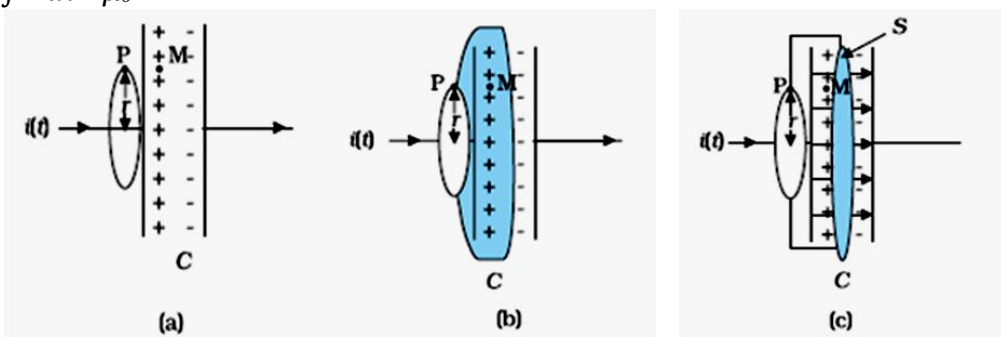
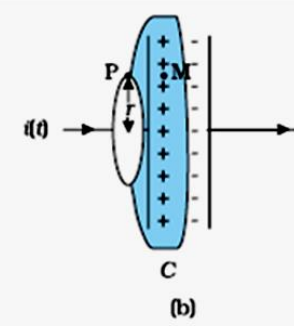
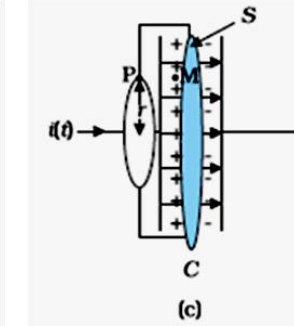
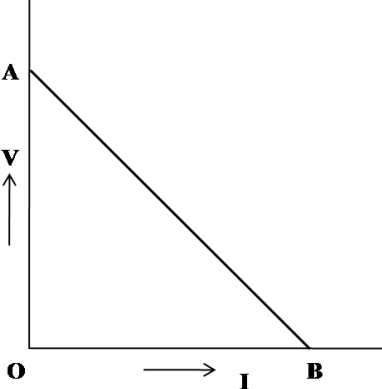
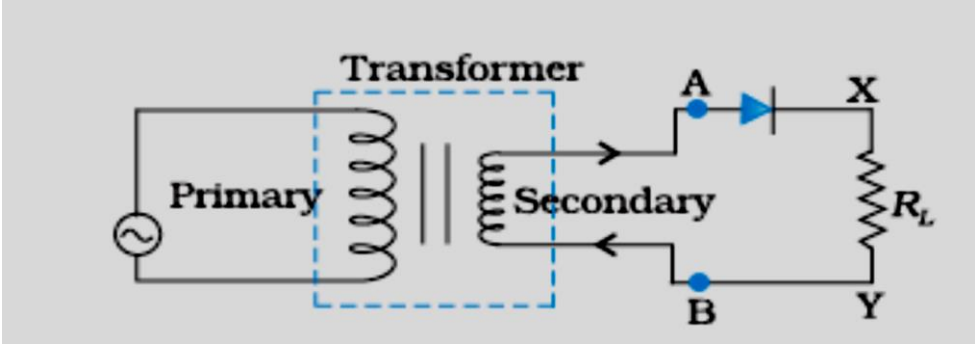


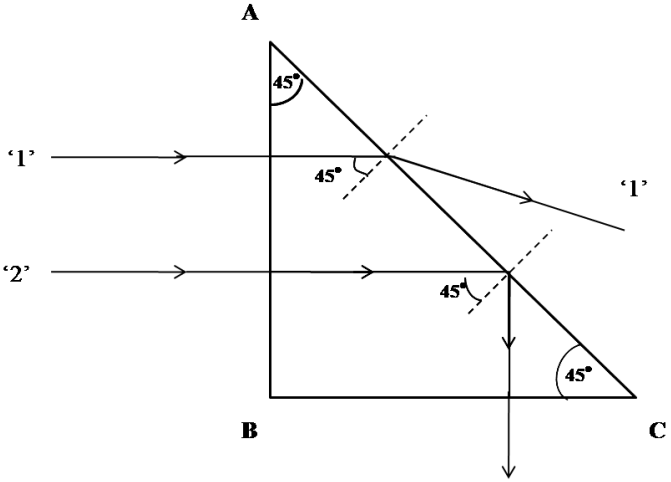
**MARKING SCHEME**  
**SET 55/1**

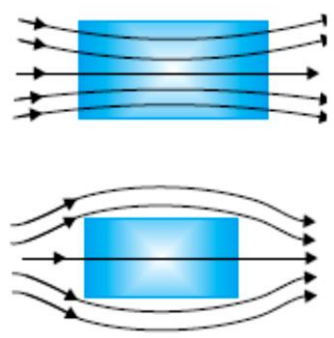
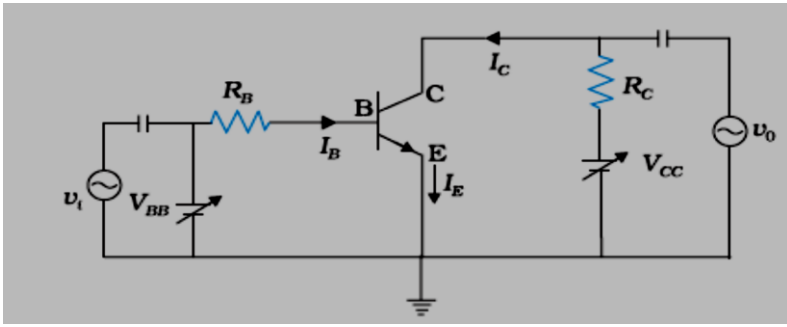
Q. No	Expected Answer / Value Points	Marks	Total Marks
1.	<p><b>Definition</b> : One ampere is the value of steady current which when maintained in each of the two very long, straight, parallel conductors of negligible cross section and placed one metre apart in vacuum, would produce on each of these conductors a force equal of <math>2 \times 10^{-7}</math> N/m of its length.</p> <p><b>Alternatively</b> If the student writes <math>F = \frac{\mu_0}{2\pi} \frac{I_1 I_2 L}{R}</math> and says that when <math>I_1 = I_2 = 1</math> ampere <math>R = 1</math> meter and <math>L = 1</math> meter, then <math>F = 2 \times 10^{-7}</math> N <b>Award full 1 mark</b></p> <p><b>Alternatively</b> If the student draws <b>any one</b> of the two diagram, as shown ,</p> <div style="text-align: center;"> </div> <p><b>Award full 1 mark</b></p>	1	1
2.	<i>X – rays / <math>\gamma</math> – rays</i>	1	1
3.	Force decreases	1	1
4.	<p>Intensity of radiation depends on the number of photons incident per unit area per unit time. [<b>Note</b>: Also accept the definition: ‘number of quanta of radiation per unit area per unit time’. Also accept if the student writes: All photons, of a particular frequency, have the same kinetic energy and momentum, irrespective of the intensity of incident radiation.</p> <p><b>Alternatively</b> The amount of light energy / Photon energy, incident per metre square per second is called intensity of radiation <b>SI Unit</b> : <math>W/m^2</math> or <math>J/(s \cdot m^2)</math></p>	<p><math>\frac{1}{2}</math> <math>\frac{1}{2}</math></p>	1
5.	<p>Clockwise <b>Alternatively</b></p> <div style="text-align: center;"> </div>	1	1

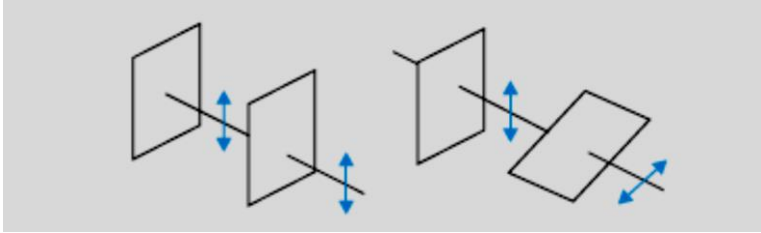
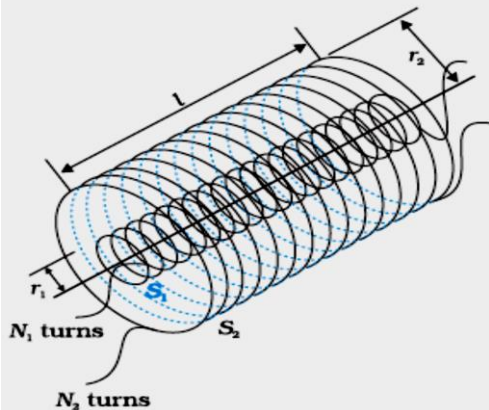
6.	<p>Neutrinos are neutral (chargeless), (almost) massless particles that hardly interact with matter.</p> <p><b>Alternatively</b> The neutrinos can penetrate large quantity of matter without any interaction</p> <p><b>OR</b> Neutrinos are chargeless and (almost) massless particles.</p>	1	1										
7.	<p><b>Any two</b> of the following (or any other correct) reasons :</p> <p>i. AC can be transmitted with much lower energy losses as compared to DC</p> <p>ii. AC voltage can be adjusted (stepped up or stepped down) as per requirement.</p> <p>iii. AC current in a circuit can be controlled using (almost) wattless devices like the choke coil.</p> <p>iv. AC is easier to generate.</p>	$\frac{1}{2} + \frac{1}{2}$	1										
8.	<p>As a diverging lens Light rays diverge on going from a rarer to a denser medium.</p> <p><b>[Alternatively</b> Also accept the reason given on the basis of lens maker's formula.]</p>	$\frac{1}{2}$ $\frac{1}{2}$	1										
9.	<table border="1" data-bbox="288 869 986 981"> <tr> <td>Derivation of energy expression</td> <td>1 <math>\frac{1}{2}</math></td> </tr> <tr> <td>Significance of negative sign</td> <td><math>\frac{1}{2}</math></td> </tr> </table> <p>As per Rutherford's model</p> $\frac{mv^2}{r} = \frac{1}{4\pi\epsilon_0} \frac{ze^2}{r^2}$ $\Rightarrow mv^2 = \frac{1}{4\pi\epsilon_0} \frac{ze^2}{r}$ <p>Total energy = P.E + K.E.</p> $= -\frac{1}{4\pi\epsilon_0} \frac{ze^2}{r} + \frac{1}{2} mv^2$ $= -\frac{1}{2} \cdot \frac{1}{4\pi\epsilon_0} \frac{ze^2}{r} = -\frac{1}{8\pi\epsilon_0} \frac{ze^2}{r}$ <p><u>Negative Sign</u> implies that Electron – nucleus form a bound system.</p> <p><b>Alternatively</b> Electron – nucleus form an attractive system)</p> <p style="text-align: center;"><b>OR</b></p> <table border="1" data-bbox="268 1742 1066 1888"> <tr> <td>Bohr's Postulate</td> <td><math>\frac{1}{2}</math></td> </tr> <tr> <td>Derivation of radius of nth orbit</td> <td>1</td> </tr> <tr> <td>Bohr's radius</td> <td><math>\frac{1}{2}</math></td> </tr> </table> <p>For the electron, we have Bohr's Postulate (<math>mvr = \frac{nh}{2\pi}</math>)</p>	Derivation of energy expression	1 $\frac{1}{2}$	Significance of negative sign	$\frac{1}{2}$	Bohr's Postulate	$\frac{1}{2}$	Derivation of radius of nth orbit	1	Bohr's radius	$\frac{1}{2}$	$\frac{1}{2}$ $\frac{1}{2}$ $\frac{1}{2}$ $\frac{1}{2}$ $\frac{1}{2}$	2
Derivation of energy expression	1 $\frac{1}{2}$												
Significance of negative sign	$\frac{1}{2}$												
Bohr's Postulate	$\frac{1}{2}$												
Derivation of radius of nth orbit	1												
Bohr's radius	$\frac{1}{2}$												

	$\frac{mv^2}{r} = \frac{1}{4\pi\epsilon_0} \frac{ze^2}{r^2}$ <p>and <math>mvr = \frac{nh}{2\pi}</math></p> $\therefore m^2 v^2 r^2 = \frac{n^2 h^2}{4\pi^2}$ <p>and <math>mv^2 r = \frac{1}{4\pi\epsilon_0} ze^2</math></p> $\therefore r = \frac{\epsilon_0 n^2 h^2}{\pi z e^2 m}$ <p>Bohr's radius (for n = 1) = <math>\epsilon_0 h^2 / \pi z e^2 m</math></p>	1/2	1/2	1/2	2							
10.	<table border="1" style="width: 100%;"> <tr> <td>Formula for energy stored</td> <td>1/2</td> </tr> <tr> <td>New value of capacitance</td> <td>1/2</td> </tr> <tr> <td>Calculation of ratio</td> <td>1</td> </tr> </table> <p>Energy stored in a capacitor = <math>\frac{1}{2} QV = \frac{1}{2} CV^2 = \frac{1}{2} \frac{Q^2}{C}</math> (any one )</p> <p>Capacitance of the (parallel) combination = <math>C+C=2C</math></p> <p>Here, total charge, Q, remains the same</p> $\therefore \text{initial energy} = \frac{1}{2} \frac{Q^2}{C}$ <p>And final energy = <math>\frac{1}{2} \frac{Q^2}{2C}</math></p> $\therefore \frac{\text{final energy}}{\text{initial energy}} = \frac{1}{2}$ <p>[<b>Note</b> : If the student does the correct calculations by assuming the voltage across the</p> <p>(i) Parallel or (ii) Series combination to remain constant (=V) and obtain the answers as (i) 2:1 or (ii) 1:2 , award full marks ]</p>	Formula for energy stored	1/2	New value of capacitance	1/2	Calculation of ratio	1	1/2	1/2	1/2	1/2	2
Formula for energy stored	1/2											
New value of capacitance	1/2											
Calculation of ratio	1											
11.	<table border="1" style="width: 100%;"> <tr> <td>Statement of Ampere's circuital law</td> <td>1/2</td> </tr> <tr> <td>Showing inconsistency during the process of charging</td> <td>1</td> </tr> <tr> <td>Displacement Current</td> <td>1/2</td> </tr> </table> <p>According to Ampere's circuital Law</p> $\oint \vec{B} d\vec{l} = \mu_0 I$ <div style="display: flex; justify-content: space-around;">    </div> <p>Applying ampere's circuital law to fig (a) we see that, during charging, the right hand side in Ampere's circuital law equals <math>\mu_0 I</math></p> <p>However on applying it to the surfaces of the fig (b) or fig (c), the right hand side is zero.</p>	Statement of Ampere's circuital law	1/2	Showing inconsistency during the process of charging	1	Displacement Current	1/2	1/2	1/2	1/2	1/2	2
Statement of Ampere's circuital law	1/2											
Showing inconsistency during the process of charging	1											
Displacement Current	1/2											

	<p>Hence, there is a contradiction.          We can remove the contradiction by assuming that there exists a current (associated with the changing electric field during charging), known as the displacement current.          When this current (<math>= \frac{d\phi_E}{dt}</math>) is added on the right hand side, Ampere's circuital law, the inconsistency disappears.          It was, therefore necessary, to generalize the Ampere's circuital law, as  <math display="block">\oint \vec{B} d\vec{l} = \mu_0 I_c + \mu_0 \epsilon_0 \frac{d\phi_E}{dt}</math>         [Note : If the student does the reasoning by using the (detailed) mathematics, relevant to displacement current, award full 2 marks ]</p>	1/2	2						
12.	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="padding: 5px;">Relation between V and I</td> <td style="text-align: right; padding: 5px;">1/2</td> </tr> <tr> <td style="padding: 5px;">Graph</td> <td style="text-align: right; padding: 5px;">1/2</td> </tr> <tr> <td style="padding: 5px;">Determination of emf and internal resistance</td> <td style="text-align: right; padding: 5px;">1/2 + 1/2</td> </tr> </table> <p>The relation between V and I is  <math>V = E - Ir</math>          Hence, the graph, between V and I, has the form shown below.</p>  <p>For point A, <math>I=0</math>, Hence, <math>V_A = E</math>          For point B, <math>V=0</math>, Hence, <math>E = I_B r</math>          Therefore, <math>r = \frac{E}{I_B}</math>  <u>Alternatively:</u> emf (E) equals the intercept on the vertical axis. Internal resistance ( r ) equals the negative of the slope of the graph.</p>	Relation between V and I	1/2	Graph	1/2	Determination of emf and internal resistance	1/2 + 1/2	1/2  1/2  1/2	2
Relation between V and I	1/2								
Graph	1/2								
Determination of emf and internal resistance	1/2 + 1/2								
13.	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="padding: 5px;">Circuit diagram</td> <td style="text-align: right; padding: 5px;">1</td> </tr> <tr> <td style="padding: 5px;">Working</td> <td style="text-align: right; padding: 5px;">1</td> </tr> </table> 	Circuit diagram	1	Working	1	1			
Circuit diagram	1								
Working	1								

	<p><b>Working:</b>          During one half of the input AC, the diode is forward biased and a current flows through <math>R_L</math>.          During the other half of the input AC, the diode is reverse biased and no current flows through the load <math>R_L</math>.          Hence, the given AC input is rectified  <b>[Note :</b> If the student just draws the waveforms, for the input AC voltage and output voltage (without giving any explanation)          (award <math>\frac{1}{2}</math> mark only for “working”)</p>	$\frac{1}{2}$  $\frac{1}{2}$	2				
14.	<table border="1" data-bbox="268 555 986 667"> <tr> <td>Formula</td> <td><math>\frac{1}{2}</math></td> </tr> <tr> <td>Substitution and calculation</td> <td><math>\frac{1}{2} + 1</math></td> </tr> </table> <p><math>I = neA V_d</math></p> $V_d = \frac{I}{neA} = \frac{1.5}{9 \times 10^{28} \times 1.6 \times 10^{-19} \times 1.0 \times 10^{-7}} \text{ m/s}$ $= 1.048 \times 10^{-3} \text{ m/s } (\approx 1 \text{ mm/s})$	Formula	$\frac{1}{2}$	Substitution and calculation	$\frac{1}{2} + 1$	$\frac{1}{2}$  $\frac{1}{2}$	2
Formula	$\frac{1}{2}$						
Substitution and calculation	$\frac{1}{2} + 1$						
15.	<table border="1" data-bbox="268 927 986 1016"> <tr> <td>Tracing of Path of Ray 1</td> <td>1</td> </tr> <tr> <td>Tracing of Path of Ray 2</td> <td>1</td> </tr> </table>  <p><b>[Note :</b> If the student just writes (without drawing any diagram) that angle of incidence for both rays ‘1’ and ‘2’ on face AC equals <math>45^\circ</math>, and says that it is less than critical angle for ray ‘1’ (which therefore gets refracted) and more than critical angle for ray ‘2’ (which undergoes total internal reflection), award only <math>\frac{1}{2} + \frac{1}{2}</math> marks.]</p>	Tracing of Path of Ray 1	1	Tracing of Path of Ray 2	1	1  1	2
Tracing of Path of Ray 1	1						
Tracing of Path of Ray 2	1						
16.	<table border="1" data-bbox="268 1812 986 1901"> <tr> <td>Function of Transducer</td> <td>1</td> </tr> <tr> <td>Function of Repeater</td> <td>1</td> </tr> </table> <p><b>Transducer :</b> Any device that converts one form of energy to another.  <b>Repeater :</b> A repeater accepts the signal from the transmitter, amplifies and retransmits it to the receiver.</p>	Function of Transducer	1	Function of Repeater	1	1  1	2
Function of Transducer	1						
Function of Repeater	1						

