

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

**(SUBJECT CODE : 027) (PAPER CODE : 61/5/1)**

**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-61/5/1**

<b>Q.NO</b>	<b>EXPECTED ANSWERS/ VALUE POINTS</b>	<b>PAGE NO.</b>	<b>MARKS</b>
	<b>Part -A</b>		
1	S.N. Roy (Sourindranath Roy)	Pg-20	1
2	<b>Inscriptions</b> :- The written records engraved on the stone tablets, pillars and walls on the other hand <b>Prashasti</b> –Contains information about the rulers.	Pg-37	1
3	A-1 and 2 only	Pg-1	1
4	Mother Goddess ( Harappa) <b>For visually impaired</b> :-Unicorn.	Pg-23	1
5	C-scholars are not able to read the script.	Pg-15	1
6	Patliputra  <b>OR</b> Magadha	Pg-31	1
7	Dhamma	Pg-32	1
8	Al-Bruni was from Khwarizm/Uzbekistan and had written the Kitab-ul-Hind in Arabic Language. <b>OR</b> Muhammad Bin Tughlaq was impressed by the scholarship of Ibn Battuta.	Pg-116  Pg-118	1
9	A-(i-b,ii-c,iii-d, iv-a)	Pg-121,122,137	1
10	A-Large population , Bazaars and efficient communication.	Pg-126	1
11	A-Karl Marx	Pg-132	1
12	Nalayira Divya Prabhandham	Pg-144	1
13	Malik Muhammad Jayasi	Pg-158	1
14	Adi Granth Sahib	Pg-161	1
15	Raidas/ Ravidas	Pg-165	1
16	Permanent Settlement	Pg-260/262	1
17	A David Recardo	Pg-277	1
18	C-1,2 and 3	Pg-319	1
19	A- Both ( A ) and (R) are correct and (R) is the correct explanation of ( A)	Pg-328	1
20	A-Lord Wellesley	Pg-336	1
21	<b>Part -B</b> <b>Limits of Epigraphy</b> <b>Technical limitations</b> – i. Letters are faintly engraved and reconstruction are uncertain. ii. Inscription may be damaged or letters are missing. iii. It is not always easy to be sure about the exact meaning of the words used in inscription . iv. Not all inscriptions have been deciphered. v. Many inscriptions have not survived the ravages of time. vi. The content of the inscriptions projects the perspective of the person who commissioned		



	<p>money for its preservations.</p> <ol style="list-style-type: none"> <li>ii. She funded the museum.</li> <li>iii. She funded the guesthouse where John Marshall lived and wrote the volumes.</li> <li>iv. She funded the publication of the volumes.</li> <li>v. ASI also helped to restore and preserve it.</li> </ol> <p><b>Fate of Amravati</b></p> <ol style="list-style-type: none"> <li>i. Local Raja wanted to build a temple on the ruins of stupa.</li> <li>ii. Colin Meckanize prepared report on Amravati but was never published.</li> <li>iii. Walter Elliot , the commissioner of Guntur took away Sculpture panels of Amravati to Madras.</li> <li>iv. Slabs of Amravati were sent to Asiatic Society of Bengal.</li> <li>v. Indefensible policy led to decline of original work of Amravati.</li> <li>vi. Any other relevant point.</li> </ol> <p>Four points each from both to be explained.</p> <p style="text-align: center;"><b>OR</b></p> <p><b><u>Hindu and Buddhist Art and Sculpture</u></b></p> <p><b><u>Hindu Sculpture and Art</u></b></p> <ol style="list-style-type: none"> <li>i. Vaishnavism – Sculpture of ten Avatars. Eg. the Varaha rescuing the earth goddess(Aihole), Vishnu with Sheshnag.</li> <li>ii. Shaivaism- Sculptures of Shiva in Linga</li> <li>iii. Sculptures of Shiva in human form too.</li> <li>iv. The image of Durga at Mahabalipuram.</li> <li>v. Sculpture of Vasudeva –Krishna in Mathura.</li> <li>vi. Ellora Sculptures.</li> <li>vii. Kailash Nath temple.</li> <li>viii. Any other relevant point</li> </ol> <p><b><u>Buddhist Sculptures</u></b></p> <ol style="list-style-type: none"> <li>i. Empty seat of Buddha indicated meditation.</li> <li>ii. Wheel stand for first Serman of Buddha.</li> <li>iii. Shailabhanjika , an auspicious symbol of prosperity.</li> <li>iv. Gajalakshmi –Goddess of good fortune.</li> <li>v. Tree symbolizes an event in the life of the Buddha.</li> <li>vi. Images of Buddha and Bodhisattas.</li> <li>vii. Serpents and animal motifs.</li> <li>viii. Scenes from Jataka stories and Buddha’s hagiography.</li> <li>ix. Any other relevant point</li> </ol> <p>Any four example of each to support the statement</p>	Pg-83,98	4+4=8
26	<p><b><u>Akbar-Nama</u></b></p> <ol style="list-style-type: none"> <li>i. Written by Abu'l Fazl.</li> <li>ii. This chronicle is based on range of sources, records of events , official documents and oral testimonies.</li> <li>iii. It is divided into three books and third book is Ain-i-Akbari – composed of Manzil Abadi, Sipah Abadi and Mulk Abadi.</li> </ol>		

