



INDIAN SCHOOL AL WADI AL KABIR

**MID-TERM EXAMINATION (2025-26)**

**Class : X**

**Subject :HOME SCIENCE (064)**

**Max Marks :70**

**Date : 28/09/2025**

**SET 1**

**Time : 3 hours**

**Marking Scheme**

**SECTION A**

1.	(C) Development of abstract thinking	1
2.	(B) Group dramatic play (e.g., family role-play)	1
3.	(A) (ii) and (iv)	1
4.	(D) Eating quickly without washing hands	1
5.	(B) Self-consciousness	1
6.	(D) All of the above	1
7.	(D) 5 °C – 60 °C	1
8.	(B) Borax	1
9.	(A) 20 milk teeth; start shedding at 5–6 years	1
10.	(C) Gum	1
11.	(D) Use the same chopping board for meat and other foods	1
12.	(B) a-(iii); b-(iv); c-(i); d- (ii)	1
13.	(A) Both A and R are true and R is the correct explanation of A.	1
14.	(B) Both A and R are true but R is not the correct explanation of A.	1

**SECTION B (VERY SHORT & SHORT ANSWER QUESTIONS)**

15.A	<ul style="list-style-type: none"><li>• Remove stains before storing</li><li>• Place saree in a dry place</li><li>• De-starch before storing</li><li>• Remove pins/buckles, etc.</li><li>• (Any other relevant point)</li></ul>	2
	<p style="text-align: center;"><b>OR</b></p>	
15.B	<ul style="list-style-type: none"><li>• Fumigation should be done only by professionals because poisonous gases (like hydrocyanic acid) are used, which are dangerous.</li><li>• It helps to destroy moths</li></ul>	
16.	<ul style="list-style-type: none"><li>• Toys should not be so small</li><li>• Non-toxic</li><li>• Age appropriate</li><li>• Soft with round edges without any sharp edges.</li></ul>	2

	<ul style="list-style-type: none"> <li>• Colour fast and non-toxic</li> <li>• ISI marked toys</li> <li>• Bright &amp; colourful</li> <li>• Strong &amp; durable</li> <li>• Not be too expensive</li> </ul> <p>(Any four points)</p>	
17.A	<p><b>The two adolescent characteristics reflected in Riya's behaviour.</b></p> <ul style="list-style-type: none"> <li>• <b>Imaginary Audience:</b> Belief that everyone is watching and judging their actions. <i>Example:</i> Riya thinks everyone is looking at the tiny stain on her shirt.</li> <li>• <b>Personal Fable:</b> Belief that they are unique and immune to consequences. <i>Example:</i> Riya cycles fast on busy roads, thinking she will not meet with an accident.</li> </ul> <p style="text-align: center;"><b>OR</b></p>	2
17.B	<p><b>Primary Physical Characteristics of Adolescents (Reproductive Organs)</b></p> <ul style="list-style-type: none"> <li>• <b>Boys:</b> Growth and development of <b>male sex organs</b>; onset of <b>spermarche</b> (first ejaculation/nocturnal emission).</li> <li>• <b>Girls:</b> Growth and development of <b>female sex organs</b>; onset of <b>menarche</b> (first menstruation).</li> </ul>	
18.	<ul style="list-style-type: none"> <li>• Fats</li> <li>• Proteins</li> </ul>	2
19.	<ul style="list-style-type: none"> <li>• Food packets should not be torn.</li> <li>• Tins of food should not be puffed or bulging.</li> <li>• Food items should not be rotten or blemished.</li> <li>• Food should be fresh.</li> <li>• Check the standardized marks (e.g., FSSAI, ISI, Agmark), manufacturing date, and expiry date.</li> </ul> <p>(Any four)</p>	2
20.A	<p>(i) <b>Cognitive operation:</b> Transductive reasoning</p> <p>(ii) <b>Example 1:</b> "The streetlight turned on because I came out to play."</p>	2