17.	<table border="1"> <tr> <td>Diagrams</td> <td><math>\frac{1}{2} + \frac{1}{2}</math></td> </tr> <tr> <td>Explanations</td> <td><math>\frac{1}{2} + \frac{1}{2}</math></td> </tr> </table>	Diagrams	$\frac{1}{2} + \frac{1}{2}$	Explanations	$\frac{1}{2} + \frac{1}{2}$			
Diagrams	$\frac{1}{2} + \frac{1}{2}$							
Explanations	$\frac{1}{2} + \frac{1}{2}$							
	 <p>A <u>paramagnetic</u> material tends to move from weaker to stronger regions of the magnetic field and hence increases the number of lines of magnetic field passing through it.  [<i>Alternatively:</i> A <u>paramagnetic</u> material, dipole moments are induced in the direction of the field.]</p> <p>A <u>diamagnetic</u> material tends to move from stronger to weaker regions of the magnetic field and hence, decreases the number of lines of magnetic field passing through it.  [<i>Alternatively:</i> A <u>diamagnetic</u> material, dipole moments are induced in the opposite direction of the field.]</p> <p>[<b>Note:</b> If the student just writes that a paramagnetic material has a small positive susceptibility (<math>0 &lt; X &lt; \epsilon</math>) and a diamagnetic material has a negative susceptibility (<math>-1 \leq X &lt; 0</math>), award the <math>\frac{1}{2}</math> mark for the second part of the question.]</p>		<p><math>\frac{1}{2}</math></p> <p><math>\frac{1}{2}</math></p> <p><math>\frac{1}{2}</math></p> <p><math>\frac{1}{2}</math></p>	2				
18.	<table border="1"> <tr> <td>Circuit diagram</td> <td><math>1 \frac{1}{2}</math></td> </tr> <tr> <td>Condition</td> <td><math>\frac{1}{2}</math></td> </tr> </table>	Circuit diagram	$1 \frac{1}{2}$	Condition	$\frac{1}{2}$			
Circuit diagram	$1 \frac{1}{2}$							
Condition	$\frac{1}{2}$							
	 <p><b>Condition :</b> The transistor must be operated close to the centre of its active region.  <i>Alternatively</i>  The base- emitter junction of the transistor must be (suitably) forward biased and the collector – emitter junction must be (suitably) reverse biased.</p>		<p><math>1 \frac{1}{2}</math></p> <p><math>\frac{1}{2}</math></p>	2				

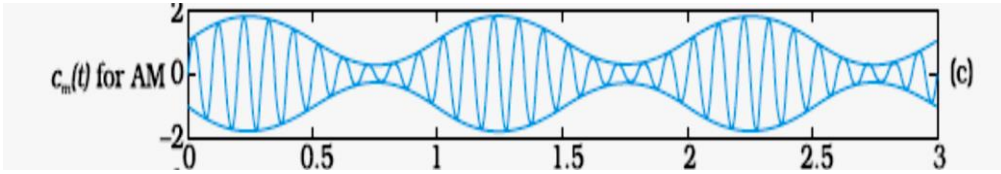
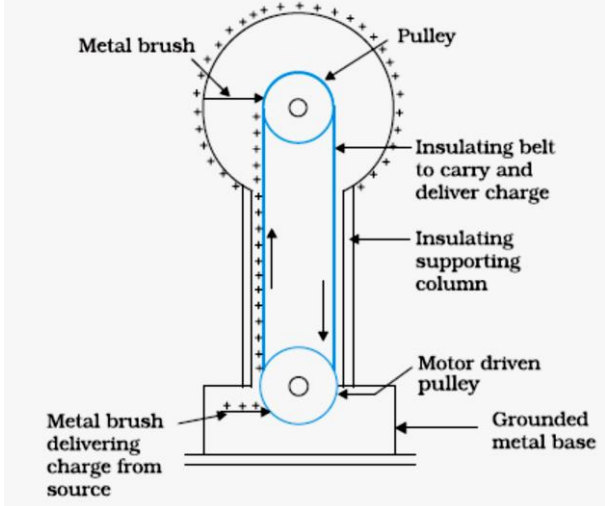
<p>19.</p>	<table border="1" data-bbox="279 181 1099 297"> <tr> <td>a) Demonstration of transverse nature of light</td> <td>1 ½</td> </tr> <tr> <td>b) Calculation of intensity through P<sub>1</sub> P<sub>2</sub> &amp; P<sub>3</sub></td> <td>½ + ½ + ½</td> </tr> </table> <p>a)</p>  <p>Light from the sodium lamp passing through the single Polaroid sheet ( P<sub>1</sub>) does not show any variation in intensity when this sheet is rotated. However, if the light, transmitted by P<sub>1</sub>, is made to pass through another Polaroid sheet (P<sub>2</sub>) the light intensity, coming out of P<sub>2</sub>, varies from a maximum to zero, and again to maximum, when P<sub>2</sub> is rotated. These observations are consistent only with the transverse nature of light waves.</p> <p>b) Intensity of light transmitted through P<sub>1</sub> = I<sub>0</sub> / 2  Intensity of light transmitted through P<sub>3</sub> = (I<sub>0</sub> / 2) x cos<sup>2</sup>30°  = 3 I<sub>0</sub> / 8  Intensity of light transmitted through P<sub>2</sub> = <math>\frac{3}{8} I_0 \cos^2 60^\circ</math>  = <math>\frac{3}{32} I_0</math></p> <p>[<b>Note</b> : If the student takes the intensity of light transmitted through P<sub>1</sub> as I<sub>0</sub> and calculates the intensity through P<sub>3</sub> and P<sub>2</sub> as <math>\frac{3}{4} I_0</math> and <math>\frac{3}{16} I_0</math> award ½ + ½ = 1 mark for part (b) ]</p>	a) Demonstration of transverse nature of light	1 ½	b) Calculation of intensity through P <sub>1</sub> P <sub>2</sub> & P <sub>3</sub>	½ + ½ + ½	<p>1 ½ ½ ½</p>	<p>3</p>
a) Demonstration of transverse nature of light	1 ½						
b) Calculation of intensity through P <sub>1</sub> P <sub>2</sub> & P <sub>3</sub>	½ + ½ + ½						
<p>20.</p>	<table border="1" data-bbox="272 1323 1031 1417"> <tr> <td>Definition of mutual induction</td> <td>1</td> </tr> <tr> <td>Obtaining the expression</td> <td>2</td> </tr> </table> <p>Mutual inductance, between a pair of coils, equals the magnetic flux, linked with one of them, due to a unit current flowing in the other.</p> <p><b>Alternatively</b>  The mutual inductance, for a pair of coils, equals the emf induced, in one of them, when the current in the other coil is changing at a unit rate.</p> 	Definition of mutual induction	1	Obtaining the expression	2	<p>1 ½</p>	
Definition of mutual induction	1						
Obtaining the expression	2						





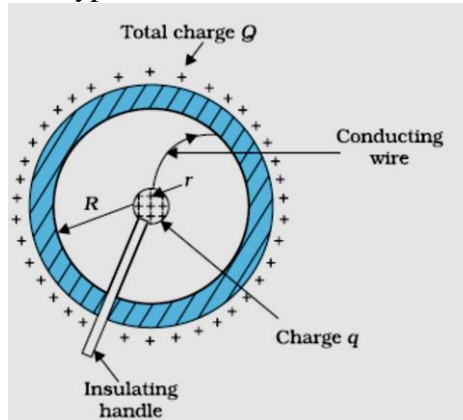


	<p>Conditions</p> <p>(i) No power is dissipated when <math>R = 0</math> (or <math>\phi = 90^\circ</math>)  [<b>Note:</b> Also accepts if the student writes ‘This condition cannot be satisfied for a series LCR circuit’.]</p> <p>(ii) Maximum power is dissipated when <math>X_L = X_C</math>  or <math>\omega L = \frac{1}{\omega C}</math> (or <math>\phi = 0</math>)</p>	<p><math>\frac{1}{2}</math></p> <p><math>\frac{1}{2}</math></p>	<p>3</p>				
<p>24.</p>	<table border="1" data-bbox="277 427 1007 577"> <tr> <td>Energy band diagrams</td> <td>1 ½</td> </tr> <tr> <td>Two distinguishing features</td> <td>1 ½</td> </tr> </table> <div data-bbox="288 618 1241 1263"> <p>(ii)</p> <p>(b)</p> <p>(c)</p> <p><b>Two distinguishing features:</b></p> <p>(i) In conductors, the valency band and conduction band tend to overlap ( or nearly overlap ) while in insulators they are separated by a large energy gap and in semiconductors are separated by a small energy gap.</p> <p>(ii) The conduction band, of a conductor, has a large number of electrons available for electrical conduction. However the conduction band of insulators is almost empty while that of the semi- conductor has only a ( very ) small number of such electrons available for electrical conduction.</p> </div>	Energy band diagrams	1 ½	Two distinguishing features	1 ½	<p><math>\frac{1}{2}</math></p> <p><math>\frac{1}{2} + \frac{1}{2}</math></p> <p>1</p> <p><math>\frac{1}{2}</math></p>	<p>3</p>
Energy band diagrams	1 ½						
Two distinguishing features	1 ½						
<p>25.</p>	<table border="1" data-bbox="277 1697 1007 1800"> <tr> <td>Values displayed</td> <td>2</td> </tr> <tr> <td>Diagnosis</td> <td>1</td> </tr> </table> <p>(a) keen observer/ helpful/ concerned / responsible/ respectful towards elders.  <b>(Any two)</b></p> <p>(b) The doctor can trace and observe, the difference between the movement of an appropriate radio- isotope through a normal brain and a brain having tumor in it.  [<b>Note :</b> Also accept any other appropriate explanation.]</p>	Values displayed	2	Diagnosis	1	<p>1+1</p> <p>1</p>	<p>3</p>
Values displayed	2						
Diagnosis	1						

26.	<table border="1" data-bbox="279 174 1010 302"> <tr> <td>Two basic modes of communication</td> <td><math>\frac{1}{2} + \frac{1}{2}</math></td> </tr> <tr> <td>Process of Amplitude Modulation</td> <td>1</td> </tr> <tr> <td>Schematic Sketch</td> <td>1</td> </tr> </table> <p>Two basic modes of communication are</p> <ol style="list-style-type: none"> <li>Point – to –point</li> <li>Broadcast</li> </ol> <p>In Amplitude modulation the amplitude of a carrier wave is made to vary, with time, in the same way as the modulating signal varies with time</p> 	Two basic modes of communication	$\frac{1}{2} + \frac{1}{2}$	Process of Amplitude Modulation	1	Schematic Sketch	1	<p><math>\frac{1}{2}</math></p> <p><math>\frac{1}{2}</math></p> <p>1</p> <p>1</p>	3
Two basic modes of communication	$\frac{1}{2} + \frac{1}{2}$								
Process of Amplitude Modulation	1								
Schematic Sketch	1								
27.	<table border="1" data-bbox="279 824 1010 952"> <tr> <td>Formula</td> <td><math>\frac{1}{2}</math></td> </tr> <tr> <td>Calculation of debroglie wavelength</td> <td>2</td> </tr> <tr> <td>Comparison</td> <td><math>\frac{1}{2}</math></td> </tr> </table> $\lambda = \frac{h}{p} = \frac{h}{\sqrt{2meV}} \quad \text{or} \quad \lambda = \frac{12.27}{\sqrt{V}} \text{ \AA}$ $\therefore \lambda = \frac{6.63 \times 10^{-34}}{\sqrt{(2 \times 9.1 \times 10^{-31} \times 1.6 \times 10^{-19} \times 50 \times 10^3)}}$ $\lambda = 5.33 \times 10^{-12} \text{ m}$ <p>The resolving power of an electron microscope is much better than that of optical microscope.</p> <p>[<b>Note</b> : If the student writes R.P <math>\propto \frac{1}{\lambda}</math>, award this <math>\frac{1}{2}</math> mark]</p>	Formula	$\frac{1}{2}$	Calculation of debroglie wavelength	2	Comparison	$\frac{1}{2}$	<p><math>\frac{1}{2}</math></p> <p>1</p> <p>1</p> <p><math>\frac{1}{2}</math></p>	3
Formula	$\frac{1}{2}$								
Calculation of debroglie wavelength	2								
Comparison	$\frac{1}{2}$								
28.	<table border="1" data-bbox="279 1339 1050 1467"> <tr> <td>Diagram</td> <td>2</td> </tr> <tr> <td>Principle and working</td> <td>2</td> </tr> <tr> <td>Use and limitation</td> <td><math>\frac{1}{2} + \frac{1}{2}</math></td> </tr> </table>  <p>[<b>Note</b> : Award 1 mark only if the diagram is not labelled]</p>	Diagram	2	Principle and working	2	Use and limitation	$\frac{1}{2} + \frac{1}{2}$	2	
Diagram	2								
Principle and working	2								
Use and limitation	$\frac{1}{2} + \frac{1}{2}$								

**Principle & working**

Consider a set up of the type shown here



- i. Potential inside and on the surface, of the conducting sphere of radius 'R':

$$V'_R = \frac{1}{4\pi\epsilon_0} \cdot \frac{Q}{R}$$

- ii. Potential due to small sphere of radius 'r' carrying a charge 'q':

At the surface of the smaller sphere :  $V'_r = \frac{1}{4\pi\epsilon_0} \cdot \frac{q}{r}$

At the surface of the larger sphere :  $V''_R = \frac{1}{4\pi\epsilon_0} \cdot \frac{Q}{R}$

∴ The difference of potential between the smaller and the larger sphere:

$$\begin{aligned} \Delta V &= \frac{1}{4\pi\epsilon_0} \cdot \left[ \left( \frac{Q}{R} + \frac{q}{r} \right) - \left( \frac{Q}{R} + \frac{q}{r} \right) \right] \\ &= \frac{q}{4\pi\epsilon_0} \left( \frac{1}{r} - \frac{1}{R} \right) \end{aligned}$$

When 'q' is positive, the inner sphere would always be at a higher potential with respect to outer sphere, irrespective of the amount of charges on the two.

∴ When both the spheres are connected, charge will flow from the smaller sphere to the larger sphere. Thus for a set up of the type shown, charge would keep on piling up on the larger sphere.

**Use :** This machine is used to accelerate charged particles (electron, protons, ions) to high energies.

**Limitation:** It can build up potentials upto a few million volts only.

**OR**

(a)	Deducing the expression for torque	2
(b)	Finding the ratio of the flux through the two spheres	2
(c)	Finding the change in flux	1

(a)

The forces, acting on the two charges of the dipole, are

$$+q\vec{E} \text{ and } -q\vec{E}$$

1/2

1/2

1/2

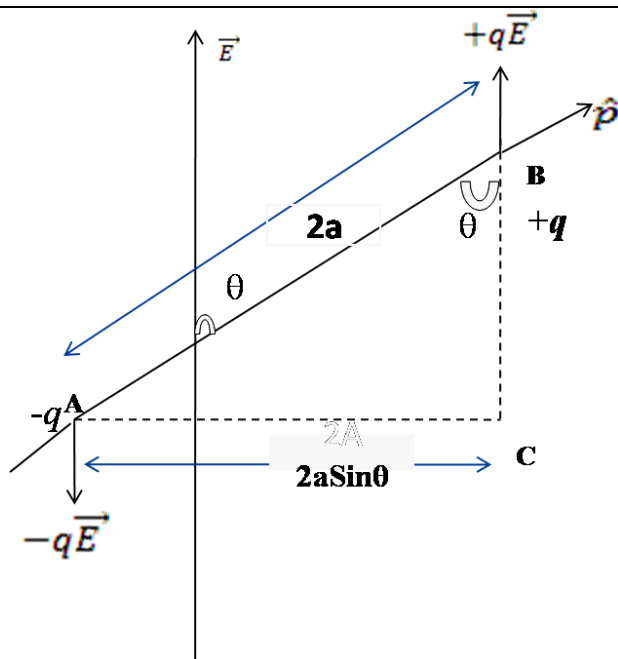
1/2

1/2

1/2

5

1/2



1/2

The net force on the dipole is zero.

The two forces are, however, equivalent to a torque having a magnitude

$$\begin{aligned} \tau &= (qE)AC \\ &= qE \cdot 2a \sin \theta \\ &= pE \sin \theta \end{aligned}$$

1/2

The direction of this torque is that of the cross product  $(\vec{p} \times \vec{E})$ . Hence, the torque acting on the dipole, is given by

1/2

$$\vec{\tau} = \vec{p} \times \vec{E}$$

(b)

1/2

As per Gauss's Theorem

$$\text{Electric Flux} = \oint_S \vec{E} \cdot d\vec{S} = \frac{q_{\text{enclosed}}}{\epsilon_0}$$

1/2

$$\therefore \text{For sphere } S_1, \text{ flux enclosed} = \phi_1 = \frac{2Q}{\epsilon_0}$$

1/2

$$\text{For sphere } S_2, \text{ flux enclosed} = \phi_2 = \frac{2Q+4Q}{\epsilon_0} = \frac{6Q}{\epsilon_0}$$

1/2

$$\therefore \frac{\phi_1}{\phi_2} = \frac{1}{3}$$

1

When a medium of dielectric constant  $\epsilon_r$  is introduced in sphere  $S_1$  the flux through  $S_1$  would be  $\phi'_1 = \frac{2Q}{\epsilon_r}$

[Also award this mark if the student writes  $\phi_1 = \frac{2Q}{\epsilon_0 \epsilon_r}$ ]

[Note : If the student just writes that the flux through  $S_1$  decreases, award 1/2 mark only.]

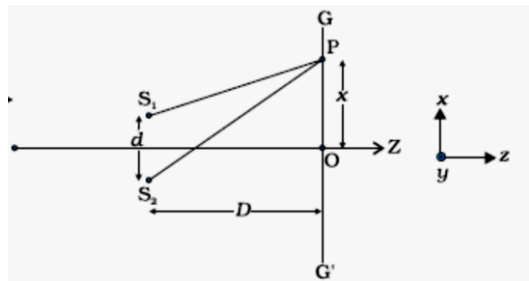
5

29.

