

Marking Scheme

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Senior School Certificate Examination, 2023

SUBJECT: HISTORY (SUBJECT CODE (027) (PAPER CODE 61/4/3)

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.

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 various rules of the Board and 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 due marks be awarded to them. In class-X, 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, due marks should be awarded.

4 The Marking scheme carries only suggested value points for the answers

These are in the nature of Guidelines only and do not constitute the complete answer. The students can have their own expression and if the expression is correct, the due marks should be awarded accordingly.

5 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. If there is any variation, the same should be zero after deliberation and discussion. 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.

6 Evaluators will mark (✓) wherever answer is correct. For wrong answer CROSS 'X' be marked. Evaluators will not put right (✓) while evaluating which gives an impression that answer is correct and no marks are awarded. This is most common mistake which evaluators are committing.

7 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.

8 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.

9 If a student has attempted an extra question, answer of the question deserving more marks should be retained and the other answer scored out with a note "Extra Question".

10 No marks to be deducted for the cumulative effect of an error. It should be penalized only once.

11 A full scale of marks 80 (example 0 to 80/70/60/50/40/30 marks as given in Question Paper) has to be used. Please do not hesitate to award full marks if the answer deserves it.

12 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).

13 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 an answer.
- 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/not same.
- 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.**

14 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.

15 Any un assessed 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.

16 The Examiners should acquaint themselves with the guidelines given in the “Guidelines for spot Evaluation” before starting the actual evaluation.

17 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.

18The candidates are entitled to obtain photocopy of the Answer Book on request on payment of the prescribed processing fee. All Examiners/Additional Head Examiners/Head Examiners are once again reminded that they must ensure that evaluation is carried out strictly as per value points for each answer as given in the Marking Scheme.

Set: 61/4/3
MARKING SCHEME-2023
HISTORY (027) MM: 80

S.NO.	Value Points	Page No.	Marks
SECTION A			21x1=21
1.	(b) Eklavya	P. 62	1
2.	(b) Buddha	P. 92	1
3.	(d) She was the daughter of Chandragupta II.	P. 40	1
4.	(c) (i) and (iv)	P. 89-90	1
6.	(d) Alexander Cunningham	P. 19	1
5.	(b) Haryana	P. 3	1
7.	(c) James Princep	P. 46	1
8.	(b) Mansabdari system	P. 245	1
9.	(b) Manucci	P. 122	1
10.	(b) (iv), (i), (ii), (iii)	P. 171,173	1
11.	(d) Thanjavur	P. 172	1
12.	Both Assertion (A) and Reason (R) are true and Reason (R) is the correct explanation of the Assertion (A).	P. 197	1
13.	(c) Bahadur Shah	P. 292	1
14.	(c) i-1, ii-4, iii-2, iv-3	P. 263,271,280,285	1
15.	(c) Gopal Krishna Gokhale	P. 347	1
16.	(d) (iv), (iii), (ii), (i)	P. 349	1
17.	(b) Hindustani	P. 425	1
18.	(a) Kunwar Singh	P. 292	1
19.	(a) Jawahar Lal Nehru	P. 411	1
20.	(c) i-3, ii-2, iii-4, iv-1	P. 144,145,147,162	1
21.	(a) (i), (ii) and (iii)	P. 122	1

SECTION B			
(Short Answer Type Questions)			6x3=18
22.	<i>How have historians explained the social differences among Harappans? Explain</i>	P. 9	3
(i)	Social differences : Sometimes there was difference in the way the burials were made.		
(ii)	In some cases hollowed out spaces were lined with bricks.		
(iii)	Some graves contained pottery and ornaments.		
(iv)	Jewellery has also been found in some burials.		
(v)	Another strategy was to study artefacts .The first category includes objects of daily.		
(vi)	Objects were luxuries if they are rare or made from costly non local materials.		
(vii)	This indicates social differences among the people of Harappan Culture.		
	(Any other relevant point)		
23.	Why is the mid-first millennium BCE often considered as the turning point in world history ? Explain.	P. 84	3
(a)(i)	This era saw the emergence of thinkers like Zarathustra in Iran, King-Zi in China, Socrates, Plato and Aristotle in Greece and Buddha and Mahavira in India.		
(ii)	They tried to understand the cosmic order.		
(iii)	They tried to understand the mysteries and relationship between man and nature.		
(iv)	New kingdoms and cities were developing.		
(v)	Life was changing in a variety of ways.		
(vi)	These thinkers attempted to understand those developments		

