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Senior Secondary School Term II Examination, 2022

Marking Scheme – HISTORY (SUBJECT CODE – 027)

(PAPER CODE – 61/2/1)

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 totalling 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 totalling on the title page.
 - Wrong totalling 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 totalling 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 totalled 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 School Examination TERM–II, 2022

HISTORY (Subject Code–027)**[Paper Code : 61/2/1]****Maximum Marks: 40**

Q. No.	EXPECTED ANSWER / VALUE POINTS	Marks
	SECTION—A (Short Answer Type Question)	4×3=12
1.	<p>Mention any three sources to know about the revolt of 1857.</p> <p>(i) Rebel proclamations and notifications. (ii) British Official accounts. (iii) Letters and diaries. (iv) Autobiographies and official histories. (v) Innumerable memos and notes. (vi) British newspapers and magazines. (vii) Pictorial images produced by the British and Indians: Paintings, cartoons, pencil drawings, posters, bazaar prints. (viii) Art and literature-poems. (ix) Any other relevant point.</p> <p>Any three to be described PG-307 to 313</p>	3
2.	<p>(a) Analyse the policies adopted by the British towards Paharias of Rajmahal Hills during eighteenth century.</p> <p>(i) Britishers saw the forests as wildness. (ii) Paharias were considered as savage, unruly, primitive, and difficult to govern. (iii) British felt that forests had to be cleared to promote settled agriculture and for export of crops. (iv) With the expansion of agriculture the forest and pastures contracted, which sharpened the conflict between hill folk and settled cultivators. (v) Colonial officials tried to control and subdue the Paharias. (vi) British followed the policy of extermination of the Paharias (vii) British wanted hunting and killing them. (viii) British became collector of Bhagalpur and proposed the 'policy of pacification' with the Paharias. (ix) Paharia chiefs were given an annual allowance and made responsible for the proper conduct of their people. (x) They were also assigned the responsibility of maintaining the law and order in their areas. (xi) Many Paharia chiefs refused the allowances. (xii) Those who accepted came to be perceived as subordinate employees or stipendiary chiefs so they lost their authority within the community.</p> <p>Any other relevant point</p> <p>Any three points to be explained PG- 268 ,269</p>	3

	<p style="text-align: center;">Or</p> <p>(b) Examine the role of Francis Buchanan as an extraordinary observer of British East India Company.</p> <p>(i) Buchanan was an employee of the British East India Company inspired by the love of landscape and the desire to discover the unknown.</p> <p>(ii) He observed all resources which were commercially valuable.</p> <p>(iii) He carefully observed local practices of salt-making and iron-ore mining.</p> <p>(iv) He worked on how land could be transformed and made more productive, what crops could be cultivated, which trees cut down and which ones grown.</p> <p>(v) His assessment of what was necessary was shaped by the commercial concerns of the Company and modern western notions.</p> <p>(vi) He was inevitably critical of the lifestyles of forest dwellers.</p> <p>(vii) He wanted to turn forest into agricultural lands.</p> <p>(viii) Any other relevant point.</p> <p>Any three points to be explained. PG-274</p>	3
3.	<p>“The Constituent Assembly expressed the aspirations of the social reformers of the nineteenth century”. Explain the statement.</p> <p>Members of the assembly took views of the social reformers of the nineteenth century, opposed child marriage and demanded that widows be allowed to remarry.</p> <p>(i) Democracy, equality and justice were ideals that had become intimately associated with social struggle in India since 19th century.</p> <p>(ii) The constituent assembly considered their views on social justice.</p> <p>(iii) Swami Vivekananda campaigned for a reform of Hinduism and he wanted religions to become more just.</p> <p>(iv) Jyotiba Phule in Maharashtra pointed to the suffering of the depressed castes.</p> <p>(v) They showed the concern towards workers and peasants and for economic and social justice.</p> <p>(vi) They highlighted the views of reformers on democracy and justice, for citizens’ rights and equality.</p> <p>(vii) Any other relevant point.</p> <p>Any three to be explained PG-415</p>	3