(a) Formation of bright and dark fringes	1
Obtaining the expression for fringe width	3
(b) Finding the ratio	1

(a) The light rays from the two (coherent) slits, reaching a point 'P' on the screen, have a path difference ( $S_2P - S_1P$ ). The point 'P' would, therefore be a

- Point of maxima (bright fringe), if  $S_2P - S_1P = n\lambda$ .
- Point of minima (dark fringe), if  $S_2P - S_1P = (2n+1)\frac{\lambda}{2}$



(b)

We have

$$(S_2P)^2 - (S_1P)^2 = \left\{ D^2 - \left( x + \frac{d}{2} \right)^2 \right\} - \left\{ D^2 + \left( x - \frac{d}{2} \right)^2 \right\}$$

$$= 2xd$$

$$S_2P - S_1P = \frac{2xd}{S_2P + S_1P} \approx \frac{2xd}{2D} = \frac{xd}{D}$$

∴ We have maxima at points, where

$$\frac{xd}{D} = n\lambda$$

and minima at points where

$$\frac{xd}{D} = \left( \frac{2n+1}{2} \right) \lambda$$

Now, fringe width  $\beta$  = separation between two successive maxima (or two successive minima) =  $x_n - x_{n-1}$

$$\therefore \beta = \frac{\lambda D}{d}$$

(b) We have

$$\frac{I_{max}}{I_{min}} = \frac{(a_1 + a_2)^2}{(a_1 - a_2)^2} = \frac{25}{9}$$

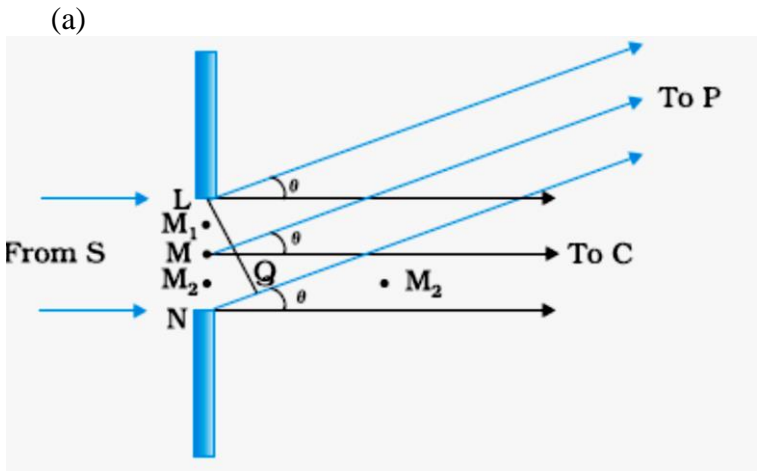
$$\therefore \frac{a_1}{a_2} = \frac{4}{1}$$

$$\therefore \frac{W_1}{W_2} = \frac{I_1}{I_2} = \frac{(a_1)^2}{(a_2)^2} = \frac{16}{1}$$

[Note: Give ½ mark if the student just writes Intensity  $\propto$  width

OR

a) Obtaining the diffraction pattern	1 ½
Conditions for angular width	1 ½
b) Calculation of separation	2



The path difference ( NP-LP) , between the two edges of the slit, is given by

$$NP-LP \cong NQ = a \sin\theta \approx a\theta$$

We, therefore, get maxima and minima, at different points of the screen, depending on the path difference between the contributions from the wavelets, emanating from different points of the slit. This results in a diffraction pattern on the screen.

The path difference between two points  $M_1$  ,  $M_2$ , in the slit plane, separated by a distance 'y', is  $y\theta$ .

At the central point, 'C', on the screen, ' $\theta$ ' is zero.

All parts of the slit contribute in phase

Hence 'C' is a maximum.

At all points where ' $\theta \cong (n + \frac{1}{2}) \frac{\lambda}{a}$ ', we get (secondary) maxima of varying intensity. This is because of the non-zero contribution of a (decreasing) part of the slit at these points.

At all points where  $\theta \approx \frac{n\lambda}{a}$ , we get minima.

This is because of a net (almost) zero contribution of the whole slit at these points.

[**Note** : Please also accept alternative correct diagram with appropriate explanation.]

(b) Angular width of the secondary maxima  $\approx 2(2n+ 1) \frac{\lambda}{a}$

∴ Linear width =  $[(2n+ 1) \frac{\lambda}{a}] D$

∴ Linear separation, between the first maxima (n=1) of the two wavelengths, on the screen, is

$$\frac{3(\lambda_2 - \lambda_1)}{a} \times D$$

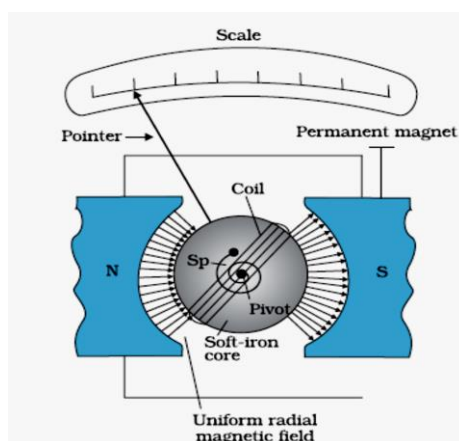




they cross the space between the two dees. The radius of their path increases with increase in energy and they are finally made to leave the system via an exit slit.

OR

(a) Labelled diagram	1
Principle and working	2
(b) i) Reason for cylindrical soft iron core	1
ii) Comparison of current sensitivity and voltage sensitivity	1



**Principle and working :** A current carrying coil, placed in a uniform magnetic field, (can) experience a torque

Consider a rectangular coil for which no. of turns = N,

Area of cross- section =  $l \times b = A$ ,

Intensity of the uniform magnetic field = B,

Current through the coil = I

$\therefore$  Deflecting torque =  $BIL \times b = BIA$

For N turns  $\tau = NBIA$

Restoring torque in the spring =  $k\theta$

(k = restoring torque per unit twist)

$$\therefore NBIA = k\theta$$

$$\therefore I = \left( \frac{k}{NBA} \right) \theta$$

$$\therefore I \propto \theta$$

The deflection of the coil, is, therefore, proportional to the current flowing through it.

(b) (i) The soft iron core not only makes the field radial but also increases the strength of the magnetic field.

[ **Note**:- Award this one mark even if the student writes just one of the two reasons given above )

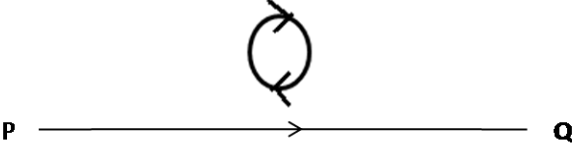
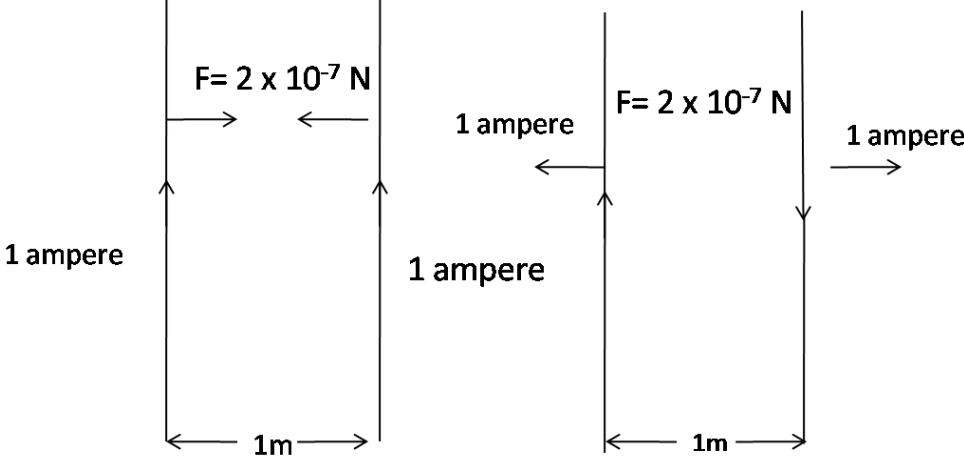
(ii) We have

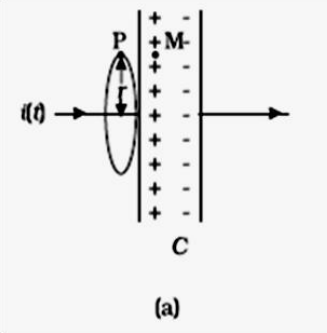
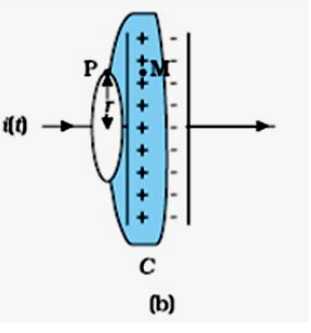
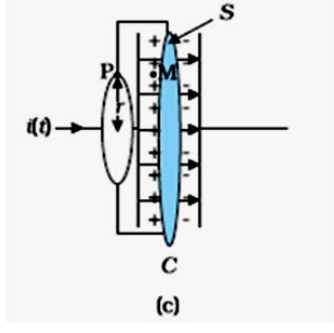
$$\text{Current sensitivity} = \frac{\theta}{I} = NBA/k$$

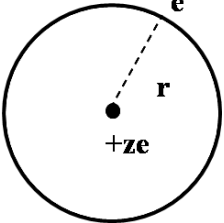
$$\text{Voltage sensitivity} = \frac{\theta}{V} = \frac{\theta}{IR} = \left( \frac{NBA}{k} \right) \cdot \frac{1}{R}$$

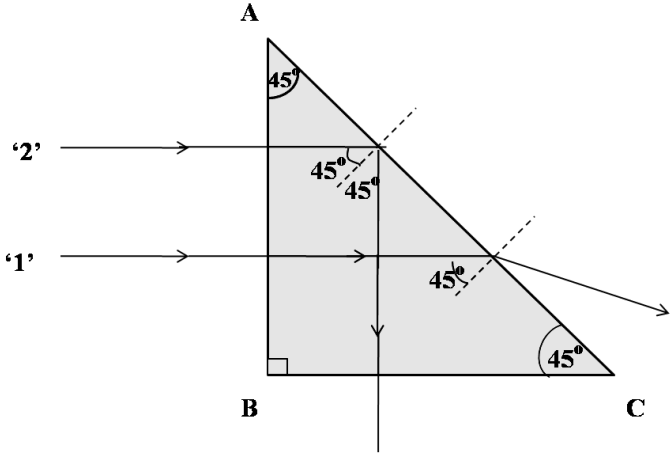
It follows that an increase in current sensitivity may not necessarily increase the voltage sensitivity.

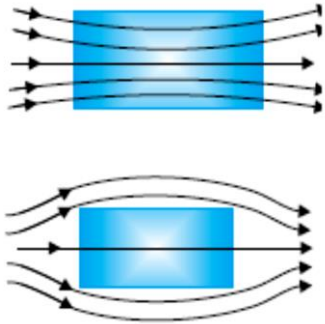
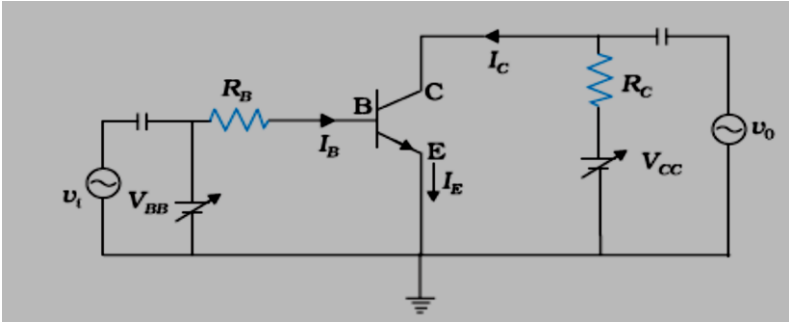
**MARKING SCHEME**  
**SET 55/2**

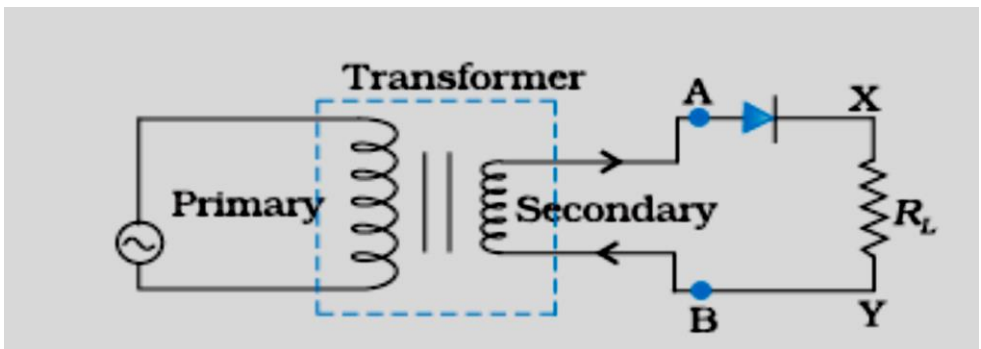
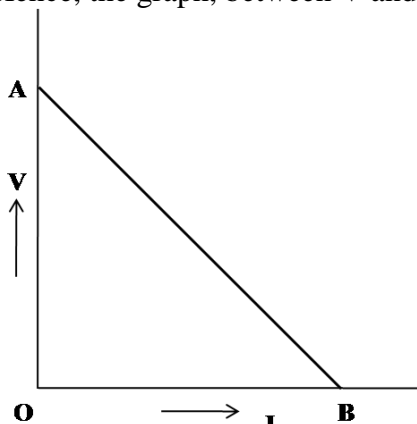
Q. No.	Expected Answer / Value Points	Marks	Total Marks
1.	<p>Clockwise</p> 	1	1
2.	<p><b>Definition</b> : One ampere is the value of steady current which when maintained in each of the two very long, straight, parallel conductors of negligible cross section and placed one metre apart in vacuum, would produce on each of these conductors a force equal of <math>2 \times 10^{-7}</math> N/m of its length.</p> <p><i>Alternatively</i> If the student writes <math>F = \frac{\mu_0}{2\pi} \frac{I_1 I_2 L}{R}</math> and says that when <math>I_1 = I_2 = 1</math> ampere <math>R = 1</math> meter and <math>L = 1</math> meter, then <math>F = 2 \times 10^{-7}</math> N <i>Award full 1 mark</i></p> <p><i>Alternatively</i> If the student draws <b>any one</b> of the two diagram, as shown ,</p>  <p><i>Award full 1 mark</i></p>	1	1
3.	<p><b>Any two</b> of the following (or any other correct) reasons :</p> <ul style="list-style-type: none"> <li>i. AC can be transmitted with much lower energy losses as compared to DC</li> <li>ii. AC voltage can be adjusted (stepped up or stepped down) as per requirement.</li> <li>iii. AC current in a circuit can be controlled using (almost) wattless devices like the choke coil.</li> <li>iv. AC is easier to generate.</li> </ul>	$\frac{1}{2} + \frac{1}{2}$	1

4.	They start from positive charges and end on negative charges [ <b>Alternatively:</b> Electric field is conservative in nature.]	1	1						
5.	Converging lens Light rays converge, on moving from denser to rarer medium. <b>Alternatively:</b> <b>Note:</b> If explained on the basis of lens makers formulae, award 1 mark.	½ ½	1						
6.	Metal A ∴ work functions $W = h\nu$ and $\nu'_0 > \nu_0$	½ ½	1						
7.	Infrared radiation	1	1						
8.	Neutrinos are neutral (chargeless), (almost) massless particles that hardly interact with matter. <b>Alternatively</b> The neutrinos can penetrate large quantity of matter without any interaction <b>OR</b> Neutrinos are chargeless and (almost) massless particles.	1	1						
9.	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="padding: 5px;">Formula</td> <td style="text-align: right; padding: 5px;">½</td> </tr> <tr> <td style="padding: 5px;">Calculation of drift velocity</td> <td style="text-align: right; padding: 5px;">1 ½</td> </tr> </table> <p><math>I = AneV_d</math></p> $\therefore V_d = \frac{1.8}{2.5 \times 10^{-7} \times 9 \times 10^{28} \times 1.6 \times 10^{-19}}$ $= 5 \times 10^{-4} \text{ m/s}$	Formula	½	Calculation of drift velocity	1 ½	½ ½ 1	2		
Formula	½								
Calculation of drift velocity	1 ½								
10.	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="padding: 5px;">Statement of Ampere's circuital law</td> <td style="text-align: right; padding: 5px;">½</td> </tr> <tr> <td style="padding: 5px;">Showing inconsistency during the process of charging</td> <td style="text-align: right; padding: 5px;">1</td> </tr> <tr> <td style="padding: 5px;">Displacement Current</td> <td style="text-align: right; padding: 5px;">½</td> </tr> </table> <p>According to Ampere's circuital Law <math>\oint \vec{B} d\vec{l} = \mu_0 I</math></p> <div style="display: flex; justify-content: space-around; align-items: center;">    </div> <p>Applying ampere's circuital law to fig (a) we see that, during charging, the right hand side in Ampere's circuital law equals <math>\mu_0 I</math></p>	Statement of Ampere's circuital law	½	Showing inconsistency during the process of charging	1	Displacement Current	½	½ ½	
Statement of Ampere's circuital law	½								
Showing inconsistency during the process of charging	1								
Displacement Current	½								