	(Any three points to be explained)		
OR			
(b)	Why was Buddha considered as one of the most influential teachers of his time ? Explain.	P. 89-92	3
(b) (i)	Buddha's teachings had profound impact on the people.		
(ii)	His teachings spread in China, Japan, Sri Lanka, Myanmar, Thailand and Indonesia.		
(iii)	His teachings were easy to comprehend.		
(iv)	He taught dhamma or the path of righteous living.		
(v)	He propagated the madhyam marg or the path of moderation.		
(vi)	He regarded the social world as the creation of human beings.		
(vii)	He advised kings and gahapatis to be humane and ethical. Individual effort was expected to transform social relations		
(viii)	He told his disciples, "Be lamps unto yourselves as all of you must work out your own liberation."		
(ix)	So, many people followed his path.		
	(Any three points to be explained)		
24.	Describe the role of Rama Raya to bring about the ruin of Vijayanagara.	P.173	3
(I)	Role of Rama Raya : After the death of Krishnadeva Raya the ambitions of the rulers of Vijayanagara as well as Sultans resulted in shifting alignments.		
(ii)	Eventually this led to an alliance of Sultans against Vijayanagara.		
(iii)	Rama Raya followed adventurous policy of playing one Sultan against the others.		
(iv)	This led the Sultans to come together.		
(v)	When Rama Raya led the army into battle at Talikota, the combined forces of Bijapur ,Golconda and Ahmednagar		

	defeated Rama Raya.		
	Any other relevant point		
25.	Explain the views of Ibn Battuta on Indian cities.	P.	3
(a)		127,128	
(a)(i)	Ibn Battuta found Indian cities with full of opportunities		
(ii)	the Indian cities were densely populated and prosperous		
(iii)	Most cities had crowded streets and bright and colorful markets that were stacked with goods.		
(iv)	He described Delhi as a vast city with great population, the largest in India		
(v)	Daulatabad was no less, and easily rivaled Delhi in size.		
(vi)	He has described all the different gates of Delhi city.		
(vii)	He has also described about the public performances by dancers, musicians and singers in the city of Daulatabad.		
(viii)	The bazaars were not only the places of economic transactions but also the hub of social and cultural activities.		
(ix)	Any other relevant point		
	(Any three points to be explained)		
OR			
(b)	Explain how Bernier found the crown ownership of land as being harmful for both the state and its people in the Mughal Empire.	P. 130-131	3
(b)	The emperor owned all the land and distributed it among his nobles.		
(i)			
(ii)	This had disastrous affect on the society and economy.		
(iii)	The land could not be passed to the peasants nor their children.		
(iv)	Long term investment was not coming forth on land.		
(v)	The peasantry was on the decline.		
(vi)	No body was interested in improving the condition of land and agriculture.		
(vii)	According to Bernier there was absence of middle class in		

	Mughal Empire		
(viii)	Bernier saw the Mughal Empire-its king was the king of “beggars and barbarians”.		
	(Any three points to be explained)		
26.	Explain the provisions of Subsidiary Alliance System.	P. 296	3
(i)	Subsidiary Alliance : British would be responsible for protecting their ally from threats.		
(ii)	A British armed contingent would be stationed.		
(iii)	The ally would have to provide the resources for maintaining this contingent.		
(iv)	The ally could enter into agreements with other rulers or engage in warfare only with the permission of British.		
	Any other relevant point		
27.	Explain the role of Gandhiji as a social reformer.	P.355	3
(i)	Role of Gandhi : Abolition of untouchability.		
(ii)	Wearing hand spun-khadi.		
(iii)	Gandhi spoke against child marriage.		
(iv)	Hindu Muslim harmony.		
	Any other relevant point.		
SECTION C			
	(Long Answer Type Questions)		3X8=24
28.	“According to Brahmanical theory, only Kshatriyas could be kings in the early states, however several other ruling lineages probably had different origins”. Explain the statement with examples from ancient India.	P. 62 - 63	8
(a)(i)	Only Kshatriyas could be kings, but this Brahmanical prescription does not hold good.		
(ii)	As per Brahmanical texts, Mauryas were of low origin.		
(iii)	The Shungas and the Kanvas were Brahmins, not Kshatriyas.		

