

**Strictly Confidential: (For Internal and Restricted use only)**

**Senior School Certificate Examination-2020**

**Marking Scheme – HISTORY**

**(SUBJECT CODE : 027) (PAPER CODE : 61/1/3)**

**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. **Evaluation is a 10-12 days mission for all of us. Hence, it is necessary that you put in your best efforts in this process.**
2. 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.**
3. 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.
4. 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.**
5. 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.
6. 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.
7. If a student has attempted an extra question, answer of the question deserving more marks should be retained and the other answer scored out.
8. No marks to be deducted for the cumulative effect of an error. It should be penalized only once.
9. A full scale of marks **0-80** has to be used. Please do not hesitate to award full marks if the answer deserves it.
10. Every examiner has to necessarily do evaluation work for full working hours i.e. 8 hours every day and evaluate 20 answer books per day in main subjects and 25 answer books per day in other subjects (Details are given in Spot Guidelines).
11. 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.
12. 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.
  13. 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.
  14. The Examiners should acquaint themselves with the guidelines given in the Guidelines for spot Evaluation before starting the actual evaluation.
  15. 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.
  16. 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 HISTORY-027**  
**CLASS XII A I S S C E-March 2020**  
**CODE NO. 61/1/3**

Q.NO.	EXPECTED ANSWERS/VALUE POINTS	PAGE NO.	MARKS
	<b>SECTION-A</b>		
1.	C- Brahmi and kharosthi	Pg-28	1
2.	Bhikkhuni  OR  Buddha's last message to his followers was "Be lamps unto yourself as all of you must work out your own liberation."	Pg-92  Pg-92	1  1
3.	C- I and III	Pg-94	1
4.	Image of Tirthankara from Mathura(Lord Mahavira)  <b><u>For visually impaired : Sutta Pitaka</u></b>	Pg-88  Pg-91	1  1
5.	C- Auspicious symbol	Pg-101	1
6.	D- Its writing remains undeciphered to date.	Pg-15	1
7.	D- Archaeo- Botanists	Pg-2	1
8.	Guru Ramananda  OR  Basavanna	Pg-162  Pg-147	1  1
9.	(A)I, III and IV	Pg-233	1
10.	(D) Aurangzeb	Pg-234	1
11.	Guru Gobind Singh	Pg-164	1

12.	(A)-Both (A) and (R) are true and (R) is the correct explanation of (A).	Pg-130	1
13.	(A)This book is written in Persian.	Pg-118	1
14.	Mirabai	Pg-164	1
15.	Shiva	Pg-144	1
16.	(C) To suggest a suitable political framework for free India.	Pg-389	1
17.	The reason for announcing ‘Direct Action Day’ by the Muslim league in August 1946, was to win its Pakistan Demand after it had withdrawn its support from the cabinet mission.	Pg-391	1
18.	(B) Cripps Mission	Pg-363	1
19.	(C) I, III and IV	Pg-425	1
20.	(C) Govind Ballabh Pant	Pg-418	1
<b>SECTION-B</b>			
21.	<p><b><u>Lay out design of the Great Bath</u></b></p> <ul style="list-style-type: none"> <li>i. The Great Bath was a large rectangular tank in the courtyard surrounded by corridor on all four sides.</li> <li>ii. There were two flights of steps on the north and south leading into the tank.</li> <li>iii. The tank and steps were made water tight by bricks and mortar.</li> <li>iv. There were rooms on three sides, in one of which was a large well.</li> <li>v. Water from the tank flowed into a huge drain.</li> <li>vi. There were eight other bathrooms four on either side of the corridor.</li> <li>vii. Any other relevant point.</li> </ul>		

