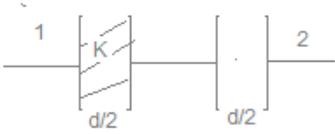


### MARKING SCHEME

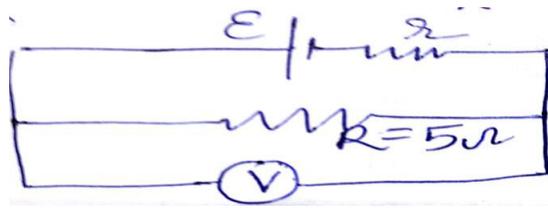
Q. NO.	Expected Answer / Value Points	Marks	Total Marks				
<b>SECTION – A</b>							
Q. 1	RMS current is the equivalent dc current that would produce the same average power loss as the alternating current $I_{rms} = \frac{I_0}{\sqrt{2}}$	½  ½	1				
Q. 2	$\lambda = \frac{h}{\sqrt{2mK}} \text{ Or } \lambda \propto \sqrt{\frac{1}{m}} \quad (\text{For Same K})$  Electron has greater de-Broglie wavelength because its mass is smaller. (Note: Award full 1 mark even if student just writes “electron” as the answer)	½  ½	1				
Q. 3	Number of nuclei undergoing decay per unit time at any instant is proportional to the total number of nuclei in the sample at that instant.  (Alternatively : $\frac{dN}{dt} = -\lambda N$ )	1	1				
Q. 4	Electrical resistivity of a material is the resistance of a wire of that material of unit length and unit area of cross section.	1	1				
Q. 5	Zero	1	1				
<b>SECTION – B</b>							
Q. 6	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="padding: 5px;">a) Processes responsible for <math>\beta^+</math>, <math>\beta^-</math> decay <math>\frac{1}{2} + \frac{1}{2}</math></td> <td style="width: 10%;"></td> </tr> <tr> <td style="padding: 5px;">b) Reason</td> <td style="text-align: center; width: 10%;">1</td> </tr> </table> a) In $\beta^-$ decay a neutron converts to proton and an antineutrino ( $\bar{\nu}$ ) is emitted. In $\beta^+$ decay a proton converts into a neutron and a neutrino ( $\nu$ ) is emitted. b) It is difficult to detect neutrinos because they have very weak interaction with other particles and can penetrate large quantity of matter without any interaction	a) Processes responsible for $\beta^+$ , $\beta^-$ decay $\frac{1}{2} + \frac{1}{2}$		b) Reason	1	½  ½  1	2
a) Processes responsible for $\beta^+$ , $\beta^-$ decay $\frac{1}{2} + \frac{1}{2}$							
b) Reason	1						



	$\frac{1}{4\pi\epsilon_0} \left[ \frac{10 \times 10^{-8}}{x \times 10^{-2}} + \frac{-2 \times 10^{-8}}{(60-x) \times 10^{-2}} \right] = 0$ $\frac{5}{x} = \frac{1}{(60-x)}$ $6x = 300$ $x = 50 \text{ cm (from } q_1)$	<p>1/2</p> <p>1/2</p> <p>1/2</p>	<p>2</p>
<p>9.</p>	<div style="border: 1px solid black; padding: 5px; margin-bottom: 10px;"> <p>Principal of LED .....1</p> <p>Two advantages.....1/2 +1/2</p> </div> <p><u>Principal of Working of LED</u>  When LED is forward biased, electrons are sent from n to p side and holes from p to n side . At the junction boundary minority carriers recombine with majority carriers. On recombination, the energy is released in the form of photons of energy equal to , or less than, the band gap energy.</p> <p><u>Advantages of LED</u></p> <p>(i) Low operational voltage and less power</p> <p>(ii) Long life and ruggedness</p> <p>(or any two other advantages)</p>	<p>1</p> <p>1/2</p> <p>1/2</p>	<p>2</p>
<p>10.</p>	<div style="border: 1px solid black; padding: 5px; margin-bottom: 10px;"> <p>Two factors..... 1+1</p> </div> <p>Any two of the following:</p> <p>(i) Size of Antenna: The antenna should have a size comparable to the wavelength of the signal. For e.m. waves of frequency 20 Hz, <math>\lambda</math> is 15 km. Such a long antenna is not possible to construct, therefore there is a need to translate baseband signal to high frequency by modulation.</p> <p>(ii) Effective Power radiated by antenna: Power radiated is proportional to <math>l / \lambda^2</math>. Therefore, for the same antenna length, the power radiated increases with decreasing <math>\lambda</math>. For a good transmission we need high power and hence need of high frequency transmission.</p> <p>(iii) Mixing up of signals from different transmitters: If many transmitters are transmitting base signals (in the audio frequency range) simultaneously they will get mixed up and there is no way to distinguish between them. By using high frequency, and allotting a band of frequencies to each signal, such mixing can be avoided.</p>	<p>1+1</p>	<p>2</p>

