

**Strictly Confidential: (For Internal and Restricted use only)**  
**Senior School Certificate Examination-2020**  
**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. **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-61/4/2**

<b>Q.NO</b>	<b>EXPECTED ANSWERS/ VALUE POINTS</b>	<b>PAGE NO.</b>	<b>MARKS</b>
	<b>PART - A</b>		
1	<b>Gold Coins issued by Kushanas</b> – They were the first rulers to issue gold coins. Their gold coins were identical with those issued by Roman and Parthian rulers. <b>Gold Coins issued by Guptas</b> -Were most spectacular and known for their purity and used for long distance transactions.	Pg 45	1
2	<b>c</b> – (1),(4),(3) and (2)	Pg 173	1
3	Kautilya (Chanakya) OR Chandragupta Maurya	Pg 32	1
4	Jajmani System	Pg 205	1
5	John Marshall	Pg 20	1
6	<b>d</b> - He did well being of society through Dhamma.	Pg 47	1
7	<b>c</b> - 1,2 & 3	Pg 16	1
8	Sand stone Sculpture of Kushana King (Kanishka) <b>For Visually impaired</b> ....Coins/ Sculpture/ Inscriptions/ etc. (Any one)	Pg 37	1
9	<b>a</b> - Rajagraha	Pg 31	1
10	<b>a</b> – He was Qazi during Muhammad Bin Tughlaq’s empire	Pg 118	1
11	<b>a</b> - Montesquieu	Pg 132	1
12	Mansabdari System	Pg 214	1
13	<b>d</b> – (i)-b, (ii) – c, (iii) – a, (iv)- d	Pg. 202,213	
14	Jean Baptiste Tavernier	Pg- 122	1
15	Fort Williams OR Fort St. George	Pg 324	
16	<b>c</b> -Joseph Noel	Pg-309	1
17	<b>d</b> - Its data was uniformly collected from all provinces.	Pg 220	1
18	<b>a</b> - (1)and( 2) only	Pg 321	1
19	<b>a</b> - Both (A) and (R) are correct and (R) is the correct explanation of (A)	Pg 339	1

20	a- Wajid Ali Shah was an unpopular ruler.	Pg 296	1
	<b><u>PART- B</u></b>		
21	<p><b><u>Ryotwari System and Ryots</u></b></p> <ol style="list-style-type: none"> <li>i. The revenue was settled with the ryots.</li> <li>ii. The revenue that was demanded was so high which ryots were not able to pay. They deserted their villages and migrated.</li> <li>iii. Collectors extracted payment from ryots with utmost severity.</li> <li>iv. Inability to pay the loan led to seizure of crops and imposition of fine on the whole village.</li> <li>v. Ryots borrowed loans from money lenders at high rate of interest.</li> <li>vi. Ryots got into high debts.</li> <li>vii. Limitation law, customary laws were violated.</li> <li>viii. Any other relevant point</li> </ol> <p><b>Any three points to be explained with examples</b></p>	Pg 278	3
22	<p><b><u>Features of the Virupaksha Temple</u></b></p> <ol style="list-style-type: none"> <li>i. Devoted to god Virupaksha and goddess Pampadevi.</li> <li>ii. The Hall in front of main shrine was built by Krishna Deva Raya to mark his accession.</li> <li>iii. Decorated with carved pillars.</li> <li>iv. Eastern Gopuram was built by Krishnadeva Raya.</li> <li>v. Hall in the temple was used for various purposes.</li> <li>vi. Special images were kept in small central shrine.</li> <li>vii. Any other relevant point</li> </ol> <p><b>Any three to be described.</b></p>	Pg-186-187	3
23	<p><b><u>G.B. Pant on Separate Electorate</u></b></p> <ol style="list-style-type: none"> <li>i. He openly rejected the separate electorate and declared that it was not only harmful for the nation but also for the minorities</li> <li>ii. It was considered as a suicidal demand</li> <li>iii. It would permanently isolate the minorities and make them vulnerable.</li> <li>iv. It would deprive them of any effective say within the government.</li> <li>v. Any other relevant point</li> </ol> <p><b>Any three to be explained.</b></p>	Pg 418	3

