b></p> <p>Modified diets are those that are adjusted to meet the medical needs of a patient or special requirements of an individual.</p> <p><b>(ii)Based on changes in consistency, what are the three types of diets? Give one example of each diet.</b></p> <p><b>Three types of diets based on changes in consistency-</b></p> <ol style="list-style-type: none"> <li>1. Clear liquid diet <ul style="list-style-type: none"> <li>• very thin in consistency</li> <li>• given just after surgery</li> <li>• Free from fibre and less in spices</li> </ul> <p>Examples- Coconut water, clear soups/juices (without pulp), etc.</p> </li> <li>2. Liquid diet <ul style="list-style-type: none"> <li>• fluid in consistency at room temperature</li> <li>• advised to person who are unable to chew or swallow</li> <li>• Very less in fibre and spices</li> </ul> <p>Example- Soup, fruit juice, milk, buttermilk, etc.</p> </li> <li>3. Semi-solid diet <ul style="list-style-type: none"> <li>• includes food in semi solid state</li> <li>• less in fibre and spices</li> </ul> <p>Example- Thin custard, thin porridge, etc.</p> </li> <li>4. Soft diet <ul style="list-style-type: none"> <li>• lightly seasoned and less fibrous</li> <li>• easy to chew and digest</li> </ul> <p>Examples-Khichdi, porridge, custard, dalia, etc.</p> </li> <li>5. Mechanical soft diet <ul style="list-style-type: none"> <li>• includes soft, mashed and pureed food</li> <li>• advised for elderly/infants/person with problems in chewing</li> <li>• easily digestible – no harsh fibre, less oily and spicy</li> </ul> <p>Example- Stewed fruits, mashed and boiled vegetables, etc.</p> </li> </ol> <p><b>Any three with one example for each</b></p>	<p><b>OR</b></p> <p><b>1</b></p> <p><b>1X3=3</b></p>
32.	<p><b>(a)In fashion industry, what is the meaning of term “Fads”? Give one example.</b></p>	

	<p><b>Fads</b> are short-lived fashion which can come and go in a single season. They lack the design strength to hold consumer attention for long.  <b>Example-</b> Hot pants, baggy pants, unmatched buttons, etc.</p> <p><b>Any other, Any one example</b></p> <p><b>(b) Discuss the three levels of merchandising in fashion industry.</b></p> <p><b>Three levels of merchandising in fashion industry-</b></p> <ol style="list-style-type: none"> <li>1. Retail organization merchandising <ul style="list-style-type: none"> <li>• It is the business that moves the fashion world from designer's showroom to retail sales floor and into the hand of consumers.</li> <li>• Ensures that adequate amount of merchandise is on hand and sold at prices that consumers are willing to pay.</li> </ul> </li> <li>2. Buying Agency Merchandising <ul style="list-style-type: none"> <li>• Acts as procurement office for the buyers.</li> <li>• Keeps a regular control over quality during production process.</li> <li>• Provides services for buying consultancy.</li> <li>• Profitable for exporters-saves cost and time.</li> </ul> </li> <li>3. Export House Merchandising <p>Two types of merchandising in an export house -</p> <ol style="list-style-type: none"> <li>a) Buyer merchandiser- <ul style="list-style-type: none"> <li>❖ acts as a link between the buyer and the manufacturer.</li> <li>❖ ensures the requirements of the buyer.</li> </ul> </li> <li>b) Production merchandiser- <ul style="list-style-type: none"> <li>❖ acts as a link between production and buyer merchants.</li> <li>❖ ensures that the production goes according to the schedule and requirements of the buyer.</li> </ul> </li> </ol> </li> </ol> <p><b>Any one point for each level</b></p>	<p><math>\frac{1}{2} \times 2 = 1</math></p> <p><b>1X3=3</b></p>
33.	<p><b>(a) Five-year-old Bunty is separated from his parents at the railway station. Which type of children's home will the railway personnel send him to?</b></p> <p>Observation Home</p> <p><b>(b) Briefly explain two other kinds of children homes run by the Government for vulnerable children.</b></p> <p><b>Two other kinds of children homes run by the Government for vulnerable children-</b></p> <ol style="list-style-type: none"> <li>1. Special homes- where juveniles (children under 18 years of age) found guilty in terms of violation of law, are placed in custodial care.</li> <li>2. Juvenile/Children's homes- where children whose families are not traceable, or are unfit/ dead or simply unwilling to take the child back stay. The government is responsible for providing room, boarding, education and vocational training.</li> </ol>	<p><b>1</b></p> <p><b>1X2=2</b></p>