	<p>However on applying it to the surfaces of the fig (b) or fig (c), the right hand side is zero. Hence, there is a contradiction. We can remove the contradiction by assuming that there exists a current (associated with the changing electric field during charging), known as the displacement current. When this current (<math>= \frac{d\phi_E}{dt}</math>) is added on the right hand side, Ampere's circuital law, the inconsistency disappears. It was, therefore necessary, to generalize the Ampere's circuital law, as <math display="block">\oint \vec{B} d\vec{l} = \mu_0 I_c + \mu_0 \epsilon_0 \frac{d\phi_E}{dt}</math> [<b>Note</b> : If the student does the reasoning by using the (detailed) mathematics, relevant to displacement current, award full 2 marks ]</p>	<p>1/2 1/2</p>	<p>2</p>										
<p>11.</p>	<table border="1" data-bbox="272 653 966 768"> <tr> <td>Derivation of energy expression</td> <td>1 1/2</td> </tr> <tr> <td>Significance of negative sign</td> <td>1/2</td> </tr> </table> <p>As per Rutherford's model</p> $\frac{mv^2}{r} = \frac{1}{4\pi\epsilon_0} \frac{ze^2}{r^2}$ $\Rightarrow mv^2 = \frac{1}{4\pi\epsilon_0} \frac{ze^2}{r}$ <p>Total energy = P.E + K.E.</p> $= -\frac{1}{4\pi\epsilon_0} \frac{ze^2}{r} + \frac{1}{2} mv^2$ $= -\frac{1}{2} \cdot \frac{1}{4\pi\epsilon_0} \frac{ze^2}{r} = -\frac{1}{8\pi\epsilon_0} \frac{ze^2}{r}$  <p><u>Negative Sign</u> implies that Electron – nucleus form a bound system. <b>Alternatively</b> Electron – nucleus form an attractive system)</p> <p style="text-align: center;"><b>OR</b></p> <table border="1" data-bbox="272 1409 1057 1556"> <tr> <td>Bohr's Postulate</td> <td>1/2</td> </tr> <tr> <td>Derivation of radius of nth orbit</td> <td>1</td> </tr> <tr> <td>Bohr's radius</td> <td>1/2</td> </tr> </table> <p>For the electron, we have Bohr's Postulate (<math>mvr = \frac{nh}{2\pi}</math>)</p> $\frac{mv^2}{r} = \frac{1}{4\pi\epsilon_0} \frac{ze^2}{r^2}$ <p>and <math>mvr = \frac{nh}{2\pi}</math></p> $\therefore m^2 v^2 r^2 = \frac{n^2 h^2}{4\pi^2}$	Derivation of energy expression	1 1/2	Significance of negative sign	1/2	Bohr's Postulate	1/2	Derivation of radius of nth orbit	1	Bohr's radius	1/2	<p>1/2 1/2 1/2 1/2 1/2 1/2</p>	<p>2</p>
Derivation of energy expression	1 1/2												
Significance of negative sign	1/2												
Bohr's Postulate	1/2												
Derivation of radius of nth orbit	1												
Bohr's radius	1/2												

	<p>and <math>mv^2r = \frac{1}{4\pi\epsilon_0}ze^2</math></p> <p><math>\therefore r = \frac{\epsilon_0 n^2 h^2}{\pi ze^2 m}</math></p> <p>Bohr's radius (for n = 1) = <math>\epsilon_0 h^2 / \pi ze^2 m</math></p>	<p>1/2</p> <p>1/2</p>	<p>2</p>
<p>12.</p>	<div style="border: 1px solid black; padding: 5px; margin-bottom: 10px;"> <p>Tracing the path of the two rays <span style="float: right;">1 + 1</span></p> </div>  <p>[<b>Note</b> : If the student does not draw the diagram but just writes that the angle of incidence for both rays '2' and '1', on face AC = 45° and says that it is less than critical angle for ray '1' which therefore gets refracted and more than critical angle for ray '2', which undergoes total internal reflection; <b>Award</b> 1/2 + 1/2 marks]</p>	<p>1+1</p>	<p>2</p>
<p>13.</p>	<div style="border: 1px solid black; padding: 5px; margin-bottom: 10px;"> <p>Function of transmitter <span style="float: right;">1</span></p> <p>Function of modulator <span style="float: right;">1</span></p> </div> <p><b>Transmitter:</b> A transmitter processes the incoming message signal so as to make it suitable for transmission through a channel and subsequent reception.</p> <p><b>Modulator:</b> It is a device in which the amplitude/ (frequency/phase) of a high frequency carrier wave is made to change in accordance with the message signal through (appropriate) superposition.</p>	<p>1</p> <p>1</p>	<p>2</p>

14.	<table border="1"> <tr> <td>Diagrams</td> <td><math>\frac{1}{2} + \frac{1}{2}</math></td> </tr> <tr> <td>Explanations</td> <td><math>\frac{1}{2} + \frac{1}{2}</math></td> </tr> </table>	Diagrams	$\frac{1}{2} + \frac{1}{2}$	Explanations	$\frac{1}{2} + \frac{1}{2}$			
Diagrams	$\frac{1}{2} + \frac{1}{2}$							
Explanations	$\frac{1}{2} + \frac{1}{2}$							
	 <p>A <u>paramagnetic</u> material tends to move from weaker to stronger regions of the magnetic field and hence increases the number of lines of magnetic field passing through it.  [<b>Alternatively:</b> A <u>paramagnetic</u> material, dipole moments are induced in the direction of the field.]</p> <p>A <u>diamagnetic</u> material tends to move from stronger to weaker regions of the magnetic field and hence, decreases the number of lines of magnetic field passing through it.  [<b>Alternatively:</b> A <u>diamagnetic</u> material, dipole moments are induced in the opposite direction of the field.]  [<b>Note:</b> If the student just writes that a paramagnetic material has a small positive susceptibility (<math>0 &lt; X &lt; \epsilon</math>) and a diamagnetic material has a negative susceptibility (<math>-1 \leq X &lt; 0</math>), award the <math>\frac{1}{2}</math> mark for the second part of the question.]</p>	<p><math>\frac{1}{2}</math></p> <p><math>\frac{1}{2}</math></p> <p><math>\frac{1}{2}</math></p> <p><math>\frac{1}{2}</math></p>		2				
15.	<table border="1"> <tr> <td>Circuit diagram</td> <td><math>1 \frac{1}{2}</math></td> </tr> <tr> <td>Condition</td> <td><math>\frac{1}{2}</math></td> </tr> </table>	Circuit diagram	$1 \frac{1}{2}$	Condition	$\frac{1}{2}$			
Circuit diagram	$1 \frac{1}{2}$							
Condition	$\frac{1}{2}$							
	 <p><b>Condition :</b> The transistor must be operated close to the centre of its active region.  <b>Alternatively</b>  The base- emitter junction of the transistor must be (suitably) forward biased and the collector – emitter junction must be (suitably) reverse biased.</p>	<p><math>1 \frac{1}{2}</math></p> <p><math>\frac{1}{2}</math></p>		2				

<p>16.</p>	<table border="1" data-bbox="284 168 998 273"> <tr> <td>Circuit diagram</td> <td>1</td> </tr> <tr> <td>Working</td> <td>1</td> </tr> </table>  <p><b>Working:</b>  During one half of the input AC, the diode is forward biased and a current flows through <math>R_L</math>.  During the other half of the input AC, the diode is reverse biased and no current flows through the load <math>R_L</math>.  Hence, the given AC input is rectified  [<b>Note</b> : If the student just draws the waveforms, for the input AC voltage and output voltage (without giving any explanation)  (award <math>\frac{1}{2}</math> mark only for “working”)]</p>	Circuit diagram	1	Working	1	<p>1</p> <p><math>\frac{1}{2}</math></p> <p><math>\frac{1}{2}</math></p>	<p>2</p>		
Circuit diagram	1								
Working	1								
<p>17.</p>	<table border="1" data-bbox="267 1060 1023 1207"> <tr> <td>Relation between V and I</td> <td><math>\frac{1}{2}</math></td> </tr> <tr> <td>Graph</td> <td><math>\frac{1}{2}</math></td> </tr> <tr> <td>Determination of emf and internal resistance</td> <td><math>\frac{1}{2} + \frac{1}{2}</math></td> </tr> </table> <p>The relation between V and I is  <math>V = E - Ir</math>  Hence, the graph, between V and I, has the form shown below.</p>  <p>For point A, <math>I=0</math>, Hence, <math>V_A = E</math>  For point B, <math>V=0</math>, Hence, <math>E = I_B r</math>  Therefore, <math>r = \frac{E}{I_B}</math></p>	Relation between V and I	$\frac{1}{2}$	Graph	$\frac{1}{2}$	Determination of emf and internal resistance	$\frac{1}{2} + \frac{1}{2}$	<p><math>\frac{1}{2}</math></p> <p><math>\frac{1}{2}</math></p> <p><math>\frac{1}{2}</math></p>	
Relation between V and I	$\frac{1}{2}$								
Graph	$\frac{1}{2}$								
Determination of emf and internal resistance	$\frac{1}{2} + \frac{1}{2}$								

	<b>Alternatively:</b> emf (E) equals the intercept on the vertical axis. Internal resistance (r) equals the negative of the slope of the graph.	½	2						
18.	<table border="1" style="width: 100%;"> <tr> <td>Formula for energy stored</td> <td>½</td> </tr> <tr> <td>New value of capacitance</td> <td>½</td> </tr> <tr> <td>Calculation of ratio</td> <td>1</td> </tr> </table> <p>Energy stored in a capacitor = <math>\frac{1}{2} QV = \frac{1}{2} CV^2 = \frac{1}{2} \frac{Q^2}{C}</math> (any one )</p> <p>Capacitance of the (parallel) combination = <math>C+C=2C</math></p> <p>Here, total charge, Q, remains the same</p> <p><math>\therefore</math> initial energy = <math>\frac{1}{2} \frac{Q^2}{C}</math></p> <p>And final energy = <math>\frac{1}{2} \frac{Q^2}{2C}</math></p> <p><math>\therefore \frac{\text{final energy}}{\text{initial energy}} = \frac{1}{2}</math></p> <p>[Note : If the student does the correct calculations by assuming the voltage across the</p> <p>(i) Parallel or (ii) Series combination to remain constant (=V) and obtain the answers as (i) 2:1 or (ii) 1:2 , award full marks ]</p>	Formula for energy stored	½	New value of capacitance	½	Calculation of ratio	1	½ ½ ½ ½	2
Formula for energy stored	½								
New value of capacitance	½								
Calculation of ratio	1								
19.	<table border="1" style="width: 100%;"> <tr> <td>Deriving the expression for average power</td> <td>2</td> </tr> <tr> <td>Condition for no power dissipation</td> <td>½</td> </tr> <tr> <td>Condition for maximum power dissipation</td> <td>½</td> </tr> </table> <p>Applied voltage = <math>V_0 \sin \omega t</math></p> <p>Current in the circuit = <math>I_0 \sin (\omega t - \phi)</math> where <math>\phi</math> is the phase lag of the current with respect to the voltage applied , Hence instantaneous power dissipation</p> $= V_0 \sin \omega t \times I_0 \sin (\omega t - \phi)$ $= \frac{V_0 I_0}{2} [2 \sin \omega t \cdot \sin (\omega t - \phi)]$ $= \frac{V_0 I_0}{2} [\cos \phi - \cos(2\omega t - \phi)]$ <p>Therefore, average power for one complete cycle</p> $= \text{average of} \left[ \frac{V_0 I_0}{2} [\cos \phi - \cos(2\omega t - \phi)] \right]$ <p>The average of the second term over a complete cycle is zero .</p> <p>Hence , average power dissipated over one complete cycle = <math>\frac{V_0 I_0}{2} \cos \phi</math></p> <p>[Note : Please also accept alternative correct approach.]</p> <p>Conditions</p> <p>(i) No power is dissipated when <math>R = 0</math> (or <math>\phi = 90^\circ</math>)</p> <p>[Note: Also accepts if the student writes ‘This condition cannot be satisfied for a series LCR circuit’.]</p> <p>(ii) Maximum power is dissipated when <math>X_L = X_C</math> or <math>\omega L = \frac{1}{\omega C}</math> (or <math>\phi = 0</math>)</p>	Deriving the expression for average power	2	Condition for no power dissipation	½	Condition for maximum power dissipation	½	½ ½ ½ ½ ½ ½	3
Deriving the expression for average power	2								
Condition for no power dissipation	½								
Condition for maximum power dissipation	½								

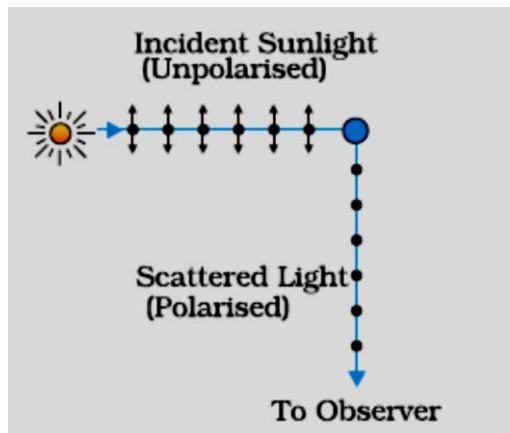


20.	<div style="border: 1px solid black; padding: 5px; margin-bottom: 10px;">           Answers to each of the three parts      1+1+1=3         </div> <p>a) This is to ensure that the connections do not contribute any extra, unknown, resistances in the circuit.      1</p> <p>b) This is done to minimize the percentage error in the value of the unknown resistance.  <b>[Alternatively:</b> This is done to have a better “balancing out” of the effects of any irregularity or non-uniformity in the metre bridge wire.  <b>Or</b>          This can help in increasing the sensitivity of the metre bridge circuit.]      1</p> <p>c) Manganian / constantan /Nichrome          This material has a low temperature (<b>any one</b>) of coefficient of resistance/          high resistivity.      ½ + ½      3</p> <p style="text-align: center;"><b>OR</b></p> <div style="border: 1px solid black; padding: 5px; margin-bottom: 10px;"> <table style="width: 100%; border-collapse: collapse;"> <tr> <td style="padding: 2px;">Calculation of total resistance of the circuit</td> <td style="text-align: right; padding: 2px;">1</td> </tr> <tr> <td style="padding: 2px;">Calculation of total current drawn from the voltage Source</td> <td style="text-align: right; padding: 2px;">½</td> </tr> <tr> <td style="padding: 2px;">Calculation of current through R</td> <td style="text-align: right; padding: 2px;">1</td> </tr> <tr> <td style="padding: 2px;">Calculation of potential drop across R</td> <td style="text-align: right; padding: 2px;">½</td> </tr> </table> </div> $R_{total} = \frac{R_o}{2} + \frac{\frac{R_o \cdot R}{2}}{\frac{R_o}{2} + R}$ $= \frac{R(R_o + 4R)}{2(R_o + 2R)}$ $I_{(total)} = \frac{V}{R_{total}}$ <p>Current through R = <math>I_2 = I_{total} \times \frac{\frac{R_o}{2}}{\frac{R_o}{2} + R}</math>      ½</p> $= I_{total} \times \frac{R_o}{R_o + 2R}$ $= \frac{V \cdot 2(R_o + 2R)}{R(R_o + 4R)} \times \frac{R_o}{R_o + 2R}$ $= \frac{2VR_o}{R(R_o + 4R)}$ <p>Voltage across R = <math>I_2 R = \left( \frac{2VR_o}{R_o + 4R} \right)</math>      ½</p>	Calculation of total resistance of the circuit	1	Calculation of total current drawn from the voltage Source	½	Calculation of current through R	1	Calculation of potential drop across R	½		
Calculation of total resistance of the circuit	1										
Calculation of total current drawn from the voltage Source	½										
Calculation of current through R	1										
Calculation of potential drop across R	½										

21.

a) Diagram	1/2
Explanation	1
b) Intensity through P <sub>1</sub> , P <sub>3</sub> , P <sub>2</sub>	1/2 + 1/2 + 1/2

(a)



1/2

OR

The acceleration, of the charges, in the scattering molecules, due to the electric field of the incident radiation, can be in two mutually perpendicular directions.

1/2

The observer, however, receives the scattered light, corresponding to only one of these two sets of the accelerated charges.

1/2

This causes scattered light to get polarised.

**Alternatively** : The observer receives scattered light corresponding to only one of the two sets of accelerated charges i.e. electrons oscillating perpendicular to the direction of propagation.

(b)

Intensity of light through P<sub>1</sub> =  $\frac{I_0}{2}$

1/2

Intensity of light through P<sub>2</sub> =  $\frac{I_0}{2} \cos^2 45$   
 $= \frac{I_0}{2} \cdot \frac{1}{2} = \frac{I_0}{4}$

1/2

Intensity of light through P<sub>3</sub> =  $\frac{I_0}{4} \cos^2 45 = \frac{I_0}{4} \times \frac{1}{2} = \frac{I_0}{8}$

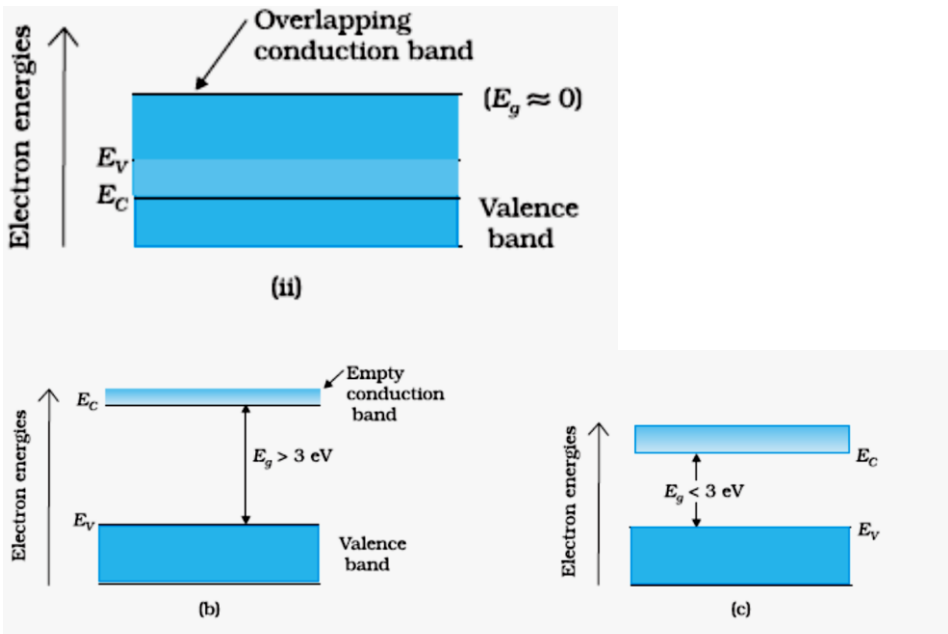
1/2

[**Note**: If the students takes the intensity of light, transmitted through P<sub>1</sub>, as I<sub>0</sub> and calculates the intensities, transmitted by P<sub>2</sub> and P<sub>3</sub>, as  $\frac{I_0}{2}$  and  $\frac{I_0}{4}$ , respectively, award 1/2 + 1/2 = 1 mark only.]

