

**Strictly Confidential: (For Internal and Restricted use only)**  
**Senior Secondary School Term II Examination, 2022**  
**Marking Scheme – HISTORY (SUBJECT CODE – 027)**  
**(PAPER CODE – 61/4/2 )**

**General Instructions: -**

1. You are aware that evaluation is the most important process in the actual and correct assessment of the candidates. A small mistake in evaluation may lead to serious problems which may affect the future of the candidates, education system and teaching profession. To avoid mistakes, it is requested that before starting evaluation, you must read and understand the spot evaluation guidelines carefully.
2. **“Evaluation policy is a confidential policy as it is related to the confidentiality of the examinations conducted, Evaluation done and several other aspects. Its’ leakage to public in any manner could lead to derailment of the examination system and affect the life and future of millions of candidates. Sharing this policy/document to anyone, publishing in any magazine and printing in News Paper/Website etc may invite action under IPC.”**
3. Evaluation is to be done as per instructions provided in the Marking Scheme. It should not be done according to one’s own interpretation or any other consideration. Marking Scheme should be strictly adhered to and religiously followed. **However, while evaluating, answers which are based on latest information or knowledge and/or are innovative, they may be assessed for their correctness otherwise and marks be awarded to them. In class-XII, while evaluating two competency based questions, please try to understand given answer and even if reply is not from marking scheme but correct competency is enumerated by the candidate, marks should be awarded.**
4. The Head-Examiner must go through the first five answer books evaluated by each evaluator on the first day, to ensure that evaluation has been carried out as per the instructions given in the Marking Scheme. The remaining answer books meant for evaluation shall be given only after ensuring that there is no significant variation in the marking of individual evaluators.
5. Evaluators will mark( ✓ ) wherever answer is correct. For wrong answer ‘X’ be marked. Evaluators will not put right kind of mark while evaluating which gives an impression that answer is correct and no marks are awarded. **This is most common mistake which evaluators are committing.**
6. If a question has parts, please award marks on the right-hand side for each part. Marks awarded for different parts of the question should then be totaled up and written in the left-hand margin and encircled. This may be followed strictly.
7. If a question does not have any parts, marks must be awarded in the left-hand margin and encircled. This may also be followed strictly.
8. If a student has attempted an extra question, answer of the question deserving more marks should be retained and the other answer scored out.
9. No marks to be deducted for the cumulative effect of an error. It should be penalized only once.

10. A full scale of marks \_\_\_\_\_(example 0-40 marks as given in Question Paper) has to be used. Please do not hesitate to award full marks if the answer deserves it.
11. Every examiner has to necessarily do evaluation work for full working hours i.e. 8 hours every day and evaluate 30 answer books per day in main subjects and 35 answer books per day in other subjects (Details are given in Spot Guidelines). This is in view of the reduced syllabus and number of questions in question paper.
12. Ensure that you do not make the following common types of errors committed by the Examiner in the past:-
  - Leaving answer or part thereof unassessed in an answer book.
  - Giving more marks for an answer than assigned to it.
  - Wrong totaling of marks awarded on a reply.
  - Wrong transfer of marks from the inside pages of the answer book to the title page.
  - Wrong question wise totaling on the title page.
  - Wrong totaling of marks of the two columns on the title page.
  - Wrong grand total.
  - Marks in words and figures not tallying.
  - Wrong transfer of marks from the answer book to online award list.
  - Answers marked as correct, but marks not awarded. (Ensure that the right tick mark is correctly and clearly indicated. It should merely be a line. Same is with the X for incorrect answer.)
  - Half or a part of answer marked correct and the rest as wrong, but no marks awarded.
13. While evaluating the answer books if the answer is found to be totally incorrect, it should be marked as cross (X) and awarded zero (0) Marks.
14. Any unassessed portion, non-carrying over of marks to the title page, or totaling error detected by the candidate shall damage the prestige of all the personnel engaged in the evaluation work as also of the Board. Hence, in order to uphold the prestige of all concerned, it is again reiterated that the instructions be followed meticulously and judiciously.
15. The Examiners should acquaint themselves with the guidelines given in the Guidelines for spot Evaluation before starting the actual evaluation.
16. Every Examiner shall also ensure that all the answers are evaluated, marks carried over to the title page, correctly totaled and written in figures and words.
17. The Board permits candidates to obtain photocopy of the Answer Book on request in an RTI application and also separately as a part of the re-evaluation process on payment of the processing charges