	<p><b>(c) Name the law enacted for children involved in anti-social activities.</b></p> <p>Juvenile Justice (Care and Protection of Children) Act</p>	1
34.(a)	<p><b>Which five knowledge and skills are required by a recipe development professional involved in Food Processing and Technology industry? Elaborate in detail.</b></p> <p><b>Five knowledge and skills required by a recipe development professional involved in Food Processing and Technology industry are-</b></p> <ol style="list-style-type: none"> <li>1. Expertise in cooking</li> <li>2. Knowledge of nature and properties of food</li> <li>3. Uses of ingredients, measuring and weighing them accurately</li> <li>4. Designing, analysing and adapting a basic recipe</li> <li>5. Food handling skills</li> <li>6. Food production following hygiene and safety norms</li> <li>7. Handling tools and equipments accurately</li> <li>8. Innovations in product design and preparation according to consumer perceptions</li> <li>9. Use of Information Technology for contemporary production</li> </ol> <p><b>Any other, Any five</b></p>	1X5=5
	<b>OR</b>	<b>OR</b>
(b)	<p><b>Define Toxicity and Hazard. Explain three types of hazards in foods with examples.</b></p> <p><b>Toxicity</b></p> <p>It is the capacity of a substance to produce harm or injury of any kind under any conditions.</p> <p><b>Hazard</b></p> <p>It is the relative probability that harm or injury will result when substance is not used in a prescribed manner and quantity.</p> <p><b>Three types of hazards in foods with examples –</b></p> <ol style="list-style-type: none"> <li>1. Physical Hazard- Any physical material not normally found in food which causes illness or injury. Example- wood, stones, hair, bidi, cigarettes, buttons, nails, etc.</li> <li>2. Chemical Hazard - Chemical or deleterious substances which may be intentionally or un-intentionally added to foods. Example- pesticides, chemical residues, food colours, preservatives, toxic metals, etc.</li> <li>3. Biological Hazards- Living organisms which include microbiological organisms associated with food that cause diseases. They may be of two types - <ul style="list-style-type: none"> <li>• Visible-Example-worms, fly, cockroach, weevil, etc.</li> <li>• Invisible-Example-bacteria, virus, yeast, mould, protozoa, etc.</li> </ul> </li> </ol> <p><b>Three hazards with any one example for each</b></p>	<p>1</p> <p>1</p> <p>1X3=3</p>

35.	<p>(a) Your friend wants to become a fashion designer. Enumerate three primary skills that he should possess, in order to be successful.</p> <p>Apart from flair/ knowledge of fashion three primary skills required to become successful fashion designer are -</p> <ol style="list-style-type: none"> <li>1. Forecasting ability/should be able to predict fashion trends/awareness of market trends</li> <li>2. Analytical ability/must keep abreast of the economy/should understand how styles fit into budget</li> <li>3. Communication ability/should be able to negotiate with the manufacturer and sell their fashion choices to the consumer/ Writing skills</li> </ol> <p>Any other, Any three</p> <p>(b) Illustrate and explain to him the difference between formal and informal balance.</p> <table border="1"> <thead> <tr> <th>S.No.</th><th>Formal Balance</th><th>Informal Balance</th></tr> </thead> <tbody> <tr> <td>1.</td><td>It is symmetrical balance.</td><td>It is asymmetrical balance.</td></tr> <tr> <td>2.</td><td>Same on each side of a central vertical line.</td><td>Not same on either side of a central vertical line.</td></tr> <tr> <td>3.</td><td>Tends to get monotonous</td><td>Does not get monotonous</td></tr> <tr> <td>4.</td><td>It is less expensive</td><td>It can be expensive</td></tr> <tr> <td>5.</td><td>It gives feeling of stability and formality.</td><td>It is used to correct figure problems.</td></tr> </tbody> </table> <p>Any other, Any one difference</p> <div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  <p><b>Formal Balance</b></p> </div> <div style="text-align: center;">  <p><b>Informal Balance</b></p> </div> </div> <p>Any other suitable illustration</p>	S.No.	Formal Balance	Informal Balance	1.	It is symmetrical balance.	It is asymmetrical balance.	2.	Same on each side of a central vertical line.	Not same on either side of a central vertical line.	3.	Tends to get monotonous	Does not get monotonous	4.	It is less expensive	It can be expensive	5.	It gives feeling of stability and formality.	It is used to correct figure problems.	<p>1X3=3</p> <p>1</p> <p>1</p>
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	<p>For Visually Impaired Candidates- (b) No need to draw diagrams.</p>	<p>1X2=2</p>																		