

## DAV PUBLIC SCHOOLS, ODISHA ZONE

PA-II EXAMINATION, [2023-24]

SUBJECT: MATHEMATICS CLASS: VIII

## MARKING SCHEME

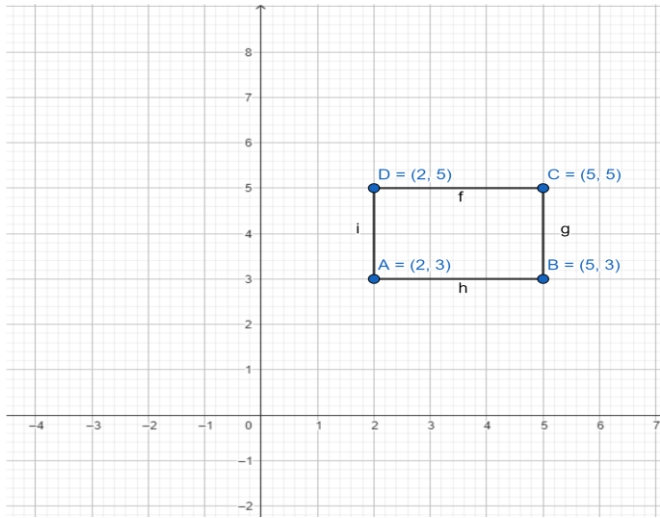
SL NO	VALUE POINTS	Marks Allotted to each value Point / Key Points	Total Marks	PAGE NO. OF NCERT/ TEXTBOOK
1.	C.46	[1]	[1]	PAGE-22
2.	A.10	[1]	[1]	PAGE-23
3.	D. (xy) remains constant	[1]	[1]	PAGE-64
4.	C.8	[1]	[1]	PAGE-64
5.	A.5%	[1]	[1]	PAGE-79
6.	C.4	[1]	[1]	PAGE-125
7.	C. (0,-2)	[1]	[1]	PAGE-216
8.	C.4 units	[1]	[1]	PAGE-226
9.	B.8 m	[1]	[1]	PAGE-231
10.	B.Volume of the cylinder will remain unchanged.	[1]	[1]	PAGE-248
11.	a) Both assertion (A) and reason (R) are true and reason (R) is the correct explanation of assertion (A).	[1]	[1]	PAGE-5
12.	d) Assertion (A) is false but reason (R) is true.	[1]	[1]	PAGE-164
13.	a) B. Alternate exterior Angle	[1]	[1]	PAGE-164
	b) D. 90°	[1]	[1]	
	c) $y = 130^\circ$ , $p = 50^\circ$	[1] [1]	[2]	
	OR $x = 130^\circ$ , $m = 130^\circ$	[1] [1]		
14.	a) C.3.5 m	[1]	[1]	PAGE-248
	b) B.770 cu.m volume of earth that will be dug out $= \pi r^2 h$ $= \frac{22}{7} \times \frac{7}{2} \times \frac{7}{2} \times 20$ $= 770 \text{ cubic m}$	[1]	[1]	
	Let Height of platform is $h$ m ATQ, $22 \times 14 \times h = 770$ $\Rightarrow h = \frac{770}{22 \times 14}$ $= 2.5 \text{ m}$	$\frac{1}{2}$ $\frac{1}{2}$ [1]	[2]	

