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Senior School Certificate Examination-2020

Marking Scheme – HISTORY

(SUBJECT CODE : 027) (PAPER CODE : 61/1/2)

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. **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. 61/1/2

| Q.NO. | EXPECTED ANSWERS/VALUE POINTS | PAGE NO. | MARKS |
|-------|---|------------------------|----------------|
| | SECTION-A | | |
| 1. | D- Its writing remains undeciphered to date. | Pg- 15 | 1 |
| 2. | C- Brahmi and kharosthi | Pg-28 | 1 |
| 3. | 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 |
| 4. | D- Archaeo- Botanists | Pg-2 | 1 |
| 5. | C- Meditation of Buddha. | Pg-100 | 1 |
| 6. | C- I and III | Pg-94 | 1 |
| 7. | Image of Tirthankara from Mathura(Lord Mahavira) <u>For visually impaired : Sutta Pitaka</u> | Pg-88 Pg-91 | 1 1 |
| 8. | (A)-Both (A) and (R) are true and (R) is the correct explanation of (A). | Pg-130 | 1 |
| 9. | (D) Aurangzeb | Pg-234 | 1 |
| 10. | (A) I, III and IV | Pg-233 | 1 |
| 11. | Guru Ramananda OR | Pg-162 | 1 |

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| | Basavanna | Pg-147 | 1 |
| 12. | Guru Gobind Singh | Pg-164 | 1 |
| 13. | Mirabai | Pg-164 | 1 |
| 14. | (A) This book is written in Persian. | Pg-118 | 1 |
| 15. | Vishnu | Pg-144 | 1 |
| 16. | (C) I, III and IV | Pg-425 | 1 |
| 17. | (C) Govind Ballabh Pant | Pg-418 | 1 |
| 18. | (C) To suggest a suitable political framework for free India. | Pg-389 | 1 |
| 19. | 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 |
| 20. | (B) Cripps Mission | Pg-363 | 1 |
| | SECTION-B | | |
| 21. | <p><u>Colonial cities after 1857-</u></p> <ul style="list-style-type: none"> i. After 1857 the British attitude in India was shaped by constant fear of rebellion. ii. They felt towns needed to be better defended. iii. White people needed to live in more secure and segregated areas. iv. Thus civil lines for white people developed. v. Cantonments were built for stationing troops. vi. Separate black area for Indians came up. vii. Any other relevant point. <p>Any three points to be examined</p> <p style="text-align: center;">OR</p> | Pg-326-327 | 3 |

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| | <p><u>Towns of South India- Main features-</u></p> <ol style="list-style-type: none"> In the towns of South India like Madurai and Kanchipuram, the principal focus was the temple. These towns were also important commercial centres. Here religious festivals often coincided with fairs linking pilgrimage with trade. Medieval towns were the places where everybody was expected to know their position in the social order dominated by the ruling elite. Any other relevant point. <p>Any three points to be examined</p> | Pg-318-319 | 3 |
| 22. | <p><u>Al-Biruni's views on caste system:</u></p> <ol style="list-style-type: none"> He disapproved the notion of social pollution. He remarked that everything which falls into a state of impurity strives and succeeds in regaining its original condition of purity. The sun cleanses the air, salt in the sea prevents the water from becoming polluted. According to the information from Sanskrit text castes like Brahmins created from head, Kshatriyas from shoulders, Vaishyas from thighs and Shudras from feet of Brahma. His views were influenced by the study of normative Sanskrit texts. Any other relevant point. <p>Any three points to be explained.</p> | Pg-124-125 | 3 |
| 23. | <p><u>Lay out design of the Great Bath</u></p> <ol style="list-style-type: none"> The Great Bath was a large rectangular tank in the courtyard surrounded by corridor on all four sides. | | |