		SECTION C							
11.	<table border="1"> <tr> <td>(a) Effect on the electric field inside a dielectric</td> <td>1</td> </tr> <tr> <td>(b) Formulae for capacitance</td> <td>1/2+1/2</td> </tr> <tr> <td>Net capacitance</td> <td>1</td> </tr> </table> <p>(a) The net Electric field gets reduced</p> <p>(b) It is like two capacitors connected in series</p>  $C_1 = \frac{\epsilon_0 AK}{\frac{d}{2}},$ $C_2 = \frac{\epsilon_0 A}{\frac{d}{2}}$ $\Rightarrow C_1 = KC_2$ <p>Net Capacitance in series combination</p> $C = \frac{C_1 C_2}{C_1 + C_2}$ $= \frac{KC_2 C_2}{kC_2 + C_2}$ $= \frac{KC_2}{K+1}$ $C = \left(\frac{2K}{K+1}\right) \frac{\epsilon_0 A}{d}$	(a) Effect on the electric field inside a dielectric	1	(b) Formulae for capacitance	1/2+1/2	Net capacitance	1	1	
(a) Effect on the electric field inside a dielectric	1								
(b) Formulae for capacitance	1/2+1/2								
Net capacitance	1								
		1/2							
		1/2							
		1/2							
		1/2	3						
12.	<table border="1"> <tr> <td>Identifying e.m.f.</td> <td>1</td> </tr> <tr> <td>Calculation if r</td> <td>2</td> </tr> </table> <p>As resistance of voltmeter is high, no current flows through it. Hence emf of the cell <math>\epsilon = 2.2 V</math></p>	Identifying e.m.f.	1	Calculation if r	2	1			
Identifying e.m.f.	1								
Calculation if r	2								

When  $5\Omega$  resistance is connected across the terminals of the cell (as shown in the diagram), we have



$$V = \frac{E R}{r + R}$$

$$r = \frac{(E - V) R}{V} = \frac{(2.2 - 1.8) 5}{1.8} \Omega$$

$$r = \frac{0.4 \times 5}{1.8} = \frac{2}{1.8} = 1.11\Omega$$

1

 $\frac{1}{2}$  $\frac{1}{2}$ 

3

13.

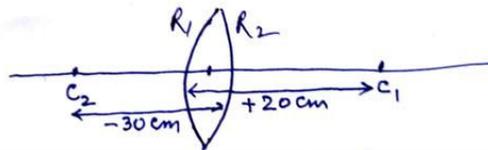
- |  |                 |
|--|-----------------|
| (i) Definition                           | 1               |
| Writing Yes/No                           | $\frac{1}{2}$   |
| (ii) Lens Makers Formula and Calculation | $\frac{1}{2}+1$ |

- (i) The Power of a lens is defined as the reciprocal of its focal length (in meters)  
Yes, it can be negative

1

 $\frac{1}{2}$ 

(ii)



