

TERM 1  
SEP 2016  
EXAMS

 OSWAAL CBSE CCE

# QUESTION BANK

with Complete Solutions

## CLASS 9

# SCIENCE

## Summative & Formative Assessment



## HIGHLIGHTS

- Strictly as per the latest CBSE curriculum
- **“Topic-wise”** presentation of chapters
- Includes CBSE Questions from 2012 to 2015 Term-1 Exams
- Includes MCQs, VSA, Short, Long & Very Long Answer Questions, Value Based & HOTS Questions
- Also includes Answers of CBSE Marking Scheme 2011 to 2015



TERM-1  
SEP 2016  
EXAMS

 **OSWAAL**

CBSE Continuous and Comprehensive Evaluation (CCE)

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### Note:

For detailed study material of Formative Assessment please log on to [www.cbse.nic.in](http://www.cbse.nic.in)



# PREFACE

**CBSE** always believes in Global Trends of Educational Transformation. The CBSE curriculum gets its lead from National Curriculum Framework – 2005 and Right to Free and Compulsory Education Act – 2009. CBSE introduced CCE in the later half of 2009. CCE has been started to improve the quality of Education and was meant to lessen the burden of studies on students. CCE stands for Continuous & Comprehensive Evaluation. The term 'Continuous' in CCE refers to periodicity and regularity in assessment and the term 'Comprehensive' refers to overall assessment of the learner, in both curricular & co curricular scheme of things.

These **Oswaal CCE Question Banks for Classes IX & X** have been written so as to supplement the need of the students to prepare for these progressive assessments at school during the entire year.

CCE Question Bank has been divided into two parts: Formative assessment (FA) & Summative Assessment (SA). Formative part of the book will assist the students to prepare for the frequent class room based evaluation, both as an individual and as a group activity. The various formative techniques include Quizzes, Chapter assignment, Work sheets, Projects, Seminar, Symposium, Action Plans, etc. These activities have been elaborated by CBSE Board on [www.cbse.nic.in](http://www.cbse.nic.in). The students can read through all these components while revising a chapter to be always prepared for the surprise FA's in the class.

Furthermore, each chapter includes brief description and covers all typologies of Questions specified by CBSE, with well-labelled and high quality figures / diagrams for easy and fast learning. Solutions are checked twice and made precise as per the CBSE marking scheme. Practically, this book provides students everything they need to learn. Since we believe in continuous improvement, hence this book is updated, reviewed every year with new questions, changes in syllabus and reader's suggestions.

At last we would like to thank our authors, editors, reviewers and specially students who regularly send us suggestions which helps in continuous improvement of this book and makes this book stand in the category of "One of the Best". Wish you all Happy Learning.

*–Publisher*



# SYLLABUS

## Science Class - IX

For Term I (April - September)

(Code No. 086 / 090)

## Course Structure

FIRST TERM

Unit No.	Unit	Marks
I	Matter - Its Nature and Behaviour	29
II	Organisation in the Living World	18
III	Motion, Force and Work	30
V	Food; Food Production	13
	<b>Total</b>	<b>90</b>

The subject of Science plays an important role in developing well-defined abilities in cognitive, affective and psychomotor domains in children. It augments the spirit of enquiry, creativity, objectivity and aesthetic sensibility.

Whereas the upper primary stage demands that a number of opportunities should be provided to the students to engage them with the processes of Science like observing, recording observations, drawing, tabulation, plotting graphs, etc., the secondary stage expects abstraction and quantitative reasoning to occupy a more central place in the teaching and learning of Science. Thus, the idea of atoms and molecules being the building blocks of matter makes its appearance, as does Newton's law of gravitation.

The present syllabus has been designed around six broad themes viz. Food, Materials, The World of The Living, How Things Work, Moving Things, People and Ideas, Natural Phenomenon and Natural Resources. Special care has been taken to avoid temptation of adding too many concepts than can be comfortably learnt in the given time frame. No attempt has been made to be comprehensive.

At this stage, while science is still a common subject, the disciplines of Physics, Chemistry and Biology begin to emerge. The students should be exposed to experiences as well as modes of reasoning that are typical of the subject.

### General Instructions:

1. The units specified for each term shall be assessed through both Formative and Summative Assessments.
2. In each term, there will be two Formative Assessments each carrying 10% weightage.
3. The Summative Assessment in each term will carry 30% weightage.
4. Hands on Practical examination will be conducted through Formative Assessment in every term with 20% weightage of total term marks.
5. Assessment of Practical Skills through Practical Based Questions (PBQ) will carry 15 marks in every term end Summative Assessment.



## ... contd. Syllabus

### Theme: Materials

(22 Periods)

#### Unit I: Matter-Nature and Behaviour

Definition of matter; solid, liquid and gas; characteristics - shape, volume, density; change of state-melting (absorption of heat), freezing, evaporation (cooling by evaporation), condensation, sublimation.

#### Nature of matter :

Elements, compounds and mixtures. Heterogenous and homogenous mixtures, colloids and suspensions.

