

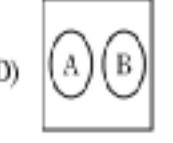
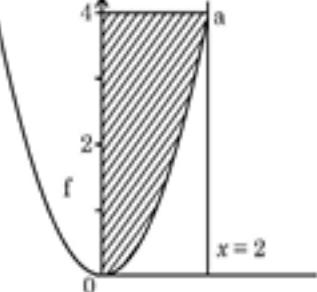
**Marking Scheme**  
**Strictly**  
**Confidential**  
**(For Internal and Restricted use only)**  
**Senior Secondary Examination, 2025**  
**SUBJECT NAME MATHEMATICS (Q.P. CODE – 65/2/2)**

**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 the 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 Newspaper/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. The 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 the competency-based questions, please try to understand the given answer and even if reply is not from a 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 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 the impression that the answer is correct, and no marks are awarded. <b>This is the 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 to 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.
<b>11</b>	A full scale of marks _____ (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.
<b>12</b>	Every examiner must 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.
<b>13</b>	<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 thereof 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 the answer marked correct and the rest as wrong, but no marks awarded.</li> </ul>
<b>14</b>	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.
<b>15</b>	Any unassessed portion, non-carrying over of marks to the title page, or total error detected by the candidate shall damage the prestige of all the personnel engaged in the evaluation work as also of the Board. Hence, to uphold the prestige of all concerned, it is again reiterated that the instructions be followed meticulously and judiciously.
<b>16</b>	The Examiners should acquaint themselves with the guidelines given in the " <b>Guidelines for Spot Evaluation</b> " before starting the actual evaluation.
<b>17</b>	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.
<b>18</b>	The candidates are entitled to obtain a 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.

**MARKING SCHEME = 65/2/2**

5.	The principal value of $\sin^{-1}\left(\cos\frac{43\pi}{5}\right)$ is	
	(A) $\frac{-7\pi}{5}$	(B) $\frac{-\pi}{10}$
	(C) $\frac{\pi}{10}$	(D) $\frac{3\pi}{5}$
Ans	(B) $-\frac{\pi}{10}$	1
6	If A denotes the set of continuous functions and B denotes set of differentiable functions, then which of the following depicts the correct relation between set A and B ?	
	(A) 	(B) 
	(C) 	(D) 
Ans	(B) 	1
7.	The area of the shaded region (figure) represented by the curves $y = x^2$ , $0 \leq x \leq 2$ and y-axis is given by	
		
	(A) $\int_0^2 x^2 dx$	(B) $\int_0^2 \sqrt{y} dy$
	(C) $\int_0^4 x^2 dx$	(D) $\int_0^4 \sqrt{y} dy$
Ans	(D) $\int_0^4 \sqrt{y} dy$	1







	<p><i>Questions number 19 and 20 are Assertion and Reason based questions. Two statements are given, one labelled Assertion (A) and the other labelled Reason (R). Select the correct answer from the codes (A), (B), (C) and (D) as given below.</i></p> <p>(A) Both Assertion (A) and Reason (R) are true and Reason (R) is the correct explanation of the Assertion (A).</p> <p>(B) Both Assertion (A) and Reason (R) are true, but Reason (R) is <b>not</b> the correct explanation of the Assertion (A).</p> <p>(C) Assertion (A) is true, but Reason (R) is false.</p> <p>(D) Assertion (A) is false, but Reason (R) is true.</p>	
19.	<p><b>Assertion (A)</b> : <math>A = \text{diag} [3 \ 5 \ 2]</math> is a scalar matrix of order <math>3 \times 3</math>.</p> <p><b>Reason (R)</b> : If a diagonal matrix has all non-zero elements equal, it is known as a scalar matrix.</p>	
Ans	(D) Assertion (A) is false and Reason (R) is true.	1
20.	<p><b>Assertion (A)</b> : Every point of the feasible region of a Linear Programming Problem is an optimal solution.</p> <p><b>Reason (R)</b> : The optimal solution for a Linear Programming Problem exists only at one or more corner point(s) of the feasible region.</p>	
Ans	(D) Assertion (A) is false and Reason (R) is true.	1
SECTION-B		
This section comprises 5 Very Short Answer (VSA) type questions of 2 marks each.		
21.	Find the values of 'a' for which $f(x) = \sin x - ax + b$ is increasing on $\mathbb{R}$ .	
Ans	$f'(x) = \cos x - a$ <p>For <math>f(x)</math> to be increasing, <math>f'(x) \geq 0</math></p> <p>i.e., <math>\cos x \geq a</math></p> <p>Since, <math>-1 \leq \cos x \leq 1</math></p> $\Rightarrow a \leq -1$ <p>Hence, <math>a \in (-\infty, -1]</math>. (Also, accept <math>a \in (-\infty, -1)</math>)</p>	1