	<p><b>Example 1:</b> “The school bus comes when my cat meows.”</p> <p>(Any one example or any other )</p> <p style="text-align: center;"><b>OR</b></p> <p>20.B (i) Animistic thinking is a cognitive operation and believes that non-living or inanimate things have life.</p> <p>(ii) In early childhood, the child believes all non-living things has life-like qualities like feelings, thoughts, and wishes, e.g., feeds the car, feeds the doll</p> <p>In middle childhood, the child can differentiate between living and non-living things. Example showing understanding, e.g., “The tree grows and needs water, but the car does not.”</p>	
21.	<ul style="list-style-type: none"> <li>• Cool and pack the food immediately.</li> <li>• Store food in the refrigerator with tight-fitted lids.</li> <li>• Reheat and consume the food as soon as possible.</li> <li>• Store foods that absorb flavours away from strong-smelling foods.</li> <li>• Keep raw and cooked items separately.</li> </ul> <p><b>(Any four)</b></p>	2
22.A	<ul style="list-style-type: none"> <li>• Curry stain → Vegetable stain</li> <li>• Rust stain → Mineral stain</li> <li>• Identification: by <b>touch/feel, colour/appearance, smell</b></li> </ul> <p style="text-align: center;"><b>OR</b></p> <p>22.B <b>Advantages of syndets (any four):</b></p> <ul style="list-style-type: none"> <li>• Can be used with hard water and do not</li> <li>• Can be used on delicate fabrics.</li> <li>• Require less water for rinsing.</li> <li>• Are mild on hands/skin.</li> <li>• Required in less amount.</li> <li>• Dissolve easily in hot and cold water.</li> <li>• Are more effective.</li> </ul>	3

	<ul style="list-style-type: none"><li>do not clog drains</li><li>reduce surface tension of water</li></ul> <p><b>Disadvantages of syndets (any two):</b></p> <ul style="list-style-type: none"><li>Very expensive.</li><li>Not environmentally friendly.</li><li>Not biodegradable.</li></ul>									
23.	<p><b>Mention any three social characteristics of adolescence with suitable examples.</b></p> <table><tr><th>Social Characteristics</th><th>Explanation / Example</th></tr><tr><td>1.Change in relationship with parents/family</td><td>Conflicts with parents, want privacy, become secretive, refuse to listen.</td></tr><tr><td>2. Importance of peers/friends</td><td>Spend more time with friends than family, influenced positively (good behaviour, academics) or negatively (delinquent behaviour, slang, substance abuse).</td></tr><tr><td>3.Crushes</td><td>Short-lived feelings of love or attraction towards same or opposite sex.</td></tr></table>	Social Characteristics	Explanation / Example	1.Change in relationship with parents/family	Conflicts with parents, want privacy, become secretive, refuse to listen.	2. Importance of peers/friends	Spend more time with friends than family, influenced positively (good behaviour, academics) or negatively (delinquent behaviour, slang, substance abuse).	3.Crushes	Short-lived feelings of love or attraction towards same or opposite sex.	3
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24.	<p><b>Language Development in Middle Childhood</b></p> <ul style="list-style-type: none"><li><b>Vocabulary Expansion:</b> Vocabulary grows to <b>10,000–30,000 words</b>.</li><li><b>Improved Grammar:</b> Better understanding of language rules; children use <b>all parts of speech</b> and start forming <b>complex sentences</b>.</li><li><b>Enjoyment of Word Play:</b> Children enjoy <b>tongue twisters</b> (e.g., “She sells seashells on the seashore”) and <b>metaphors</b> (e.g., “He is the black sheep of his family”).</li><li><b>Use of Passive Voice:</b> Children begin using <b>passive constructions</b>; e.g., “The cat was chased by the dog.”</li><li><b>Referential Communication Skills:</b> Ability to <b>clearly express ideas</b> and <b>ask for clarification</b> when they do not understand.</li></ul>	3								
25.	<p><b>The steps of proper handwashing in the correct sequence.</b></p> <ol style="list-style-type: none"><li>Wet your hands with clean water.</li><li>Apply liquid soap.</li><li>Lather and scrub for at least 20 seconds (including between fingers, under nails, and tops of hands).</li><li>Rinse hands with clean water for about 10 seconds.</li></ol>	3								

	5. Dry hands with a clean towel. 6. Turn off the tap properly.	
	<b><u>SECTION C (LONG ANSWER QUESTIONS)</u></b>	
26.	<p><b>Motor Abilities Comparison: Early Childhood (2–3 years) vs. Middle Childhood (10–11 years)</b></p> <p><b>2–3-Year-Old Child (Early Childhood):</b></p> <ul style="list-style-type: none"> <li>• Walks backwards.</li> <li>• Walks up stairs <b>one foot at a time</b> on each step.</li> <li>• Jumps with both feet at one place; hops; throws a ball.</li> <li>• Removes lower clothes, slides, zips.</li> <li>• Tears paper, scribbles, draws circles.</li> <li>• Has bowel control.</li> <li>• Can feed oneself and pick objects from the ground <b>without overbalancing</b>.</li> <li>• Developing balance and coordination; may topple easily.</li> </ul> <p><b>10–11-Year-Old Child (Middle Childhood):</b></p> <ul style="list-style-type: none"> <li>• Greater balance and strength.</li> <li>• Refined running, jumping, hopping, catching, and throwing.</li> <li>• Can <b>skip continuously</b>, run and jump hurdles.</li> <li>• Can kick, throw, bat, and dribble a ball <b>accurately with speed</b>.</li> <li>• Fine motor skills are well developed; can manipulate objects with precision.</li> <li>• Excellent balance and coordination; capable of complex physical activities.</li> </ul>	4
27.A	<p><b>Meaning of therapeutic diet</b> → A meal plan that controls intake of certain foods/nutrients and is usually a modification of the regular diet.</p> <p><b>Types of therapeutic diet</b> →</p> <ul style="list-style-type: none"> <li>• Liquid diet → fruit juices, soup, buttermilk (used in diarrhoea, fever, indigestion).</li> <li>• Semi-solid diet → custard, khichri (used in gastrointestinal problems).</li> <li>• Soft diet → simple, easy to chew foods without spices/fibres (used in GI disturbances).</li> </ul> <p><b>Advantages</b> →</p> <ul style="list-style-type: none"> <li>• <b>Helps patients get proper nutrition again.</b></li> <li>• <b>Helps patients recover from illness.</b></li> </ul>	4