## MARKING SCHEME

Senior Secondary Examination TERM-2, 2022

**History (Subject Code-027)**

**[Paper Code:61/4/2]**

**Maximum Marks:40**

Q.no	EXPECTED ANSWER/ VALUE POINTS	Marks
	<b>Section A</b> <b>(Short Answer Type Questions)</b>	<b>3x4=12</b>
1	<b>Describe the aspirations of the nineteenth century social reformers expressed in the Constituent Assembly.</b>	3
	<ul style="list-style-type: none"><li>i. Social reformer opposed child marriage.</li><li>ii. Demanded that widows be allowed to remarry.</li><li>iii. When Swami Vivekanand campaigned for a reform of Hinduism he wanted religions to become more just.</li><li>iv. Jyotiba Phule in Maharashtra pointed to the suffering of the depressed castes or communist and socialist organised workers and peasants they were demanding economic and social justice.</li><li>v. Equality and Democracy.</li><li>vi. Any other relevant point.</li></ul> Any three points to be explained. <div>PG 415</div>	
2	<b>Explain why the Britishers were interested in acquiring the region of Awadh under their control.</b>	3
	<ul style="list-style-type: none"><li>i. They felt that the soil was good for Indigo and Cotton.</li><li>ii. The region was ideally located to be developed into the principal market of upper India.</li><li>iii. The takeover of Awadh was expected to complete a process of territorial annexation.</li><li>iv. Allegation of misgoverned on Wajid Ali Shah.</li><li>v. The British government also wrongly assumed that Wajid Ali Shah was an unpopular ruler.</li><li>vi. Any other relevant point.</li><li>vii. Any three points to be explained</li></ul> <div>PG 296</div>	

3 b	<p><b>“There were certain considerations in the minds of British officials when they introduced Permanent Settlement in Bengal in 1793”.Analyse the statement</b></p>	3
	<ul style="list-style-type: none"> <li>i. British officials hoped to resolve the problems they had been facing since the conquest of Bengal.</li> <li>ii. Officials felt that agricultural trade revenue resources could all be developed by encouraging investment in agriculture.</li> <li>iii. This could be done by securing rights of property and permanently fixing the rate of revenue demand.</li> <li>iv. If the revenue demand of the State was permanently fixed company could look forward to a regular flow of revenue.</li> <li>v. The process official hoped could lead to the emergence of a class of yeomen farmers and rich land owners.</li> <li>vi. Nurtured by the British this class would also be loyal to the company.</li> <li>vii. Company officials felt that a fixed revenue demands could give zamindars a sense of security</li> <li>viii. This would encourage to improve their estate</li> <li>ix. Any other relevant point.</li> </ul> <p>Any three points to be analyzed .</p> <p style="text-align: right;">PG 258-259</p> <p style="text-align: center;">OR</p>	
3 b	<p><b>Analyse the reasons for regular failure in paying revenue by the zamindars in the Permanent Settlement.</b></p>	3
	<ul style="list-style-type: none"> <li>i. The initial demands were very high.</li> <li>ii. This high demand was imposed in 1790s when the prices of agricultural produce were depressed.</li> <li>iii. The revenue was invariable</li> <li>iv. It was regardless of the harvest</li> <li>v. It had to be paid punctually according to the Sunset Law</li> <li>vi. According to the Sunset Law if the payment did not come by sunset of the specified date the zamindari were liable to be auctioned.</li> <li>vii. The permanent settlement initially limited the powers of the zamindars to collect rent from the ryot and manage his zamindari.</li> <li>viii. Any other relevant point.</li> </ul> <p>Any three points to be analyzed .</p> <p style="text-align: right;">PG 259-260</p>	

