

Strictly Confidential: (For Internal and Restricted use only)
Senior School Certificate Examination-2020
Marking Scheme – HISTORY

(SUBJECT CODE : 027) (PAPER CODE : 61/5/2)

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

AISSCE MARCH 2020

CODE NO. Set-61/5/2

Q.NO	EXPECTED ANSWERS/ VALUE POINTS	PAGE NO.	MARKS
	Part -A		
1	A-1 and 2 only	Pg-1	1
2	Vellalar large land owners. Adimai-slaves	Pg-39	1
3	Mother Goddess (Harappa) For visually impaired:-Unicorn.	Pg-23	1
4	S.N. Roy (Sourindranath Roy)	Pg-20	1
5	Patliputra OR Magadha	Pg-31	1
6	Al-Bruni was from Khwarizm/Uzbekistan and had written the Kitab-ul-Hind in Arabic Language. OR Muhammad Bin Tughlaq was impressed by the scholarship of Ibn Battuta.	Pg-116 Pg-118	1
7	C-scholars are not able to read the script.	Pg-15	1
8	A-(i-b,ii-c,iii-d, iv-a)	Pg-121,122,137	1
9	A-Lord Wellesley	Pg-336	1
10	A- Both (A) and (R) are correct and (R) is the correct explanation of (A)	Pg-328	1
11	C-1,2 and 3	Pg-319	1
12	Karaikkal Ammiyar	Pg-145	1
13	A-Large population , Bazaars and efficient communication.	Pg-126`	1
14	A-Karl Marx	Pg-132	1
15	Dhamma	Pg-32	1
16	Malik Muhammad Jayasi	Pg-158	1
17	Adi Granth Sahib	Pg-161	1
18	Raidas/ Ravidas	Pg-165	1
19	Permanent Settlement	Pg-260/262	1
20	A David Ricardo	Pg-277	1
21	Part-B Gandhiji efforts for restoring communal harmony i. He tried to stop communal violence through his principles. ii. He visited riot torn areas of various regions. iii. He showed his concern towards the sufferings of the minorities. iv. He worked for the equality of all classes. v. He tried to build a spirit of mutual trust and confidence between the two communities. vi. Any other relevant point. Any three points to be explained.	Pg-365-395	3
22	<u>Features of Virupaksha Temple</u> i. Guardian deities of temple were Virupaksha and Pampadevi. ii. Temples functioned as learning centre. iii. Temple as religious, social, cultural and economic		

	<p>centre.</p> <p>iv. Immense scale structure mark of imperial authority.</p> <p>v. Royal gateways or royal Gopurams</p> <p>vi. Mandapas or Pavilions</p> <p>vii. Hall decorated with carved pillars</p> <p>viii. Central shrine or Garbagriha</p> <p>ix. The halls in the temple were used for variety of purposes.</p> <p>x. Marriages of deities were performed over there</p> <p>xi. Small Shrines were there.</p> <p>xii. Any other relevant point.</p> <p>Any three points to be described.</p>	Pg-185-187	3
23	<p>Limits of Epigraphy</p> <p><i>Technical limitations –</i></p> <p>i. Letters are faintly engraved and reconstructions are uncertain.</p> <p>ii. Inscription may be damaged or letters are missing.</p> <p>iii. It is not always easy to be sure about the exact meaning of the words used in inscription</p> <p>iv. Not all inscriptions have been deciphered</p> <p>v. Many inscriptions have not survived the ravages of time.</p> <p>vi. The content of the inscriptions projects the perspective of the person who commissioned them.</p> <p>vii. Any other relevant point.</p> <p>Any three points to be justified.</p> <p style="text-align: center;">OR</p> <p>Land and Riverine routes</p> <p>i. Routes were extended in various directions: - Central Asia, North Africa, West Asia, Southeast Asia and China.</p> <p>ii. Rulers tried to control these routes.</p> <p>iii. Peddlers and merchants travelled on these routes.</p> <p>iv. Wide range of goods was carried through these routes.</p> <p>v. Any other relevant point.</p> <p>Any three points to be justified.</p>	Pg-48	3
24	<p><u>Why did people believe in Rumours</u></p> <p>i. Due to William Bentinck's reformation policies.</p> <p>ii. Introduction of western education.</p> <p>iii. Western ideas and western institutions were set up by Britishers to curb Indian system.</p> <p>iv. British interference in Indian Society like abolition of Sati system and permission of widow remarriage.</p> <p>v. Activities of Christian missionaries.</p> <p>vi. British policy of replacement of all old culture and tradition.</p> <p>vii. Any other relevant point.</p> <p>Any three points to be explained.</p>	Pg-295	3
25	<p style="text-align: center;">Part- C</p> <p>Conservation of Sanchi Stupa</p> <p>i. The rulers of Bhopal (Shahjahan Begum and her successor Sultan Jahan Begum) provided</p>		