	<b>OR</b>  CSA of the well $= 2\pi rh$ $= 2 \times \frac{22}{7} \times \frac{7}{2} \times 20$ $= 440 \text{ sq. cm}$	$[\frac{1}{2}]$ $[\frac{1}{2}]$ $[1]$		
<b>15.</b>	$3750 = 2 \times 3 \times 5^4$ If we will multiply $2 \times 3 = 6$ with 3750 then the product will be a perfect square.	$[1]$  $[1]$	<b>[2]</b>	<b>PAGE-10</b>
<b>16.</b>	$  \begin{array}{r}  85 \\  \hline  8 \quad \overline{7083} \\  + 8 \quad (-) \overline{64} \\  \hline  165 \quad \overline{683} \\  \quad \quad (-) \overline{825} \\  \hline  \quad \quad \quad \underline{-142}  \end{array}  $ <p>The least number which must be added to 7083 to get a perfect square is 142</p> <p style="text-align: center;"><b>OR</b></p> $  \begin{aligned}  &\sqrt{20} + \sqrt{27} \\  &= 2\sqrt{5} + 3\sqrt{3} \\  &= 2 \times 2.236 + 3 \times 1.732 \\  &= 4.472 + 5.196 \\  &= 9.668  \end{aligned}  $	$[1\frac{1}{2}]$    $[\frac{1}{2}]$  $[\frac{1}{2}]$ $[\frac{1}{2}]$ $[\frac{1}{2}]$ $[\frac{1}{2}]$	<b>[2]</b>	<b>PAGE-10</b>       <b>PAGE-23</b>
<b>17.</b>	Let the original Number be $x$ Cube of the original number $= x^3$ If the number is tripled then the new number $= 3x$ Cube of New Number $= (3x)^3$ $= 27x^3$ $= 27 \times x^3$ $= 27$ times the cube of original number Hence Proved	$[\frac{1}{2}]$ $[\frac{1}{2}]$ $[\frac{1}{2}]$ $[\frac{1}{2}]$ $[\frac{1}{2}]$	<b>[2]</b>	<b>PAGE-35</b>
<b>18.</b>	Volume of box $= (60 \times 54 \times 30) \text{ cu. cm}$ Volume of Small cube $= (6 \times 6 \times 6) \text{ cu. cm}$ Number of small cubes $= \frac{60 \times 54 \times 30}{6 \times 6 \times 6} = 450$	$[\frac{1}{2}]$ $[\frac{1}{2}]$ $[1]$	<b>[2]</b>	<b>PAGE-245</b>
<b>19.</b>	$4.2x = 7.1 \times 7.1 - 2.9 \times 2.9$ $\Rightarrow 4.2x = 7.1^2 - 2.9^2$ $\Rightarrow 4.2x = (7.1 + 2.9)(7.1 - 2.9)$ $\Rightarrow 4.2x = 10 \times 4.2$ $\Rightarrow x = 10$	$[\frac{1}{2}]$ $[\frac{1}{2}]$ $[\frac{1}{2}]$ $[\frac{1}{2}]$	<b>[2]</b>	<b>PAGE-126</b>

<p><b>20.</b></p>	$a^4 + \frac{1}{a^4}$ $= \left( a^2 + \frac{1}{a^2} \right)^2 - 2 \times a^2 \times \frac{1}{a^2}$ $= 6^2 - 2 = 36 - 2 = 34$ <p style="text-align: center;"><b>OR</b></p> $a^2 - 5a - 6$ $= a^2 - 6a + a - 6$ $= a(a - 6) + 1(a - 6)$ $= (a - 6)(a + 1)$	<p>[1]</p> <p>[1]</p>	<p>[2]</p>	<p><b>PAGE-125</b></p> <p><b>PAGE-124</b></p>
<p><b>21.</b></p>	$y = 2x$ $4x + 2x = 180^\circ$ $\Rightarrow x = 30^\circ$	<p><math>\left[\frac{1}{2}\right]</math></p> <p>[1]</p> <p><math>\left[\frac{1}{2}\right]</math></p>	<p>[2]</p>	<p><b>PAGE-168</b></p>
<p><b>22.</b></p>	$F = 6$ $E = 12$ $V + F - E = 2$ $\Rightarrow V + 6 - 12 = 2$ $\Rightarrow V = 8$ <p>Cuboid</p>	<p><math>\left[\frac{1}{2}\right]</math></p> <p><math>\left[\frac{1}{2}\right]</math></p> <p><math>\left[\frac{1}{2}\right]</math></p> <p><math>\left[\frac{1}{2}\right]</math></p>	<p>[2]</p>	<p><b>PAGE-256</b></p>
<p><b>23.</b></p>	$\text{Side of Square field} = \sqrt{5184} = 72 \text{ m}$ <p>Perimeter of Square field</p> $= 4 \times \text{side} = 4 \times 72 = 288 \text{ m}$ <p>Let Breadth of rectangular field be <math>x \text{ m}</math></p> <p>Length of rectangular field be <math>2x \text{ m}</math></p> <p>Perimeter of rectangular field be <math>6x \text{ m}</math></p> $\text{ATQ, } 6x = 288 \Rightarrow x = 48 \text{ m}$ <p>Length of rectangular field be <math>96 \text{ m}</math></p> <p>Breadth of rectangular field be <math>48 \text{ m}</math></p> <p>Area of rectangular field be <math>4608 \text{ sq. m}</math></p> <p style="text-align: center;"><b>OR</b></p> <p>Area of each Square piece of cloth = <math>\frac{9}{16} \text{ sq. m}</math></p> <p>Area of each Square piece of cloth</p> $= \sqrt{\frac{9}{16}} = \frac{3}{4} \text{ m} = 75 \text{ cm}$	<p><math>\left[\frac{1}{2}\right]</math></p> <p><math>\left[\frac{1}{2}\right]</math></p> <p><math>\left[\frac{1}{2}\right]</math></p> <p><math>\left[\frac{1}{2}\right]</math></p> <p><math>\left[\frac{1}{2}\right]</math></p> <p><math>\left[\frac{1}{2}\right]</math></p> <p>[1]</p> <p>[2]</p>	<p>[3]</p>	<p><b>PAGE-23</b></p> <p><b>PAGE-21</b></p>