(iv)	Shakas, who came from Western Asia were considered as Mlechchhas.		
(v)	Rudradaman, Shaka ruler was a powerful Mlechchhas.		
(vi)	Gautmi-putra Satakarni was also a Brahman.		
(vii)	Satakarni entered into a marriage alliance with Rudradaman kins.		
(viii)	Satvahans also claimed to be Brahmins.		
(ix)	The Brahmanical theory does not hold good, it was only the powerful person who became king.		
Any other relevant point.			
OR			
(b)	“Given the diversity of the sub–continent, there have been populations in early states, whose social practices were not influenced by the Brahmanical ideas.” Explain the statement.	P. 64 – 66	8
(b)	There were many a groups of people who refused to follow Brahminical Varna order.		
(i)			
(ii)	These people were called uncivilized or even animal like.		
(iii)	They were the forest dwellers.		
(iv)	Hunting and gathering was their main occupation.		
(v)	Eklavya is supposed to belong to such a group, called nishada.		
(vi)	Some of them were nomadic pastrolists.		
(vii)	Some groups were labelled as Mlechchhas.		
(viii)	Some people outside Brahmanical system were called untouchables.		
(ix)	Some groups were doing polluting jobs like handling corpses or dead animals.		
(x)	They were often called Chandalas.		
Any three points to be explained			
29.	Explain the philosophy and teachings of Guru Nanak Dev.	P. 163	8
(a)			
(ii)	He refused the external practices of the religion		

(iii)	He rejected sacrifices, ritual baths, image worship, scriptures of both hindus and muslims.		
(iv)	For him Absolute or Rab had no gender or form		
(v)	He proposed simple way to connect to the divine by remembering and repeating the name of Rab.		
(vi)	He set up rules for congregational worship(Sangat).		
(vii)	He expressed his ideas through hymns called Shabad.		
(viii)	Baba Guru Nanak would sing these compositions in various ragas while his attendant Mardana played rabab.		
(ix)	His hymns are compiled in Adi Granth Sahib.		
(x)	Baba Guru Nanak didn't wish to establish a new religion but after his death his followers consolidated his own practices and distinguished themselves from both Hindus and Muslims.		
(xi)	Any other relevant point		
OR			
(b)	Explain the beliefs and practices of Sufism.	P.153-160	8
(b) (i)	Religious minded people were called Sufis.		
(ii)	They were against the growing materialism of the caliphate.		
(iii)	They were critical of dogmatic traditions.		
(iv)	they laid emphasis on seeking salvation through intense devotion.		
(v)	They sought the interpretation of Quran on the basis of their personal experience.		
(vi)	They organised communities around the hospice or khanqah.		
(vii)	Sufi silsila represented a chain between the master and the disciple.		
(viii)	Special rituals were initiated which includes path of allegiance, patched garments and shaving head.		
(ix)	Practice of pilgrimage(Ziyarat) to the tomb(dargah) was		

	encouraged.		
(x)	Mystical chants (qawwali) were performed		
(xi)	The Sufis had always been keeping good relations with the rulers.		
(xii)	The rulers wanted legitimacy also.		
(xiii)	The Sufis solicited and accepted grants from the rulers.		
(xiv)	Sultans also had set up charitable trusts as endowments for hospices.		
(xv)	Rulers gave tax free lands to Sufis.		
(xvi)	Chistis accepted donations in cash as well as kind.		
xvii)	Sufis often were called to interpret Sharia.		
(xviii)	Some instances of conflict took place between Sultans and Sufis.		
	Any other relevant point.		
30. (a)	Analyse the causes that led to the Bombay Deccan Riots.	P. 278 - 284	8
(i)	The first revenue settlement in Bombay Deccan was made in 1820.		
(ii)	Revenue demand was very high.		
(iii)	When the harvests were poor peasants found it impossible to pay the revenue.		
(iv)	British extracted payment with utmost severity.		
(v)	After 1832 agricultural prices declined which led to the decline in peasant's income.		
(vi)	Famine struck in 1832-34.		
(vii)	Unpaid balances of revenue mounted.		
(viii)	Peasant's found difficult to pay loan.		
(ix)	Dependence on moneylender increased.		
(x)	In 1845 agricultural prices recovered but to expand agriculture peasants needed money to buy seeds and land .		