4.	<b>Explain the role of Moderate leaders of the Indian National Congress in opposition to the colonial rule.</b>	3
	<ul style="list-style-type: none"> <li>i. Moderates belonged to the early Indian National Congress(1885 to 1905)</li> <li>ii. They preferred a gradual and persuasive approach.</li> <li>iii. Among moderates, Gandhiji acknowledged Gopal Krishna Gokhale as his political mentor.</li> <li>iv. They raised the feeling of Nationalism</li> <li>v. They criticized the negative policies of the Britishers.</li> <li>vi. They wanted representation of Indians in the administration</li> <li>vii. They promoted education and wanted it to be sustained by Indian money.</li> <li>viii. .</li> <li>ix. Prominent leaders Dada Bhai Naoriji, W.C Banerjee, Gopal Krishan Gokhle.</li> <li>x. Any other relevant point.</li> </ul> <p>Any three points to be explained</p> <p style="text-align: right;">PG 347,348</p>	
	<b>SECTION B</b> <b>LONG ANSWER TYPE QUESTIONS</b>	<b>6x3=18</b>
5	<b>“The rebel leadership of 1857 wanted to restore the pre-British world of the eighteenth century.” Explain the statement with suitable examples.</b>	6
	<ul style="list-style-type: none"> <li>i. Rebels wanted to revive the culture of the court.</li> <li>ii. Due to the annexation policy of the British, the court and its culture were also dissolved.</li> <li>iii. Whole range of people- musicians, dancers, poets, artisans, cooks, retainers, administrative officials and so on lost their livelihood.</li> <li>iv. The rebel leadership believed that the British system was more oppressive.</li> <li>v. They believed that British land revenue settlement had dispossessed landholders.</li> <li>vi. Foreign commerce ruined the Indian artisan and weavers.</li> <li>vii. Every aspects of British rule were attacked</li> <li>viii. The firangi accused of destroying a way of life</li> <li>ix. Rebel leaders were against the social reforms introduced by the Britishers.</li> <li>x. Rebel criticized the activity of Christan Missionaries.</li> <li>xi. They condemned the British for the annexation they had carried out and the treaties they had broken. Ex Jhansi and Awadh.</li> <li>xii. .Any other relevant point.</li> </ul> <p>Any six points to be explained</p> <p style="text-align: right;">PG-295,297,303</p>	

6 (a)	<b>“The Mughal nobility was recruited from diverse ethnic and religious groups”. Support the statement with suitable arguments.</b>	2+4=6
	<ul style="list-style-type: none"> <li>i. The nobility was recruited from diverse ethnic and religious group because no faction was to challenge the authority of the state.</li> <li>ii. The officers of the mughals were described as a bouquet of flowers (Guldasta).</li> <li>iii. In Akbar’s regime Turani and Iranian nobles were present from the earliest phase.</li> <li>iv. After the 1560 the Rajputs and the Indian Muslims entered the imperial service.</li> <li>v. The first to join was Raja Bharmal Kachhwaha of Amber, to whose daughter Akbar got married.</li> <li>vi. Raja Todarmal a Khatri Caste also in Akbar’s nobilities.</li> <li>vii. Iranian’s gained high offices under Jahangir.</li> <li>viii. Aurangzeb appointed Rajput’s to high positions.</li> <li>ix. Maratha’s accounted for a sizeable number in Mughal nobility.</li> <li>x. For Members of the nobility, imperial service was a way of acquiring power, wealth and reputation.</li> <li>xi. Any other relevant point.</li> </ul> <p style="text-align: center;">Any six points to be explained</p> <p style="text-align: right;">PG 244-245</p>	
	OR	
(b)	<b>“Akbar’s quest for religious knowledge led to interfaith debates in the Ibadat Khana at Fatehpur Sikri”. Support the statement with appropriate arguments.</b>	6
	<ul style="list-style-type: none"> <li>i. Akbar made Ibadat Khana at Fatehpur Sikri to acquire knowledge from different religion</li> <li>ii. Akbar’s religious views matured after discussion with religious scholars.</li> <li>iii. Akbar moved away from the orthodox Islamic ways of understanding religions towards a self-conceived eclectic form of divine worship focused on light and the Sun.</li> <li>iv. Akbar and Abu’l Fazal created a philosophy of light and used it to shape the image of the king and ideology of the state.</li> <li>v. The high respect shown by the Akbar towards the Jesuits impressed them deeply</li> <li>vi. The Din-i-Ilahi also known as Tawhid-i-Ilahi was created by the Akbar in 1582.</li> </ul>	