27.B	<ul style="list-style-type: none"> <li>• <b>Supports the medical treatment given by the doctor.</b></li> <li>• Any other (any one)</li> </ul> <p style="text-align: center;"><b>OR</b></p> <p>Advantages of meal planning:</p> <ul style="list-style-type: none"> <li>• Fulfills the nutritional needs of all family members</li> <li>• Meals can be made attractive and appealing</li> <li>• Saves time, energy, and fuel</li> <li>• Leftover food can be used effectively</li> <li>• Keeps individual likes and dislikes in mind</li> <li>• Can be planned within the family budget</li> </ul> <p><b>(Any Four or Any other relevant point)</b></p>	
28	<p><b>Role of Peer Group in Social Development of Raj (14-year-old adolescent)</b></p> <p><b>Positive Influences:</b></p> <ul style="list-style-type: none"> <li>• Helps develop <b>social-emotional skills</b> such as empathy, cooperation, and problem-solving.</li> </ul> <p style="padding-left: 40px;"><i>Example:</i> Working together on school projects or helping friends in need.</p> <ul style="list-style-type: none"> <li>• Provides <b>emotional support and a sense of belonging</b>, boosting confidence.</li> </ul> <p><b>Negative Influences:</b></p> <ul style="list-style-type: none"> <li>• May contribute to <b>bullying, harassment, or peer pressure</b>, causing stress or distraction from studies.</li> <li>• Can lead to <b>delinquent activities</b> such as smoking, drinking, theft, sexual activities or risky behaviours.</li> <li>• Adolescents may <b>adopt habits against family values or moral rules</b> to fit in.</li> </ul> <p style="padding-left: 40px;"><i>Example:</i> Following friends' trends or skipping studies.</p>	4

29	<p><b>1. Play is Active</b></p> <ul style="list-style-type: none"> <li>Children are physically involved, showing energy and movement.</li> <li><b>Example:</b> In make-believe play, one child runs and the other chases him, or both pretend to cook food together. Similarly, children may jump, climb, run around, or ride a cycle energetically.</li> </ul> <p><b>2. Play is Passive</b></p> <ul style="list-style-type: none"> <li>Children play quietly without much movement, often sitting in one place.</li> <li><b>Example:</b> In house-house play, children sit in a corner pretending to be family members, making one child act as a pet dog sitting still. Sometimes, they spend long hours alone with their toys, lost in imagination but not moving actively.</li> </ul> <p><b>3. Play is Natural</b></p> <ul style="list-style-type: none"> <li>No one teaches them; children imitate roles they observe in daily life.</li> <li><b>Example:</b> A girl may automatically take the role of her mother in pretend play, while a boy takes the role of his father. If the boy pretends to be a doctor, the girl immediately takes up the role of the patient. Girls are naturally drawn to dolls, while boys often prefer cars, showing instinctive choices.</li> </ul> <p><b>4. Play is Serious</b></p> <ul style="list-style-type: none"> <li>Children take play very seriously, following rules and showing intense involvement.</li> <li><b>Example:</b> In doctor-patient play, the child acting as doctor rubs cotton before pretending to give an injection, while the “patient” enacts pain realistically. Children are deeply engrossed and treat the play as if it were real, following agreed rules carefully.</li> </ul> <p><b>5. Play is Exploratory/Curious</b></p> <ul style="list-style-type: none"> <li>Children play out of curiosity, trying to explore and discover new things.</li> <li><b>Example:</b> A child may dismantle a toy to see what is inside, lift up clothes to examine their own body, or touch new objects like switches or appliances. This curiosity-driven play sometimes leads them to small risks or injuries.</li> </ul> <p>(Any four type with example)</p>	4
30	<p><b>(i) Tips for Cook (Personal Hygiene):</b></p> <ul style="list-style-type: none"> <li>Wear clean clothes, apron, covered shoes and head cover while cooking.</li> <li>Wash hands thoroughly for 20 seconds before and after handling food.</li> </ul>	4