	Any three points to be explained	Pg-8	3
22.	<p><b><u>Ibn Battuta's views on Indian system of communication:</u></b></p> <ul style="list-style-type: none"> <li>i. The system of communication was unique.</li> <li>ii. The postal system was of two kinds- the horse post called ulug and the foot post called dawa. The foot post was quicker than horse post.</li> <li>iii. Special measures were taken to encourage merchants.</li> <li>iv. The routes were supplied with inns and guest houses.</li> <li>v. Postal system was also very efficient and fast.</li> <li>vi. The news reports of spies would reach the Sultan through the postal system in just five days from Sind to Delhi.</li> <li>vii. The postal system which allowed merchants to not only send information and remit credit across long distances.</li> <li>viii. Any other relevant point.</li> </ul> <p>Any three points to be explained.</p>	Pg-129	3
23.	<p><b><u>Colonial cities after 1857-</u></b></p> <ul style="list-style-type: none"> <li>i. After 1857 the British attitude in India was shaped by a constant fear of rebellion.</li> <li>ii. They felt towns needed to be better defended.</li> <li>iii. White people needed to live in more secure and segregated areas.</li> <li>iv. Thus civil lines for white people developed.</li> <li>v. Cantonments were built for stationing troops.</li> <li>vi. Separate black area for Indians came up.</li> <li>vii. Any other relevant point.</li> </ul> <p>Any three points to be examined</p>	Pg-326-327	3

	<p style="text-align: center;">OR</p> <p><b><u>Towns of South India- Main features-</u></b></p> <ol style="list-style-type: none"> <li>i. In the towns of South India like Madurai and Kanchipuram, the principal focus was the temple.</li> <li>ii. These towns were also important commercial centres.</li> <li>iii. Here religious festivals often coincided with fairs linking pilgrimage with trade.</li> <li>iv. Medieval towns were the places where everybody was expected to know their position in the social order dominated by the ruling elite.</li> <li>v. Any other relevant point.</li> </ol> <p>Any three points to be examined</p>	Pg-318-319	3
24.	<p><b><u>Gandhiji as a social reformer:</u></b></p> <ol style="list-style-type: none"> <li>i. Gandhiji worked for the abolition of untouchability.</li> <li>ii. He advocated against the child marriage.</li> <li>iii. He preached for hindu- muslim unity.</li> <li>iv. He wanted Indians to become self-reliant.</li> <li>v. He promoted khadi.</li> <li>vi. Any other relevant point.</li> </ol> <p>Any three points to be described.</p>	Pg-365	3
	<b>SECTION-C</b>		
25.	<p><b><u>Familial ties during 600BCE-600CE:</u></b></p> <ol style="list-style-type: none"> <li>i. Every family varied in terms of number of members.</li> <li>ii. They had definite relationship with one another, common activities and shared food and resources.</li> <li>iii. They performed rituals together.</li> <li>iv. They had larger network of people called Kinfolk.</li> <li>v. The family ties were natural based on blood.</li> <li>vi. Any other relevant point.</li> </ol> <p>Description of any four points to be done.</p>		

	<p><b><u>Rules of marriage:</u></b></p> <ol style="list-style-type: none"> <li>Sons were considered important to continue lineage and daughters were married outside and had no claim on resources of the household.</li> <li>Endogamy and exogamy were prevalent.</li> <li>Polygyny was also there.</li> <li>Polyandry- like in Pandavas were in practice.</li> <li>Dharmasutras and dharmashastras recognized eight forms of marriages out of which only four were considered good.</li> <li>The girls were married to the right person at a right time and kanyadana was considered a religious duty of the father.</li> <li>Women were expected to give up their father's gotra and adopt that of their husband on marriage.</li> <li>Members of the same gotra could not marry.</li> <li>Any other relevant point.</li> </ol> <p>Description of any four points to be done</p> <p style="text-align: center;">OR</p> <p><b><u>Kinship:</u></b></p> <ol style="list-style-type: none"> <li>Families were usually a part of kinship.</li> <li>This was regarded natural, based on blood.</li> <li>Kinfolk had relations with one another but sometimes they quarreled.</li> <li>The feud of Kauravas and Pandavas reinforced the idea of patrinity.</li> <li>Sons could claim the resources and the throne.</li> <li>Any other relevant point.</li> </ol> <p>Description of any two points to be done. (2)</p> <p><b><u>Varna order:</u></b></p> <ol style="list-style-type: none"> <li>Dharmasutras and Dharmashastras contained rules about</li> </ol>	<p>Pg-55, 57-58</p>	<p>4+4=8</p>
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	<p>ideal occupations.</p> <ul style="list-style-type: none"> <li>ii. Brahmins were supposed to study and teach Vedas, perform sacrifices and rituals, give and receive gifts.</li> <li>iii. Kshatriyas were to engage in warfare, protect people and administer justice, study Vedas, get sacrifices performed and make gifts.</li> <li>iv. Vaishyas to carry on trade, agriculture and pastoralism in addition to study of Vedas, get sacrifices performed and make gifts.</li> <li>v. Shudras were to do menial jobs and to serve the three higher varnas.</li> <li>vi. Any other relevant point.</li> </ul> <p>Description of any two points to be done. (2)</p> <p><b><u>Instances to prove that this theory was not universally followed:</u></b></p> <ul style="list-style-type: none"> <li>i. Non kshatriya kings- Contrary to the ideal occupations of the Varna order. The Shungas and Kanvas were Brahmins.</li> <li>ii. Some Satavahana queens retained their father's gotras even after marriage.</li> <li>iii. Examples of endogamy were found in the Satavahana rulers.</li> <li>iv. Bhim's marriage with Hidimba was deviation from the Dharmasutras.</li> <li>v. The rule of gendered access to property defied in the case of Vakataka queen Prabhavati Gupta.</li> <li>vi. Eklavya acquiring archery skills and the Mandasor inscription of guild of silk weavers from Lata Gujarat is an example of deviation from rules of ideal occupation.</li> <li>vii. Any other relevant point.</li> </ul> <p>Description of any four points to be done. (4)</p>		
26.	<p><b><u>Glory of Vijayanagara-</u></b></p> <ul style="list-style-type: none"> <li>i. The ruler Krishnadeva Raya was an able ruler.</li> <li>ii. He expanded and consolidated his empire.</li> </ul>		