3

22.	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="padding: 5px;">Definition</td> <td style="text-align: right; padding: 5px;">1</td> </tr> <tr> <td style="padding: 5px;">Derivation</td> <td style="text-align: right; padding: 5px;">2</td> </tr> </table> <p>Self inductance : It is equal to the magnetic flux, linked with the solenoid, when a unit current passes through it.</p> <p><b>Alternatively</b> It is equal to the induced emf in the solenoid when the current, through the solenoid itself , changes at a unit rate.</p> <p><u>Energy stored</u>  <math display="block">U = \int_0^I E i dt</math> Here <math> E  = L \frac{di}{dt}</math>  <math display="block">U = \therefore U = \int_0^I L \frac{di}{dt} \times i dt = \int_0^I L i di</math> <math display="block">\therefore U = \frac{1}{2} L I^2</math></p>	Definition	1	Derivation	2	1  1/2 1  1/2	3
Definition	1						
Derivation	2						
23.	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="padding: 5px;">Values displayed</td> <td style="text-align: right; padding: 5px;">2</td> </tr> <tr> <td style="padding: 5px;">Diagnosis</td> <td style="text-align: right; padding: 5px;">1</td> </tr> </table> <p>(a) keen observer/ helpful/ concerned / responsible/ respectful towards elders. <b>(Any two)</b></p> <p>(b) The doctor can trace and observe, the difference between the movement of an appropriate radio- isotope through a normal brain and a brain having tumor in it. [<b>Note</b> : Also accept any other appropriate explanation.]</p>	Values displayed	2	Diagnosis	1	1+1  1	3
Values displayed	2						
Diagnosis	1						
24.	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="padding: 5px;">Position of final image formed by the lens mirror combination</td> <td style="text-align: right; padding: 5px;">2</td> </tr> <tr> <td style="padding: 5px;">Ray diagram</td> <td style="text-align: right; padding: 5px;">1</td> </tr> </table> <p style="text-align: center;">For the lens  <math display="block">\frac{1}{f} = \frac{1}{v} - \frac{1}{u}</math> As u is infinity, v = 20cm  For the concave mirror, the image, formed by the lens, acts as the object.  Hence, u = - (50 – 20 )cm = -30cm  Also, f = -10cm</p> $\frac{1}{f} = \frac{1}{v} + \frac{1}{u}$ $-\frac{1}{10} = \frac{1}{v} - \frac{1}{30}$ $\therefore v = -15\text{cm}$ <p>The final image is, therefore, at a distance of 15cm to the left of the concave mirror(or at a distance of 35cm to the right of the convex lens)</p>	Position of final image formed by the lens mirror combination	2	Ray diagram	1	1/2  1/2  1/2  1/2	
Position of final image formed by the lens mirror combination	2						
Ray diagram	1						

		1	3						
25.	<table border="1" data-bbox="276 588 998 714"> <tr> <td>Two basic modes of communication</td> <td><math>\frac{1}{2} + \frac{1}{2}</math></td> </tr> <tr> <td>Process of Amplitude Modulation</td> <td>1</td> </tr> <tr> <td>Schematic Sketch</td> <td>1</td> </tr> </table> <p>Two basic modes of communication are</p> <ol style="list-style-type: none"> <li>Point – to –point</li> <li>Broadcast</li> </ol> <p>In Amplitude modulation the amplitude of a carrier wave is made to vary, with time, in the same way as the modulating signal varies with time</p>	Two basic modes of communication	$\frac{1}{2} + \frac{1}{2}$	Process of Amplitude Modulation	1	Schematic Sketch	1	<p><math>\frac{1}{2}</math></p> <p><math>\frac{1}{2}</math></p> <p>1</p> <p>1</p>	3
Two basic modes of communication	$\frac{1}{2} + \frac{1}{2}$								
Process of Amplitude Modulation	1								
Schematic Sketch	1								
26.	<table border="1" data-bbox="276 1228 998 1354"> <tr> <td>Formula</td> <td><math>\frac{1}{2}</math></td> </tr> <tr> <td>Calculation of debroglie wavelength</td> <td>2</td> </tr> <tr> <td>Comparison</td> <td><math>\frac{1}{2}</math></td> </tr> </table> $\lambda = \frac{h}{p} = \frac{h}{\sqrt{2meV}} \text{ or } \lambda = \frac{12.27}{\sqrt{V}} \text{ \AA}$ $\therefore \lambda = \frac{6.63 \times 10^{-34}}{\sqrt{(2 \times 9.1 \times 10^{-31} \times 1.6 \times 10^{-19} \times 50 \times 10^3)}}$ $\lambda = 5.33 \times 10^{-12} \text{ m}$ <p>The resolving power of an electron microscope is much better than that of optical microscope.</p> <p>[Note : If the student writes R.P <math>\propto \frac{1}{\lambda}</math>, award this <math>\frac{1}{2}</math> mark]</p>	Formula	$\frac{1}{2}$	Calculation of debroglie wavelength	2	Comparison	$\frac{1}{2}$	<p><math>\frac{1}{2}</math></p> <p>1</p> <p><math>\frac{1}{2}</math></p>	3
Formula	$\frac{1}{2}$								
Calculation of debroglie wavelength	2								
Comparison	$\frac{1}{2}$								

27.	<table border="1" data-bbox="276 178 998 325"> <tr> <td>Energy band diagrams</td> <td>1 ½</td> </tr> <tr> <td>Two distinguishing features</td> <td>1 ½</td> </tr> </table>  <p>(ii)</p> <p>Two distinguishing features:</p> <p>(i) In conductors, the valency band and conduction band tend to overlap ( or nearly overlap ) while in insulators they are separated by a large energy gap and in semiconductors are separated by a small energy gap.</p> <p>(ii) The conduction band, of a conductor, has a large number of electrons available for electrical conduction. However the conduction band of insulators is almost empty while that of the semi- conductor has only a ( very) small number of such electrons available for electrical conduction.</p>	Energy band diagrams	1 ½	Two distinguishing features	1 ½	½	½ + ½						
Energy band diagrams	1 ½												
Two distinguishing features	1 ½												
28.	<table border="1" data-bbox="276 1438 1193 1669"> <tr> <td>(a) Expression for frequency</td> <td>1 ½</td> </tr> <tr> <td>Frequency Independent of 'v' or energy</td> <td>½</td> </tr> <tr> <td>(b) Sketch of cyclotron</td> <td>1</td> </tr> <tr> <td>Construction</td> <td>1</td> </tr> <tr> <td>Working</td> <td>1</td> </tr> </table> <p>(a) When a particle of mass 'm' and charge 'q', moves with a velocity <math>\mathbf{V}</math>, in a uniform magnetic field <math>\mathbf{B}</math>, it experiences a force <math>\mathbf{F}</math> where</p> $\vec{F} = q (\vec{v} \times \vec{B})$	(a) Expression for frequency	1 ½	Frequency Independent of 'v' or energy	½	(b) Sketch of cyclotron	1	Construction	1	Working	1	½	3
(a) Expression for frequency	1 ½												
Frequency Independent of 'v' or energy	½												
(b) Sketch of cyclotron	1												
Construction	1												
Working	1												

∴ Centripetal force  $\frac{mv^2}{r} = 2 v B_{\perp}$

∴  $r = \frac{mv}{qB_{\perp}}$

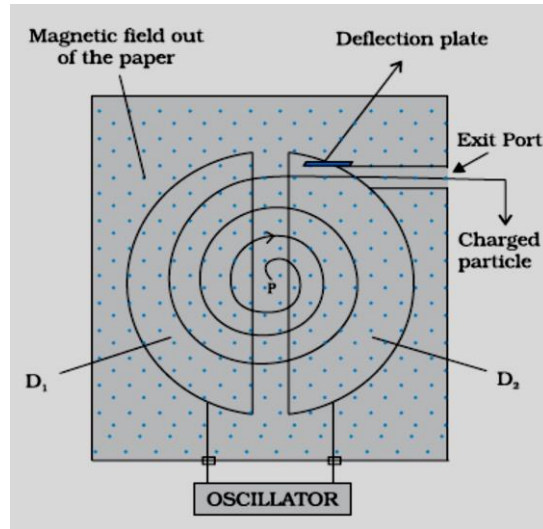
∴ frequency =  $\frac{v}{2\pi r} = \frac{qB_{\perp}}{2\pi m}$

∴ It is independent of the velocity or the energy of the particle.

1/2

1/2

1/2



1

**Construction:** The cyclotron is made up of two hollow semi-circular disc like metal containers, D<sub>1</sub> and D<sub>2</sub>, called dees. It uses crossed electric and magnetic fields. The electric field is provided by an oscillator of adjustable frequency.

[**Note:** Award this mark even if the student labels the diagram properly without writing the details of the construction.]

1

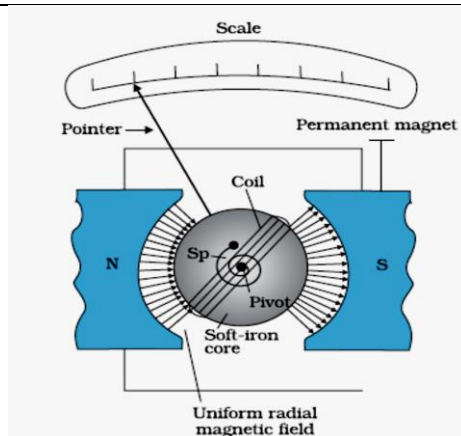
**Working:** In a cyclotron, the frequency of the applied alternating field is adjusted to be equal to the frequency of revolution of the charged particles in the magnetic field. This ensures that the particles get accelerated every time they cross the space between the two dees. The radius of their path increases with increase in energy and they are finally made to leave the system via an exit slit.

1

5

**OR**

(a) Labelled diagram	1
Principle and working	2
(b) i) Reason for cylindrical soft iron core	1
ii) Comparison of current sensitivity and voltage sensitivity	1



**Principle and working :** A current carrying coil, placed in a uniform magnetic field, (can) experience a torque

Consider a rectangular coil for which no. of turns = N,

Area of cross- section =  $l \times b = A$ ,

Intensity of the uniform magnetic field = B,

Current through the coil = I

$\therefore$  Deflecting torque =  $BIL \times b = BIA$

For N turns  $\tau = NBA$

Restoring torque in the spring =  $k\theta$

(k=restoring torque per unit twist)

$$\therefore NBA = k\theta$$

$$\therefore I = \left( \frac{k}{NBA} \right) \theta$$

$$\therefore I \propto \theta$$

The deflection of the coil, is, therefore, proportional to the current flowing through it.

(b) (i) The soft iron core not only makes the field radial but also increases the strength of the magnetic field.

[ **Note:-** Award this one mark even if the student writes just one of the two reasons given above )

(ii) We have

$$\text{Current sensitivity} = \frac{\theta}{I} = NBA/k$$

$$\text{Voltage sensitivity} = \frac{\theta}{V} = \frac{\theta}{IR} = \left( \frac{NBA}{k} \right) \cdot \frac{1}{R}$$

It follows that an increase in current sensitivity may not necessarily increase the voltage sensitivity.

1

1/2

1/2

1/2

1/2

1

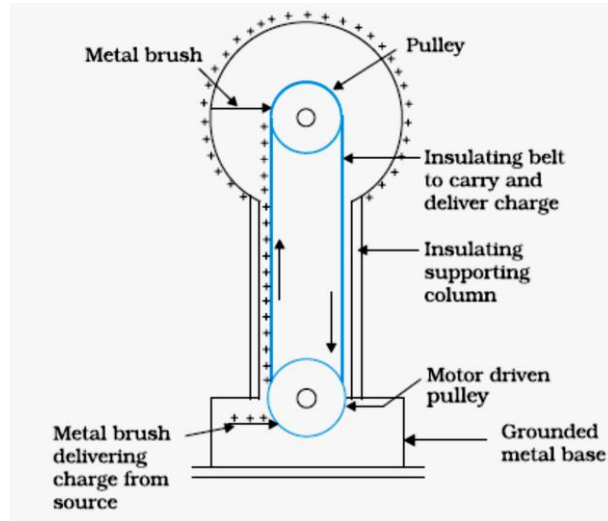
1/2

1/2

5

29.

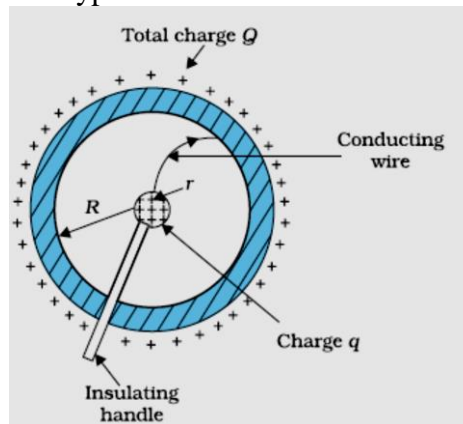
Diagram	2
Principle and working	2
Use and limitation	1/2 + 1/2



[Note : Award 1 mark only if the diagram is not labelled]

**Principle & working**

Consider a set up of the type shown here



- i. Potential inside and on the surface, of the conducting sphere of radius 'R':

$$V_R' = \frac{1}{4\pi\epsilon_0} \cdot \frac{Q}{R}$$

- ii. Potential due to small sphere of radius 'r' carrying a charge 'q':

At the surface of the smaller sphere :  $V_r' = \frac{1}{4\pi\epsilon_0} \cdot \frac{q}{r}$

At the surface of the larger sphere :  $V_R'' = \frac{1}{4\pi\epsilon_0} \cdot \frac{Q}{R}$

∴ The difference of potential between the smaller and the larger sphere:

$$=\Delta V = \frac{1}{4\pi\epsilon_0} \cdot \left[ \left( \frac{Q}{R} + \frac{q}{r} \right) - \left( \frac{Q}{R} + \frac{q}{r} \right) \right]$$

2

1/2

1/2



$$= \frac{q}{4\pi\epsilon_0} \left( \frac{1}{r} - \frac{1}{R} \right)$$

When 'q' is positive, the inner sphere would always be at a higher potential with respect to outer sphere, irrespective of the amount of charges on the two.

∴ When both the spheres are connected, charge will flow from the smaller sphere to the larger sphere. Thus for a set up of the type shown, charge would keep on piling up on the larger sphere.

**Use :** This machine is used to accelerate charged particles (electron, protons, ions) to high energies.

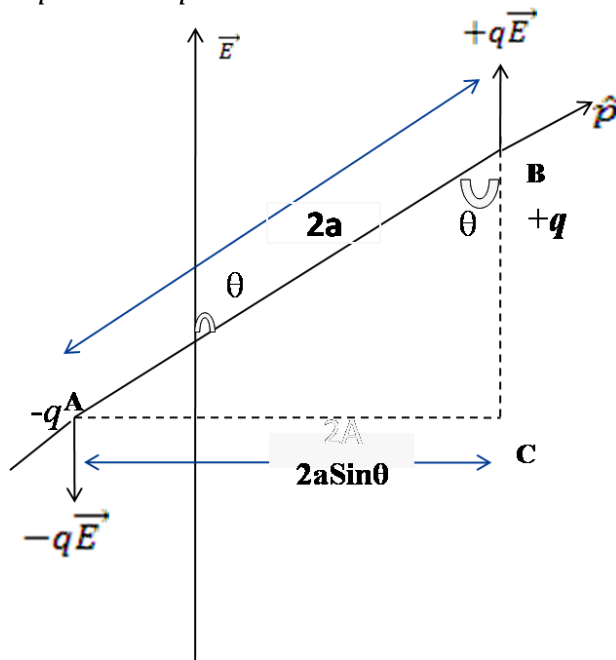
**Limitation:** It can build up potentials upto a few million volts only.

**OR**

- |     |   |   |
|-----|---|---|
| (a) | Deducing the expression for torque                    | 2 |
| (b) | Finding the ratio of the flux through the two spheres | 2 |
| (c) | Finding the change in flux                            | 1 |

(a)

The forces, acting on the two charges of the dipole, are  $+q\vec{E}$  and  $-q\vec{E}$

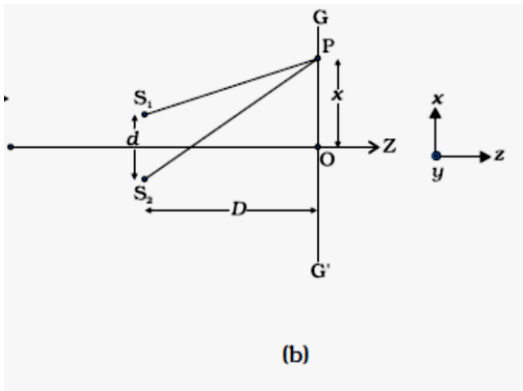


The net force on the dipole is zero.

The two forces are, however, equivalent to a torque having a magnitude

$$\begin{aligned} \tau &= (qE)AC \\ &= qE \cdot 2a \sin \theta \\ &= pE \sin \theta \end{aligned}$$

The direction of this torque is that of the cross product  $(\vec{p} \times \vec{E})$ . Hence,

	<p>the torque acting on the dipole, is given by</p> $\vec{\tau} = \vec{p} \times \vec{E}$ <p>(b) As per Guass's Theorem Electric Flux = <math>\oint_S \vec{E} \cdot \vec{dS} = \frac{q_{enclosed}}{\epsilon_0}</math></p> <p>∴ For sphere S<sub>1</sub>, flux enclosed = <math>\phi_1 = \frac{2Q}{\epsilon_0}</math></p> <p>For sphere S<sub>2</sub>, flux enclosed = <math>\phi_2 = \frac{2Q+4Q}{\epsilon_0} = \frac{6Q}{\epsilon_0}</math></p> <p>∴ <math>\frac{\phi_1}{\phi_2} = \frac{1}{3}</math></p> <p>When a medium of dielectric consistent <math>\epsilon_r</math> is introduced in sphere S<sub>1</sub> the flux through S<sub>1</sub> would be <math>\phi'_1 = \frac{2Q}{\epsilon_r}</math></p> <p>[Also award this mark if the student writes <math>\phi_1 = \frac{2Q}{\epsilon_0 \epsilon_r}</math>]</p> <p>[<b>Note</b> : If the student just writes that the flux through S<sub>1</sub> decreases, award ½ mark only.]</p>	<p>½</p> <p>½</p> <p>½</p> <p>½</p> <p>1</p>	<p>5</p>						
<p>30.</p>	<div style="border: 1px solid black; padding: 5px; margin-bottom: 10px;"> <table style="width: 100%; border-collapse: collapse;"> <tbody> <tr> <td style="padding: 2px;">(a) Formation of bright and dark fringes</td> <td style="text-align: right; padding: 2px;">1</td> </tr> <tr> <td style="padding: 2px;">    Obtaining the expression for fringe width</td> <td style="text-align: right; padding: 2px;">3</td> </tr> <tr> <td style="padding: 2px;">(b) Finding the ratio</td> <td style="text-align: right; padding: 2px;">1</td> </tr> </tbody> </table> </div> <p>(a) The light rays from the two (coherent) slits, reaching a point 'P' on the screen, have a path difference ( S<sub>2</sub>P – S<sub>1</sub>P). The point 'P' would, therefore be a</p> <ol style="list-style-type: none"> <li>i. Point of maxima (bright fringe), if S<sub>2</sub>P – S<sub>1</sub>P = nλ.</li> <li>ii. Point of minima (dark fringe), if S<sub>2</sub>P – S<sub>1</sub>P = (2n+1) <math>\frac{\lambda}{2}</math></li> </ol> <div style="text-align: center; margin: 10px 0;">  <p>(b)</p> </div> <p>We have</p> $(S_2P)^2 - (S_1P)^2 = \left\{ D^2 - \left( x + \frac{d}{2} \right)^2 \right\} - \left\{ D^2 + \left( x - \frac{d}{2} \right)^2 \right\}$ $= 2xd$ $S_2P - S_1P = \frac{2xd}{S_2P + S_1P} \approx \frac{2xd}{2D} = \frac{xd}{D}$ <p>∴ We have maxima at points, where</p>	(a) Formation of bright and dark fringes	1	Obtaining the expression for fringe width	3	(b) Finding the ratio	1	<p>½</p> <p>½</p> <p>½</p> <p>½</p>	
(a) Formation of bright and dark fringes	1								
Obtaining the expression for fringe width	3								
(b) Finding the ratio	1								

$$\frac{xd}{D} = n\lambda$$

and minima at points where

$$\frac{xd}{D} = \left(\frac{2n+1}{2}\right)\lambda$$

Now, fringe width  $\beta$  = separation between two successive maxima (or two successive minima) =  $x_n - x_{n-1}$

$$\therefore \beta = \frac{\lambda D}{d}$$

(b) We have

$$\frac{I_{max}}{I_{min}} = \frac{(a_1 + a_2)^2}{(a_1 - a_2)^2} = \frac{25}{9}$$

$$\therefore \frac{a_1}{a_2} = \frac{4}{1}$$

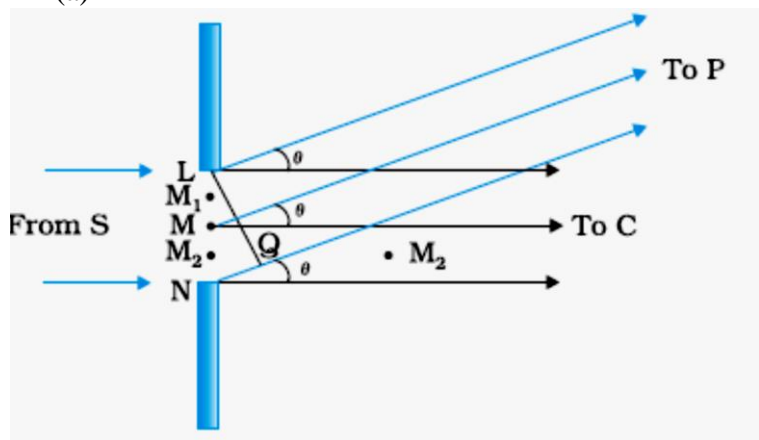
$$\therefore \frac{W_1}{W_2} = \frac{I_1}{I_2} = \frac{(a_1)^2}{(a_2)^2} = \frac{16}{1}$$