22.	Evaluate : $\int_0^{\pi} \frac{\sin 2px}{\sin x} dx$ , $p \in N$ .	
Ans	$I = \int_0^{\pi} \frac{\sin 2px}{\sin x} dx$ $= \int_0^{\pi} \frac{\sin 2p(\pi - x)}{\sin(\pi - x)} dx$ $I = \int_0^{\pi} \frac{-\sin 2px}{\sin x} dx$ <p>Adding, we get</p> $2I = 0$ $\therefore I = 0$	1
23	<p>(a) If <math>x = e^y</math>, then prove that <math>\frac{dy}{dx} = \frac{x-y}{x \log x}</math>.</p> <p style="text-align: center;"><b>OR</b></p> <p>(b) If <math>f(x) = \begin{cases} 2x-3 &amp; , -3 \leq x \leq -2 \\ x+1 &amp; , -2 &lt; x \leq 0 \end{cases}</math></p> <p>Check the differentiability of <math>f(x)</math> at <math>x = -2</math>.</p>	
23 (a)	$x = e^y$	
Ans	$\Rightarrow \log x = \frac{x}{y}$ $\Rightarrow y \log x = x$ <p>Differentiating both sides w.r.to x, we get</p> $\frac{y}{x} + \log x \frac{dy}{dx} = 1$	$\frac{1}{2}$

	$\Rightarrow \frac{dy}{dx} = \frac{x-y}{x \log x}$ <p style="text-align: center;">OR</p>	$\frac{1}{2}$
23 (b) Ans	$Lf'(-2) = \lim_{h \rightarrow 0} \frac{f(-2-h)-f(-2)}{-h} \quad (h > 0)$ $= \lim_{h \rightarrow 0} \frac{2(-2-h) - 3 - (-7)}{-h}$ $= \lim_{h \rightarrow 0} 2 = 2$ $Rf'(-2) = \lim_{h \rightarrow 0} \frac{f(-2+h)-f(-2)}{h} \quad (h > 0)$ $= \lim_{h \rightarrow 0} \frac{(-2+h+1) - (-7)}{h}$ $= \lim_{h \rightarrow 0} \frac{6+h}{h}, \text{ which does not exist, i.e., RHD does not exist.}$ <p>Therefore, the function is not differentiable at -2.</p> <p>Note: (1) If a student finds only RHD and concludes the result, full marks may be awarded.</p> <p>(2) If a student proves that the function is discontinuous at -2 and hence not differentiable at -2, full marks may be awarded.</p>	1 1
24.	<p>Let <math>\vec{p} = 2\hat{i} - 3\hat{j} - \hat{k}</math>, <math>\vec{q} = -3\hat{i} + 4\hat{j} + \hat{k}</math> and <math>\vec{r} = \hat{i} + \hat{j} + 2\hat{k}</math>. Express <math>\vec{r}</math> in the form of <math>\vec{r} = \lambda\vec{p} + \mu\vec{q}</math> and hence find the values of <math>\lambda</math> and <math>\mu</math>.</p>	
Ans	$\vec{r} = \lambda\vec{p} + \mu\vec{q}$ $\Rightarrow 1 = 2\lambda - 3\mu, 1 = -3\lambda + 4\mu, 2 = -\lambda + \mu$ $\Rightarrow \lambda = -7, \mu = -5$	$1\frac{1}{2}$ $\frac{1}{2}$
25	<p>(a) A vector <math>\vec{a}</math> makes equal angles with all the three axes. If the magnitude of the vector is <math>5\sqrt{3}</math> units, then find <math>\vec{a}</math>.</p> <p style="text-align: center;">OR</p> <p>(b) If <math>\vec{\alpha}</math> and <math>\vec{\beta}</math> are position vectors of two points P and Q respectively, then find the position vector of a point R in QP produced such that <math>QR = \frac{3}{2}QP</math>.</p>	

25 (a) Ans	<p>Let <math>\alpha</math> be the angle which the vector <math>\vec{a}</math> makes with all the three axes.</p> <p>Then <math>3\cos^2\alpha = 1</math></p> <p><math>\Rightarrow \cos\alpha = \frac{1}{\sqrt{3}}</math></p>	1
	<p>The unit vector along the vector <math>\vec{a} = \frac{1}{\sqrt{3}}(\hat{i} + \hat{j} + \hat{k})</math></p>	$\frac{1}{2}$
	<p><math>\vec{a} = 5(\hat{i} + \hat{j} + \hat{k})</math></p>	$\frac{1}{2}$
	OR	
25 (b) Ans	 <p><math>\frac{QR}{QP} = \frac{3}{2}</math></p>	1
	<p>Hence, R divides PQ, externally, in the ratio 1:3.</p>	1
	<p>The Position vector of R = <math>\vec{x} = \frac{\vec{\beta} - 3\vec{\alpha}}{1-3} = \frac{3\vec{\alpha} - \vec{\beta}}{2}</math></p>	1