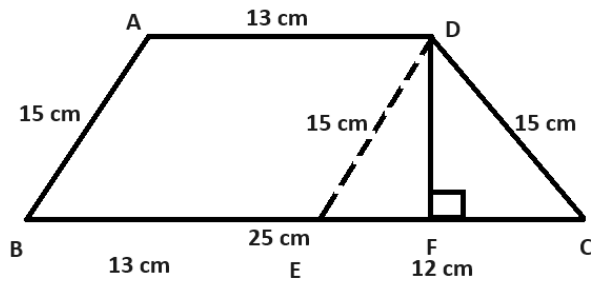
<p>24.</p>	<p><math>\sqrt{10} = 3.162 \dots \dots \approx 3.16</math></p> <div style="text-align: center;"> <p>3 . 1 6 2</p> <table style="margin: auto; border-collapse: collapse;"> <tr> <td style="padding: 5px;">3</td> <td style="padding: 5px;">10.000000</td> </tr> <tr> <td style="padding: 5px;">(+) 3</td> <td style="padding: 5px;">(-) 9</td> </tr> <tr style="border-top: 1px solid black;"> <td style="padding: 5px;">61</td> <td style="padding: 5px;">1 00</td> </tr> <tr> <td style="padding: 5px;">(+) 1</td> <td style="padding: 5px;">(-) 6 1</td> </tr> <tr style="border-top: 1px solid black;"> <td style="padding: 5px;">626</td> <td style="padding: 5px;">3900</td> </tr> <tr> <td style="padding: 5px;">(+) 6</td> <td style="padding: 5px;">(-) 3756</td> </tr> <tr style="border-top: 1px solid black;"> <td style="padding: 5px;">6322</td> <td style="padding: 5px;">14400</td> </tr> <tr> <td style="padding: 5px;">(-)</td> <td style="padding: 5px;">12644</td> </tr> <tr style="border-top: 1px solid black;"> <td></td> <td style="padding: 5px;">756</td> </tr> </table> </div>	3	10.000000	(+) 3	(-) 9	61	1 00	(+) 1	(-) 6 1	626	3900	(+) 6	(-) 3756	6322	14400	(-)	12644		756	<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><math>[\frac{1}{2}]</math></p>	<p>[3]</p>	<p>PAGE-21</p>
3	10.000000																					
(+) 3	(-) 9																					
61	1 00																					
(+) 1	(-) 6 1																					
626	3900																					
(+) 6	(-) 3756																					
6322	14400																					
(-)	12644																					
	756																					
<p>25.</p>	$\sqrt[3]{288 \sqrt[3]{54 \sqrt[3]{64}}}$ $= \sqrt[3]{288 \sqrt[3]{54 \times 4}}$ $= \sqrt[3]{288 \sqrt[3]{216}}$ $= \sqrt[3]{288 \times 6}$ $= \sqrt[3]{1728}$ $= 12.$	<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>[3]</p>	<p>PAGE-36</p>																		
<p>26.</p>	<p>Total distance covered = <math>210 + 90 = 300 \text{ m}</math></p> <p>Distance covered in 12 seconds = <math>300 \text{ m}</math></p> <p>Distance covered in 1 seconds = <math>y \text{ m}</math></p> <table border="1" style="margin: auto; border-collapse: collapse; width: 50%;"> <tr> <td style="padding: 5px;">Time in second (x)</td> <td style="padding: 5px; text-align: center;">12</td> <td style="padding: 5px; text-align: center;">1</td> </tr> <tr> <td style="padding: 5px;">Distance in m. (y)</td> <td style="padding: 5px; text-align: center;">300</td> <td style="padding: 5px; text-align: center;">y</td> </tr> </table> <p>It is a case of direct variation</p> $\frac{12}{300} = \frac{1}{y}$ $\Rightarrow y = 25$ <p>Speed of train = <math>25 \frac{\text{m}}{\text{s}}</math></p>	Time in second (x)	12	1	Distance in m. (y)	300	y	<p>[1]</p> <p>[1]</p> <p><math>[\frac{1}{2}]</math></p>	<p>[3]</p>	<p>PAGE-63</p>												
Time in second (x)	12	1																				
Distance in m. (y)	300	y																				