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| | <ul style="list-style-type: none"> ii. There were two flights of steps on the north and south leading into the tank. iii. The tanks and steps were made water tight by bricks and mortar. iv. There were rooms on three sides in one of which was a large well. v. Water from the tank flowed into a huge drain. vi. There were eight other bathrooms, four on either side of the corridor. vii. Any other relevant point. Any three to be explained | Pg-8 | 3 |
| 24. | <p><u>Transformation of Indian Nationalism by Gandhiji:</u></p> <ul style="list-style-type: none"> i. By 1922, Gandhiji had transferred Indian Nationalism, it was no longer a movement of professionals and intellectuals only. ii. Now hundreds and thousands of peasants, workers and artisans participated in it. iii. Non Co-operation movement spread and became a mass movement. iv. Students stopped attending government run schools and colleges. v. Lawyers stopped attending courts. vi. Working class went on strike in many towns and cities. vii. Farmers refused to pay taxes. viii. Peasants in kumaun refused to carry loads for colonial officials. ix. Gandhiji coupled Non- Co-operation with Khilafat movement thus broadened the base of the struggle with Hindu-Muslims joining hands. x. Any other relevant point. Any three points to be explained. | Pg-350-351 | 3 |

| | SECTION-C | | |
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| 25. | <p><u>Familial ties during 600 BCE-600CE:</u></p> <ol style="list-style-type: none"> Every family varied in terms of number of members. They had definite relationship with one another, performed common activities and shared food and resources. They performed rituals together. They had larger network of people called Kinfolk. The family ties were natural based on blood. Any other relevant point. <p>Description of any four points to be done</p> <p><u>Rules of marriage:</u></p> <ol style="list-style-type: none"> Sons were considered important to continue lineage and daughters were married outside and had no claim on resources of the household. Endogamy and exogamy were prevalent. Polygyny was also there. Polyandry- like in Pandavas were in practice. Dharmasutras and dharmashastras recognized eight forms of marriages out of which only four were considered good. The girls were married to the right person at a right time and kanyadana was considered a religious duty of the father. Women were expected to give up their father's gotra and adopt that of their husband on marriage. Members of the same gotra could not marry. Any other relevant point. <p>Description of any four points to be done.</p> <p style="text-align: center;">OR</p> <p><u>Kinship:</u></p> <ol style="list-style-type: none"> Families were usually a part of kinship. This was regarded natural, based on blood. | <p>Pg- 55,57,58</p> | <p>4+4=8</p> |

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| | <p>iii. Kinfolk had relations with one another but sometimes they quarreled.</p> <p>iv. The feud of Kauravas and Pandavas reinforced the idea of patrinity.</p> <p>v. Sons could claim the resources and the throne.</p> <p>vi. Any other relevant point.</p> <p>Description of any two points to be done. (2)</p> <p><u>Varna order:</u></p> <p>i. Dharmasutras and Dharmashastras contained rules about ideal occupations.</p> <p>ii. Brahmins were supposed to study and teach Vedas, perform sacrifices and rituals, give and receive gifts.</p> <p>iii. Kshatriyas were to engage in warfare, protect people and administer justice, study Vedas, get sacrifices performed and make gifts.</p> <p>iv. Vaishyas were to carry on trade, agriculture and pastoralism in addition to study of Vedas, get sacrifices performed and make gifts.</p> <p>v. Shudras were to do menial jobs and to serve the three higher varnas.</p> <p>vi. Any other relevant point.</p> <p>Description of any two points to be done. (2)</p> <p><u>Instances to prove that this theory was not universally followed:</u></p> <p>i. Non kshatriya kings- Contrary to the ideal occupations of the Varna order. The Shungas and Kanvas were Brahmins.</p> <p>ii. Some Satavahana queens retained their father's gotras even after marriage.</p> <p>iii. Example of endogamy were found in the Satavahana rulers.</p> <p>iv. Bhim's marriage with Hidimba was deviation from the Dharmasutras.</p> <p>v. The rule of gendered access to property was defied in the case</p> | | |
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| | <p>of Vakataka queen Prabhavati Gupta.</p> <p>vi. Eklavya acquiring archery skills and the Mandasor inscription of guild of silk weavers from Lata Gujarat are examples of deviation from rules of ideal occupation.</p> <p>vii. Any other relevant point.</p> <p>Description of any four points to be done. (4)</p> | Pg-55,56, 60-65, 68 | 2+2+4=8 |
| 26. | <p><u>Rituals associated with Mahanavami Dibba:</u></p> <p>i. Mahanavami Dibba was a massive platform with base covered with relief carvings.</p> <p>ii. The major rituals was the celebration of Mahanavami known variously as Dusehra, Durgapuja and Navaratri.</p> <p>iii. The king displayed their power and prestige there.</p> <p>iv. Ceremonies performed included worship of the image.</p> <p>v. Worship of horses was done.</p> <p>vi. Sacrifice of buffaloes and other animals was done.</p> <p>vii. Dances, wrestling matches took place.</p> <p>viii. Procession of caparisoned horses, elephant, chariots and soldiers.</p> <p>ix. Inspection of army by king.</p> <p>x. Tribute to king by the Nayakas.</p> <p>xi. Any other relevant point.</p> <p>Any six points to be explained.</p> <p><u>Significance of Hazara Ram Temple:</u></p> <p>i. This temple was probably meant for the king and his family.</p> <p>ii. Sculpted panels on the walls described scenes of the Ramayana.</p> <p>iii. The temple was located in the sacred centre.</p> <p>iv. Any other relevant point.</p> <p>Any two points to be explained.</p> <p style="text-align: center;">OR</p> <p><u>Architectural features of Vitthla Temple:</u></p> <p>i. The principal deity in temple is Vitthala.</p> <p>ii. Vitthala is a form of Vishnu which is generally worshipped in</p> | Pg-180- 183 | 6+2=8 |