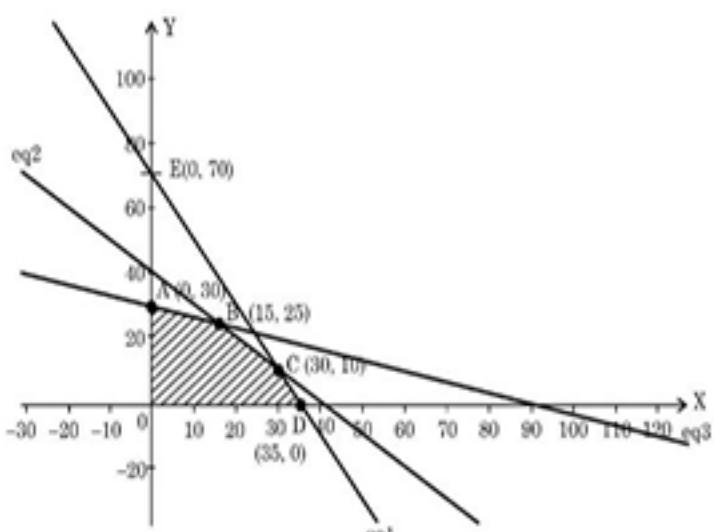
SECTION-C

This section comprises 6 Short Answer (SA) type questions of 3 marks each.

26	<p>(a) If <math>y = \log\left(\sqrt{x} + \frac{1}{\sqrt{x}}\right)^2</math>, then show that <math>x(x+1)^2 y_2 + (x+1)^2 y_1 = 2</math>.</p> <p style="text-align: center;">OR</p> <p>(b) If <math>x\sqrt{1+y} + y\sqrt{1+x} = 0</math>, <math>-1 &lt; x &lt; 1</math>, <math>x \neq y</math>, then prove that <math>\frac{dy}{dx} = \frac{-1}{(1+x)^2}</math>.</p>
26(a) Ans	<p>The given function can be written as</p> $y = 2 \log(x+1) - \log x$ $\Rightarrow y_1 = \frac{2}{x+1} - \frac{1}{x} = \frac{x-1}{x(x+1)}$ $\Rightarrow (x+1)y_1 = \frac{x-1}{x} = 1 - \frac{1}{x}$ $\Rightarrow (x+1)y_2 + y_1 = \frac{1}{x^2}$

	$\Rightarrow x(x+1)^2y_2 + x(x+1)y_1 = 1 + \frac{1}{x}$ $\Rightarrow x(x+1)^2y_2 + x(x+1)y_1 = 1 + 1 - (x+1)y_1$ $\Rightarrow x(x+1)^2y_2 + (x+1)^2y_1 = 2$ <p style="text-align: center;">OR</p>	1
26(b) Ans	$x\sqrt{1+y} + y\sqrt{1+x} = 0$ $\Rightarrow x\sqrt{1+y} = -y\sqrt{1+x}$ $\Rightarrow x^2(1+y) = y^2(1+x)$  $\Rightarrow (x-y)(x+y) + xy(x-y) = 0$ $\Rightarrow (x-y)(x+y + xy) = 0$ $x \neq y \Rightarrow x+y+xy = 0$ $\Rightarrow y = \frac{-x}{1+x}$ $\Rightarrow \frac{dy}{dx} = \frac{-1}{(x+1)^2}$	$\frac{1}{2}$      $\frac{1}{2}$      $\frac{1}{2}$
27.	Prove that $f : N \rightarrow N$ defined as $f(x) = ax + b$ ( $a, b \in N$ ) is one-one but not onto.	
Ans	<p>Let <math>x_1, x_2 \in N</math> (Domain) such that <math>f(x_1) = f(x_2)</math></p> $\Rightarrow ax_1 + b = ax_2 + b$ $\Rightarrow x_1 = x_2$ <p>Therefore, <math>f</math> is one-one.</p> <p>Let <math>y \in N</math> (codomain). Then <math>f(x) = y</math></p> <p>if, <math>ax + b = y</math></p> <p>i.e., if, <math>x = \frac{y-b}{a}</math>, which may not belong to <math>N</math> (domain)</p> <p>Therefore, <math>f</math> is not onto.</p>	$1\frac{1}{2}$      $1\frac{1}{2}$

28.



The feasible region along with corner points for a linear programming problem are shown in the graph. Write all the constraints for the given linear programming problem.