24	<p><b><u>Principles of classification by archaeologists for piecing together the past</u></b></p> <ol style="list-style-type: none"> <li>i. Classification in terms of <i>materials</i> such as stone, clay, metal, bone, Ivory etc.</li> <li>ii. In terms of <i>functions</i> an artifact is a tool or an ornament.</li> <li>iii. By investigating the <i>context</i> in which it was found.</li> <li>iv. Archeologist researched through indirect <i>evidences</i> like traces of cotton at Harappan site.</li> <li>v. Archeologist have developed <i>frame of reference</i> in context of place in cultural sequence and comparison with finds in Mesopotamia.</li> <li>vi. Any other relevant point</li> </ol> <p><b>Any three points to be justified with examples</b></p> <p>OR</p> <p><b><u>Harappan Script as an Enigmatic script</u></b></p> <ol style="list-style-type: none"> <li>i. Script remains undeciphered till date</li> <li>ii. Longestt inscription contain about 26 signs.</li> <li>iii. It is not alphabetical</li> <li>iv. It has too many signs between 375-400</li> <li>v. Script was written from right to left.</li> <li>vi. Any other relevant point</li> </ol> <p><b>Any three points to be enumerated.</b></p>	Pg-22	3
<b><u>PART- C</u></b>			
25	<p><b><u>V.S. Suthankar and reconstruction of Social history</u></b></p> <ol style="list-style-type: none"> <li>i. Indian Sanskritist V.S. Suthankar tried to prepare critical edition of Mahabharata.</li> <li>ii. Collected manuscripts of text from different parts of the country.</li> <li>iii. Team compared verses from each manuscript</li> <li>iv. Published the common verses in 13,000 pages.</li> <li>v. Common elements in the Sanskrit versions of the story found in the sub-continent</li> <li>vi. Found regional variations in regional versions</li> <li>vii. Variations were documented in footnotes and appendices</li> <li>viii. Variations shaped early and later social history through local ideas and practices</li> </ol>	Pg-15	3

	<p>ix. Issues of social history was explored by historians</p> <p>x. Initially, it was believed that everything laid in the text was practiced</p> <p>xi. From the works in Pali, Prakrit and Tamil it was indicated that ideas contained in normative Sanskrit texts were on the whole recognized as authoritative.</p> <p>xii. They were also questioned and rejected</p> <p>xiii. Examples from Mahabharata like: Families based on kinfolk, the ideal of patriliney was important and valuable, rules of marriage like polygamy and polyandry are reflected, Mahabharata reinforced that Varna system was of divine origin</p> <p>xiv. Any other relevant point</p> <p><b>To be assessed as a whole.</b></p> <p><b>OR</b></p> <p><b><u>Life of untouchables</u></b></p> <p>i. People outside the system were called as untouchables by the Brahmans.</p> <p>ii. They were considered impure.</p> <p>iii. They used to do polluting activities like handling corpses and dead animals.</p> <p>iv. Were called as Chandalas.</p> <p>v. Were placed at the bottom of hierarchy.</p> <p>vi. Manusmriti laid down the duties of the Chandalas such as: They had to live outside the village.</p> <p>vii. They had to use discarded utensils.</p> <p>viii. Wore clothes of dead and iron ornaments.</p> <p>ix. They could not walk in villages and cities at night.</p> <p>x. They had to sound clapper in the streets.</p> <p>xi. They had to work as executioners and scavengers.</p> <p>xii. They led the life of degradation</p> <p>xiii. Any other relevant point</p> <p><b>To be assessed as a whole.</b></p>	Pg 54	8
26	<p><b><u>Physical arrangement of Mughal Court</u></b></p> <p>i. It focused on the sovereign, mirrored his status as the heart of society.</p> <p>ii. Takht gave physical form of sovereign as axis mundi.</p> <p>iii. The canopy a symbol of kingship in India was believed to</p>		