4.	<p>How did the role of Lal-Bal -Pal of Congress convey the all-India character of their struggle?</p> <p>(i) They were the members of the Indian National Congress from 1905 onwards.</p> <p>(ii) They were Bal Gangadhar Tilak of Maharashtra, Bipin Chandra Pal of Bengal, and Lala Lajpat Rai of Punjab.</p> <p>(iii) They laid emphasis on Swadeshi movement.</p> <p>(iv) Since their native provinces were very distant from one another, they conveyed the all India character of the struggle.</p> <p>(v) These leaders advocated militant opposition to colonial rule.</p> <p>(vi) They laid branches in major cities and towns.</p> <p>(vii) Through the Swadeshi movement they greatly broadened appeal among the middle classes.</p> <p>(viii) Any other relevant point.</p> <p>Any three points to be explained.</p> <p style="text-align: right;">PG-347</p>	3
	<p>SECTION—B</p> <p>Long Answer Type Questions</p>	3×6=18
5.	<p>Analyse the different arguments made in favour of the strong Centre in the Constituent Assembly of India.</p> <p>(i) This topic was most vigorously debated in the Constituent Assembly.</p> <p>(ii) Among those arguing for a strong Centre was Nehru.</p> <p>(iii) He asked for strong Centre for ensuring peace, coordinating vital matters of common concern and of speaking effectively for the whole country in the international sphere.</p> <p>(iv) Many other leaders like BR Ambedkar, Gopalaswami Ayyangar, Balakrishna Sharma etc. advocated for strong Centre.</p> <p>(v) The need for strong government was reinforced by the events of partition. The violence of the times gave a further push to Centralization.</p> <p>(vi) Ambedkar wanted a strong and united Centre much stronger than had created under the Government of India Act of 1935.</p> <p>(vii) Gopalaswami Ayyangar declared that the Centre should be made as strong as possible to stop communal frenzy.</p> <p>(viii) Balakrishna Sharma from United Province reasoned at length that only strong Centre could plan for well-being of the country, mobilize the available resources, establish proper administration and defend the country against foreign aggression.</p> <p>(ix) Any other relevant point.</p>	6

	To be evaluated as a whole	PG-423 – 424	
6.	<p>(a) ‘The Salt Satyagraha gained worldwide attention and started the nationwide Civil Disobedience movement’ Elucidate the statement with suitable examples.</p> <p>(i) Gandhiji organized Civil Disobedience Movement against Salt Law.</p> <p>(ii) Salt law gave the State a monopoly in the manufacture and sale of salt.</p> <p>(iii) The State monopoly on salt was deeply unpopular as in every Indian household salt was indispensable and the people were forbidden for making salt even for domestic use.</p> <p>(iv) Gandhiji hoped to mobilize a wider discontent against British rule and started Dandi March. Once he reached Dandi he broke the salt law.</p> <p>(v) Parallel Salt Marches were organized in other parts of the country.</p> <p>(vi) Peasants breached the colonial forest laws which restricted their access to forests.</p> <p>(vii) Factory workers went on strike.</p> <p>(viii) Lawyers boycotted British courts.</p> <p>(ix) Students refused to attend educational Institutions and schools run by government.</p> <p>(x) Nearly 60,000 Indians were arrested.</p> <p>(xi) Gandhiji made a plea to the upper caste to serve untouchables.</p> <p>(xii) Hindus, Muslims, Parsees and Sikhs were told to unite.</p> <p>(xiii) Thousands of Volunteers joined for the cause.</p> <p>(xiv) Many officials resigned from their posts.</p> <p>(xv) Gandhiji’s meetings were attended by all sections of people.</p> <p>(xvi) Women participated in large numbers.</p> <p>(xvii) Dandi March brought Gandhi to world attention. The March was covered by European and American press.</p> <p>(xviii) Salt March made British realize that they would have to devolve some powers to Indians.</p> <p>(xix) Gandhiji got international attention on Salt March that was to break the Salt Law.</p> <p>(xx) The American news magazine, Time scorned at Gandhiji’s looks writing about him, ‘spindly framed’ and ‘spidery lions’ but later on changed</p>		