Ans

The equation of the line AB is

$$y - 30 = \frac{25-30}{15-0}(x - 0)$$

$$\Rightarrow x + 3y = 90$$

The equation of the line BC is

$$y - 10 = \frac{10-25}{30-15}(x - 30)$$

$$\Rightarrow x + y = 40$$

The equation of the line CD is

$$y - 10 = \frac{70-10}{0-30}(x - 30)$$

$$\Rightarrow 2x + y = 70$$

1½

Hence, the constraints are

$$x + 3y \leq 90, x + y \leq 40, 2x + y \leq 70$$

1

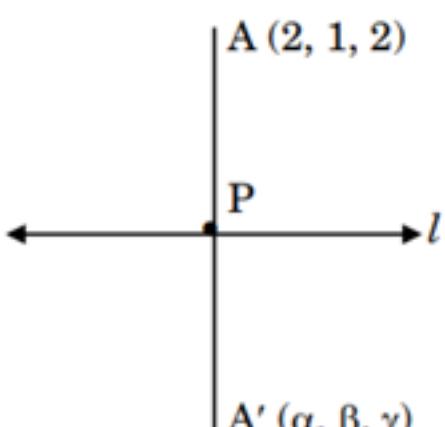
$$x \geq 0, y \geq 0$$

½

29	<p>(a) Solve the differential equation <math>2(y + 3) - xy \frac{dy}{dx} = 0</math>; given <math>y(1) = -2</math>.</p> <p style="text-align: center;"><b>OR</b></p> <p>(b) Solve the following differential equation :</p> $(1 + x^2) \frac{dy}{dx} + 2xy = 4x^2.$	
29(a)	<p>Given differential equation can be written as</p> <p>Ans</p> $\frac{y}{y+3} dy = \frac{2}{x} dx$ $\Rightarrow \int \left(1 - \frac{3}{y+3}\right) dy = 2 \int \frac{1}{x} dx$ $\Rightarrow y - 3\log y+3  = 2\log x  + C$ $y = -2$ , when $x = 1 \Rightarrow C = -2$ <p>Hence, the required particular solution is</p> $\Rightarrow y - 3\log y+3  = 2\log x  - 2$ <p style="text-align: center;"><b>OR</b></p>	1 1½ ½
29(b)	<p>Given differential equation can be written as</p> <p>Ans</p> $\frac{dy}{dx} + \frac{2x}{1+x^2} y = \frac{4x^2}{1+x^2}, \text{ which is linear in } y.$ $\text{I.F.} = e^{\int \frac{2x}{1+x^2} dx} = e^{\log(1+x^2)} = 1+x^2$ <p>The solution is given by</p> $y(1+x^2) = \int 4x^2 dx$ $\Rightarrow y(1+x^2) = \frac{4}{3}x^3 + C$ $\text{or } y = \frac{4x^3}{3(1+x^2)} + C \frac{1}{1+x^2}, \text{ which is the required general solution}$	1 1 1