	<p>iii. He subdued the rulers of Orissa.</p> <p>iv. He also inflicted defeat on the sultans of Bijapur.</p> <p>v. His kingdom remained in constant preparedness of war, but peace prevailed.</p> <p>vi. The king also built temples.</p> <p>vii. He founded a suburban township near Vijayanagara called Nagalapuram.</p> <p>viii. The trade also flourished.</p> <p>ix. Any other relevant point.</p> <p>Any four points to be examined.</p> <p><b><u>Decline:</u></b></p> <p>i. After the death of Krishnadeva Raya, crack appeared.</p> <p>ii. His successors were troubled by rebellious nayakas or military chiefs.</p> <p>iii. The military commanders became ambitious.</p> <p>iv. In 1565 Rama raya, the chief minister of Vijayanagara led the army into battle at Talikota and Golconda.</p> <p>v. The combined forces of sultans routed the army of Vijayanagara.</p> <p>vi. The city of Vijayanagara was sacked and totally abandoned.</p> <p>vii. The armies of the Sultans were responsible for the destruction of the city of Vijayanagara.</p> <p>viii. Any other relevant point.</p> <p>Any four points to be examined.</p> <p style="text-align: center;">OR</p> <p><b><u>Amara-nayaka system:</u></b></p> <p>i. Amara-nayaka system was an innovation of Vijayanagara empire.</p> <p>ii. Amara-nayakas were military commanders and collected taxes.</p> <p>iii. They were given territory to govern and collect taxes.</p> <p>iv. They retained part of revenue for personal use and for</p>	Pg-173	4+4=8
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	<p>maintaining contingent.</p> <p>v. These contingents provided the king of Vijayanagara with effective fighting force.</p> <p>vi. Amara-nayakas sent tributes to the king annually and personally appeared in court.</p> <p>vii. Any other relevant point.</p> <p>Any five points to be examined.</p> <p><b><u>Role of Amara-nayaka system after Krishnadeva Raya's death:</u></b></p> <p>i. After the death of Krishnadeva, Raya the nayakas rebelled against his successors.</p> <p>ii. Many Amara-nayakas established independent kingdoms.</p> <p>iii. This hastened the collapse of the kingdom of Vijayanagara.</p> <p>iv. Any other relevant point.</p> <p>Any three points to be examined.</p>	Pg- 173,175	5+3=8
27.	<p><b><u>Impact of American civil war on the lives of Deccan ryots:</u></b></p> <p>i. American civil war broke out in 1861 and a wave of panic spread in the cotton circles.</p> <p>ii. Raw cotton imports fell from America.</p> <p>iii. The cotton prices soared and export merchants in Bombay tried to secure as much cotton as possible to meet the British demand.</p> <p>iv. The British then moved towards Deccan-Bombay.</p> <p>v. The ryots in Deccan suddenly found access to limitless credit.</p> <p>vi. They were given Rs. 100 as advance for every acre they planted with cotton.</p> <p>vii. Sahukars were willing to extend long term loans to the ryots.</p> <p>viii. Cotton production in Bombay-Deccan expanded.</p> <p>ix. These years did not bring prosperity to the ryots.</p> <p>x. Rich peasants did gain but majority of marginal ryots came under heavy debt.</p>		