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| | <p>Maharashtra.</p> <ul style="list-style-type: none"> iii. The temple had huge gopurams (royal gateways). iv. This temple had several halls. v. There was a unique shrine designed as chariot. vi. Another characteristic feature was the presence of chariot streets that extended from the temple to the gopuram in a straight line. vii. The streets were paved with stone slabs and lined with pillared pavillions in which merchants set up their shops. viii. Any other relevant point. <p>Any two points to be explained.</p> <p><u>Architectural features of Virupaksha temple:</u></p> <ul style="list-style-type: none"> i. This is one of the earliest shrines. ii. Guardian deity of the temple were Virupaksha and Pampadevi. iii. The hall in front of the main shrine was built by Krishnadeva Raya to mark his accession. iv. This was paved with delicately carved pillars. v. Gopurams or royal gateways signalled the presence of the temple from a great distance. vi. Mandapas or pavillions were other distinctive features. vii. Large pillared corridors were around the shrine. viii. Images of Gods were placed to witness special programme of music, dance, drama etc. ix. Special distinct images were kept to be used to celebrate the marriages of deities. x. Any other relevant point. <p>Any six points to be explained.</p> | Pg-186-188 | 2+6=8 |
| 27. | <p><u>Way of life of the Paharias:</u></p> <ul style="list-style-type: none"> i. The hill folk who lived around Rajmahal hills were known as Paharias. ii. They lived on forest produce and practiced shifting cultivation. iii. They grew variety of pulses and millets. | | |

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| | <p>iv. They also collected mahua for food, silk cocoons and resin for sale.</p> <p>v. They lived the life of hunters and food gatherers</p> <p>vi. They were shifting cultivators, charcoal producers, silk worm rearers.</p> <p>vii. They lived in hutments within tamarind groves.</p> <p>viii. They considered the whole region the basis of their identity and survival.</p> <p>ix. They resisted the entry of outsiders.</p> <p>x. Paharia chiefs maintained unity of the group, settled disputes and led their tribes in battles.</p> <p>xi. They raided plains of settled agriculturists for their survival in the years of scarcity and sometimes negotiated peace with them for their benefit.</p> <p>xii. Any other relevant point. Any five points to be explained.</p> <p><u>Response of the Paharias to the coming of Santhals:</u></p> <p>i. When Santhals started pouring into the area clearing forests, ploughing land, the Paharias receded deeper into the Rajmahal hills.</p> <p>ii. The Britishers encouraged Santhals to settle in the foothills of Rajmahal and declared Damin-i-Koh as their land.</p> <p>iii. When Santhal settled in the lower Rajmahal hills paharias resisted initially but were forced to withdraw deeper.</p> <p>iv. They were confined to the dry interior and more barren and rocky upper hills which severely affected their lives and impoverished them.</p> <p>v. Any other relevant point. Any three points to be explained.</p> <p style="text-align: center;">OR</p> <p><u>Circumstances under which the Santhals settled in the periphery of Rajmahal hills:</u></p> <p>i. The santhals had begun to come into Bengal by 1780s.</p> | Pg-266-271 | 5+3 |
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| | <ul style="list-style-type: none"> ii. They cleared forests, cut down timber, ploughed land and grew rice and cotton. iii. The santhals came to represent the power of the plough. iv. Zamindars hired them to reclaim the land and expand cultivation. v. British officials invited them to settle in jungle mahals. vi. Having failed to subdue Paharias, British turned towards santhals. vii. Santhals were given land and persuaded to settle in the foothills of Rajmahal. viii. By 1832 a large area of land was demarcated for them known as Damin-i-Koh. ix. Their settlements expanded rapidly. x. Any other relevant point. <p>Any five points to be explained.</p> <p><u>Santhal revolt against the British:</u></p> <ul style="list-style-type: none"> i. The santhals found the land was slipping from their hands. ii. The state was levying heavy taxes on the land they cleared. iii. Money lenders were charging a high rate of interest. iv. Money lenders were taking over their lands when debts remained unpaid. v. Zamindars were asserting control over Damin area. vi. So the santhals rebelled against the British, zamindars and money lenders to create an ideal world for themselves. vii. Any other relevant point. <p>Any three points to be explained.</p> | | |
| | SECTION-D | | |
| 28. | <p style="text-align: center;"><u>Classification of lands under Akbar.</u></p> <p>28.1 Why was Chachar land left uncultivated for some three to four years?</p> <p>Ans: Chachar land was left uncultivated for three to four years so that</p> | | |