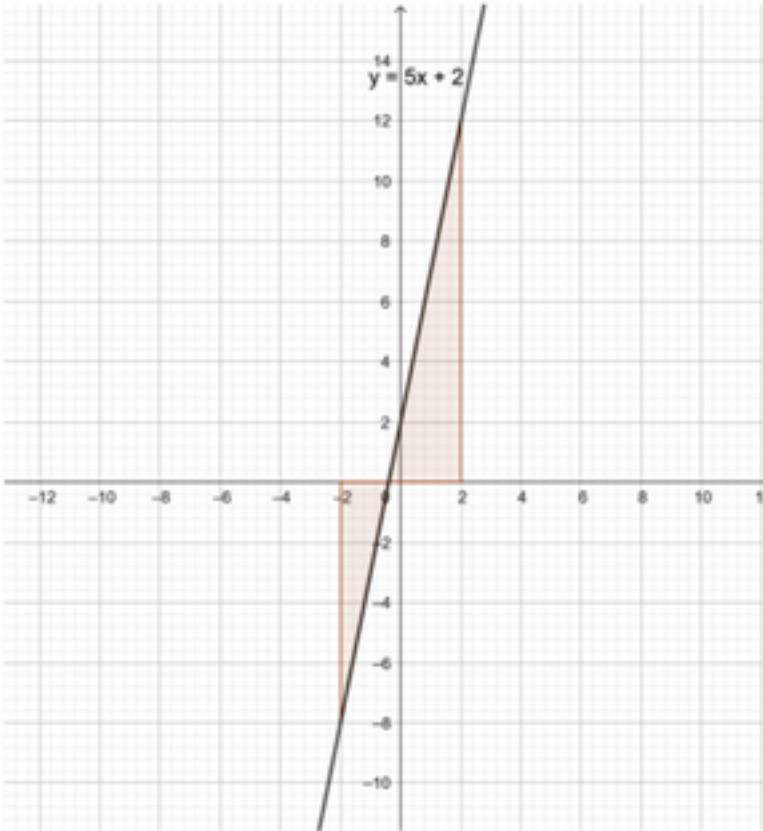
30	<p>(a) A die with number 1 to 6 is biased such that <math>P(2) = \frac{3}{10}</math> and probability other numbers is equal. Find the mean of the number of times number appears on the dice, if the dice is thrown twice.</p> <p style="text-align: center;"><b>OR</b></p> <p>(b) Two dice are thrown. Defined are the following two events A and B :  <math>A = \{(x, y) : x + y = 9\}</math>, <math>B = \{(x, y) : x \neq 3\}</math>, where <math>(x, y)</math> denote a point in the sample space.</p> <p>Check if events A and B are independent or mutually exclusive.</p>													
30(a) Ans	$P(2) = \frac{3}{10}, P(\text{any other number}) = 1 - \frac{3}{10} = \frac{7}{10}$ <p>Let X represent the Random Variable "the number of 2's".</p> <p>Then <math>X = 0, 1, 2</math></p> <p>The probability distribution is</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="text-align: center; padding: 5px;">X</th> <th style="text-align: center; padding: 5px;">P(X)</th> <th style="text-align: center; padding: 5px;">XP(X)</th> </tr> </thead> <tbody> <tr> <td style="text-align: center; padding: 5px;">0</td> <td style="text-align: center; padding: 5px;"><math>\frac{7}{10} \times \frac{7}{10} = \frac{49}{100}</math></td> <td style="text-align: center; padding: 5px;">0</td> </tr> <tr> <td style="text-align: center; padding: 5px;">1</td> <td style="text-align: center; padding: 5px;"><math>\frac{3}{10} \times \frac{7}{10} \times 2 = \frac{42}{100}</math></td> <td style="text-align: center; padding: 5px;"><math>\frac{42}{100}</math></td> </tr> <tr> <td style="text-align: center; padding: 5px;">2</td> <td style="text-align: center; padding: 5px;"><math>\frac{3}{10} \times \frac{3}{10} = \frac{9}{100}</math></td> <td style="text-align: center; padding: 5px;"><math>\frac{18}{100}</math></td> </tr> </tbody> </table> $\text{Mean} = \sum XP(X) = \frac{60}{100} = 0.6$ <p style="text-align: center;"><b>OR</b></p>	X	P(X)	XP(X)	0	$\frac{7}{10} \times \frac{7}{10} = \frac{49}{100}$	0	1	$\frac{3}{10} \times \frac{7}{10} \times 2 = \frac{42}{100}$	$\frac{42}{100}$	2	$\frac{3}{10} \times \frac{3}{10} = \frac{9}{100}$	$\frac{18}{100}$	$\frac{1}{2}$ $\frac{1}{2}$ $1\frac{1}{2}$ $\frac{1}{2}$
X	P(X)	XP(X)												
0	$\frac{7}{10} \times \frac{7}{10} = \frac{49}{100}$	0												
1	$\frac{3}{10} \times \frac{7}{10} \times 2 = \frac{42}{100}$	$\frac{42}{100}$												
2	$\frac{3}{10} \times \frac{3}{10} = \frac{9}{100}$	$\frac{18}{100}$												
30(b) Ans	<p><math>A = \{(3,6), (4,5), (5,4), (6,3)\}</math></p> $P(A) = \frac{4}{36} = \frac{1}{9}, P(B) = \frac{30}{36} = \frac{5}{6}$ $P(A \cap B) = \frac{3}{36} = \frac{1}{12}$ $P(A) \times P(B) = \frac{5}{54} \neq P(A \cap B)$ <p>Therefore, A and B are not independent.</p> <p>A and B are not mutually exclusive as <math>A \cap B \neq \emptyset</math></p>	$\frac{1}{2}$ $\frac{1}{2}$ $1$ $\frac{1}{2}$ $\frac{1}{2}$												