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	<p>their perception and highlighted the role of Gandhiji as a popular leader of the movement and saluted him as a 'Saint' and 'Statesman'.</p> <p>(xxi) The Civil Disobedience Movement made the British realize that their raj would not last forever.</p> <p>(xxii) Any other relevant point to be explained.</p> <p>To be evaluated as a whole PG-356-360</p> <p style="text-align: center;">Or</p> <p>(b) "The Non -Cooperation movement was one of Gandhiji's first organized acts of large-scale Satyagraha for Swaraj". Explain the statement with suitable examples.</p> <p>(i) Emboldened by the success of Rowlatt Satyagraha Gandhiji called for a Campaign of Non-Cooperation with the British Rule.</p> <p>(ii) Gandhiji coupled Non-Cooperation with Khilafat and adjoined Hindus and Muslims to end colonial rule.</p> <p>(iii) These movements unleashed a surge of popular action that was altogether unprecedented in colonial India.</p> <p>(iv) Indians did not cooperate with government at any level.</p> <p>(v) Boycott of schools, college and law courts.</p> <p>(vi) Working class went on strike.</p> <p>(vii) National schools, colleges were opened.</p> <p>(viii) Nonpayment of taxes by farmers of Awadh & peasants in Kumayun refused to carry loads for colonial officials.</p> <p>(ix) Renunciation of titles and voluntary association with the government.</p> <p>(x) The movement entailed denial, renunciation and self-discipline.</p> <p>(xi) This movement changed the course of Indian history.</p> <p>(xii) Poor peasants, workers, artisans, students, lawyers and industrialists joined movement.</p> <p>(xiii) Hindus, Muslims, Parsees and Sikhs were told to unite.</p> <p>(xiv) Thousands of Volunteers joined for the cause.</p> <p>(xv) Many officials resigned from their posts.</p> <p>(xvi) Meetings were attended by all sections of people.</p> <p>(xvii) Women participated in large number.</p> <p>(xviii) It was training for self-rule.</p> <p>(xix) Any other relevant point.</p> <p>To be evaluated as a whole. PG- 349-351</p>	<div style="border: 1px solid black; width: 40px; height: 40px; margin: 0 auto; text-align: center; line-height: 40px;">6</div>
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7.	<p>(a) “Mughals had diplomatic relationships and conflicts with their neighbouring political powers”. Explain the statement.</p> <p>(i) The relation between Mughals and neighbouring countries of Iran and Turan depended upon the control of Hindukush Mountain which separated Afghanistan from the regions of Iran and central Asia.</p> <p>(ii) All the conquerors had to cross the Hindukush to have access to North India.</p> <p>(iii) So the Mughal policy was to ward off this danger by controlling outposts of Kabul and Qandahar.</p> <p>(iv) Qandahar was always a bone of contention between the Safavids of Iran and the Mughals.</p> <p>(v) While the safavid rulers staked claims on Qandahar but they did not break their diplomatic relations with the Mughals.</p> <p>(vi) Jahangir sent a diplomatic mission to the court of Shah Abbas, the ruler of Iran, to plead the case for retaining Qandahar but the mission returned disappointed, the Safavid ruler of Iran recovered Qandahar.</p> <p>(vii) The Mughal relations with Ottomans were marked by the concern to ensure free movements for merchants and pilgrims in the territories under Ottoman control due to Mecca and Medina.</p> <p>(viii) The Mughal rulers combined religion and commerce by exporting valuable articles.</p> <p>(ix) The king of Portugal was interested in trade with India as well as in spreading Christianity with the help of missionaries of the Society of Jesus (the Jesuits.)</p> <p>(x) Akbar invited Jesuit mission to discuss with Akbar about the virtues of Christianity and with the Ulama.</p> <p>(xi) Any other relevant point.</p> <p>To be evaluated as a whole PG-248-250</p> <p>OR</p> <p>(b) “Akbar framed the vision and applied his sulh-i-kul policy for maintaining peace and harmony in the society”. Explain the statement.</p> <p>(i) The ideal of Sulh-i-Kul (absolute Peace) was the corner stone of enlightened rule under Akbar.</p> <p>(ii) Different ethnic and religious communities had freedom of expression but on condition that they did not undermine the authority of the State or fight among themselves.</p> <p>(iii) He ensured that justice and peace prevailed.</p>	6
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	<p>(iv) The nobility was comprised of Iranis, Turanis, Afghans, Rajputs, Deccanis, etc. who were given positions and awards based on merit and services.</p> <p>(v) Akbar abolished the tax on pilgrimage and Jizya.</p> <p>(vi) Instruction sent to officers to follow the precept of Sulh-i-kul in administration.</p> <p>(vii) He gave grants to support and maintain places of worship.</p> <p>(viii) He celebrated festivals like Id, Shab-i-barat and Holi.</p> <p>(ix) He invited Jesuit mission for religious discussions.</p> <p>(x) Akbar organized interfaith debates in the Ibadat khana at Fateh Pur Sikri.</p> <p>(xi) Any other relevant point.</p> <p>To be evaluated as a whole. PG-233, 234, 239, 250-251</p>	6
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Section C – Cased Based Question