### Theme: The World of the Living

(22 Periods)

#### Unit II: Organization in the Living World

Cell - Basic Unit of life : Cell as a basic unit of life; prokaryotic and eukaryotic cells, multicellular organisms; cell membrane and cell wall, cell organelles and cell inclusions; chloroplast, mitochondria, vacuoles, endoplasmic reticulum, Golgi apparatus; nucleus, chromosomes - basic structure, number.

#### Tissues, Organs, Organ System, Organism:

Structure and functions of animal and plant tissues (only four types of tissues in animals; Meristematic and Permanent tissues in plants).

### Theme: Moving Things, People and Ideas

(36 Periods)

#### Unit III: Motion, Force and Work

**Motion:** Distance and displacement, velocity; uniform and non-uniform motion along a straight line; acceleration, distance-time and velocity-time graphs for uniform motion and uniformly accelerated motion, derivation of equations of motion by graphical method; elementary idea of uniform circular motion.

**Force and Newton's laws :** Force and Motion, Newton's Laws of Motion, Inertia of a body, Inertia and mass, Momentum, Force and Acceleration. Elementary idea of conservation of Momentum, Action and Reaction forces.

**Gravitation:** Gravitation; Universal Law of Gravitation, Force of Gravitation of the earth (gravity), Acceleration due to Gravity; Mass and Weight; Free fall.

### Theme: Food

(10 Periods)

#### Unit V: Food Production

Plant and animal breeding and selection for quality improvement and management; Use of fertilizers and manures; Protection from pests and diseases; Organic farming.



## PRACTICALS – FIRST TERM

Practicals should be conducted alongside the concepts taught in theory classes.

### (LIST OF EXPERIMENTS)

1. To test (a) the presence of starch in the given food sample, (b) the presence of the adulterant metanil yellow in dal.
2. To prepare:
  - a) a true solution of common salt, sugar and alum
  - b) a suspension of soil, chalk powder and fine sand in water
  - c) a colloidal solution of starch in water and egg albumin/milk in water and distinguish between these on the basis of
    - transparency
    - filtration criterion
    - stability
3. To prepare
  - a) a mixture
  - b) a compoundusing iron filings and sulphur powder and distinguish between these on the basis of:
  - (i) appearance, i.e., homogeneity and heterogeneity
  - (ii) behaviour towards a magnet
  - (iii) behaviour towards carbon disulphide as a solvent
  - (iv) effect of heat
4. To carry out the following reactions and classify them as physical or chemical changes :
  - a) Iron with copper sulphate solution in water
  - b) Burning of magnesium in air
  - c) Zinc with dilute sulphuric acid
  - d) Heating of copper sulphate
  - e) Sodium sulphate with barium chloride in the form of their solutions in water
5. To prepare stained temporary mounts of (a) onion peel and (b) human cheek cells and to record observations and draw their labeled diagrams.
6. To identify parenchyma and sclerenchyma tissues in plants, striped muscle fibers and nerve cells in animals, from prepared slides and to draw their labeled diagrams.
7. To separate the components of a mixture of sand, common salt and ammonium chloride (or camphor) by sublimation.
8. To determine the melting point of ice and the boiling point of water.
9. To establish relationship between weight of a rectangular wooden block lying on a horizontal table and the minimum force required to just move it using a spring balance.
10. To determine the mass percentage of water imbibed by raisins.



## ... contd. Syllabus

Question Paper Design For SCIENCE							CLASS IX		Max. Marks : 90	
TIME : 3 Hours										
S. No.	Typology of Questions	Very Short Answer (VSA)	Short Answer-I (SA)-I	Short Answer-II (SA)-II	Long Answer (LA)	Total Marks	% Weightage			
		(1 Mark)	(2 Marks)	(3 Marks)	(5 Marks)					
1	<b>Remembering - (Knowledge based)</b> Simple recall questions, to know specific facts, terms, concepts, principles, or theories; Identify, define, or recite, information)	3	-	1	1	11	15%			
2	<b>Understanding- (Comprehension</b> -to be familiar with meaning and to understand conceptually, interpret, compare, contrast, explain, paraphrase, or interpret information)	-	1	4	1	19	25%			
3	<b>Application</b> (Use abstract information in concrete situation, to apply knowledge to new situations; Use given content to interpret a situation, provide an example, or solve a problem)	-	-	4	1	17	23%			
4	<b>High Order Thinking Skills (Analysis &amp; Synthesis</b> - Classify, compare, contrast, or differentiate between different pieces of information; Organize and/or integrate unique pieces of information from a variety of sources)	-	2	-	1	9	12%			
5	<b>Inferential and Evaluative</b> (Appraise, judge, and/or justify the value or worth of a decision or outcome, or to predict outcomes based on values)	-	-	2+1*	2	19	25%			
<b>Total (Theory Based Questions)</b>		<b>3x1=3</b>	<b>3x2=6</b>	<b>12x3=36</b>	<b>6x5=30</b>	<b>75(24)</b>	<b>100%</b>			
<b>Practical Based Questions (PBQs)</b>		<b>9x1=9</b>	<b>3x2=6</b>	-	-	<b>15(12)</b>				
<b>Total</b>		<b>12x1=12</b>	<b>6x2=12</b>	<b>12x3=36</b>	<b>6x5=30</b>	<b>90(36)</b>				

**Note:** The question paper of SA-II will include a section on Open Text Based Assessment (OTBA) of 10 marks. The case studies will be supplied in advance. This material is designed to test the analytical and higher order thinking skills of students.