	$= \left(25 \times \frac{18}{5}\right) \frac{km}{hr} = 90 \frac{km}{hr}$	$\left[\frac{1}{2}\right]$		
27.	<p>Marked Price of TV , <math>MP = Rs. 32500</math></p> <p>% Discount = 20%</p> <p>Selling Price of TV ,</p> $SP = MP \left(\frac{100 - Discount\%}{100}\right)$ $= 32500 \left(\frac{100 - 20}{100}\right)$ $= Rs. 26000$ <p>Profit% = 30%</p> <p>Cost Price of TV ,</p> $CP = \frac{SP \times 100}{100 + Profit\%}$ $= \frac{26000 \times 100}{100 + 30}$ $= \frac{26000 \times 100}{130}$ $= Rs. 20000$ <p style="text-align: center;"><b>OR</b></p> <p>Total number of Blade packets = 250</p> <p>Number of Blade packets of SP Rs. 11 per packet</p> $= 75\% \text{ of } 250 = 175$ <p>Number of Blade packets of SP Rs. 9 per packet</p> $= 250 - 175 = 75$ <p>Total CP = <math>250 \times 8 = Rs. 2000</math></p> <p>Total SP = <math>175 \times 11 + 75 \times 9 = Rs. 2600</math></p> <p>Profit = <math>sp - cp = 1600 - 2000 = Rs. 600</math></p> <p>% Profit = <math>\frac{Profit}{CP} \times 100 = \frac{600}{2000} \times 100 = 30\%</math></p>	<p><math>\left[1\frac{1}{2}\right]</math></p> <p><math>\left[1\frac{1}{2}\right]</math></p> <p><math>[3]</math></p> <p><math>[1]</math></p> <p><math>[1]</math></p> <p><math>[1]</math></p>	$[3]$	<p><b>PAGE-76</b></p> <p><b>PAGE-71</b></p>
28.	<p>The area of a circle = <math>(\pi x^2 + 10\pi x + 25\pi)</math> square units</p> $\Rightarrow \pi r^2 = \pi(x^2 + 10x + 25)$ $\Rightarrow r^2 = (x + 5)^2$ $\Rightarrow r = (x + 5) \text{ units}$ <p>Circumference of circle = <math>2\pi r</math></p> $= 2 \times \pi \times (x + 5)$ $= (2x + 10)\pi \text{ units}$	<p><math>[1]</math></p> <p><math>[1]</math></p> <p><math>[1]</math></p>	$[3]$	<b>PAGE-127</b>