	<p>money for its preservations.</p> <ol style="list-style-type: none"> ii. She funded the museum. iii. She funded the guesthouse where John Marshall lived and wrote the volumes. iv. She funded the publication of the volumes. v. ASI also helped to restore and preserve it. <p>Fate of Amravati</p> <ol style="list-style-type: none"> i. Local Raja wanted to build a temple on the ruins of stupa. ii. Colin Meckanize prepared report on Amravati but was never published. iii. Walter Elliot , the commissioner of Guntur took away Sculpture panels of Amravati to Madras. iv. Slabs of Amravati were sent to Asiatic Society of Bengal. v. Indefensible policy led to decline of original work of Amravati. vi. Any other relevant point. <p>Four points each from both to be explained.</p> <p style="text-align: center;">OR</p> <p><u>Hindu and Buddhist Art and Sculpture</u></p> <p><i>Hindu Sculpture and Art</i></p> <ol style="list-style-type: none"> i. Vaishnavism – Sculpture of ten Avatars . Eg. the Varaha rescuing the earth goddess(Aihole), Vishnu with Sheshnag. ii. Shaivaism- Sculptures of Shiva in Linga iii. Sculptures of Shiva in human form too. iv. The image of Durga at Mahabalipuram. v. Sculpture of Vasudeva –Krishna in Mathura. vi. Ellora Sculptures. vii. Kailash Nath temple. viii. Any other relevant point <p><i>Buddhist Sculptures</i></p> <ol style="list-style-type: none"> i. Empty seat of Buddha indicated meditation. ii. Wheel stand for first Serman of Buddha. iii. Shailabhanjika , an auspicious symbol of prosperity. iv. Gajalakshmi –Goddess of good fortune. v. Tree symbolizes an event in the life of the Buddha. vi. Images of Buddha and Bodhisattas. vii. Serpents and animal motifs. viii. Scenes from Jataka stories and Buddha’s hagiography. ix. Any other relevant point <p>Any four example of each to support the statement</p>	<p>Pg-83,98</p> <p>Pg-99-106</p>	<p>4+4=8</p> <p>4+4=8</p>
26	<p><u>Sulh-i-kul</u></p> <ol style="list-style-type: none"> i. Mughal Empire comprised of many different ethnic and religious communities. ii. Sulh-i-kul is described as absolute peace. iii. It was considered as the cornerstone of Akbar’s enlightened rule. iv. Freedom of expression was given to every religion 		

	<p>on condition not to undermine state's authority or fight among themselves.</p> <ol style="list-style-type: none"> v. Was implemented through state policies. vi. Nobility was from composite culture like Turani, Irani, Afghans, Rajputs, Deccani vii. Jizya or pilgrimage tax was abolished. viii. Grants were given to places of worship for construction and maintenance. ix. Constructions of ibadat khana for inter religious discussions. x. Invitation to Jesuit mission from Europe. xi. Marital alliance with Hindu princess. xii. People from different ethnic group were part of imperial nobility. xiii. Titles were given to people on the basis of merit irrespective of their religious identity. xiv. Any other relevant point. <p>Any eight points to be described.</p> <p style="text-align: center;">OR</p> <p><u>Dynastic succession of Mughals till 1707</u> The name Mughal derives from Mongol.</p> <ol style="list-style-type: none"> i. Babur ii. Humayun iii. Akbar iv. Jahangir v. Shahjahan vi. Aurangzeb <p><u>Political and diplomatic relations of Mughal emperor's with other countries.</u></p> <ol style="list-style-type: none"> i. Iran and Turan wanted to control of the frontier defined by the Hindkush mountain. ii. Mughals tried to control strategic outposts such as Kabul and Qandhar. iii. Qandhar was a bone of contention between Safavids and Mughals. iv. Safavids retained diplomatic relations with Mughals. v. Good relationship between Mughals and Ottomans to ensure movement for merchants and pilgrims in Ottoman Empire. vi. Mughals combined religion and commerce. vii. Heavy charity to Mecca and Madina. viii. Invitation to Jesuit mission from Europe by Akbar ix. Any other relevant point. <p>Any five points to be described.</p>	<p>Pg-233-235</p> <p>Pg-225</p> <p>Pg-248-250</p>	<p>8</p> <p>($\frac{1}{2} \times 6=3$)</p> <p>3+5=8</p>
27	<p><u>Assembly debates on Federal structure</u> One of the topics vigorously debated was the respective rights of the central government and the states.</p> <ol style="list-style-type: none"> i. Nehru argued for strong centre. ii. The draft constitution provided for three lists of subjects : Union , State and Concurrent lists. iii. Art 356 gave the centre the power to take over 		