	<p>separate the radiance of sun from that of the sovereign.</p> <p>iv. Chronicles lay down with great precision the rules defining status amongst the Mughal elites. In court, status was determined by spatial proximity to the king.</p> <p>v. No one was allowed to move without the permission of king.</p> <p>vi. Court courtesies were followed.</p> <p>vii. Deeper prostration represented higher status. The highest form of submission was <i>sijda</i> or complete prostration. Under Shah Jahan, these rituals were replaced with <i>chahar taslim</i> and <i>zaminbos</i>.</p> <p>viii. Explicit protocols for governing diplomatic envoys.</p> <p>ix. <i>Jharokha Darshan</i></p> <p>x. <i>Diwan-i-am</i> as public hall.</p> <p>xi. <i>Diwan-i-Khas</i> for confidential discussions.</p> <p>xii. Celebration of certain special occasions in the court</p> <p>xiii. Celebration of three major festivals a year – solar and lunar birthdays of the monarch and <i>nauroz</i></p> <p>xiv. Any other relevant point</p> <p><b>To be evaluated as a whole</b></p> <p><b>OR</b></p> <p><b><u>Imperial officials as bouquet of flowers</u></b></p> <p>i. Important pillar for smooth functioning of administration.</p> <p>ii. Held together by loyalty towards kings.</p> <p>iii. Turanis, Iranians, Arab, Turks, Tatars, Russians and other nobles were part of empire.</p> <p>iv. Rajputs and Indian Muslims joined the imperial service</p> <p>v. Marital Alliances with various empires - for example Amber</p> <p>vi. Members of Hindu castes inclined towards education and accountancy were also promoted – e.g. Raja Todar Mal</p> <p>vii. Iranians gained high offices under Jahangir</p> <p>viii. Mansabdari system was followed.</p> <p>ix. Nobles participated in military campaigns with armies and also served as officers.</p> <p>x. Emperor personally checked their titles and ranks and official postings for all except lower ranks.</p> <p>xi. They were powerful, wealthy and well reputed.</p> <p>xii. Any other relevant point</p> <p><b>To be evaluated as a whole</b></p>	<p>Pg- 237- 241</p> <p>Pg- 244 - 246</p>	<p>8</p> <p>8</p>
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27	<p><b>“Though geographically and politically India is divided in to two, at heart we shall ever be friends helping and respecting one another.”</b></p> <p><b>Explain the statement given by Gandhiji-</b></p> <ol style="list-style-type: none"> <li>i. Gandhiji had fought a lifelong battle for free and united India and yet when the country was divided he urged that the two parts should respect and befriend one another.</li> <li>ii. Gandhiji wanted harmony between two nations and between Hindus and Muslims.</li> <li>iii. He did fasts to stop communal violence.</li> <li>iv. He appealed to Sikhs, Hindus and Muslims to forget the past and not to dwell on their sufferings.</li> <li>v. He wanted peace.</li> <li>vi. At his initiative, Congress passed a resolution on the right of minorities.</li> <li>vii. He wanted to provide equal rights to all Indians and India would be a democratic secular state and all are equally entitled to the secular protection of the state.</li> <li>viii. He wanted to save people from aggression.</li> <li>ix. According to D.G Tendulkar, “Gandhiji was concerned about minorities in Pakistan.”</li> <li>x. He wanted people to work collectively for the equality and no domination by majority.</li> <li>xi. Any other relevant point</li> </ol> <p><b>To be evaluated as a whole.</b></p> <p><b>OR</b></p> <p><b>“Non Cooperation movement promoted harmony between religions and created mass movement”</b></p> <ol style="list-style-type: none"> <li>i. Hindus and Muslims collectively tried to end British rule.</li> <li>ii. Movement unleashed a surge of popular movement.</li> <li>iii. It entailed denial, renunciation and self discipline.</li> <li>iv. Rowlatt Satyagraha and <i>Khilafat</i> movement promoted anti - British feeling.</li> <li>v. Students stopped going to schools and colleges.</li> <li>vi. Lawyers refused to attend the law court.</li> <li>vii. Working class went on strike</li> <li>viii. The countryside showed discontent against the British</li> <li>ix. Hill tribes in Andhra violated forest laws</li> </ol>	Pg- 365-366	8
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	<ul style="list-style-type: none"> <li>x. Farmers in Awadh did not pay taxes</li> <li>xi. Peasants in Kumaun refused to carry loads for colonial officials</li> <li>xii. Participation of women</li> <li>xiii. Protest against local leadership</li> <li>xiv. Peasants, workers and others interpreted and acted up on the call to non - cooperate with colonial rules in ways best suited to their interests</li> <li>xv. Any other relevant point</li> </ul> <p><b>To be evaluated as a whole</b></p>	Pg- 350-351	8
28	<b><u>What “Recovering” Women Meant</u></b>		
28.1	<p><b>Explain any two reasons of massacre happened during partition of India?</b></p> <ul style="list-style-type: none"> <li>a) Communal frenzy</li> <li>b) Preserving honour</li> <li>c) Administration could not control riots</li> <li>d) Any other relevant point</li> </ul> <p>(Any two points) 2</p>		
28.2	<p><b>Why were the social workers and police tracking down the young couple?</b></p> <ul style="list-style-type: none"> <li>a) To recover abducted women so as to rehabilitate them</li> <li>b) Both belonged to different communities Sikh and Muslim. 2</li> </ul>		
28.3	<p><b>Do you think the authorities were right in trying to take back the girl? Explain reasons to support your answer.</b></p> <ul style="list-style-type: none"> <li>a) The authorities were not supposed to interfere in the personal life of married couple.</li> <li>b) Because of their unnecessary interference the girl died. 2</li> </ul> <p><b>(Views of the students should be taken into consideration)</b></p>	Pg-395	2+2+2=6