<p>29.</p>	$\angle ABD = \angle ADB = x$ $\angle ABD = \angle BDC = x$ $\angle ADC = 2x$ $x = 180^\circ - (90^\circ + 55^\circ) = 180^\circ - 145^\circ = 35^\circ$ [ Co-interior Angle] $2x + y = 180^\circ$ [ Co-interior Angle] $y = 110^\circ$ <p style="text-align: center;"><b>OR</b></p> $y = 180^\circ - 110^\circ = 70^\circ$ [ Co-interior Angle] $x = 180^\circ - (70^\circ + 50^\circ) = 60^\circ$ [ Angle sum property of Triangle] $w = 180^\circ - 70^\circ = 110^\circ$ [ Co-interior Angle] $z = x = 60^\circ$ [ Corresponding Angle] $p = 180^\circ - (70^\circ + 60^\circ) = 50^\circ$ [ Angle sum property of Triangle]	<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>[1]</p>	<p>[3]</p>	<p>PAGE-171</p> <p>PAGE-178</p>						
<p>30.</p>	<p>For Correct Scale</p> <p>For Correct Plotting</p>  <p>ABCD is a rectangle</p>	<p><math>[\frac{1}{2}]</math></p> <p><math>[1\frac{1}{2}]</math></p> <p>[1]</p>	<p>[3]</p>	<p>PAGE-218</p>						
<p>31.</p>	<p>560 Persons can complete the stadium in 9 months</p> <p>Let <math>x</math> Persons can complete the stadium in 5 months</p> <table border="1" data-bbox="209 1742 895 1966"> <tbody> <tr> <td>Number of persons (<math>x</math>)</td> <td>560</td> <td><math>x</math></td> </tr> <tr> <td>Number of months (<math>y</math>)</td> <td>9</td> <td>5</td> </tr> </tbody> </table> <p>It is a case of inverse variation</p> $560 \times 9 = x \times 5$	Number of persons ( $x$ )	560	$x$	Number of months ( $y$ )	9	5	<p>[1]</p> <p>[1]</p>	<p>[5]</p>	<p>PAGE-59</p>
Number of persons ( $x$ )	560	$x$								
Number of months ( $y$ )	9	5								

	$\Rightarrow x = \frac{560 \times 9}{5} = 1008$ <p>Number of extra persons = <math>1008 - 560 = 448</math></p> <p style="text-align: center;"><b>OR</b></p> <p>500 students can accommodate for 30 days 100 students joined after 6 days 500 students can accommodate for 24 days Let 600 students can accommodate for <math>y</math> days</p> <table border="1" style="margin-left: auto; margin-right: auto;"> <tbody> <tr> <td style="text-align: center;">Number of students (<math>x</math>)</td> <td style="text-align: center;">500</td> <td style="text-align: center;">600</td> </tr> <tr> <td style="text-align: center;">Number of days (<math>y</math>)</td> <td style="text-align: center;">24</td> <td style="text-align: center;"><math>y</math></td> </tr> </tbody> </table> <p>It is a case of inverse variation</p> $500 \times 24 = 600 \times y$ $\Rightarrow y = \frac{500 \times 24}{600} = 20 \text{ days}$	Number of students ( $x$ )	500	600	Number of days ( $y$ )	24	$y$	[2] [1]		
Number of students ( $x$ )	500	600								
Number of days ( $y$ )	24	$y$								
<b>32.</b>	<p>SP of First Jean = Rs. 990 % Gain = 10%</p> $\text{CP of First Jean} = \frac{SP \times 100}{100 + \% \text{ Gain}} = \frac{990 \times 100}{100 + 10} = \text{Rs. } 900$ <p>SP of First Jean = Rs. 990 % Loss = 10%</p> $\text{CP of First Jean} = \frac{SP \times 100}{100 - \% \text{ Loss}} = \frac{990 \times 100}{100 - 10} = \text{Rs. } 1100$ <p>Total CP = <math>900 + 1100 = \text{Rs. } 2000</math> Total SP = <math>990 + 990 = \text{Rs. } 1980</math> Loss = <math>2000 - 1980 = \text{Rs. } 20</math> % Loss = <math>\frac{20}{2000} \times 100 = 1\%</math></p>	[1]  [1] [1] [1] [1]	[5]	<b>PAGE-71</b>						
<b>33.</b>	$a^2 + \frac{1}{a^2} = \left(a + \frac{1}{a}\right)^2 - 2 \times a \times \frac{1}{a} = \left(\frac{17}{4}\right)^2 - 2$ $= \frac{289}{16} - 2 = \frac{257}{16}$ $\left(a - \frac{1}{a}\right)^2 = a^2 + \frac{1}{a^2} - 2 \times a \times \frac{1}{a} = \frac{257}{16} - 2 = \frac{225}{16}$ $\Rightarrow \left(a - \frac{1}{a}\right) = \sqrt{\frac{225}{16}} = 15/4$ <p>N.B: Anyone can also use identity of <math>4ab</math></p>	[2]  [2] [1]	[5]	<b>PAGE-125</b>						