$R_1 = +20 \text{ cm}$ ,  $R_2 = -30 \text{ cm}$   
From Lens Maker's Formula

$$\frac{1}{f} = (\mu - 1) \left( \frac{1}{R_1} - \frac{1}{R_2} \right)$$

$$\frac{1}{f} = (1.6 - 1) \left( \frac{1}{20} + \frac{1}{30} \right)$$

$$\frac{1}{f} = 0.6 \times \frac{1}{12} = \frac{1}{20}$$

$$f = 20 \text{ cm} = 0.2 \text{ m}$$

$$P = \frac{1}{0.2} \text{ D} = 5\text{D}$$

 $\frac{1}{2}$  $\frac{1}{2}$  $\frac{1}{2}$ 

3

14.	<table border="1"> <tbody> <tr> <td>(a) Difference</td> <td>1Mark</td> </tr> <tr> <td>(b) Function of Transmitter</td> <td>1Mark</td> </tr> <tr> <td>Function of Transducer</td> <td>1Mark</td> </tr> </tbody> </table>	(a) Difference	1Mark	(b) Function of Transmitter	1Mark	Function of Transducer	1Mark						
(a) Difference	1Mark												
(b) Function of Transmitter	1Mark												
Function of Transducer	1Mark												
15.	<table border="1"> <tbody> <tr> <td>(a) Relation <math>2\pi r = \lambda</math></td> <td>1 Mark</td> </tr> <tr> <td>(b) (i) Einstein Equation</td> <td>1 Mark</td> </tr> <tr> <td>(ii) Stating the features</td> <td>1 Mark</td> </tr> </tbody> </table> <p>(a) <math>2\pi r = \lambda</math>            (b) <math>K_{\max} = h\nu - h\nu_0</math>            Features (any two):            (1) Maximum energy of the emitted electrons does not depend upon the intensity of incident radiation.            (2) There exists a threshold frequency for each photosensitive surface.            (3) Photoemission is an instantaneous phenomenon.</p>	(a) Relation $2\pi r = \lambda$	1 Mark	(b) (i) Einstein Equation	1 Mark	(ii) Stating the features	1 Mark	<p>1 1 1/2+1/2</p>	3				
(a) Relation $2\pi r = \lambda$	1 Mark												
(b) (i) Einstein Equation	1 Mark												
(ii) Stating the features	1 Mark												
16.	<table border="1"> <tbody> <tr> <td>• Definition</td> <td>1/2 Mark</td> </tr> <tr> <td>• Vector/Scalar nature</td> <td>1/2 Mark</td> </tr> <tr> <td>• Numerical</td> <td>1 Mark</td> </tr> <tr> <td>• Dependence on radius</td> <td>1/2 Mark</td> </tr> <tr> <td>• Explanation</td> <td>1/2 Mark</td> </tr> </tbody> </table> <p>• Electric flux: It is defined as the number of electric field lines passing through a surface placed perpendicular to the direction of electric field lines            • It is a Scalar Quantity            • <math>\Phi = -1 \times 10^3 \frac{\text{Nm}^2}{\text{C}}</math>  <math display="block">\Phi = \frac{q_{\text{Enclosed}}}{\epsilon_0}</math>  <math display="block">q_{\text{Enclosed}} = \Phi \epsilon_0</math></p>	• Definition	1/2 Mark	• Vector/Scalar nature	1/2 Mark	• Numerical	1 Mark	• Dependence on radius	1/2 Mark	• Explanation	1/2 Mark	<p>1/2 1/2 1/2</p>	
• Definition	1/2 Mark												
• Vector/Scalar nature	1/2 Mark												
• Numerical	1 Mark												
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• Explanation	1/2 Mark												