	<p>iv. It provides a detailed description of Akbar's reign covering geographic, social, political, administrative and cultural.</p> <p>v. Written in Indo –Persian style with rhythm and diction.</p> <p>vi. He articulated the ideas associated with Akbar.</p> <p>vii. This chronicle was written in thirteen years.</p> <p>viii. It shows the diverse population of the empire like Hindus, Jainas, Buddhist and Muslims.</p> <p>ix. It showed the composite culture.</p> <p>x. Any other relevant point.</p> <p>Any eight points to be described.</p> <p style="text-align: center;"><b>OR</b></p> <p><b><u>Physical arrangement of Mughal Court</u></b></p> <p>i. Its centerpiece was the throne based on sovereign as axis mundi.</p> <p>ii. The canopy was symbol of Kingship.</p> <p>iii. Status was determined by spatial proximity to king.</p> <p>iv. No one was allowed to move without King's permission.</p> <p>v. Court courtesies were followed.</p> <p>vi. Salutation and prostration represented status.</p> <p>vii. Protocols governed diplomatic envoys.</p> <p>viii. Jharokha Darshan by the King was a ritual.</p> <p>ix. Primary business was conducted in Diwan-i-aam and private discussions took place at Diwan-i-Khaas.</p> <p>x. Court was full of life during occasions such as Id, Shab-i-barat, holi, etc.</p> <p>xi. On birthdays, the King was weighted against commodities for charity.</p> <p>xii. Any other relevant point</p> <p>Any eight points to be described.</p>	<p>Pg-218, 230</p>	<p>8</p>
<p>27</p>	<p><b><u>Role of Congress party in the making of Constituent Assembly</u></b></p> <p>i. The Constituent Assembly was dominated by Congress.</p> <p>ii. 82% of the members belonged to Congress.</p> <p>iii. Members of the Congress differed in their opinion on critical issues.</p> <p>iv. Jawahar Lal Nehru, Vallabh Bhai Patel and Rajendra Prasad were the members of Congress who played important role in the Constituent Assembly.</p> <p>v. Nehru moved 'Objective Resolution' and 'Tri colour National Flag'.</p> <p>vi. Patel played key role in drafting reports and reconciling views.</p> <p>vii. Dr. Prasad was the President of the Assembly.</p> <p>viii. Dr. B.R. Ambedkar served as Chairman of the Drafting Committee. KM Munshi and Alladi Krishnaswamy Aiyar gave crucial inputs.</p> <p>ix. The discussions within the Constituent Assembly were also influenced by the opinions expressed by the public.</p> <p>x. Any other relevant point.</p> <p>Any four points to be examined.</p>	<p>Pg-409- 425</p>	<p>8</p>

	<p style="text-align: center;"><b>OR</b></p> <p><b><u>Issue of Separate Electorate in the Constituent Assembly</u></b></p> <ol style="list-style-type: none"> <li>i. Demand of separate electorate was based on defining rights of minorities.</li> <li>ii. Assembly interpreted minority in terms of economically weaker groups, tribal community, religious community and groups with backward caste.</li> <li>iii. Leaders of the groups anticipated demands in the form of separate electorates.</li> <li>iv. There were huge debates on this question in Assembly.</li> <li>v. B.P. Bahadur wanted separate electorate for minorities</li> <li>vi. N.G.Ranga urged for rights for poor and downtrodden.</li> <li>vii. Jaipal Singh wanted rights for Tribals.</li> <li>viii. Ambedkar demanded separate electorates for depressed caste.</li> <li>ix. J. Nagappa discussed about systematic marginalization.</li> <li>x. Many members like Sardar Patel, R.V. Dhulekar , G.B. Pant considered separate electorate as a cause of division and against the unity of India.</li> <li>xi. Sardar Patel considered separate electorate as poison</li> <li>xii. According to the members, it would lead to divided loyalties and isolate the minorities from majority.</li> <li>xiii. Any other relevant point.</li> </ol> <p style="text-align: center;">To be assessed as a whole.</p>	Pg-416-419	8
28	<p style="text-align: center;"><b>Part D: Source Based Question</b></p> <p><b><u>The wealthy Shudra</u></b></p> <p><b>28.1 Why did the Brahmana consider themselves superior to other caste?</b>  <b>Ans.</b> 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><b>28.2 How did a Shudra improve his status according to Kachchana?</b>  <b>Ans.</b> 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><b>28.3 What does this story reveal about Buddhist attitude towards Varna?</b>  <b>Ans.</b> Buddhist attitude about Varna  a) Rejection of Caste based ideas.  b) Rejected the ideas of superiority on the basis of birth.</p>		



Delhi , Meerut, Agra, Lucknow, Jhansi, Kanpur,  
Azamgarh, Banaras, Calcutta  
Any three  
See attached filled map

Pg-305

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