4X2=8

8.	<p>Read the source given below and answer the questions that follow:</p> <p style="text-align: center;">In Praise of taswir</p> <p>Abu'l Fazl held the art of painting in high esteem :</p> <p>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 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> <p>Source from '<i>The Kings and Chronicles</i>'. Pg-229</p>	<p>1+1+2=4</p> <p style="text-align: right;">1</p>
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	<p>(8.1) How did Mughal paintings exhibit decorative elements?</p> <p>(i) The painting's minuteness were exhibited in detail.</p> <p>(ii) The general finish and the boldness of execution in pictures were observed.</p> <p>(iii) Even inanimate objects were looked in detail as if they had life.</p> <p>(iv) Any other relevant point.</p> <p>Any one point</p> <p>(8.2) How did Abu'l-Fazl credit Bihzad and the works of the Europeans?</p> <p>(i) He credited Bihzad as most excellent painter.</p> <p>(ii) According to Fazal, his work could be placed at the side of the wonderful works of the European painters who have attained worldwide fame.</p> <p>(iii) Any other relevant point.</p> <p>Any one point</p>	1
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	<p>(8.3) How does this source reflect the personal inclination of the Emperor towards the paintings?</p> <p>(i) Emperor gave every encouragement as he looked upon it as a means both of study and amusement.</p> <p>(ii) A very large number of painters had been set to work.</p> <p>(iii) Each week, several supervisors and clerks of the imperial workshop submitted before the Emperor the work done by each artist.</p> <p>(iv) Emperor gave reward.</p> <p>(v) He increased the monthly salaries of the artists according to the excellence displayed.</p> <p>(vi) Any other relevant point.</p> <p>Any two points.</p> <p>Source from 'The Kings and Chronicles', Theme9, pg-229 NCERT Unit-II</p>	2
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9.	<p>Read the source given below and answer the questions that follow :</p> <p style="text-align: center;">Shah Mal</p> <p>Shah Mal lived in a large village in pargana Barout in Uttar Pradesh. He belonged to a clan of Jat cultivators whose kinship ties extended over chaurasee des (eighty-four villages). The lands in the region were irrigated and fertile, with rich dark loam soil. Many of the villagers were prosperous and saw the British land revenue system as oppressive: the revenue demand was high and its collection inflexible. Consequently cultivators were losing land to outsiders, to traders and moneylenders who were coming into the area.</p> <p>Shah Mal mobilised the headmen and cultivators of chaurasee des, moving at night from village to village, urging people to rebel against the British. As in many other places, the revolt against the British turned into a general rebellion against all signs of oppression and injustice. Cultivators left their fields and plundered the houses of moneylenders and traders. Displaced proprietors took possession of the lands they had lost. Shah Mal's men attacked government buildings, destroyed the bridge over the river, and dug up metalled roads-partly to prevent government forces from coming into the area, and partly because bridges and roads were seen as symbols of British rule. They sent supplies to the sepoys who had mutinied in Delhi and stopped all official communication between British headquarters and Meerut. Locally acknowledged as the Raja, Shah Mal took over the bungalow of an English officer, turned it into a "hall of justice", settling disputes and dispensing judgments. He also set up an amazingly effective network of intelligence. For a period the people of the area felt that firangi raj was over, and their raj had come. Shah Mal was killed in battle in July 1857.