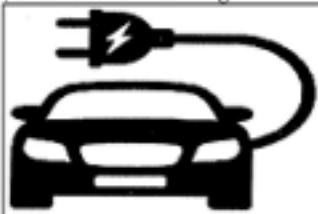
31.	<p><math>f</math> and <math>g</math> are continuous functions on interval <math>[a, b]</math>. Given that <math>f(a - x) = f(x)</math> and <math>g(x) + g(a - x) = a</math>, show that <math>\int_0^a f(x) g(x) dx = \frac{a}{2} \int_0^a f(x) dx</math>.</p>	
Ans	$\begin{aligned} I &= \int_0^a f(x)g(x)dx \\ &= \int_0^a f(a-x)g(a-x)dx \\ &= \int_0^a f(x)[a-g(x)]dx \\ I &= a \int_0^a f(x)dx - \int_0^a f(x)g(x)dx \\ \text{Adding, we get } I &= \frac{a}{2} \int_0^a f(x)dx \end{aligned}$	1 1 1 1
	SECTION-D	
This section comprises 4 Long Answer (LA) type questions of 5 marks each.		
32	<p>(a) Find the shortest distance between the lines :</p> $\frac{x+1}{2} = \frac{y-1}{1} = \frac{z-9}{-3} \text{ and}$ $\frac{x-3}{2} = \frac{y+15}{-7} = \frac{z-9}{5}.$ <p style="text-align: center;"><b>OR</b></p> <p>(b) Find the image <math>A'</math> of the point <math>A(2, 1, 2)</math> in the line <math>l : \vec{r} = 4\hat{i} + 2\hat{j} + 2\hat{k} + \lambda(\hat{i} - \hat{j} - \hat{k})</math>. Also, find the equation of line joining <math>AA'</math>. Find the foot of perpendicular from point <math>A</math> on the line <math>l</math>.</p>	
32(a)	<p>The vector equations of the lines are</p>	
Ans	$\vec{r} = -\hat{i} + \hat{j} + 9\hat{k} + \lambda(2\hat{i} + \hat{j} - 3\hat{k})$ $\vec{r} = 3\hat{i} - 15\hat{j} + 9\hat{k} + \mu(2\hat{i} - 7\hat{j} + 5\hat{k})$ $\vec{a}_1 = -\hat{i} + \hat{j} + 9\hat{k}, \vec{a}_2 = 3\hat{i} - 15\hat{j} + 9\hat{k}$ $\vec{b}_1 = 2\hat{i} + \hat{j} - 3\hat{k}, \vec{b}_2 = 2\hat{i} - 7\hat{j} + 5\hat{k}$ $\vec{a}_2 - \vec{a}_1 = 4\hat{i} - 16\hat{j}$	1 1

	$\vec{b}_1 \times \vec{b}_2 = \begin{vmatrix} \hat{i} & \hat{j} & \hat{k} \\ 2 & 1 & -3 \\ 2 & -7 & 5 \end{vmatrix} = -16\hat{i} - 16\hat{j} - 16\hat{k}$ $\text{S.D.} = \frac{ (\vec{a}_2 - \vec{a}_1) \cdot (\vec{b}_1 \times \vec{b}_2) }{ \vec{b}_1 \times \vec{b}_2 } = \frac{12}{\sqrt{3}} = 4\sqrt{3}$	2 1
	OR	
32(b) Ans		
	Let the image of A in the line be $A'(\alpha, \beta, \gamma)$	
	The point P, which is the point of intersection of the lines $l$ and $AA'$ , will have coordinates $(\lambda + 4, -\lambda + 2, -\lambda + 2)$ for some $\lambda$ .	$\frac{1}{2}$
	Drs of AP are $\langle \lambda + 2, -\lambda + 1, -\lambda \rangle$	$\frac{1}{2}$
	$AP \perp l$	
	$(\lambda + 2) - (-\lambda + 1) - (-\lambda) = 0$	
	$\Rightarrow \lambda = -\frac{1}{3}$	1
	Therefore, the coordinates of P are $(\frac{11}{3}, \frac{7}{3}, \frac{7}{3})$	$\frac{1}{2}$
	P is the mid-point of $AA'$	
	$\Rightarrow \frac{2 + \alpha}{2} = \frac{11}{3}, \frac{1 + \beta}{2} = \frac{7}{3}, \frac{2 + \gamma}{2} = \frac{7}{3}$	
	$\Rightarrow \alpha = \frac{16}{3}, \beta = \frac{11}{3}, \gamma = \frac{8}{3}$	$1\frac{1}{2}$
	The coordinates of the image are $(\frac{16}{3}, \frac{11}{3}, \frac{8}{3})$	
	The equation of $AA'$ is	

	$\frac{x-2}{\frac{10}{3}} = \frac{y-1}{\frac{8}{3}} = \frac{z-2}{\frac{2}{3}}$ <p>or,</p> $\frac{3(x-2)}{5} = \frac{3(y-1)}{4} = \frac{3(z-2)}{1}$	1
33.	Find : $\int \frac{5x}{(x+1)(x^2+9)} dx.$	
Ans	$\frac{5x}{(x+1)(x^2+9)} = \frac{A}{x+1} + \frac{Bx+C}{x^2+9}$ $\Rightarrow A = -\frac{1}{2}, B = \frac{1}{2}, C = \frac{9}{2}$ <p>Given integral</p> $= -\frac{1}{2} \int \frac{1}{x+1} dx + \frac{1}{2} \int \frac{x+9}{x^2+9} dx$ $= -\frac{1}{2} \int \frac{1}{x+1} dx + \frac{1}{4} \int \frac{2x}{x^2+9} dx + \frac{1}{4} \int \frac{18}{x^2+9} dx$ $= -\frac{1}{2} \log x+1  + \frac{1}{4} \log(x^2+9) + \frac{3}{2} \tan^{-1} \frac{x}{3} + C$	2 1½ 1½
34	<p>(a) Given <math>A = \begin{bmatrix} -4 &amp; 4 &amp; 4 \\ -7 &amp; 1 &amp; 3 \\ 5 &amp; -3 &amp; -1 \end{bmatrix}</math> and <math>B = \begin{bmatrix} 1 &amp; -1 &amp; 1 \\ 1 &amp; -2 &amp; -2 \\ 2 &amp; 1 &amp; 3 \end{bmatrix}</math>, find <math>AB</math>. Hence, solve the system of linear equations :</p> $x - y + z = 4$ $x - 2y - 2z = 9$ $2x + y + 3z = 1$ <p style="text-align: center;"><b>OR</b></p> <p>(b) If <math>A = \begin{bmatrix} 1 &amp; 2 &amp; 0 \\ -2 &amp; -1 &amp; -2 \\ 0 &amp; -1 &amp; 1 \end{bmatrix}</math>, then find <math>A^{-1}</math>.</p> <p>Hence, solve the system of linear equations :</p> $x - 2y = 10$ $2x - y - z = 8$ $-2y + z = 7$	