[Note: Give ½ mark if the student just writes Intensity  $\propto$  width

**OR**

a) Obtaining the diffraction pattern	1 ½
Conditions for angular width	1 ½
b) Calculation of separation	2

(a)




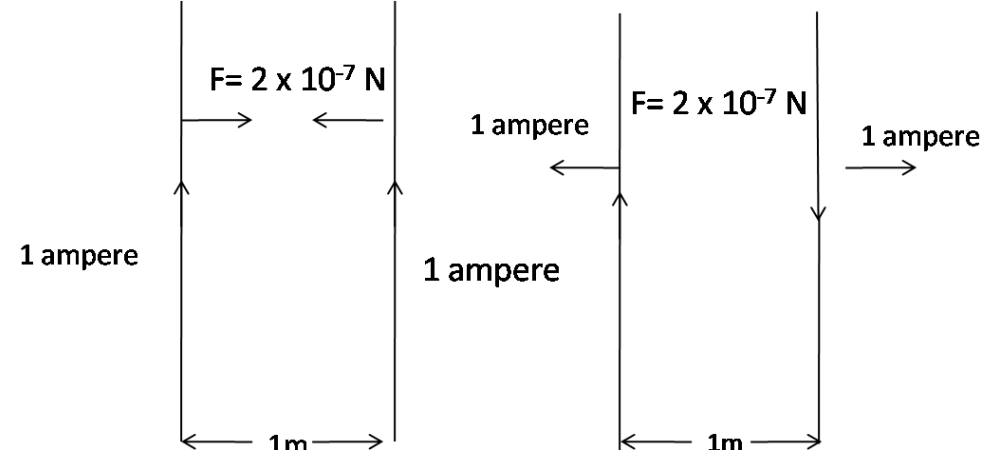
The path difference ( NP-LP) , between the two edges of the slit, is given by

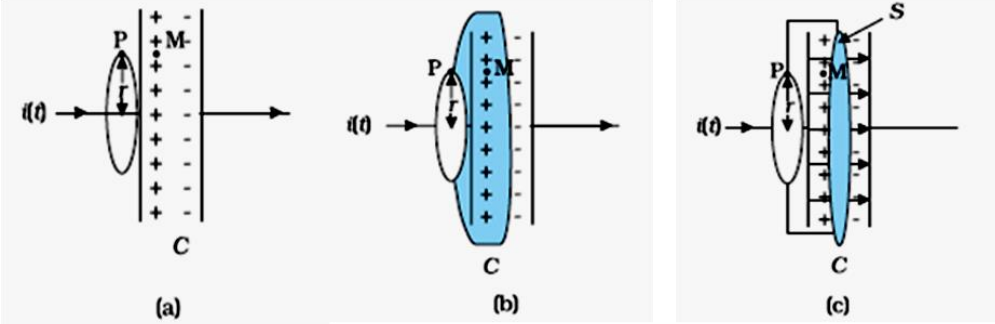
$$NP-LP \cong NQ = a \sin\theta \approx a\theta$$

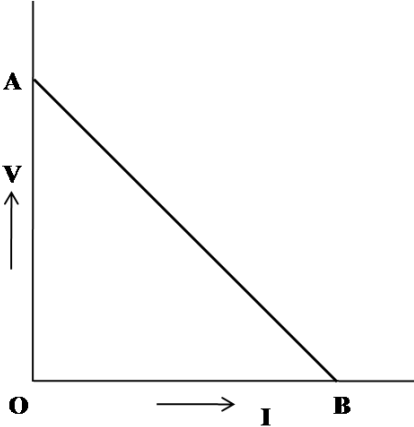
We, therefore, get maxima and minima, at different points of the screen, depending on the path difference between the contributions from the wavelets, emanating from different points of the slit. This results in a

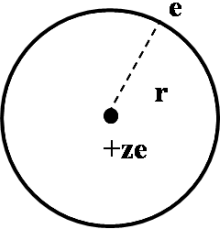
	<p>diffraction pattern on the screen.  The path difference between two points <math>M_1</math>, <math>M_2</math>, in the slit plane, separated by a distance 'y', is <math>y\theta</math>.  At the central point, 'C', on the screen, '<math>\theta</math>' is zero.  All parts of the slit contribute in phase  Hence 'C' is a maximum.</p> <p>At all points where '<math>\theta</math>' <math>\cong (n + \frac{1}{2})\frac{\lambda}{a}</math>, we get (secondary) maxima of varying intensity. This is because of the non-zero contribution of a (decreasing) part of the slit at these points.</p> <p>At all points where <math>\theta \approx \frac{n\lambda}{a}</math>, we get minima.  This is because of a net (almost) zero contribution of the whole slit at these points.</p> <p>[<b>Note</b> : Please also accept alternative correct diagram with appropriate explanation.]</p> <p>(b) Angular width of the secondary maxima <math>\approx 2(2n+1)\frac{\lambda}{a}</math></p> <p>∴ Linear width = <math>[(2n+1)\frac{\lambda}{a}] D</math></p> <p>∴ Linear separation, between the first maxima (n=1) of the two wavelengths, on the screen, is</p> $\frac{3(\lambda_2 - \lambda_1)}{a} \times D$ <p>∴ Separation = <math>\frac{3(596-590) \times 10^{-9}}{2 \times 10^{-6}} \times 1.5m</math></p> <p>= <math>13.5 \times 10^{-3}m</math> (= 13.5 mm)</p>	<p><math>\frac{1}{2}</math></p> <p><math>\frac{1}{2}</math></p> <p><math>\frac{1}{2}</math></p> <p><math>\frac{1}{2}</math></p> <p><math>\frac{1}{2}</math></p> <p>1</p>	<p></p> <p></p> <p></p> <p></p> <p></p> <p>5</p>
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**MARKING SCHEME**  
**SET 55/3**

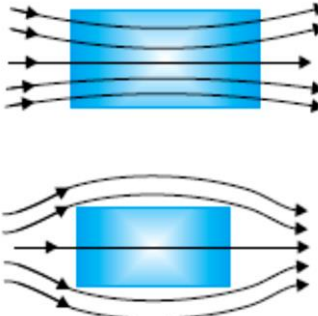
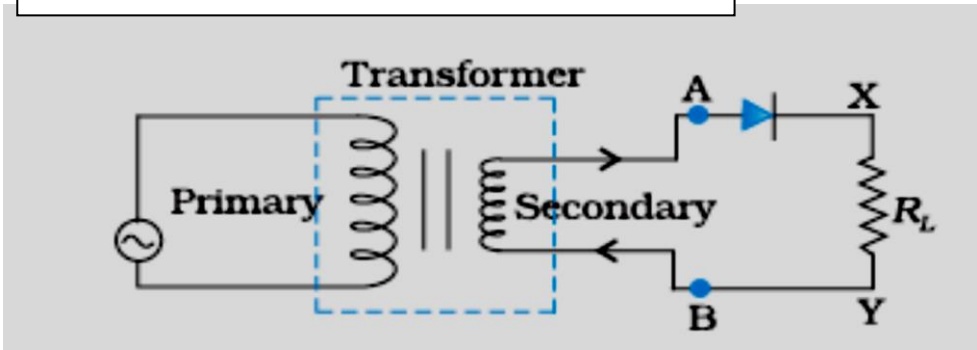
Q. No.	Expected Answer / Value Points	Marks	Total Marks
1.	Anticlockwise 	1	1
2.	Metal A The minimum frequency, at which photoemission starts, is more for metal A <b>Alternatively:</b> Work function of A is more.	½ ½	1
3.	<p><b>Definition :</b> One ampere is the value of steady current which when maintained in each of the two very long, straight, parallel conductors of negligible cross section and placed one metre apart in vacuum, would produce on each of these conductors a force equal of <math>2 \times 10^{-7}</math> N/m of its length.</p> <p><b>Alternatively</b>                      If the student writes <math>F = \frac{\mu_0}{2\pi} \frac{I_1 I_2 L}{R}</math>                      and says that when <math>I_1 = I_2 = 1</math> ampere  <math>R = 1</math> meter and <math>L = 1</math> meter, then  <math>F = 2 \times 10^{-7}</math> N  <b>Award full 1 mark</b>  <b>Alternatively</b>                      If the student draws <b>any one</b> of the two diagram, as shown ,</p>  <p><b>Award full 1 mark</b></p>	1	1
4.	As a diverging lens Light rays diverge on going from a rarer to a denser medium. <b>[Alternatively</b> Also accept the reason given on the basis of lens maker's formula.]	½ ½	1
5.	At the point of intersection of the two field lines, there will be two directions for the electric field. This is not acceptable.	1	1
6.	Short radio waves (or) microwaves	1	1

7.	<p>Neutrinos are neutral (chargeless), (almost) massless particles that hardly interact with matter.</p> <p><b>Alternatively</b></p> <p>The neutrinos can penetrate large quantity of matter without any interaction</p> <p><b>OR</b></p> <p>Neutrinos are chargeless and (almost) massless particles.</p>	1	1						
8.	<p><b>Any two</b> of the following (or any other correct) reasons :</p> <ol style="list-style-type: none"> <li>AC can be transmitted with much lower energy losses as compared to DC</li> <li>AC voltage can be adjusted (stepped up or stepped down) as per requirement.</li> <li>AC current in a circuit can be controlled using (almost) wattless devices like the choke coil.</li> <li>AC is easier to generate.</li> </ol>	$\frac{1}{2} + \frac{1}{2}$	1						
9.	<table border="1" data-bbox="284 689 1241 833"> <tr> <td>Statement of Ampere's circuital law</td> <td><math>\frac{1}{2}</math></td> </tr> <tr> <td>Showing inconsistency during the process of charging</td> <td>1</td> </tr> <tr> <td>Displacement Current</td> <td><math>\frac{1}{2}</math></td> </tr> </table> <p>According to Ampere's circuital Law <math>\oint \vec{B} d\vec{l} = \mu_0 I</math></p>  <p>Applying ampere's circuital law to fig (a) we see that, during charging, the right hand side in Ampere's circuital law equals <math>\mu_0 I</math></p> <p>However on applying it to the surfaces of the fig (b) or fig (c), the right hand side is zero.</p> <p>Hence, there is a contradiction.</p> <p>We can remove the contradiction by assuming that there exists a current (associated with the changing electric field during charging), known as the displacement current.</p> <p>When this current (<math>= \frac{d\phi_E}{dt}</math>) is added on the right hand side, Ampere's circuital law, the inconsistency disappears.</p> <p>It was, therefore necessary, to generalize the Ampere's circuital law, as</p> $\oint \vec{B} d\vec{l} = \mu_0 I_c + \mu_0 \epsilon_0 \frac{d\phi_E}{dt}$ <p>[<b>Note</b> : If the student does the reasoning by using the (detailed) mathematics, relevant to displacement current, award full 2 marks ]</p>	Statement of Ampere's circuital law	$\frac{1}{2}$	Showing inconsistency during the process of charging	1	Displacement Current	$\frac{1}{2}$	$\frac{1}{2}$  $\frac{1}{2}$  $\frac{1}{2}$	2
Statement of Ampere's circuital law	$\frac{1}{2}$								
Showing inconsistency during the process of charging	1								
Displacement Current	$\frac{1}{2}$								

10.	<table border="1"> <tbody> <tr> <td>Formula</td> <td>½</td> </tr> <tr> <td>Calculation of drift velocity</td> <td>1 ½</td> </tr> </tbody> </table>	Formula	½	Calculation of drift velocity	1 ½	½			
Formula	½								
Calculation of drift velocity	1 ½								
$I = AneV_d$ $V_d = \frac{2.7}{2.5 \times 10^{-7} \times 1.6 \times 10^{-19} \times 9 \times 10^{28}}$ $= 7.5 \times 10^{-4} \text{ m/s}$		½ 1	2						
11.	<table border="1"> <tbody> <tr> <td>Relation between V and I</td> <td>½</td> </tr> <tr> <td>Graph</td> <td>½</td> </tr> <tr> <td>Determination of emf and internal resistance</td> <td>½ + ½</td> </tr> </tbody> </table>	Relation between V and I	½	Graph	½	Determination of emf and internal resistance	½ + ½	½	
Relation between V and I	½								
Graph	½								
Determination of emf and internal resistance	½ + ½								
<p>The relation between V and I is  <math>V = E - Ir</math>  Hence, the graph, between V and I, has the form shown below.</p>  <p>For point A, <math>I=0</math>, Hence, <math>V_A = E</math>  For point B, <math>V=0</math>, Hence, <math>E = IBr</math>  Therefore, <math>r = \frac{E}{I_B}</math></p> <p><b>Alternatively:</b> emf (E) equals the intercept on the vertical axis. Internal resistance (r) equals the negative of the slope of the graph.</p>		½ ½	2						
12.	<table border="1"> <tbody> <tr> <td>Formula for energy stored</td> <td>½</td> </tr> <tr> <td>New value of capacitance</td> <td>½</td> </tr> <tr> <td>Calculation of ratio</td> <td>1</td> </tr> </tbody> </table>	Formula for energy stored	½	New value of capacitance	½	Calculation of ratio	1	½	
Formula for energy stored	½								
New value of capacitance	½								
Calculation of ratio	1								
<p>Energy stored in a capacitor = <math>\frac{1}{2} QV = \frac{1}{2} CV^2 = \frac{1}{2} \frac{Q^2}{C}</math> (any one )  Capacitance of the (parallel) combination = <math>C+C=2C</math>  Here, total charge, Q, remains the same</p> <p>∴ initial energy = <math>\frac{1}{2} \frac{Q^2}{C}</math>  And final energy = <math>\frac{1}{2} \frac{Q^2}{2C}</math>  ∴ <math>\frac{\text{final energy}}{\text{initial energy}} = \frac{1}{2}</math></p> <p>[Note : If the student does the correct calculations by assuming the voltage across the</p>		½ ½							

	(i) Parallel or (ii) Series combination to remain constant (=V) and obtain the answers as (i) 2:1 or (ii) 1:2 , award full marks ]		2										
13.	<table border="1"> <tr> <td>Derivation of energy expression</td> <td>1 ½</td> </tr> <tr> <td>Significance of negative sign</td> <td>½</td> </tr> </table> <p>As per Rutherford's model</p> $\frac{mv^2}{r} = \frac{1}{4\pi\epsilon_0} \frac{ze^2}{r^2}$ $\Rightarrow mv^2 = \frac{1}{4\pi\epsilon_0} \frac{ze^2}{r}$ <p>Total energy = P.E + K.E.</p> $= -\frac{1}{4\pi\epsilon_0} \frac{ze^2}{r} + \frac{1}{2} mv^2$ $= -\frac{1}{2} \cdot \frac{1}{4\pi\epsilon_0} \frac{ze^2}{r} = -\frac{1}{8\pi\epsilon_0} \frac{ze^2}{r}$ <p><u>Negative Sign</u> implies that Electron – nucleus form a bound system. <i>Alternatively</i> Electron – nucleus form an attractive system)</p> <p style="text-align: center;"><b>OR</b></p> <table border="1"> <tr> <td>Bohr's Postulate</td> <td>½</td> </tr> <tr> <td>Derivation of radius of nth orbit</td> <td>1</td> </tr> <tr> <td>Bohr's radius</td> <td>½</td> </tr> </table> <p>For the electron, we have Bohr's Postulate (<math>mvr = \frac{nh}{2\pi}</math>)</p> $\frac{mv^2}{r} = \frac{1}{4\pi\epsilon_0} \frac{ze^2}{r^2}$ <p>and <math>mvr = \frac{nh}{2\pi}</math></p> $\therefore m^2 v^2 r^2 = \frac{n^2 h^2}{4\pi^2}$ <p>and <math>mv^2 r = \frac{1}{4\pi\epsilon_0} ze^2</math></p> $\therefore r = \frac{\epsilon_0 n^2 h^2}{\pi z e^2 m}$ <p>Bohr's radius (for n = 1) = <math>\epsilon_0 h^2 / \pi z e^2 m</math></p> 	Derivation of energy expression	1 ½	Significance of negative sign	½	Bohr's Postulate	½	Derivation of radius of nth orbit	1	Bohr's radius	½	½ ½ ½ ½ ½ ½ ½	2
Derivation of energy expression	1 ½												
Significance of negative sign	½												
Bohr's Postulate	½												
Derivation of radius of nth orbit	1												
Bohr's radius	½												