	$= -1 \times 10^3 \times 8.854 \times 10^{-12} \text{ C}$ $= -8.854 \times 10^{-9} \text{ C}$ <p>Or <math>q_{\text{Enclosed}} = -8.854 \text{ nC}</math></p> <ul style="list-style-type: none"> <li>No, it does not depend on the radius of the Gaussian surface.</li> </ul> <p><b>Justification:</b> As According to Gauss Theorem</p> $\Phi = \frac{q_{\text{Enclosed}}}{\epsilon_0}$ <p>Hence flux does not depend on radius.</p> <p style="text-align: center;"><b>OR</b></p> <div style="border: 1px solid black; padding: 5px; margin: 10px 0;"> <ul style="list-style-type: none"> <li>Definition 1 Mark</li> <li>Numerical Problem 2 Mark</li> </ul> </div> <p>Definition: Dipole moment of an electric dipole, equals the product of the magnitude of either of its charges and the distance between the two charges.</p> <p>(Alternatively: <math>\vec{p} = q \ 2a \ \hat{r}</math>)</p> <p>Where <math>\hat{r}</math> is unit vector directed from the negative to the positive charge.)</p> <p>Numerical:</p> $p = 3 \times 10^{-8} \text{ C m}$ $W = -p E (\cos \theta_2 - \cos \theta_1)$ $W = -3 \times 10^{-8} \times 10^4 (\cos 180^\circ - \cos 0^\circ)$ $W = 6 \times 10^{-4} \text{ Joules}$	<p style="text-align: center;">1/2</p> <p style="text-align: center;">1/2</p> <p style="text-align: center;">1/2</p> <p style="text-align: center;">3</p> <p style="text-align: center;">1</p> <p style="text-align: center;">1</p> <p style="text-align: center;">1/2</p> <p style="text-align: center;">1/2</p>	
17.	<div style="border: 1px solid black; padding: 5px; margin: 10px 0;"> <ul style="list-style-type: none"> <li>(i) Definition of Magnifying Power 1 Mark</li> <li>(ii) Reason for large Focal Length and aperture of objective 1/2+1/2 Mark</li> <li>(iii) Two advantages of reflecting telescope 1/2+1/2 Mark</li> </ul> </div> <p>(i) Magnifying Power of telescope is the ratio of angle <math>\beta</math> subtended at the eye by the final image to the angle <math>\alpha</math> which the object directly subtends at the lens / the eye.</p> <p>(ii) Focal length of the objective is kept large to have higher magnifying power Aperture of objective is large for getting high resolution/collecting more light from the distant object.</p> <p>(iii) Two advantages of Reflecting telescopes (any two)</p> <ul style="list-style-type: none"> <li>(a) No Chromatic aberration</li> <li>(b) No Spherical aberration</li> <li>(c) Easier to assemble.</li> </ul>	<p style="text-align: center;">1</p> <p style="text-align: center;">1/2</p> <p style="text-align: center;">1/2</p> <p style="text-align: center;">1/2+1/2</p>	3

18.	<div style="border: 1px solid black; padding: 5px; margin-bottom: 10px;"> <p>(i) Expression for <math>\lambda_{\max}</math> <span style="float: right;">1 Mark</span></p> <p>(ii) Expression for <math>\lambda_{\min}</math> <span style="float: right;">1 Mark</span></p> <p>(iii) Ratio <math>\lambda_{\max} : \lambda_{\min}</math> <span style="float: right;">1 Mark</span></p> </div> <p>Maximum Wavelength, <math>\lambda_{\max}</math> is emitted in the transition (n=3) to (n=2)</p> $\Delta E_{32} = E_3 - E_2$ $\frac{hc}{\lambda_{\max}} = -\frac{E_0}{9} + \frac{E_0}{4} = \frac{5}{36} E_0 \dots\dots\dots (i)$ <p>Minimum Wavelength, <math>\lambda_{\min}</math> is emitted in the transition (n=3) to (n=1)</p> $\frac{hc}{\lambda_{\min}} = -\frac{E_0}{9} + \frac{E_0}{1} = \frac{8}{9} E_0 \dots\dots\dots (ii)$ <p>Dividing (ii) by (i)</p> $\frac{\lambda_{\max}}{\lambda_{\min}} = \frac{\frac{8}{9}}{\frac{5}{36}} = \frac{32}{5}$	1  1  1	3
19.	<div style="border: 1px solid black; padding: 5px; margin-bottom: 10px;"> <p>(i) Definition of drift velocity <span style="float: right;">1 Mark</span></p> <p>(ii) Ratio of Drift Velocities <span style="float: right;">2 Mark</span></p> </div> <p>(i) Drift velocity equals the average velocity of free electrons in a conductor when an external field is applied across .</p> <p>(ii) <math>I_x = I_y</math>  <math>n_x e A v_x = n_y e A v_y</math>  <math>\frac{v_x}{v_y} = \frac{n_y}{n_x}</math>  <math>\frac{n_y}{2n_y} = \frac{1}{2}</math></p>	1  $\frac{1}{2}$ $\frac{1}{2}$ $\frac{1}{2}$ $\frac{1}{2}$	3
20.	<div style="border: 1px solid black; padding: 5px; margin-bottom: 10px;"> <p>(a) Calculation of angle of incidence <span style="float: right;">1 Mark</span></p> <p>Calculation of minimum deviation <span style="float: right;">1 Mark</span></p> <p>(b) Reason for no interference <span style="float: right;">1 Mark</span></p> </div> <p>(a) <math>r = 120^\circ - 90^\circ = 30^\circ</math>  <math>\frac{\sin i}{\sin r} = \mu</math>  <math>\sin i = \sqrt{3} \times \frac{1}{2}</math>  <math>i = 60^\circ</math>  <math>D_{\min} = 2i - A</math></p>	$\frac{1}{2}$  $\frac{1}{2}$  $\frac{1}{2}$	