34.



[2]

By completing figure

$$a = 13 \text{ cm}$$

$$b = 25 \text{ cm}$$

$$h = \sqrt{15^2 - 6^2} = 3\sqrt{21}$$

Area of Trapezium

$$= \frac{1}{2}(a + b) \times h$$

$$= \frac{1}{2} \times 38 \times 3\sqrt{21}$$

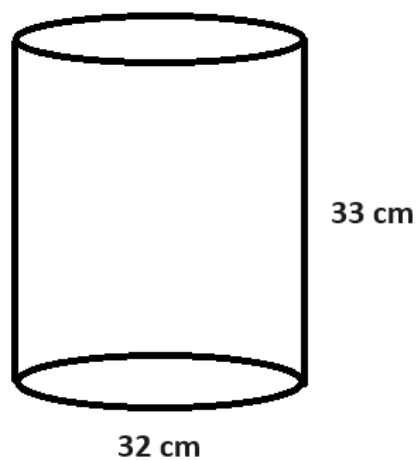
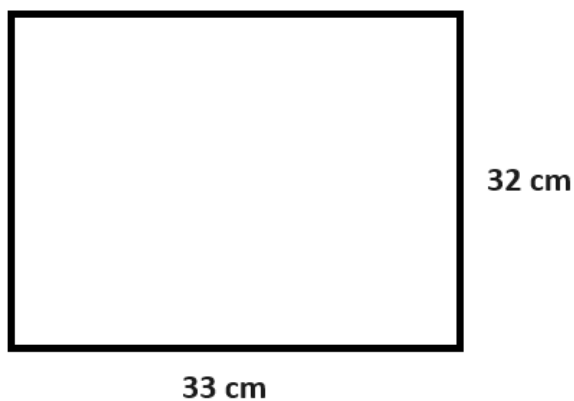
$$= 57\sqrt{21} \text{ sq. cm}$$

[1]

[1]

[1]

OR



[5]

PAGE-248

A rectangular sheet is rolled to make a cylinder along its breadth. Then breadth of the rectangle is become the

[1]



<p>circumference of the base the cylinder and length become the length of the cylinder.</p> <p>So, length cylinder= <math>h = 33 \text{ cm}</math></p> <p>Base perimeter = <math>32 \text{ cm}</math></p> <p><math>2\pi r = 32 \text{ cm}</math></p> <p>radius, <math>r = \frac{16}{\pi} \text{ cm}</math></p> <p>Volume of cylinder = <math>\pi r^2 h</math></p> <p><math>= \pi \times \frac{16}{\pi} \times \frac{16}{\pi} \times 33</math></p> <p><math>= \frac{16 \times 16 \times 33 \times 7}{22}</math></p> <p><math>= 2688 \text{ cm}^3</math></p> <p><math>1 \text{ litre} = 1000 \text{ cm}^3</math></p> <p>Capacity = <math>\frac{2688}{1000} = 2.688 \text{ litre}</math></p>	<p>[1]</p> <p>[1]</p> <p>[1]</p> <p>[1]</p>		
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