<p>14.</p>	<table border="1"> <tr> <td>Diagrams</td> <td><math>\frac{1}{2} + \frac{1}{2}</math></td> </tr> <tr> <td>Explanations</td> <td><math>\frac{1}{2} + \frac{1}{2}</math></td> </tr> </table>	Diagrams	$\frac{1}{2} + \frac{1}{2}$	Explanations	$\frac{1}{2} + \frac{1}{2}$	 <p>A <u>paramagnetic</u> material tends to move from weaker to stronger regions of the magnetic field and hence increases the number of lines of magnetic field passing through it.  [<b>Alternatively:</b> A <u>paramagnetic</u> material, dipole moments are induced in the direction of the field.]</p> <p>A <u>diamagnetic</u> material tends to move from stronger to weaker regions of the magnetic field and hence, decreases the number of lines of magnetic field passing through it.  [<b>Alternatively:</b> A <u>diamagnetic</u> material, dipole moments are induced in the opposite direction of the field.]</p> <p>[<b>Note:</b> If the student just writes that a paramagnetic material has a small positive susceptibility (<math>0 &lt; X &lt; \epsilon</math>) and a diamagnetic material has a negative susceptibility (<math>-1 \leq X &lt; 0</math>), award the <math>\frac{1}{2}</math> mark for the second part of the question.]</p>	<p><math>\frac{1}{2}</math></p> <p><math>\frac{1}{2}</math></p> <p><math>\frac{1}{2}</math></p> <p><math>\frac{1}{2}</math></p>	<p>2</p>
Diagrams	$\frac{1}{2} + \frac{1}{2}$							
Explanations	$\frac{1}{2} + \frac{1}{2}$							
<p>15.</p>	<table border="1"> <tr> <td>Circuit diagram</td> <td>1</td> </tr> <tr> <td>Working</td> <td>1</td> </tr> </table>	Circuit diagram	1	Working	1	 <p><b>Working:</b>  During one half of the input AC, the diode is forward biased and a current flows through <math>R_L</math>.  During the other half of the input AC, the diode is reverse biased and no current flows through the load <math>R_L</math>.  Hence, the given AC input is rectified  [<b>Note :</b> If the student just draws the waveforms, for the input AC voltage and output voltage (without giving any explanation)  (award <math>\frac{1}{2}</math> mark only for “working”)]</p>	<p>1</p> <p><math>\frac{1}{2}</math></p> <p><math>\frac{1}{2}</math></p>	<p>2</p>
Circuit diagram	1							
Working	1							

<p>16.</p>	<table border="1"> <tr> <td>Tracing the path of the two rays</td> <td>1 + 1</td> </tr> </table>	Tracing the path of the two rays	1 + 1	<p>1</p> <p>1</p>	<p>2</p>		
Tracing the path of the two rays	1 + 1						
		<p>[Note : If the student just writes that angle of incidence for both rays '1' and '2' on face AC = <math>45^\circ</math> and says that it is less than critical angle for ray '1' (which therefore gets refracted) and more than critical angle for ray '2' (which undergoes total internal reflection)]</p> <p><i>Award <math>1/2 + 1/2</math> marks</i></p>					
<p>17.</p>	<table border="1"> <tr> <td>Circuit diagram</td> <td>1 1/2</td> </tr> <tr> <td>Condition</td> <td>1/2</td> </tr> </table>	Circuit diagram	1 1/2	Condition	1/2	<p>1 1/2</p> <p>1/2</p>	<p>2</p>
Circuit diagram	1 1/2						
Condition	1/2						
		<p><b>Condition :</b> The transistor must be operated close to the centre of its active region.</p> <p><b>Alternatively</b> The base- emitter junction of the transistor must be (suitably) forward biased and the collector – emitter junction must be (suitably) reverse biased.</p>					
<p>18.</p>	<table border="1"> <tr> <td>Function of receiver</td> <td>1</td> </tr> <tr> <td>Function of Demodulator</td> <td>1</td> </tr> </table>	Function of receiver	1	Function of Demodulator	1	<p>1</p> <p>1</p>	<p>2</p>
Function of receiver	1						
Function of Demodulator	1						
<p><u>Receiver:</u> It extracts the desired message signals from the received signals at the channel output.</p>		<p><u>Demodulator:</u> It is a device to retrieve information (or) the message signal from the carrier wave at the receiver.</p>					

19.

Position of the final image (formed by the lens-mirror combination)	2
Ray diagram	1

For the lens:

$$\frac{1}{f} = \frac{1}{v} - \frac{1}{u}$$

U = - 40 cm, f = +20 cm This gives v = + 40cm

This image acts as a (virtual) object for the convex mirror

$$\therefore u = (+40 - 15)cm = 25cm$$

$$\text{Also } f = + \frac{20}{2}cm = +10 cm$$

From

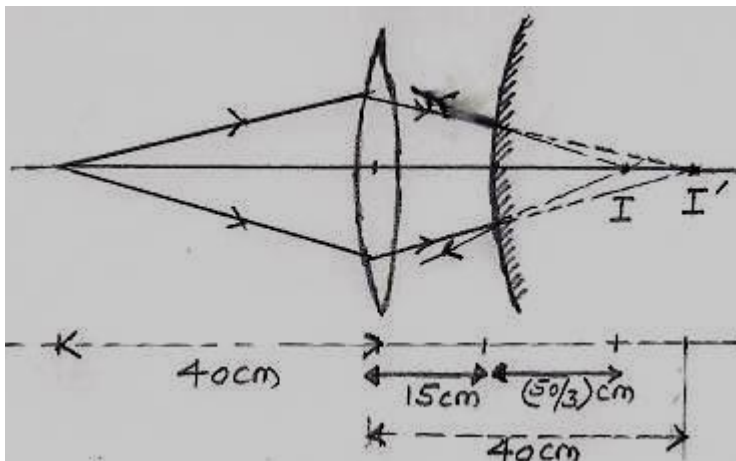
$$\frac{1}{f} = \frac{1}{v} + \frac{1}{u}$$

We get

$$v = \frac{50}{3} cm \approx 16.67cm$$

The final image is, therefore formed at a distance of 16.67 cm ( $\frac{50}{3} cm$ ) to the right of the convex mirror.

( at a distance of 31.67 cm ( $=\frac{95}{3} cm$ ) to the right of the convex lens.



1/2

1/2

1/2

1/2

1

3

20.

Formula	1/2
Calculation of debroglie wavelength	2
Comparison	1/2

$$\lambda = \frac{h}{p} = \frac{h}{\sqrt{2meV}} \quad \text{or} \quad \lambda = \frac{12.27}{\sqrt{V}} \text{ \AA}$$

$$\therefore \lambda = \frac{6.63 \times 10^{-34}}{\sqrt{(2 \times 9.1 \times 10^{-31} \times 1.6 \times 10^{-19} \times 50 \times 10^3)}}$$

$$\lambda = 5.33 \times 10^{-12} m$$

The resolving power of an electron microscope is much better than that of optical microscope.

[Note : If the student writes R.P  $\propto \frac{1}{\lambda}$ , award this 1/2 mark]

1/2

1

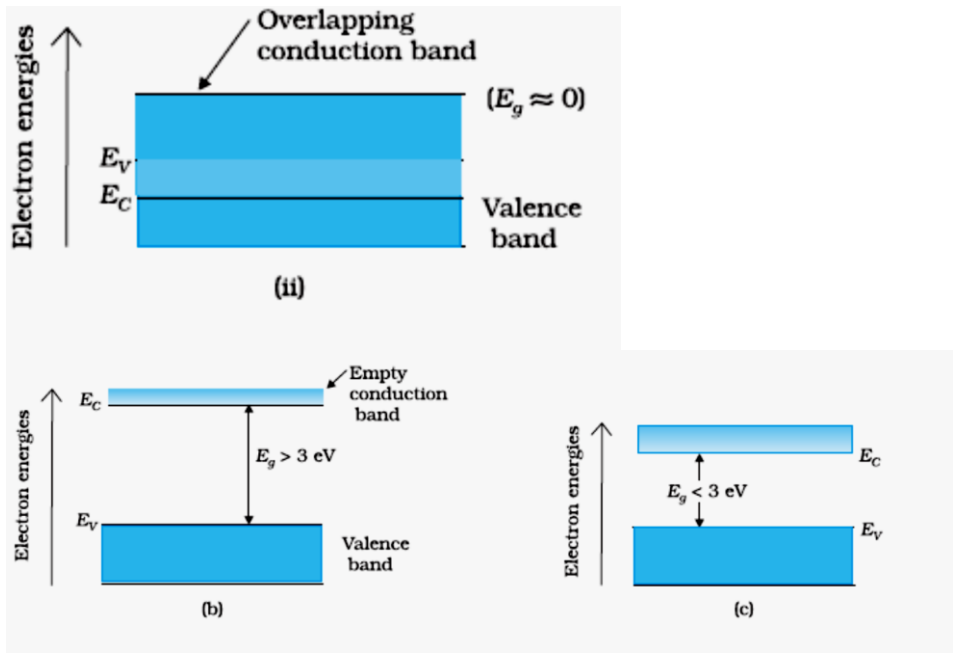
1

1/2

3

21.

Energy band diagrams	1 ½
Two distinguishing features	1 ½



**Two distinguishing features:**

- (i) In conductors, the valency band and conduction band tend to overlap ( or nearly overlap ) while in insulators they are separated by a large energy gap and in semiconductors are separated by a small energy gap.
- (ii) The conduction band, of a conductor, has a large number of electrons available for electrical conduction. However the conduction band of insulators is almost empty while that of the semi-conductor has only a ( very ) small number of such electrons available for electrical conduction.

½

½ + ½

1

½

3

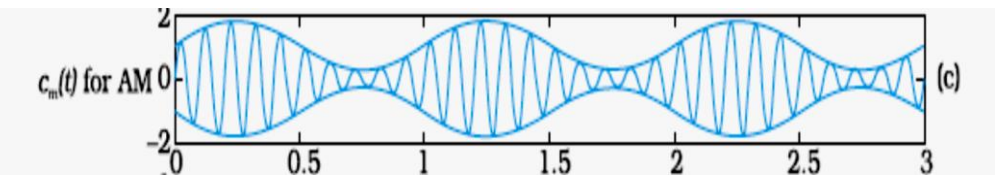
22.

Two basic modes of communication	½ + ½
Process of Amplitude Modulation	1
Schematic Sketch	1

Two basic modes of communication are

- i. Point – to –point
- ii. Broadcast

In Amplitude modulation the amplitude of a carrier wave is made to vary, with time, in the same way as the modulating signal varies with time



½

½

1

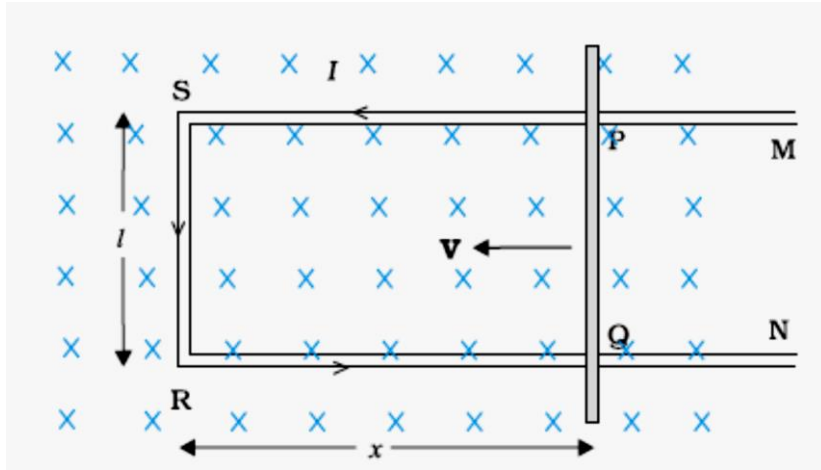
1

3

23.	<table border="1" data-bbox="280 170 991 241"> <tr> <td>Answers to each of the three parts</td> <td>1+1+1=3</td> </tr> </table> <p>a) This is to ensure that the connections do not contribute any extra, unknown, resistances in the circuit. <span style="float: right;">1</span></p> <p>b) This is done to minimize the percentage error in the value of the unknown resistance.  <b>[Alternatively:</b> This is done to have a better “balancing out” of the effects of any irregularity or non-uniformity in the metre bridge wire.  <b>Or</b>  This can help in increasing the sensitivity of the metre bridge circuit.] <span style="float: right;">1</span></p> <p>c) Manganian / constantan / Nichrome  This material has a low temperature (<b>any one</b>) of coefficient of resistance/ high resistivity. <span style="float: right;">½ + ½</span></p> <p style="text-align: center;"><b>OR</b></p> <table border="1" data-bbox="280 730 1165 920"> <tr> <td>Calculation of total resistance of the circuit</td> <td>1</td> </tr> <tr> <td>Calculation of total current drawn from the voltage Source</td> <td>½</td> </tr> <tr> <td>Calculation of current through R</td> <td>1</td> </tr> <tr> <td>Calculation of potential drop across R</td> <td>½</td> </tr> </table> $R_{total} = \frac{R_0}{2} + \frac{\frac{R_0 \cdot R}{\frac{R_0}{2} + R}}{\frac{R_0}{2} + R}$ $= \frac{R(R_0 + 4R)}{2(R_0 + 2R)}$ $I_{(total)} = \frac{V}{R_{total}}$ <p>Current through R = <math>I_2 = I_{total} \times \frac{\frac{R_0}{2}}{\frac{R_0}{2} + R}</math> <span style="float: right;">½</span></p> $= I_{total} \times \frac{R_0}{R_0 + 2R}$ $= \frac{V \cdot 2(R_0 + 2R)}{R(R_0 + 4R)} \times \frac{R_0}{R_0 + 2R}$ $= \frac{2VR_0}{R(R_0 + 4R)}$ <span style="float: right;">½</span> <p>Voltage across R = <math>I_2 R = \left(\frac{2VR_0}{R_0 + 4R}\right)</math> <span style="float: right;">½</span></p>	Answers to each of the three parts	1+1+1=3	Calculation of total resistance of the circuit	1	Calculation of total current drawn from the voltage Source	½	Calculation of current through R	1	Calculation of potential drop across R	½	<p style="text-align: center;">3</p>	<p style="text-align: center;">3</p>
Answers to each of the three parts	1+1+1=3												
Calculation of total resistance of the circuit	1												
Calculation of total current drawn from the voltage Source	½												
Calculation of current through R	1												
Calculation of potential drop across R	½												
24.	<table border="1" data-bbox="280 1648 1008 1742"> <tr> <td>Values displayed</td> <td>2</td> </tr> <tr> <td>Diagnosis</td> <td>1</td> </tr> </table> <p>(a) keen observer/ helpful/ concerned / responsible/ respectful towards elders.  <b>(Any two)</b> <span style="float: right;">1+1</span></p> <p>(b) The doctor can trace and observe, the difference between the movement of an appropriate radio- isotope through a normal brain and a brain having tumor in it. <span style="float: right;">1</span></p> <p><b>[Note :</b> Also accept any other appropriate explanation.]</p>	Values displayed	2	Diagnosis	1	<p style="text-align: center;">3</p>	<p style="text-align: center;">3</p>						
Values displayed	2												
Diagnosis	1												

25.

- |  |   |
|--|---|
| (a) Deriving the expression for the induced emf          | 2 |
| (b) Understanding motional emf in terms of Lorentz force | 1 |



- (a) Imagine the rod PQ to be moving with a velocity  $v$  from its initial (varying) position towards some position SR. The magnetic flux, enclosed by the loop PQRS, at the instant shown, is

$$\begin{aligned} \phi &= Blx \\ \therefore e &= -\frac{d\phi}{dt} = -Bl\frac{dx}{dt} \\ &= Blv \quad (\because v = -\frac{dx}{dt}) \end{aligned}$$

- (b) Lorentz force, on a charge  $q$ , moving with a speed  $v$ , in a (normal) uniform magnetic field  $B$ , is  $Bqv$ . All charges experience the same force. Work done to move the charge from P to Q, is  $W = Bqv \times l$

$$\therefore e = \frac{W}{q} = \frac{Bqvl}{q} = Blv$$

1/2

1/2

1/2

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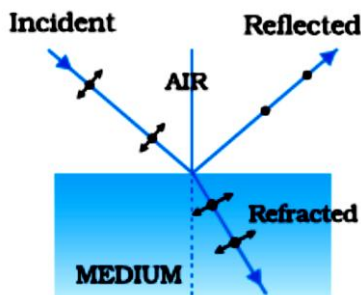
1/2

3

26.

- |  |                 |
|--|-----------------|
| a) Polarization by reflection  | 1 1/2           |
| b) Intensity of light passing through P <sub>1</sub> , P <sub>2</sub> , P <sub>3</sub> | 1/2 + 1/2 + 1/2 |

- (a) When unpolarised light is incident on the boundary between two transparent media, the reflected light gets plane polarized with its electric vector perpendicular to the plane of incidence.