35.	<p>Using integration, find the area of the region bounded by the line <math>y = 5x + 2</math>, the <math>x</math>-axis and the ordinates <math>x = -2</math> and <math>x = 2</math>.</p>	
Ans	 <p>The required area</p> $= \left  \int_{-2}^{-\frac{2}{5}} (5x + 2) dx \right  + \int_{-\frac{2}{5}}^2 (5x + 2) dx$ $= \left  \left[ \frac{(5x + 2)^2}{10} \right]_{-2}^{-\frac{2}{5}} \right  + \left[ \frac{(5x + 2)^2}{10} \right]_{-\frac{2}{5}}^2$ $= \frac{64}{10} + \frac{144}{10} = \frac{104}{5}$	<p>Correct sketch and shading</p> <p>2</p>

	<b>SECTION-E</b> This section comprises 3 case study-based questions of 4 marks each	
36.	<p>Three persons viz. Amber, Bonzi and Comet are manufacturing cars which run on petrol and on battery as well. Their production share in the market is 60%, 30% and 10% respectively. Of their respective production capacities, 20%, 10% and 5% cars respectively are electric (or battery operated). Based on the above, answer the following :</p>  <p>(i) (a) What is the probability that a randomly selected car is an electric car ? <span style="float: right;">2</span>  <b>OR</b>  (ii) (b) What is the probability that a randomly selected car is a petrol car ? <span style="float: right;">2</span>  (iii) A car is selected at random and is found to be electric. What is the probability that it was manufactured by Comet ? <span style="float: right;">1</span>  (iv) A car is selected at random and is found to be electric. What is the probability that it was manufactured by Amber or Bonzi ? <span style="float: right;">1</span></p>	
36(i) (a)	Let A = Amber manufactures the car  Ans      B = Bonzi manufactures the car  C = Comet manufactures the car  E = The selected car is electric	
	$P(A) = \frac{60}{100}, P(B) = \frac{30}{100}, P(C) = \frac{10}{100}$ $P(E) = P(A) \times P\left(\frac{E}{A}\right) + P(B) \times P\left(\frac{E}{B}\right) + P(C) \times P\left(\frac{E}{C}\right)$ $= \frac{60}{100} \times \frac{20}{100} + \frac{30}{100} \times \frac{10}{100} + \frac{10}{100} \times \frac{5}{100}$ $= \frac{155}{1000} \text{ or } \frac{31}{200}$ <p style="text-align: right;"><span style="float: right;"><math>\frac{1}{2}</math></span> <span style="float: right;">1</span> <span style="float: right;"><math>\frac{1}{2}</math></span></p> <p style="text-align: center;">OR</p>	
36(i) (b)	Let A = Amber manufactures the car  Ans      B = Bonzi manufactures the car  C = Comet manufactures the car  E = The selected car is a petrol car	