Pg-
270,271,
272

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| | <p>i. It may regain its fertility within this period.</p> <p>ii. It may recover its strength. (2)</p> <p>28.2 Explain the basis of this classification.</p> <p>Ans: The classification was based on</p> <p>i. The fertility of the land.</p> <p>ii. Capacity of soil to be cultivated annually or not. (2)</p> <p>28.3 Do you think it was a sound basis to assess the revenue? Explain.</p> <p>Ans:</p> <p>i. This classification seems to be sound basis to assess the revenue as it was fixed according to the type and productivity of land.</p> <p>ii. It made payment of revenue easier for the cultivators. (2)</p> | Pg-8 | 2+2+2=6 |
| 29. | <p style="text-align: center;"><u>Villagers as rebels</u></p> <p>29.1 Examine the problem faced by the British in dealing with these villagers.</p> <p>Ans:</p> <p>1. The British faced much problem in dealing with the villagers of Oude. They used to move away at the sight of the British officials.</p> <p>2. They collected again in large numbers with guns. (2)</p> <p>29.2 Why were people of oude (Awadh) hostile against the British? Examine the reason.</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>29.3 How did the British suppress the rebels?</p> <p>Ans:</p> | | |

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| | <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> | Pg-296, 297, 305, 306 | 2+2+2=6 |
| 30. | <p style="text-align: center;"><u>What the king's officials did</u></p> <p>30.1 For what purpose were the king's officials appointed? 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>30.2 Explain the types of jobs they carried out. 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>30.3 What was the need to superintend the work of the workmen? Ans:</p> <p>1. It was necessary to superintend the work of workmen to keep control over them.</p> <p>2. To regulate their work. (2)</p> | Pg-34 | 2+2+2=6 |
| | SECTION-E | | |
| 31. | <p><u>Map based work</u></p> <p>31.1 Filled up map attached</p> <p>31.2 Filled up map attached</p> | | <p>1x6=6</p> <p>1x3=3</p> |

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| | <p><u>For visually impaired:</u></p> <p>31.1 Bardoli, Chauri-Chaura, Champaran, Dandi, Amritsar, Bombay, Calcutta , kheda, Ahmedabad, Benaras, Lahore, Karachi.</p> <p>Any three centres from given list.</p> <p style="text-align: center;">OR</p> <p>Magadha, Vajji, Koshala, Panchala, Kuru, Gandhara, Avanti, Rajgir, Ujjain, Taxila, Varanasi(Kashi).</p> <p>Any three centres from the list.</p> <p>31.2 Sanchi, Ajanta, Lumbini, Bodh Gaya, Sarnath, Bharhut, Nagarjuna Konda, Amravati, Nasik.</p> <p>Any three from the given list.</p> | | <p>1x3=3</p> <p>1x3=3</p> <p>1x3=3</p> <p>1x3=3</p> |
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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