\* One question of 3 marks will be included to assess the values inherent in the texts.

**SOLVED  
PAPER  
(with CBSE  
Marking Scheme)**

**Summative Assessment-I  
(2015 – 16)  
Class–IX**

**Science  
Code–3GS246G**

Time : 3 Hours

Max. Marks : 90

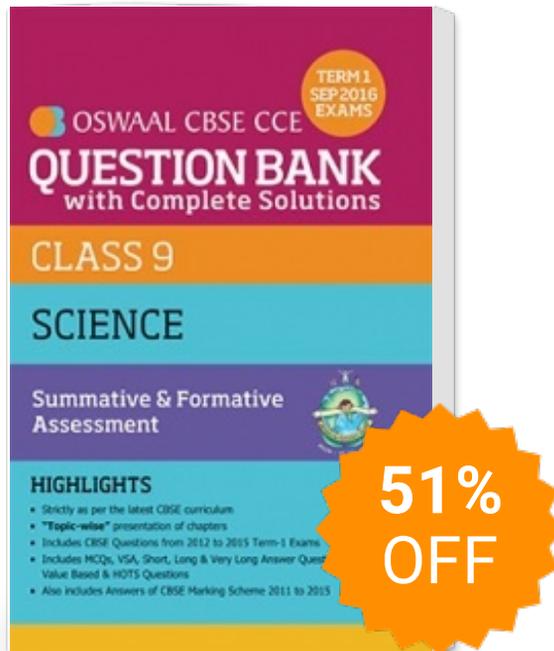
**General Instructions :**

1. The question paper comprises of *two Sections, A and B*. You are to attempt both the sections.
2. All questions are *compulsory*
3. All questions of *Section-A* and all questions of *Section-B* are to be attempted separately.
4. Question numbers **1 to 3** in *Section-A* are *one mark* questions. These are to be answered in *one word* or in *one sentence*
5. Question numbers **4 to 6** in *Section-A* are *two marks* questions. These are to be answered in about **30 words** each.
6. Question numbers **7 to 18** in *Section-A* are *three marks* questions. These are to be answered in about **50 words** each
7. Question numbers **19 to 24** in *Section-A* are *five marks* questions. These are to be answered in about **70 words** each.
8. Question numbers **25 to 33** in *Section-B* are multiple choice questions based on practical skills. Each question is of *one mark* question. You are to select one most appropriate response out of the four provided to you.
9. Question numbers **34 to 36** in *Section-B* are questions based on practical skills. Each question is of *two marks*.

**SECTION - A**

1. What is the primary function of leucoplasts ? 1
2. Give an example of a motion in which acceleration is in the direction of motion of an object. 1
3. Give reason for the statement, "The value of  $g$  is greater at the poles than at the equator." 1
4. Among solids, liquids and gases, which one has : 2  
(a) maximum force of attraction between the particles.  
(b) minimum spaces in between particles.  
Give reason in Support of your answer.
5. Explain the process of formation of cork. 2
6. State the type of force-balanced or unbalanced, that acts on a rubber ball when we press it between our hands. Give reason for your answer and mention the effect produced in the ball by this force. 2
7. A teacher told three students A, B and C to prepare 25% solution (mass by volume) of KOH. Student A dissolved 25g of KOH in 100g of water, student B dissolved 25g of KOH in 100 ml of water and student C dissolved 25g KOH in water and made the volume 100 ml. Which one of them has made required 25% solution ? Give your answer with reason. 3
8. Why does the temperature remain constant during the change of state of matter ? Explain it on the basis of change of solid state into liquid state. 3
9. (a) After winters people pack off their woollens by keeping Naphthalene balls in them. With passage of time these balls become smaller in size. Why does this happen ? What type of change is involved during this process ? 3  
(b) How can you convert a saturated solution into an unsaturated solution ?
10. What is the energy currency of the cell ? Write it in expanded form. Which cell organelle is related to the energy currency ? 3
11. (a) State the difference between tendon and ligament. 3  
(b) Give the function of adipose tissue. 3
12. Describe an activity with diagram to explain conservation of momentum. 3
13. State the universal law of gravitation. Mention four phenomena which can be explained by this law. 3
14. A biker rides 700 m north, 300 m east, 400 m north, 600 m west, 1200 m south, 300 m east and finally 100 m north. Draw the path of motion of the biker. What distance did he cover ? What was his displacement ? 3
15. Name the physical quantities denoted by :  
(a) the slope of the distance-time graph  
(b) the area under velocity-time graph  
(c) the slope of velocity-time graph 3

# Oswaal CBSE CCE Question Bank With Complete Solutions For Class 9 Term I (April to Sep 2016) Science



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