	$P(A) = \frac{60}{100}, P(B) = \frac{30}{100}, P(C) = \frac{10}{100}$ $P(E) = P(A) \times P\left(\frac{E}{A}\right) + P(B) \times P\left(\frac{E}{B}\right) + P(C) \times P\left(\frac{E}{C}\right)$ $= \frac{60}{100} \times \frac{80}{100} + \frac{30}{100} \times \frac{90}{100} + \frac{10}{100} \times \frac{95}{100}$ $= \frac{845}{1000} \text{ or } \frac{169}{200}$	$\frac{1}{2}$ 1 $\frac{1}{2}$
36(ii) Ans	$P\left(\frac{C}{E}\right) = \frac{P(C) \times P\left(\frac{E}{C}\right)}{P(E)}$ $= \frac{\frac{10}{100} \times \frac{5}{100}}{\frac{60}{100} \times \frac{20}{100} + \frac{30}{100} \times \frac{10}{100} + \frac{10}{100} \times \frac{5}{100}}$ $= \frac{\frac{50}{10000}}{\frac{1550}{10000}} = \frac{1}{31}$	1
36(iii) Ans	$P\left(\frac{A \text{ or } B}{E}\right) = 1 - P\left(\frac{C}{E}\right) = 1 - \frac{1}{31} = \frac{30}{31}$	1
37.	 <p>A small town is analyzing the pattern of a new street light installation. The lights are set up in such a way that the intensity of light at any point <math>x</math> metres from the start of the street can be modelled by <math>f(x) = e^x \sin x</math>, where <math>x</math> is in metres.</p> <p>Based on the above, answer the following :</p> <ol style="list-style-type: none"> <li>Find the intervals on which the <math>f(x)</math> is increasing or decreasing, <math>x \in [0, \pi]</math>.</li> <li>Verify, whether each critical point when <math>x \in [0, \pi]</math> is a point of local maximum or local minimum or a point of inflection.</li> </ol>	2 2
(i) Ans	$f'(x) = e^x (\cos x + \sin x)$ <p>For critical points, <math>f'(x) = 0</math></p> $\Rightarrow \cos x + \sin x = 0$ $\Rightarrow \cos x = -\sin x$	$\frac{1}{2}$

	<p>For <math>x</math> to be a critical point <math>x \in (0, \pi)</math>, hence, <math>x = \frac{3\pi}{4}</math></p> <p>For all <math>x \in \left[0, \frac{3\pi}{4}\right], f'(x) \geq 0</math></p> <p>Hence, <math>f</math> is increasing in <math>\left[0, \frac{3\pi}{4}\right]</math></p> <p>Note: If a student concludes the answer in any of the following intervals, full marks may be awarded:</p> <p><math>\left(0, \frac{3\pi}{4}\right)</math> or <math>\left[0, \frac{3\pi}{4}\right)</math> or <math>(0, \frac{3\pi}{4}]</math></p> <p>For all <math>x \in \left[\frac{3\pi}{4}, \pi\right], f'(x) \leq 0</math></p> <p>Hence, <math>f</math> is decreasing in <math>\left[\frac{3\pi}{4}, \pi\right]</math></p> <p>Note: If a student concludes the answer in any of the following intervals, full marks may be awarded:</p> <p><math>(\frac{3\pi}{4}, \pi)</math> or <math>(\frac{3\pi}{4}, \pi]</math> or <math>[\frac{3\pi}{4}, \pi)</math></p>	$\frac{1}{2}$
37(ii) Ans	<p><math>x = \frac{3\pi}{4}</math> is a critical point</p> $f''(x) = e^x(\cos x - \sin x) + e^x(\cos x + \sin x)$ $= 2e^x \cos x$ $f''\left(\frac{3\pi}{4}\right) = -ve$ <p>Hence, <math>\frac{3\pi}{4}</math> is a point of local maximum.</p>	<p>1</p> <p><math>\frac{1}{2}</math></p> <p><math>\frac{1}{2}</math></p>

38. A school is organizing a debate competition with participants as speakers  $S = \{S_1, S_2, S_3, S_4\}$  and these are judged by judges  $J = \{J_1, J_2, J_3\}$ . Each speaker can be assigned one judge. Let  $R$  be a relation from set  $S$  to  $J$  defined as  $R = \{(x, y) : \text{speaker } x \text{ is judged by judge } y, x \in S, y \in J\}$ .



Based on the above, answer the following :

- How many relations can be there from  $S$  to  $J$ ? 1
- A student identifies a function from  $S$  to  $J$  as  $f = \{(S_1, J_1), (S_2, J_2), (S_3, J_2), (S_4, J_3)\}$  Check if it is bijective. 1
- (a) How many one-one functions can be there from set  $S$  to set  $J$ ? 2

**OR**

- (b) Another student considers a relation  $R_1 = \{(S_1, S_2), (S_2, S_4)\}$  in set  $S$ . Write minimum ordered pairs to be included in  $R_1$  so that  $R_1$  is reflexive but not symmetric. 2

38 Ans (i)	The number of relations = $2^{4 \times 3} = 2^{12}$	1
38 Ans (ii)	Since, $S_2$ and $S_3$ have been assigned the same judge $J_2$ , the function is not one-one. Hence, it is not bijective.	1
38 (iii) (a)	There cannot exist any one-one function from $S$ to $J$ as $n(S) > n(J)$ . Hence, the number of one-one functions from $S$ to $J$ is 0.	2
38 (iii) (b)	To make $R_1$ reflexive and not symmetric we need to add the following ordered pairs: $(S_1, S_1), (S_2, S_2), (S_3, S_3), (S_4, S_4)$	2