23	<div style="text-align: center; border: 1px solid black; width: fit-content; margin: 0 auto; padding: 2px;">SECTION - D</div> <div style="border: 1px solid black; padding: 5px; margin-top: 10px;"> <table style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 60%;">a) Reason for oscillations to stop</td> <td style="text-align: right;">1 Mark</td> </tr> <tr> <td>b) Method of reducing the effect</td> <td style="text-align: right;">1 Mark</td> </tr> <tr> <td>c) Two values displayed by each</td> <td style="text-align: right;">1 + 1 Mark</td> </tr> </table> </div> <p style="margin-top: 10px;">a) Eddy currents produced in the metallic plate oppose the motion (oscillations) <span style="float: right;">1</span></p> <p>b) Effect can be reduced by cutting holes or slots in the plate. <span style="float: right;">1</span></p> <p>c) Values of Lata : Inquisitive, Scientific temperament (or any other) <span style="float: right;">1 + 1</span></p> <p style="margin-left: 20px;">Values of Teacher : caring, responsible (or any other)</p>	a) Reason for oscillations to stop	1 Mark	b) Method of reducing the effect	1 Mark	c) Two values displayed by each	1 + 1 Mark		4						
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24	<div style="text-align: center; border: 1px solid black; width: fit-content; margin: 0 auto; padding: 2px;">SECTION - E</div> <div style="border: 1px solid black; padding: 5px; margin-top: 10px;"> <table style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 60%;">Working of amplifier -</td> <td style="text-align: right;">3 Mark</td> </tr> <tr> <td>Expression for voltage gain -</td> <td style="text-align: right;">2 Mark</td> </tr> </table> </div> <p style="margin-top: 10px;">We make a circuit in which the input side (Base –emitter) is forward biased <span style="float: right;">1</span></p> <p>While the output side (collector- emitter) is revers biased. <span style="float: right;">1</span></p> <p>When no signal is applied to the base, to the input current almost completely flows into the output (Collector- emitter) Circuit. <span style="float: right;">½</span></p> <p>When a signal varying voltage is added to the biased voltage of the input circuit, its amplified form appears in the output circuit. We thus get an amplified form of given input signal <span style="float: right;">½</span></p> <p style="margin-top: 10px;">∴ Voltage gain, <math>A_v = \frac{V_o}{V_i} = \frac{\Delta V_{CE}}{r \Delta I_B}</math> <span style="float: right;">1</span></p> <p><math>A_v = -\beta_{ac} \frac{R_c}{r}</math> <span style="float: right;">1</span></p> <p style="text-align: center; margin-top: 10px;">OR</p> <div style="border: 1px solid black; padding: 5px; margin-top: 10px;"> <table style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 60%;">a) Reason for diffusion</td> <td style="text-align: right;">2 Mark</td> </tr> <tr> <td>b) Fabrication of photodiode</td> <td style="text-align: right;">1 Mark</td> </tr> <tr> <td style="margin-top: 5px;">Working -</td> <td style="text-align: right;">1 Mark</td> </tr> <tr> <td>Reason for operating in reverse bias -</td> <td style="text-align: right;">1 Mark</td> </tr> </table> </div> <p style="margin-top: 10px;">a) There is high concentration of holes in the region and comparatively very low concentration of holes in the n – region. <span style="float: right;">1</span></p>	Working of amplifier -	3 Mark	Expression for voltage gain -	2 Mark	a) Reason for diffusion	2 Mark	b) Fabrication of photodiode	1 Mark	Working -	1 Mark	Reason for operating in reverse bias -	1 Mark		5
Working of amplifier -	3 Mark														
Expression for voltage gain -	2 Mark														
a) Reason for diffusion	2 Mark														
b) Fabrication of photodiode	1 Mark														
Working -	1 Mark														
Reason for operating in reverse bias -	1 Mark														