	<p>vii. On the new year of 1578, Akbar prostrated publicly before the Sun and the Fire.</p> <p>viii. Any other relevant point.</p> <p>Any six points to be explained</p> <p>PG 251</p>	
7 (a)	<p><b>Describe the tragic incident of Jallianwala Bagh massacre. What was its impact on the Indian National Movement?</b></p>	2 +4=6
	<p>Description :</p> <ol style="list-style-type: none"> <li>Against the Rowlatt Act, Gandhi ji called for a countrywide campaign.</li> <li>In towns across North and West India life came to a standstill as shops shut down and schools closed in response to the bandh.</li> <li>The protests were particularly intense in the Punjab.</li> <li>Many prominent local congress leaders were arrested.</li> <li>The situation in the province became tense reaching a bloody climax in Amritsar in April 1919.</li> <li>In Jaliawala Bagh, General Dyer surrounded the protesters and ordered them to open fire.</li> <li>More than four hundred people were killed.</li> <li>Any other relevant point</li> </ol> <p>(2)</p> <p>Any two points</p> <p>IMPACT</p> <ol style="list-style-type: none"> <li>Many historians consider the events a decisive step towards the end of British rule in India.</li> <li>It was the Rowlat satyagraha that made Gandhi ji a truly national leader.</li> <li>Gandhi ji called a campaign of Non Cooperation Movement.</li> <li>People asked to adhere to a renunciation of voluntary association with the British government.</li> <li>British rule was shaken to its foundation for the first time.</li> <li>Indians from every walk joined the movement.</li> <li>It got the Cooperation of Khilafat.</li> <li>It was training for self-rule.</li> <li>It became an epoch in the life of Indians.</li> <li>Deep economic impact on the British</li> <li>British manufactured goods were boycotted</li> <li>Swadeshi goods adopted.</li> <li>Students left schools and colleges in large numbers.</li> <li>Indians returned their titles awarded by the British</li> </ol>	

	<p>xv. Lawyers and court officials boycotted the British courts</p> <p>xvi. Khadi was used instead of mill made cloth.</p> <p>xvii. People from all strata joined the movement.</p> <p>xviii. NCM led to Hindu-Muslim unity</p> <p>xix. Any other relevant point. (4)</p> <p>Any four points from this section to be explained</p> <p style="text-align: right;">PG 349-350</p> <p style="text-align: center;"><b>OR</b></p>	
(b)	<b>Describe the role of Gandhiji as a saviour of the Peasants of India..</b>	6
	<p>i. Peasants considered him as a saviour who would rescue them from high taxes and oppressive officials.</p> <p>ii. It was hoped that Gandhi would restore dignity and autonomy to their lives.</p> <p>iii. Gandhi ji's appeal amongst the peasants was enhanced by his ascetic lifestyle and by his use of the dhoti and the charkha.</p> <p>iv. In BHU Gandhi ji said that salvation can only come through the farmers.</p> <p>v. Gandhi ji made a successful Champaran Satyagrah movement.</p> <p>vi. The Kheda Satyagraha movement (1918) was successfully organised by Gandhi ji.</p> <p>vii. Peasants appreciated the Gandhi ji that he dressed and lived like them and also spoke their language.</p> <p>viii. Peasants called Gandhiji as Gandhi Baba, Gandhi Maharaj and Mahatma.</p> <p>ix. Gandhi ji blessed the Bardoli Satyagraha movement.</p> <p>x. Gandhi ji said the spinning wheel could provide the supplementary income to the peasant.</p> <p>xi. Any other relevant point.</p> <p>Any six points to be explained. PG 349,352,353</p>	
8	<b>SECTION C</b> <b>CASE BASED QUESTIONS</b>	<b>4X2=8</b>
	<p>Read the source given below and answer the questions that follow:</p> <p><b>We have never asked for privileges</b></p> <p>Hansa Mehta of Bombay demanded justice for women, not reserved seats, or separate electorates.</p> <p>We have never asked for privileges. What we have asked economic justice, and political justice. We have asked for that equality which alone can be the basis of</p>	1+1+2=4



