



INDIAN SCHOOL AL WADI AL KABIR

**PRE-MIDTERM EXAMINATION (2025-26)**

**Class : X**

**Subject :HOME SCIENCE (O64)**

**Max Marks :30**

**Date : 8.05.2025**

**SET 1**

**Time : 1 hour**

	<b>Marking Scheme</b>	
	<b>SECTION A</b>	
1.	(C) 5 to 6 years	1
2.	(B) 11 to 21	1
3.	(C) Concrete Operational Stage	1
4.	(C) Adolescence	1
5.	(B) 6 years & 20 teeth	1
6.	(B) Play helps children express and manage emotions	1
7.	(D) Seriation	1
8.	(B) Social and emotional skills like sharing, communication, and problem-solving	1
9.	(C) Make-believe play	1
10.	(D)a-(iii); b-(iv); c-(ii); d- (i)	1
11.	(D) Play is passive	1
12.	(A) Both A and R are true and R is the correct explanation of A.	1
13.	(C) A is true but R is false.	1
	<b><u>CASE-STUDY BASED QUESTIONS</u></b>	
14.	(B) a-(iii); b-(iv); c-(i); d- (ii)	1
15.	(D) All of the above	1
16.	(C) 7–8 years	1
	<b>SECTION B</b>	
17.	<p><b>'Play is exploratory or curious'</b> means that children naturally want to explore and understand the world around them through play. They are eager to discover how things work, what objects do, and how their own bodies move. This curiosity is an important part of their growth, helping them develop thinking skills, creativity, and independence.</p> <p>Example:</p> <p>A child may take apart a toy car to see what's inside or press different buttons on a remote to see what happens. Children are very curious about everything, a new toy, a new appliance, their environment, bodies, etc. Their curiosity makes them pull their arms up close to examine their bodies, open up their toys, put their fingers in electric sockets to see what is inside. They may often get hurt in the process. This shows their curiosity and desire to explore.</p>	2

18.	<p><b>(A) Animistic Thinking</b></p> <p><b>Definition:</b> Animistic thinking is the belief that inanimate objects have lifelike qualities such as thoughts, feelings, and intentions. This is a common feature of early childhood cognitive development, particularly in Piaget's <b>preoperational stage</b> (ages 2–7 years).</p> <p><b>Example in Early Childhood:</b> A 4-year-old might say, <i>"The sun is smiling at me,"</i> or <i>"My teddy bear is sad because I left him alone."</i> The child believes that non-living things can feel emotions just like humans. The child may feed the car or doll.</p> <p><b>Example in Middle Childhood:</b> As children grow older (around 7–11 years), animistic thinking typically declines. A child in middle childhood might understand that a toy doesn't actually have feelings but may still talk to it during play for imaginative purposes</p> <p><b>(B) Fantasy</b></p> <p><b>Definition:</b> Fantasy refers to the ability to imagine things that are not real or cannot happen in reality. It is a normal and healthy part of childhood development, especially evident in <b>pretend play</b> and storytelling.</p> <p><b>Example in Early Childhood:</b> A 5-year-old might pretend to be a superhero or imagine that their stuffed animal can talk and fly. They often blend fantasy with reality without clear boundaries.</p> <p><b>Example in Middle Childhood:</b> Older children (ages 7–11) still enjoy fantasy but start to distinguish more clearly between what is real and what is imaginary. For instance, they may enjoy reading fantasy books like <i>Harry Potter</i> or playing fantasy-based video games, fully aware that these scenarios are not real.</p> <p style="text-align: right;">(1.5+1.5)</p>	3
<b>SECTION C</b>		
19.	<p style="text-align: center;"><b>As a responsible parent, Mrs. Hema ensures:</b></p> <p>◇ <b>Safety First:</b> Toys must be large enough so they don't get stuck in the child's throat. Small toys can cause choking — a major safety risk.</p>	4