	Once again they had to turn to money lenders.		
(xi)	In 1861 American Civil War broke out.Raw cotton imports from America declined in Britain.		
(xii)	Frantic messages were sent to many countries including India .		
(xiii)	Cotton merchants encouraged cultivation.		
(xiv)	Merchants were keen to secure as much cotton to meet British demand.		
(xv)	Merchants gave advances to urban sahuikars who in turn extended credit to money lenders and money lenders to ryots to secure cotton production.		
(xvi)	The ryots were given Rs.100 as advance to grow cotton.		
(xvii)	As civil war ended ,America resumed cotton supply.		
(xviii)	Indian cotton exports declined.		
(xix)	Merchants and sahuikars no longer extended credit.		
(xx)	Money lenders refused to give loan to ryots and ryots had got deeper and deeper into debt.		
(xxi)	Money lenders violated customary norms , limitation law and did not provide any receipt to the ryots on the repayment of loans.		
(xxii)	Money lenders entered fictitious figures in bonds.		
(xxiii)	Deeds and bonds appeared as the symbol of oppression.		
Any other relevant point,any eight points to be explained			
OR			
(b) (i)	Fifth report was submitted to the British Parliament in 1813.	P. 263-264	8
(ii)	It was the fifth of a series of reports on administration and activities of East India company.		
(iii)	Company's activities were closely watched and debated in England.		
(iv)	Many groups in England opposed the monopoly of the company.		

(v)	These groups wanted revocation of the Royal Charter.		
(vi)	Many people questioned that the conquest of Bengal benefitted only the company.		
(vii)	Company's maladministration and misrule was debated in Britain.		
(viii)	The British Parliament passed a series of acts to regulate and control company's rule.		
(ix)	It forced the company to produce the regular reports on administration.		
(x)	It also appointed committees to enquire into the affairs of the company.		
	Any other relevant point or any eight to be explained.		
	SECTION D (Source-Based Questions)		3×4=12
31.	Read the given source carefully and answer the questions that follow : SOURCE BASED QUESTION – What the king's officials did	P. 34	(1+1+2)
(31.1)	Who was Megasthenes ?		1
(31.1)	Magasthenese was the Greek Ambassador to the court of Chandragupta Maurya.		
(31.2)	How were the roles of supervisory officers important ?		1
(31.2)	The role of supervisory staff was important for the State as well as for the public welfare because they supervised rivers, measured lands, inspected river channels.		
(31.3)	How is Megesthenes description helpful in understanding the administrative role of the king ?		2
(31.3)	It was helpful to understand how the king ruled, his relations with the public, his control over his State and his relation with the neighbouring rulers.		
32.	Read the given source carefully and answer the questions that follow : SOURCE BASED QUESTION – Peasants on the move	P. 198	(1+1+2)

(32.1)	What is Babur Nama ?		1
(32.1)	Baburnama is the memoir of Zahir-ud-din Mohd. Babur. It is written in Chagtai/Turkish language. It covers history, geography and politics of that time.		
(32.2)	How did the peasants meet the needs of water ?		1
(32.2)	They dug tanks to collect rainwater or even sunk wells to get water.		
(i)			
(ii)	They also repaired old canals like Shahnahr in Punjab during the Shahjahan's reign.		
(iii)	Irrigation project received support from the state.		
	(Any one point)		
(32.3)	Explain the distinctive features of agrarian society.		2
(32.3)	The peasants were highly mobile. They could move and settle in new places immediately, start cultivating, their crops were rainfed.		
33.	Read the given source carefully and answer the questions that follow : SOURCE BASED QUESTION – “We are not going just to copy”	411	(1+1+2)
(33.1)	Which was the revolution discussed by Nehru in the passage ?		1
Ans.	It was French revolution about which Nehru was talking.		
(33.2)	Which qualities of the American Constitution are highlighted by Nehru ?		1
Ans (i)	American Constitution stood the test of so many years and nation became powerful in the world.		
	ii)Other qualities -Preamble of Constitution/ Democracy/Fundamental Rights (Any one point to be explained		
(33.3)	What was the 'Oath of the Tennis Court'?		2
Ans.	The Constituent Assembly of France was not given a place by the king to meet, so they betook themselves to an open tennis court and took the oath, which is called Oath of Tennis Court.		
SECTION E (Map-Based Question)			
34.			5
(34.1)	On the given political outline map of India (on page 23), locate and label the following with appropriate symbols :		3×1=3