	<p>mutual respect and understanding, without which real cooperation is not possible between man and woman</p>	
(8.1)	<p><b>Q. How can women be empowered economically?</b></p> <ol style="list-style-type: none"> <li>Empowered with economic equality.</li> <li>By creating decent work for women.</li> <li>Invest in women's organizations and business.</li> <li>By giving equal rights in property.</li> <li>By giving access to education</li> <li>Equal pay for equal work</li> <li>Any other relevant point</li> </ol> <p>Any one point to be explained. (1)</p>	
(8.2)	<p><b>What could be the basis of mutual respect among men and women?</b></p> <ol style="list-style-type: none"> <li>Giving respect to each other.</li> <li>Work with mutual understanding</li> <li>Showing Cooperation.</li> <li>Socio- Economic Equality.</li> <li>Giving equal access in education</li> <li>.Any other relevant points</li> </ol> <p>Any one point to be explained. (1)</p>	
(8.3)	<p><b>Why did Hansa Mehta not demand separate electorate for women?</b></p> <ol style="list-style-type: none"> <li>Hansa Mehta demanded justice for women.</li> <li>Hansa Mehta demanded social- economic and political justice for women.</li> <li>As that is the only basis of mutual respect and understanding.</li> <li>Any other relevant points</li> <li>Any two points to be explained. (2)</li> </ol>	
9	<p>Read the source given below and answer the questions that follow:</p> <p style="text-align: center;"><b>In praise of taswir:-</b></p> <p>Abu'l Fazl held the art of painting in high esteem: Drawing the likeness of anything is called taswir. His Majesty from his earliest youth, has shown a great predilection for this art, and gives it every encouragement, as he looks upon it as a means both of study and amusement. A very large number of</p>	<p>1+1+ 2=4</p>

	<p>painters have been set to work. Each week, several supervisors and clerks of the imperial workshop submit before the emperor the work done by each artist, and His Majesty gives a reward and increases the monthly salaries of the artists according to the excellence displayed. ... Most excellent painters are now to be found, and masterpieces, worthy of a Bihzad, may be placed at the side of the wonderful works of the European painters who have attained worldwide fame. The minuteness in detail, the general finish and the boldness of execution now observed in pictures are incomparable; even inanimate objects look as if they have life. More than a hundred painters have become famous masters of the art. This is especially true of the Hindu artists. Their pictures surpass our conception of things. Few, indeed, in the whole world are found equal to them.</p>	
(9.1)	<p><b>Why did Abu'l Fazal describe painting as a “magical art”?</b></p> <ul style="list-style-type: none"> <li>i. Paintings enhanced the beauty of manuscripts.</li> <li>ii. It describes the events in visual form.</li> <li>iii. It also communicated ideas about kingdom and the power of kings.</li> <li>iv. According the Abu'l Fazal painting had the power to make inanimate objects look as if they possessed life.</li> <li>v. Any other relevant point.</li> <li>vi. Any one point</li> </ul> <p style="text-align: right;">(1)</p>	
(9.2)	<p><b>How did Abu'l Fazal seek to legitimize the art of painting?</b></p> <ul style="list-style-type: none"> <li>i. Emperor showed great interest in the paintings</li> <li>ii. Painters were given encouragement</li> <li>iii. Submission of reports of artist to the emperor</li> <li>iv. Wonderful work of painters were placed at the side of European painters</li> <li>v. Rewards and monthly salaries were given to the painters</li> <li>vi. Any other relevant point.</li> </ul> <p>Any one point</p>	1
(9.3)	<p><b>Why do you think European painters attained worldwide fame?</b></p> <ul style="list-style-type: none"> <li>i. The general finish and the boldness of execution in pictures were incomparable.</li> <li>ii. Inanimate object looked like they had life.</li> <li>iii. The paintings were realistic.</li> </ul>	2