	<p>ii. They collected again in large numbers with guns. (2)</p> <p><b>28.2 Why were people of Oude (Awadh) hostile against the British? Examine the reason.</b></p> <p>Ans:</p> <p>i. The people of Oude were hostile as Oude was annexed by the British and the popular king Wajid Ali Shah was dethroned and exiled to Calcutta.</p> <p>ii. With the dissolution of the court many people lost their livelihood. (2)</p> <p><b>28.3 How did the British suppress the rebels?</b></p> <p>Ans:</p> <p>i. The British unleashed repressive measures with full force to subdue the rebels. Martial law was imposed in north India.</p> <p>ii. Ordinary processes of law and order was suspended and punishment for rebellion was death.</p> <p>iii. Rebel landlords were dispossessed and loyal rewarded. Mention any two. (2)</p>	<p>Pg- 296, 297, 305, 306</p>	<p>2+2+2=6</p>
29.	<p><b><u>What the king's officials did</u></b></p> <p><b>29.1 For what purpose were the king's officials appointed?</b></p> <p>Ans: The king's officials were appointed</p> <p>i. To superintend or look after variety of jobs to serve the people.</p> <p>ii. For administrative control on the people. (2)</p> <p><b>29.2 Explain the types of jobs they carried out.</b></p> <p>Ans:</p> <p>i. Some officers superintended rivers.</p> <p>ii. Some measured the land.</p> <p>iii. Some inspected the sluices by which water is let out from the canals.</p> <p>iv. Some were incharges of huntsmen.</p>		

	<p>v. Others collected taxes.</p> <p>vi. Some superintended occupations connected with land. (Any two points to be explained) (2)</p> <p><b>29.3 What was the need to superintend the work of the workmen?</b></p> <p>Ans:</p> <ol style="list-style-type: none"> <li>1. It was necessary to superintend the work of workmen to keep control over them.</li> <li>2. To regulate their work. (2)</li> </ol>	Pg-34	2+2+2=6
30.	<p><b><u>Classification of lands under Akbar.</u></b></p> <p><b>30.1 Why was Chachar land left uncultivated for some three to four years?</b></p> <p>Ans: Chachar land was left uncultivated for three to four years so that</p> <ol style="list-style-type: none"> <li>i. It may regain its fertility within this period.</li> <li>ii. It may recover its strength. (2)</li> </ol> <p><b>30.2 Explain the basis of this classification.</b></p> <p>Ans: The classification was based on</p> <ol style="list-style-type: none"> <li>i. The fertility of the land.</li> <li>ii. Capacity of soil to be cultivated annually or not. (2)</li> </ol> <p><b>30.3 Do you think it was a sound basis to assess the revenue? Explain.</b></p> <p>Ans:</p> <ol style="list-style-type: none"> <li>i. This classification seems to be sound basis to assess the revenue as it was fixed according to the type and productivity of land.</li> <li>ii. It made payment of revenue easier for the cultivators. (2)</li> </ol>	Pg-214	2+2+2=6
	<b>SECTION-E</b>		
31.	<p><b><u>Map based work</u></b></p> <p>30.1 Filled up map attached</p> <p>30.2 Filled up map attached</p> <p><b><u>For visually impaired:</u></b></p>		<p>1x6=6</p> <p>1x3</p> <p>1x3</p>



प्रश्न सं. 31.1 और 31.2 के लिए

For question no. 31.1 and 31.2

भारत का रेखा-मानचित्र (राजनीतिक)  
Outline Map of India (Political)  
61/1/1, 61/1/2, 61/1/3