	<p>state administration on the recommendation of governor.</p> <p>iv. Fiscal federation was emphasized.</p> <p>v. K.Santhanam argued for the rights of states.</p> <p>vi. Few members felt the fiscal provision would impoverish the provinces.</p> <p>vii. Many fought hard for lessening subjects of Concurrent and Union lists.</p> <p>viii. Ambedkar wanted strong and united Centre.</p> <p>ix. To stop the communal tensions powers of centre was to be enhanced</p> <p>x. Gopaldaswami Ayyangar wanted strong centre.</p> <p>xi. B.K. Sharma argued for strong centre for well being of country.</p> <p>xii. Few members wanted strong centre for mobilization of economic resources and for proper administration.</p> <p>xiii. Any other relevant point. (To be analysed as a whole)</p> <p style="text-align: center;">OR</p> <p><u>Proposing Hindustani as National language by Gandhiji</u></p> <p>i. Gandhiji emphasized on Hindustani as National Language.</p> <p>ii. It was a language of common people.</p> <p>iii. Hindustani -Blend of Hindi and Urdu.</p> <p>iv. It was popular among large section of society.</p> <p>v. It was a composite language enriched by diverse culture.</p> <p>vi. According to him this multi-cultured language could unify Hindus and Muslims and people of the North and South.</p> <p><u>Assembly's decision on the language of the nation</u></p> <p>i. R. V. Dhulekar made strong plea for Hindi.</p> <p>ii. He also pleaded that Hindi to be used as the language for constitution making.</p> <p>iii. They wanted Devnagri Hindi as the official and National language.</p> <p>iv. Few members wanted English to continue to be used for official purpose.</p> <p>v. Anti Hindi propaganda also spread across the Assembly.</p> <p>vi. Each province was allowed to chose their regional language for official work within the province.</p> <p>vii. Any other relevant point.</p> <p>Any four points of each to be examined.</p>	Pg-423	8
28	<p style="text-align: center;">Source Based Questions</p> <p style="text-align: center;"><u>How Silver came to India</u></p> <p>28.1 How could the Mughal empire accumulate enormous wealth? Explain.</p> <p>Ans. Accumulation of enormous wealth by Mughals.</p>	Pg-425-426	4+4=8

	<p>a) Through the vibrant network of overland trade. b) Due to the expansion in the commodity composition and of trade. (2)</p> <p>28.2 How did silver travel to across the globe to reach India? Explain. Ans. Silver travelled across the globe to reach India. a) Availability of metal currency. b) Expansion of minting technique. c) Circulation of money in the economy. d) Extraction of taxes and revenue in cash. Any two points. (2)</p> <p>28.3 How were the transactions made in the 17th century India? Explain. Ans. Ways of transaction in 17th century a) Through Cash Transactions. b) Through Commodity transactions. (2)</p>	Pg-217	2+2+2=6
29	<p>Tomorrow we shall break the Salt Law</p> <p>29.1 Examine the reactions of Indians towards the Salt Law. Ans. Reactions of Indians towards the Salt Tax Law. a. There was wider discontentment against Salt Law. b. The state monopoly over Salt was deeply unpopular. (2)</p> <p>29.2 Why was Gandhiji confident that the government would not arrest the Satyagrahis? Explain. Ans. Gandhiji was confident on the non-arrest of Satyagrahis a. He considered his protestors as the army of peace. b. Fear of world opinion on British. (2)</p> <p>29.3 Examine the base of Dandi March. Ans. Base of Dandi March a. To break the most widely disliked law of British. b. To mobilize discontent against British Rule. c. To launch nationalist campaign against British. d. To unite all classes communities, castes towards Swaraj. (2)</p> <p>(Any two points)</p>	Pg-358	2+2+2=6
30	<p><u>The wealthy Shudra</u></p> <p>30.1 Why did the Brahmana consider themselves superior to other caste? Ans. Brahmana considered himself superior to other caste a)on the basis of their wisdom b) On the basis of fair colour. c) On the basis of Purity d)Considered as sons of Brahma e) Any other relevant point. Any two points. (2)</p> <p>30.2 How did a Shudra improve his status according to Kachchana? Ans. According to Kachchana, a Shudra could improve his status a) On the basis of wealth. b) On the basis of economic status and dignity. (2)</p> <p>30.3 What does this story reveal about Buddhist attitude towards Varna? Ans. Buddhist attitude about Varna</p>		

	<p>a) Rejection of Caste based ideas. b) Rejected the ideas of superiority on the basis of birth. c) Plead for social equality. d) Any other relevant point. (2)</p>	Pg-70	2+2+2=6
31	<p>On Map attached For visually impaired candidates</p> <p>31.1 Matured Harappan Sites Kalibangan, Lothal , Nageshwar, Dholavira , Rakhigarhi, Banawali-(India) Harappa , Channudaro, Balakot, Mohanjadaro Any three</p> <p>Buddhist Sites Sanchi , Barhut, Ajanta, Nasik, Karla, Nagarjunakonda, Amravati, Bodh Gaya, Lumbini Any three</p> <p>31.2 Centre of the Revolt 1857 Delhi , Meerut, Agra, Lucknow, Jhansi, Kanpur, Azamgarh, Banaras, Calcutta Any three See attached filled map</p>	<p>Pg-2</p> <p>Pg-95</p> <p>Pg-305</p>	<p>3</p> <p>3</p> <p>3</p>



प्रश्न सं. 31 के लिए मानचित्र
Map for Q. No. 31

6/5/1,2,3