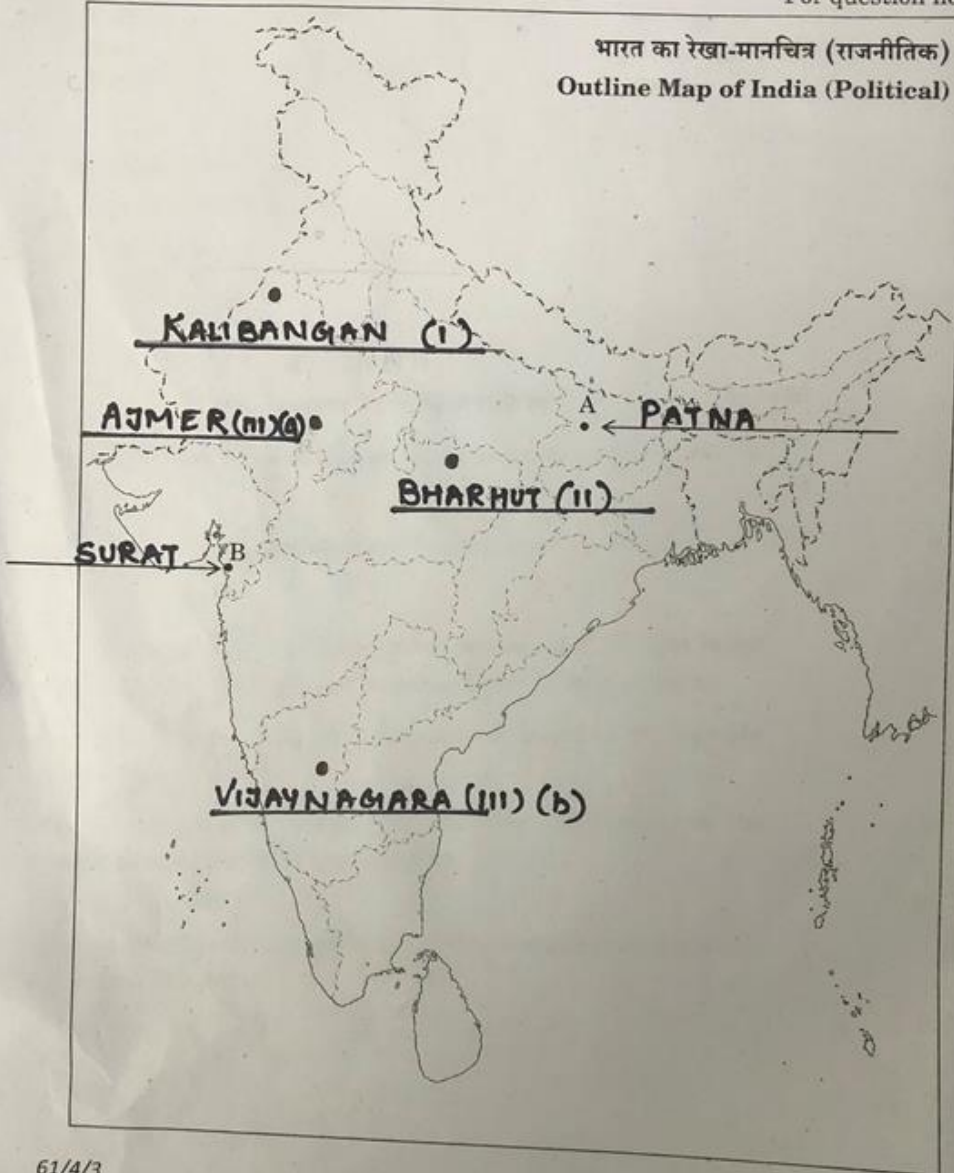
(i)	Kalibangan a mature Harrapan site		
(ii)	Bharhut an important Buddhist site		
(iii) (a)	Ajmer a territory under Akbar		
OR			
(iii) (b)	Vijayanagara Capital of Krishnadeva Raya's empire.		
(34.2)	On the same political outline map of India two places related to British control in 1857 are marked as A and B. Identify them and write their names on the lines drawn near them.		2
See attached map.			
Note :	The following questions are for the Visually Impaired Candidates, only in lieu of Q. No. 34 :		
(34.1)	Name any mature Harappan site in Rajasthan.		1
Ans.	Kalibangan		
(34.2)	Mention any one Buddhist site in Southern India.		1
Ans.	Sanchi Stupa or any other		
(34.3)	Name the capital of Vijayanagara Empire.		1
(a)			
Ans.	Vijayanagara city or Hampi		
(a)			
OR			
(34.3)	Name any one capital city of the Mughal Empire.		
(b)			
Ans.	Agra/Fatehpur Sikri/ Delhi		1
(b)			
(34.4)	Mention any two places which were under the control of the British in 1857.		
Ans.	Surat, Madras or any other		2

Q.P. Code 61/4/1, 61/4/2,
61/4/3

प्रश्न सं. 34 के लिए

For question no. 34

भारत का रेखा-मानचित्र (राजनीतिक)
Outline Map of India (Political)



61/4/3

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