	<p>◇ <b>Smooth &amp; Soft Edges:</b> Toys should have <b>rounded edges</b> and be <b>soft</b> to prevent injuries. Sharp-edged toys can harm children during play.</p> <p>◇ <b>Non-Toxic Materials:</b> The <b>paint used</b> must be <b>non-toxic</b> and <b>colorfast</b>, to avoid harmful effects if the child puts the toy in their mouth.</p> <p>◇ <b>Good Quality &amp; Certified:</b> Only <b>ISI-marked</b> toys should be purchased to ensure they meet <b>quality and safety standards</b>.</p> <p>◇ <b>Bright &amp; Age-Appropriate:</b> Toys should be <b>bright and attractive</b>, and suitable for the <b>age and development level</b> of the child for safe, fun learning.</p> <p style="text-align: center;"><b>OR</b></p> <p><b>Home Science</b> is a <b>practical science</b> that equips individuals with the knowledge and skills to manage personal, family, and community life effectively. It is an interdisciplinary field that draws from both science and the humanities, helping individuals handle daily responsibilities and challenges with confidence and competence.</p> <p>Home Science empowers learners by providing a deep understanding of <b>five core areas</b>:</p> <p><b>1. Foods and Nutrition</b></p> <p>This area focuses on the principles of nutrition, balanced diets, meal planning, and food safety. It helps learners understand the importance of healthy eating habits, the role of nutrients in the body, and how to prepare nutritious meals. <b>Example:</b> Students learn to plan meals for different age groups, manage food budgets, and prevent food wastage.</p> <p><b>2. Human Development and Childhood Studies</b></p> <p>This area studies the physical, emotional, social, and cognitive development of individuals from infancy to old age. It helps learners understand the needs of children, adolescents, adults, and the elderly. <b>Example:</b> Students learn how to care for children, support aging family members, and understand behavior patterns in different stages of life.</p>	
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	<p><b>3. Resource Management</b></p> <p>This focuses on the efficient use of time, money, energy, space, and materials in everyday life. Learners are taught how to make informed decisions and use resources wisely for better living.</p> <p><b>Example:</b> Students learn budgeting, time management techniques, and home organization skills to maintain a balanced lifestyle.</p> <p><b>4. Fabric and Apparel Sciences</b></p> <p>This area deals with textiles, clothing construction, fabric care, and fashion design. It helps learners understand different types of fabrics, their properties, and how to maintain them.</p> <p><b>Example:</b> Students may learn basic stitching, designing clothes, and even explore careers in fashion and textile industries.</p> <p><b>5. Community Development and Extension</b></p> <p>This focuses on working with communities to bring about social change and improve the quality of life. It encourages learners to take part in awareness programs and understand the importance of public health, sanitation, and education.</p> <p><b>Example:</b> Students may participate in community service, campaigns for cleanliness, nutrition awareness, or skill development programs.</p> <p><b>Conclusion:</b> Through these five areas, Home Science not only develops practical life skills but also builds a strong foundation for personal growth, family welfare, and professional opportunities. It helps students become responsible citizens, capable of contributing meaningfully to society.</p>	
20.	<p><b>Primary physical changes in boys</b></p> <ul style="list-style-type: none"> <li>• Growth of male sex organs</li> <li>• Nocturnal emission(spermarche)in boys. (any one )</li> </ul> <p><b>Secondary physical changes observed in adolescence boys-</b></p> <ul style="list-style-type: none"> <li>• Increase in height and weight</li> <li>• Hands and feet attain adult size</li> <li>• Appearance of pimple(acne)</li> <li>• Voice of adolescent boys cracks and become harsh.</li> <li>• Adolescent boys have lean hips.</li> <li>• Development of muscles in boys.</li> </ul>	5

- Growth of hair on underarms and pubic areas in girls and boys.
- Growth of hair on face (beard), body or chest in boys.

(any four)

**OR**

### **Social Changes During Adolescence**

#### **Changing Relationship with Parents and Family:**

- Adolescents often share a love-hate relationship with their parents.
- They may resist parental authority and avoid spending time with family.
- A desire for **privacy** increases, and they tend to become more secretive.
- Conflicts between parents and adolescents become more common.

#### **Increased Importance of Friends and Peer Groups:**

- Friends become more important than family during this stage.
- Adolescents prefer to spend most of their time with their peer group.
- Peer groups develop their **own culture**, including values, language, fashion, music, and preferences.
- Being **accepted and popular** among friends becomes a priority.
- Those who struggle to make friends may feel isolated or depressed.

#### **Influence of Peer Pressure:**

- **Negative Peer Pressure:** May lead to delinquent behavior, use of slang, substance abuse, or other risky activities.
- **Positive Peer Pressure:** Can encourage good behavior, healthy habits, academic focus, and proper etiquette.

#### **Crushes:**

- Adolescents may develop **crushes**, experiencing brief feelings of attraction toward someone—often older, and of the same or opposite sex.
- These feelings are usually **temporary** and part of normal emotional development.