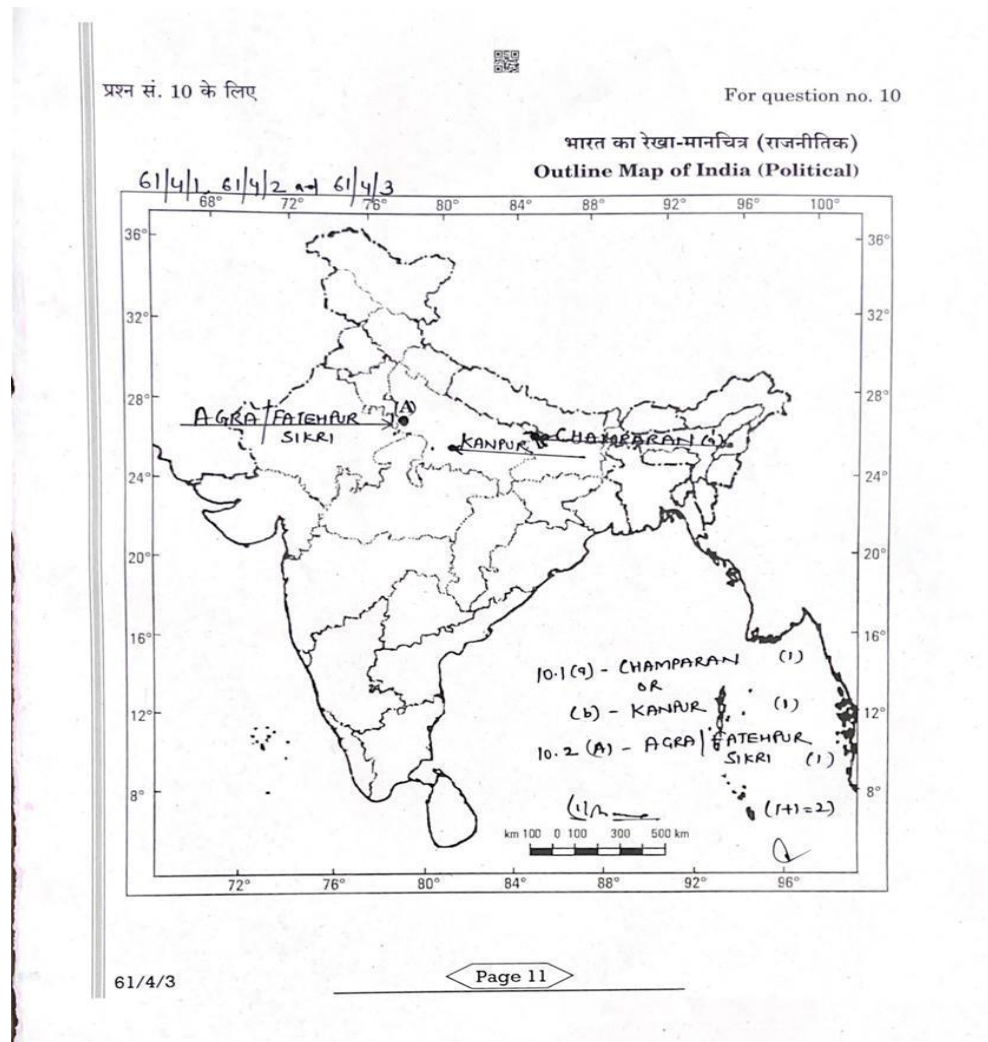


Punjab, Sindh, Bombay, Madras Fort St. David, Masulipatam, Berar, Bengal, Bihar, Orissa, Avadh, Surat, Calcutta, Deccan, Patna, Banaras, Allahabad and Lucknow.- ANY ONE

**Q. Name any one capital city of the Mughal Empire?**

Agra, Fatehpur Sikri, Lahore, Delhi- ANY ONE

10.2



1