	<p>Because of the concentration gradient holes diffuse from p to the n – region.</p> <p>b) A photodiode is fabricated with a transparent window to allow light to fall on the diode.</p> <p>When the photodiode is illuminated with light photons of energy greater than the energy gap, electron-hole pairs are generated due to the absorption of photons in or near the depletion region. Due to junction field, electrons and holes are separated before they recombine. Electrons reach n-side and holes reach p-side giving rise to an emf. This is proportional to the intensity of the incident light.</p> <p>(c) It is operated in the reverse bias as it can then detect changes in the light intensity more easily. (Alternatively : Photodiode is operated in reverse is because fractional change in majority carriers (<math>\frac{\Delta n}{n}</math>) would be much less than the fractional change in minority carriers (<math>\frac{\Delta p}{p}</math>). Therefore, change in reverse bias current is more easily measurable. )</p>	<p>1</p> <p>1</p> <p>1</p>							
<p>25</p>	<table border="1" data-bbox="284 824 1150 949"> <tr> <td>Definition</td> <td>1 Mark</td> </tr> <tr> <td>Reason for Polarization when passes through a Polaroid</td> <td>2 Mark</td> </tr> <tr> <td>Reason for two maxima and minima in a <math>2\pi</math> rotation</td> <td>2 Mark</td> </tr> </table> <p>Light is said to be linearly polarized when the oscillations of its electric field vector are confined to a plane containing its direction of propagation.</p> <p>When passed through a polaroid, the electric field vibrations along the direction of aligned molecules get absorbed</p> <p>Hence light gets linearly polarized with the electric vector oscillating along a direction perpendicular to the aligned molecules.</p> <p>When linearly polarized light is viewed through a polaroid, the transmitted intensity is  <math>I = I_0 \cos^2 \theta</math></p> <p>( <math>\theta</math> is the angle between the pass axes of the two polaroid (polarizer and analyzer))</p> <p>If <math>\theta = 0^\circ</math> or <math>\pi</math>, <math>I = I_0</math> (Maxima)  and if <math>\theta = \frac{\pi}{2}</math> or <math>\frac{3\pi}{2}</math>, <math>I = 0</math> (Minima)</p> <p>Hence, two maxima and two minima are obtained in a <math>2\pi</math> rotation.</p>	Definition	1 Mark	Reason for Polarization when passes through a Polaroid	2 Mark	Reason for two maxima and minima in a $2\pi$ rotation	2 Mark	<p>1</p> <p>1</p> <p>1</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>5</p>
Definition	1 Mark								
Reason for Polarization when passes through a Polaroid	2 Mark								
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OR													
	<table border="1" style="width: 100%;"> <tr> <td>a) Explanation of single slit diffraction</td> <td style="text-align: right;">2 Mark</td> </tr> <tr> <td>b) Variation of angular width of maxima with</td> <td></td> </tr> <tr> <td>    i. slit width</td> <td style="text-align: right;">1 Mark</td> </tr> <tr> <td>    ii. distance</td> <td style="text-align: right;">1 Mark</td> </tr> <tr> <td>    iii. wavelength</td> <td style="text-align: right;">1 Mark</td> </tr> </table> <p>a) A parallel beam of light falls normally on a single slit of width 'a'; Dividing the slit into different parts and treating each part as source of light with all the parts in phase,</p> <p style="text-align: center;">Path difference between the edges of the slit = <math>a \sin \theta</math></p> <p style="text-align: right;">½</p> <p>At the central point on the screen <math>\theta = 0</math>, hence all path differences are zero and a maxima is formed.</p> <p style="text-align: right;">½</p> <p>Minima are formed on the screen in the direction '<math>\theta</math>' for which <math>a\theta = n\lambda</math>. It can be explained by dividing the slit into even number of parts with path difference <math>\frac{\lambda}{2}</math> between successive parts.</p> <p style="text-align: right;">½</p> <p>Secondary maxima are formed on the screen in the direction '<math>\theta</math>' for which <math>a\theta = (n + \frac{1}{2}) \lambda</math>. It can be explained by dividing the slit into odd number of parts with path difference <math>\frac{\lambda}{2}</math> between successive parts.</p> <p style="text-align: right;">½</p> <p>b) Angular width of central maxima = <math>2\theta = \frac{2\lambda}{a}</math>. Hence</p> <p>    i. If 'a' decreases, angular width increases</p> <p>    ii. No change in angular width when the given distance is increased</p> <p>    iii. If <math>\lambda</math> decreases, angular width decrease.</p> <p style="text-align: right;">1 1 1</p>	a) Explanation of single slit diffraction	2 Mark	b) Variation of angular width of maxima with		i. slit width	1 Mark	ii. distance	1 Mark	iii. wavelength	1 Mark		5