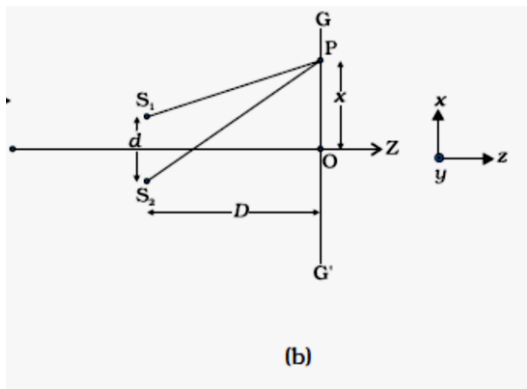


1/2

1/2

	<p>The polarization is complete when the reflected and refracted rays are at right angles to each other. This condition occurs for an angle of incidence, <math>i_p</math>, where <math>\tan i_p = \mu</math></p> <p>[Note : Award this 1 mark even if the student writes about Brewster's law and says that the reflected light is totally polarised when the angle of incidence, <math>i_p</math> equals <math>\tan^{-1} \mu</math></p> <p>(b) Intensity of light through <math>P_1 = \frac{I_o}{2}</math>  Intensity of light through <math>P_2 = \frac{I_o}{2} \cos^2 60</math>  <math display="block">= \frac{I_o}{2} \cdot \left(\frac{1}{2}\right)^2 = \frac{I_o}{8}</math> Intensity of light through <math>P_3 = \frac{I_o}{8} \cos^2 30 = \frac{I_o}{8} \times \left(\frac{\sqrt{3}}{2}\right)^2 = \frac{3I_o}{32}</math></p> <p>[Note: If the students takes the intensity of light, transmitted through <math>P_1</math>, as <math>I_o</math>, and calculates the intensity of light, transmitted by <math>P_2</math> and <math>P_3</math>, as <math>\frac{I_o}{4}</math> and <math>\frac{3I_o}{16}</math>, award <math>\frac{1}{2} + \frac{1}{2} = 1</math> mark only.]</p>	<p><math>\frac{1}{2}</math></p> <p><math>\frac{1}{2}</math></p> <p><math>\frac{1}{2}</math></p> <p><math>\frac{1}{2}</math></p>	<p>3</p>						
27.	<table border="1" data-bbox="276 853 1007 992"> <tr> <td>Deriving the expression for average power</td> <td>2</td> </tr> <tr> <td>Condition for no power dissipation</td> <td><math>\frac{1}{2}</math></td> </tr> <tr> <td>Condition for maximum power dissipation</td> <td><math>\frac{1}{2}</math></td> </tr> </table> <p>Applied voltage = <math>V_0 \sin \omega t</math>  Current in the circuit = <math>I_0 \sin (\omega t - \phi)</math>  where <math>\phi</math> is the phase lag of the current with respect to the voltage applied ,  Hence instantaneous power dissipation  <math display="block">= V_0 \sin \omega t \times I_0 \sin (\omega t - \phi)</math> <math display="block">= \frac{V_0 I_0}{2} [2 \sin \omega t \cdot \sin (\omega t - \phi)]</math> <math display="block">= \frac{V_0 I_0}{2} [\cos \phi - \cos(2\omega t - \phi)]</math></p> <p>Therefore, average power for one complete cycle  <math display="block">= \text{average of } \left[ \frac{V_0 I_0}{2} [\cos \phi - \cos(2\omega t - \phi)] \right]</math></p> <p>The average of the second term over a complete cycle is zero .  Hence , average power dissipated over one complete cycle = <math>\frac{V_0 I_0}{2} \cos \phi</math></p> <p>[Note : Please also accept alternative correct approach.]  Conditions  (i) No power is dissipated when <math>R = 0</math> (or <math>\phi = 90^\circ</math>)  [Note: Also accepts if the student writes ‘This condition cannot be satisfied for a series LCR circuit’.]  (ii) Maximum power is dissipated when <math>X_L = X_C</math>  or <math>\omega L = \frac{1}{\omega C}</math> (or <math>\phi = 0</math>)</p>	Deriving the expression for average power	2	Condition for no power dissipation	$\frac{1}{2}$	Condition for maximum power dissipation	$\frac{1}{2}$	<p><math>\frac{1}{2}</math></p> <p><math>\frac{1}{2}</math></p> <p><math>\frac{1}{2}</math></p> <p><math>\frac{1}{2}</math></p> <p><math>\frac{1}{2}</math></p>	<p>3</p>
Deriving the expression for average power	2								
Condition for no power dissipation	$\frac{1}{2}$								
Condition for maximum power dissipation	$\frac{1}{2}$								
28.	<table border="1" data-bbox="276 1800 1126 1939"> <tr> <td>(a) Formation of bright and dark fringes</td> <td>1</td> </tr> <tr> <td>Obtaining the expression for fringe width</td> <td>3</td> </tr> <tr> <td>(b) Finding the ratio</td> <td>1</td> </tr> </table> <p>(a) The light rays from the two (coherent) slits, reaching a point ‘P’ on the screen, have a path difference ( <math>S_2P - S_1P</math>). The point ‘P’ would, therefore be a</p>	(a) Formation of bright and dark fringes	1	Obtaining the expression for fringe width	3	(b) Finding the ratio	1		
(a) Formation of bright and dark fringes	1								
Obtaining the expression for fringe width	3								
(b) Finding the ratio	1								

- i. Point of maxima (bright fringe), if  $S_2P - S_1P = n\lambda$ .
- ii. Point of minima (dark fringe), if  $S_2P - S_1P = (2n+1)\frac{\lambda}{2}$



We have

$$(S_2P)^2 - (S_1P)^2 = \left\{ D^2 + \left( x + \frac{d}{2} \right)^2 \right\} - \left\{ D^2 + \left( x - \frac{d}{2} \right)^2 \right\}$$

$$= 2xd$$

$$S_2P - S_1P = \frac{2xd}{S_2P + S_1P} \approx \frac{2xd}{2D} = \frac{xd}{D}$$

∴ We have maxima at points, where

$$\frac{xd}{D} = n\lambda$$

and minima at points where

$$\frac{xd}{D} = \left( \frac{2n+1}{2} \right) \lambda$$

Now, fringe width  $\beta$  = separation between two successive maxima (or two successive minima) =  $x_n - x_{n-1}$

$$\therefore \beta = \frac{\lambda D}{d}$$

(b) We have

$$\frac{I_{max}}{I_{min}} = \frac{(a_1 + a_2)^2}{(a_1 - a_2)^2} = \frac{25}{9}$$

$$\therefore \frac{a_1}{a_2} = \frac{4}{1}$$

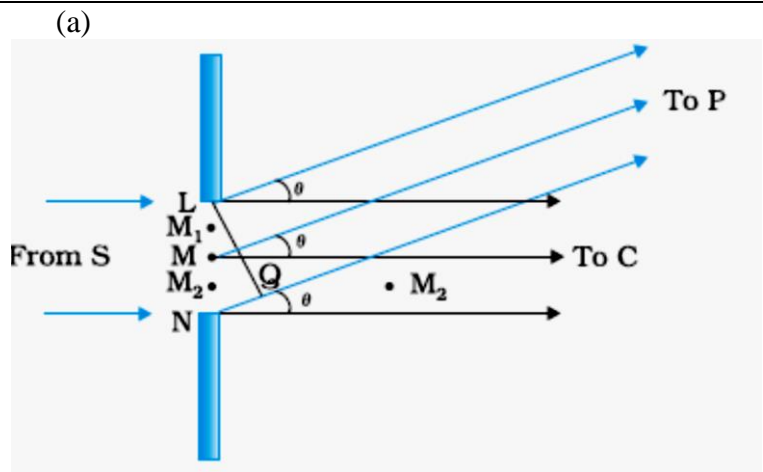
$$\therefore \frac{W_1}{W_2} = \frac{I_1}{I_2} = \frac{(a_1)^2}{(a_2)^2} = \frac{16}{1}$$

[Note: Give ½ mark if the student just writes Intensity  $\propto$  width

**OR**

a) Obtaining the diffraction pattern	1 ½
Conditions for angular width	1 ½
b) Calculation of separation	2





The path difference ( NP-LP) , between the two edges of the slit, is given by

$$NP-LP \cong NQ = a \sin\theta \approx a\theta$$

We, therefore, get maxima and minima, at different points of the screen, depending on the path difference between the contributions from the wavelets, emanating from different points of the slit. This results in a diffraction pattern on the screen.

The path difference between two points  $M_1$  ,  $M_2$ , in the slit plane, separated by a distance 'y', is  $y\theta$ .

At the central point, 'C', on the screen, ' $\theta$ ' is zero.

All parts of the slit contribute in phase

Hence 'C' is a maximum.

At all points where ' $\theta \cong (n + \frac{1}{2}) \frac{\lambda}{a}$ ', we get (secondary) maxima of varying intensity. This is because of the non-zero contribution of a (decreasing) part of the slit at these points.

At all points where  $\theta \approx \frac{n\lambda}{a}$ , we get minima.

This is because of a net (almost) zero contribution of the whole slit at these points.

[Note : Please also accept alternative correct diagram with appropriate explanation.]

(b) Angular width of the secondary maxima  $\approx 2(2n+1) \frac{\lambda}{a}$

∴ Linear width =  $[(2n+1) \frac{\lambda}{a}] D$

∴ Linear separation, between the first maxima (n=1) of the two wavelengths, on the screen, is

$$\frac{3(\lambda_2 - \lambda_1)}{a} \times D$$

$$\text{∴ Separation} = \frac{3(596-590) \times 10^{-9}}{2 \times 10^{-6}} \times 1.5m$$

$$= 13.5 \times 10^{-3}m (= 13.5 \text{ mm})$$

1/2

1/2

1/2

1/2

1/2

1/2

1/2

1/2

1

29.

(a) Expression for frequency	1 ½
Frequency Independent of 'v' or energy	½
(b) Sketch of cyclotron	1
Construction	1
Working	1

(a) When a particle of mass 'm' and charge 'q', moves with a velocity **V**, in a uniform magnetic field **B**, it experiences a force **F** where

$$\vec{F} = q (\vec{v} \times \vec{B})$$

½

$$\therefore \text{Centripetal force } \frac{mv^2}{r} = 2 v B_{\perp}$$

½

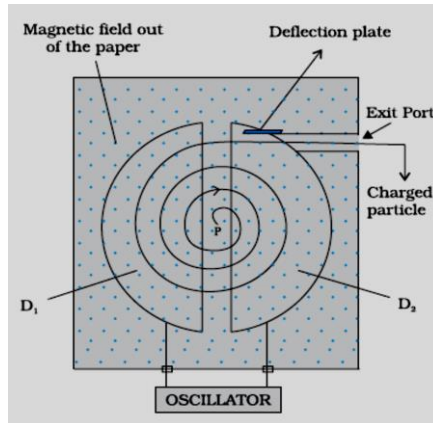
$$\therefore r = \frac{mv}{qB_{\perp}}$$

½

$$\therefore \text{frequency} = \frac{v}{2\pi r} = \frac{qB_{\perp}}{2\pi m}$$

½

∴ It is independent of the velocity or the energy of the particle.



1

**Construction:** The cyclotron is made up of two hollow semi-circular disc like metal containers, D<sub>1</sub> and D<sub>2</sub>, called dees. It uses crossed electric and magnetic fields. The electric field is provided by an oscillator of adjustable frequency.

1

[**Note:** Award this mark even if the student labels the diagram properly without writing the details of the construction.]

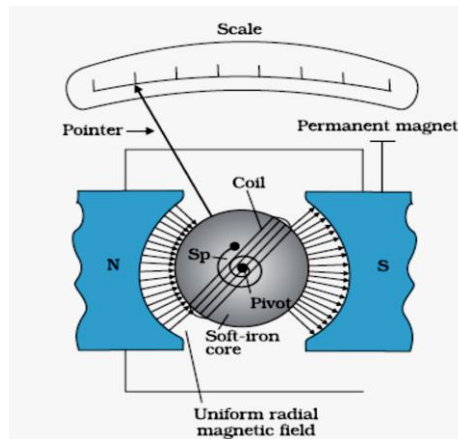
**Working:** In a cyclotron, the frequency of the applied alternating field is adjusted to be equal to the frequency of revolution of the charged particles in the magnetic field. This ensures that the particles get accelerated every time they cross the space between the two dees. The radius of their path increases with increase in energy and they are finally made to leave the system via an exit slit.

1

5

**OR**

(a) Labelled diagram	1
Principle and working	2
(b) i) Reason for cylindrical soft iron core	1
ii) Comparison of current sensitivity and voltage sensitivity	1



1

**Principle and working :** A current carrying coil, placed in a uniform magnetic field, (can) experience a torque

1/2

Consider a rectangular coil for which no. of turns = N,

Area of cross- section =  $l \times b = A$ ,

Intensity of the uniform magnetic field = B,

Current through the coil = I

∴ Deflecting torque =  $BIL \times b = BIA$

For N turns  $\tau = NBIA$

Restoring torque in the spring =  $k\theta$

1/2

(k=restoring torque per unit twist)

$$\therefore NBIA = k\theta$$

$$\therefore I = \left( \frac{k}{NBA} \right) \theta$$

1/2

$$\therefore I \propto \theta$$

The deflection of the coil, is, therefore, proportional to the current flowing through it.

1/2

(b) (i) The soft iron core not only makes the field radial but also increases the strength of the magnetic field.

1

[ **Note**:- Award this one mark even if the student writes just one of the two reasons given above )

(ii) We have

$$\text{Current sensitivity} = \frac{\theta}{I} = NBA/k$$

$$\text{Voltage sensitivity} = \frac{\theta}{V} = \frac{\theta}{IR} = \left( \frac{NBA}{k} \right) \cdot \frac{1}{R}$$

1/2

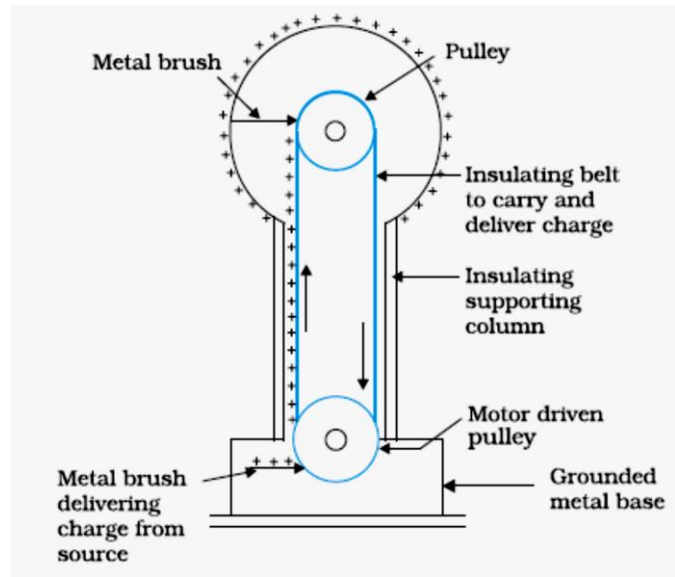
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It follows that an increase in current sensitivity may not necessarily increase the voltage sensitivity.

5

30.

Diagram	2
Principle and working	2
Use and limitation	½ + ½

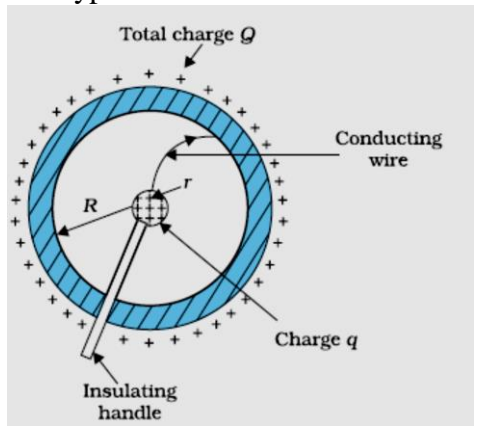


2

[Note : Award 1 mark only if the diagram is not labelled]

**Principle & working**

Consider a set up of the type shown here



- i. Potential inside and on the surface, of the conducting sphere of radius 'R':

$$V_R' = \frac{1}{4\pi\epsilon_0} \cdot \frac{Q}{R}$$

- ii. Potential due to small sphere of radius 'r' carrying a charge 'q':

At the surface of the smaller sphere :  $V_r' = \frac{1}{4\pi\epsilon_0} \cdot \frac{q}{r}$

½

At the surface of the larger sphere :  $V_R'' = \frac{1}{4\pi\epsilon_0} \cdot \frac{Q}{R}$

∴ The difference of potential between the smaller and the larger sphere:

$$= \Delta V = \frac{1}{4\pi\epsilon_0} \cdot \left[ \left( \frac{Q}{R} + \frac{q}{r} \right) - \left( \frac{Q}{R} + \frac{q}{r} \right) \right]$$

$$= \frac{q}{4\pi\epsilon_0} \left( \frac{1}{r} - \frac{1}{R} \right)$$

When 'q' is positive, the inner sphere would always be at a higher potential with respect to outer sphere, irrespective of the amount of charges on the two.

∴ When both the spheres are connected, charge will flow from the smaller sphere to the larger sphere. Thus for a set up of the type shown, charge would keep on piling up on the larger sphere.

**Use :** This machine is used to accelerate charged particles (electron, protons, ions) to high energies.

**Limitation:** It can build up potentials upto a few million volts only.

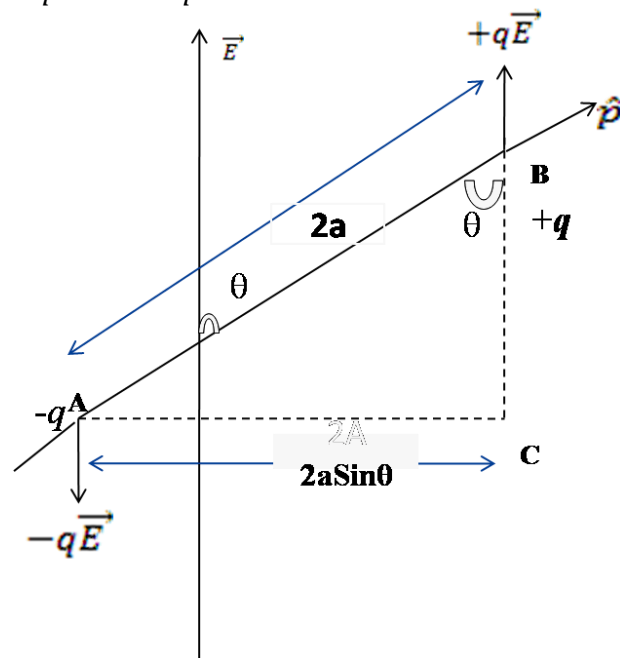
**OR**

(a)	Deducing the expression for torque	2
(b)	Finding the ratio of the flux through the two spheres	2
(c)	Finding the change in flux	1

(a)

The forces, acting on the two charges of the dipole, are

$$+q\vec{E} \text{ and } -q\vec{E}$$



The net force on the dipole is zero.

The two forces are, however, equivalent to a torque having a magnitude

$$\begin{aligned} \tau &= (qE)AC \\ &= qE \cdot 2a \sin \theta \\ &= pE \sin \theta \end{aligned}$$

	<p>The direction of this torque is that of the cross product <math>(\vec{p} \times \vec{E})</math>. Hence, the torque acting on the dipole, is given by</p> $\vec{\tau} = \vec{p} \times \vec{E}$ <p>(b) As per Gauss's Theorem Electric Flux = <math>\oint_S \vec{E} \cdot \vec{dS} = \frac{q_{enclosed}}{\epsilon_0}</math></p> <p>∴ For sphere S<sub>1</sub>, flux enclosed = <math>\phi_1 = \frac{2Q}{\epsilon_0}</math></p> <p>For sphere S<sub>2</sub>, flux enclosed = <math>\phi_2 = \frac{2Q+4Q}{\epsilon_0} = \frac{6Q}{\epsilon_0}</math></p> <p>∴ <math>\frac{\phi_1}{\phi_2} = \frac{1}{3}</math></p> <p>When a medium of dielectric constant <math>\epsilon_r</math> is introduced in sphere S<sub>1</sub> the flux through S<sub>1</sub> would be <math>\phi'_1 = \frac{2Q}{\epsilon_r}</math></p> <p>[Also award this mark if the student writes <math>\phi_1 = \frac{2Q}{\epsilon_0 \epsilon_r}</math>]</p> <p>[<b>Note</b> : If the student just writes that the flux through S<sub>1</sub> decreases, award ½ mark only.]</p>	<p>½</p> <p>½</p> <p>½</p> <p>½</p> <p>1</p>	<p>5</p>
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