29	<b><u>The Therigatha</u></b>		
29.1	<b>Explain the ideas of Punna with two examples.</b>  i. She was against the Brahmanical rituals. ii. She explained the essence of spirituality lies in eternal bliss. iii. She laid emphasis on purity of soul. (Any two points) 2		
29.2	<b>What justification did the Brahmana give for his daily dip in river .</b>  i. Bathing rituals could prevent evils. ii. Anything bad could be washed away by bathing in water. 2		
29.3	<b>Explain the core of Buddhist Philosophy that is conveyed through their Gatha.</b>  i. Buddha condemned caste system and rituals. ii. Buddha urged people to seek enlightenment through spiritual experience. iii. The importance paid to conduct and values rather than rituals. (Any two points) 2	Pg-93	2 +2+2=6
30	<b><u>A Demon</u></b>		
30.1	<b>Analyze how Karrikkal Ammiyar had depicted herself different from the traditional nature of beauty.</b>  a) She shed off her worldly beauty to attain the absolute devotion to lord Shiva. b) She described herself as protecting eyes, shrunken stomach, jutting teeth and lengthy shins. 2		
30.2	<b>Analyze how this composition of Ammiyar pose a challenge to patriarchal norms.</b>  a) She defied patriarchal norms taking fearful image. b) She rejected socially validated beauty. c) She criticized the social order. (Any two points) 2		
30.3	<b>Analyze any two aspects of renunciation of her social obligations.</b>  a) Great devotion to lord Shiva and adopted path to extreme asceticism b) The incompatibility between virtues of women's virtuosity. c) She started wandering in the forests which she regarded as the home of lord Shiva. (Any two points) 2	Pg-145	2+2+2=6