a) Explanation of single slit diffraction	2 Mark												
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ii. distance	1 Mark												
iii. wavelength	1 Mark												
26	<table border="1" style="width: 100%;"> <tr> <td>Principle</td> <td style="text-align: right;">1 Mark</td> </tr> <tr> <td>Working</td> <td style="text-align: right;">1 Mark</td> </tr> <tr> <td>Importance of radial field</td> <td style="text-align: right;">1 Mark</td> </tr> <tr> <td>Production of radial field</td> <td style="text-align: right;">1 Mark</td> </tr> <tr> <td>Current sensitivity</td> <td style="text-align: right;">1 Mark</td> </tr> </table> <p>Principle – A current carrying coil experiences a torque in a magnetic field.</p> <p>Working – Galvanometer consists of a coil with many turns, free to rotate about a fixed axis in a uniform radial magnetic field. When current flows through the coil, a torque, <math>\tau</math> acts on it which is expressed as,</p> <p style="text-align: center;"><math>\tau = NIAB</math></p> <p>A spring provides counter torque, <math>k\theta</math> that balances the magnetic torque, <math>\tau</math></p>	Principle	1 Mark	Working	1 Mark	Importance of radial field	1 Mark	Production of radial field	1 Mark	Current sensitivity	1 Mark	1	
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	<p style="text-align: center;"><math>\therefore k\phi = NIAB</math></p> <p style="text-align: center;"><math>\phi = \frac{NAB}{k} I</math></p> <p>Radial field makes the magnetic field same for all orientations of the coil. This makes the scale of current linear with deflection <math>\phi</math>.</p> <p>Radial field is produced by using cylindrical pole pieces for the magnet.</p> <p>Current sensitivity is deflection per unit current, (<math>I_s = \frac{\phi}{I} = \frac{NAB}{k}</math>)</p> <p>Current sensitivity can be increased by increasing the number of turns N and decreasing, k, the torsional constant of the spring.</p> <p style="text-align: center;">OR</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="padding: 2px;">Principal of cyclotron</td> <td style="text-align: right; padding: 2px;">1 Mark</td> </tr> <tr> <td style="padding: 2px;">Working</td> <td style="text-align: right; padding: 2px;">1 Mark</td> </tr> <tr> <td style="padding: 2px;">Cyclotron frequency</td> <td style="text-align: right; padding: 2px;">2 Mark</td> </tr> <tr> <td style="padding: 2px;">Two uses</td> <td style="text-align: right; padding: 2px;">1 Mark</td> </tr> </table> <p>Principal – A charged particle acquires kinetic energy when it passes through a potential difference of V volt (or an electric field). A magnetic field is used to make the particle accelerate through the same alternating electric field again and again.</p> <p>Working – Cyclotron uses crossed electric and magnetic fields. Every time particle moves from one dee to another, electric field acts on it and accelerate it. Inside the dee there is no electric field but only the magnetic field, this makes the particle move in circular path and brings it back to the edge of the dee to face the accelerating field again. The electric field is produced by connecting dee's to a high frequency AC source.</p> <p>Expression for Cyclotron frequency</p> <p style="text-align: center;"><math>\frac{mv^2}{r} = qvB</math></p> <p style="text-align: center;"><math>\Rightarrow v = \frac{qBr}{m}</math></p> <p>Frequency, <math>\nu_c = \frac{1}{T} = \frac{v}{2\pi r}</math></p> <p style="text-align: center;"><math>\therefore \nu_c = \frac{qB}{2\pi m}</math></p> <p>Uses – i) used to accelerate charged particles or ions to high energies. ii) used in hospitals to produce radioactive substances (or any other use)</p>	Principal of cyclotron	1 Mark	Working	1 Mark	Cyclotron frequency	2 Mark	Two uses	1 Mark	<p><math>\frac{1}{2}</math></p> <p><math>\frac{1}{2}</math></p> <p>1</p> <p>1</p> <p><math>\frac{1}{2}</math></p> <p><math>\frac{1}{2}</math></p> <p>5</p> <p>1</p> <p>1</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} + \frac{1}{2}</math></p>	<p>5</p>
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