	<ul style="list-style-type: none"> <li>• Keep nails trimmed and avoid wearing rings/jewellery while cooking.</li> <li>• Do not cook when sick; cover nose/mouth while sneezing or coughing.</li> <li>• Avoid scratching hair and nose pricking</li> <li>• Bathe daily</li> </ul> <p>(Any four points)</p> <p><b>(ii) Tips for Janitors (Kitchen Cleanliness):</b></p> <ul style="list-style-type: none"> <li>• Dispose of waste daily in closed bins and keep bins covered.</li> <li>• Mop and disinfect kitchen floors and walls regularly.</li> <li>• Clean utensils, counters, and stoves immediately after use.</li> <li>• Ensure proper ventilation and keep storage areas dry and insect-free.</li> <li>• Drains should have cockroach traps.</li> <li>• Adequate lighting in the kitchen.</li> <li>• All crevices or grooves should be filled.</li> </ul> <p>(Any four points)</p>	
31.A	<p>The cognitive development of an adolescents</p> <ol style="list-style-type: none"> <li>1. <b>Hypothetical-Deductive Reasoning:</b> They can analyze problems, hypothesize solutions, and test evidence systematically. <i>Example:</i> If told a neighbour was murdered, they can think of different possible suspects and reasons for the crime.</li> <li>2. <b>Systematic Thinking:</b> They can think in a step-by-step and organized manner. <i>Example 1:</i> When asked to form words with the letters A, T, E, and M, adolescents will do it systematically—first two-letter words, then three-letter words, then four-letter words.  They can mentally plan and organize things in advance. <i>Examples:</i> <ul style="list-style-type: none"> <li>• While packing for a vacation, they will think about the weather and packs accordingly.</li> <li>• When planning a birthday party, they considers food, venue, games, clothes, and decorations in detail.</li> </ul> </li> <li>3. <b>Abstract Thinking:</b> Adolescents can imagine things they have never seen and create make-believe situations. <i>Example:</i> If told elephants are flying, they can imagine a grey or pink elephant with wings flying among the clouds.</li> </ol>	5



	<p>4. <b>Idealism:</b> Adolescents develop a strong sense of right and wrong and often imagine an ideal world.  <i>Example:</i> They may feel betrayed when they realize their role models have flaws because they expect everyone to have perfect qualities.</p> <p>5. <b>Propositional Thought / Logical Thinking:</b> They can understand and evaluate the logic of verbal statements.  <i>Example:</i> If A is the grandson of B, and B is the father of C, adolescents can figure out how A is related to C.</p> <p style="text-align: center;"><b>OR</b></p>	
31.B	<p>During adolescence, both boys and girls undergo secondary physical changes,</p> <ol style="list-style-type: none"> <li>1. <b>Height &amp; Weight:</b> Both boys and girls experience a sudden increase in height and weight. Hands and feet also attain adult size.</li> <li>2. <b>Voice Change:</b> The voice of adolescent girls becomes <b>shrill</b>, whereas in boys, the voice <b>cracks and becomes deeper/harsh</b>.</li> <li>3. <b>Body Shape:</b> Girls develop <b>rounded and curvy hips</b>, while boys have <b>lean hips</b> and broader shoulders.</li> <li>4. <b>Breasts &amp; Muscles:</b> Girls show <b>development of breasts</b>, while boys show <b>increase in muscle growth</b>.</li> <li>5. <b>Hair Growth:</b> <ul style="list-style-type: none"> <li>o Both boys and girls: hair growth in <b>underarms and pubic areas</b>.</li> <li>o Boys only: hair growth on <b>face (beard), chest, and body</b>.</li> </ul> </li> <li>6. <b>Skin Changes:</b> Appearance of <b>pimples (acne)</b> is common due to increased oil secretion.</li> </ol>	
32.	<ol style="list-style-type: none"> <li>1. Soak in plain cold water</li> <li>2. Soak the stain in warm soapy water</li> <li>3. Bleach in sunlight</li> <li>4. Treat the stain with diluted alkaline solution</li> <li>5. Treat with dilute acid</li> <li>6. Apply oxidizing bleach</li> <li>7. Apply reducing bleach</li> <li>8. If stain persists, repeat steps (IV to VII) in same order with increased concentration level of chemicals</li> </ol>	5