</p> <p>(9.1) Why did Shah Mal raise his voice against the Britishers?</p> <p>(i) The British land revenue system was considered oppressive.</p> <p>(ii) The revenue demand was high and its collection inflexible.</p> <p>(iii) Consequently, cultivators were losing land to outsiders, to traders and moneylenders who were coming into the area.</p> <p>(iv) Any other relevant point.</p> <p style="padding-left: 40px;">(Any one point)</p> <p>(9.2) How did Shah Mal support rebels of the Revolt of 1857?</p> <p>(i) Shah Mal mobilized the headmen and villagers.</p> <p>(ii) Urged people to rebel against the British.</p>	<p>1+1+2=4</p> <p>1</p> <p>1</p>
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	<p>(iii) He criticized all signs of British oppression and injustice.</p> <p>(iv) Provided supplies to sepoys.</p> <p>(v) Any other relevant point. (Any one point)</p> <p>(9.3) How did Shah Mal show his network of intelligence?</p> <p>(i) Shah Mal's men attacked British government buildings, destroyed the bridge over the river, and dug up metalled roads-partly to prevent government forces from coming into the area, and partly because bridges and roads were seen as symbols of British rule.</p> <p>(ii) They sent supplies to the sepoys who had mutinied in Delhi.</p> <p>(iii) Stopped all official communication between British headquarters and Meerut.</p> <p>(iv) Locally acknowledged as the Raja, Shah Mal took over the bungalow of an English officer, turned it into a "hall of justice", settling disputes and dispensing judgments.</p> <p>(v) He also set up an effective network of intelligence.</p> <p>(vi) Any other relevant point. (Any two points)</p> <p>Source from 'The rebels and the raj' Pg-293</p>	2
	<p style="text-align: center;">SECTION—D (Map Based Question)</p>	1+1=2
10.	<p>(10.1) On the given political outline map of India, locate and label any ONE of the following with appropriate symbol:</p> <p>SEE ATTACHED MAP</p> <p>(a). The place where Gandhiji withdrew Non-Cooperation Movement— Chauri Chaura (UP)</p> <p style="text-align: center;">Or</p> <p>(b). The place where Gandhiji started Satyagraha for the planters in Gujarat-KHEDA</p> <p>(10.2) On the same political outline map of India, a place related to the capital city of Mughal Empire is marked as 'A'. Identify it and write its name on the line drawn near it.</p>	<p>1</p> <p>1</p> <p>1</p>

Note : The following questions are for the Visually Impaired Candidates only in lieu of Q. No. 10

10 (10.1) Name any one capital city of Mughal empire.

Agra, Lahore, Delhi Fatehpur Sikhi (Any one)

(10.2) (a) Mention any one place related to the centre of the Revolt of 1857.

Delhi, Meerut, Jhansi, Lucknow, Kanpur, Azamgarh, Calcutta, Banaras, Gwalior, Jabalpur, Agra, Awadh. (Any one)

Or

(b) Name the state where the Jallianwala Bagh event took Place.

Punjab (Amritsar)

