

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

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

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 A I S S C E-March 2020
CODE NO. 61/2/1

Q.NO.	EXPECTED ANSWERS/VALUE POINTS	PAGE NO.	MARKS
1.	To display in a museum in France. OR The Stupas contained the relics of the Buddha regarded as sacred.	Pg-83 Pg-96	1
2.	Bodhisatta is perceived as deeply compassionate being, who accumulated merit through his efforts but used this not to attain nibbana and thereby abandon the world.	Pg-103	1
3.	Vaishnavism is a form of Hinduism within which Vishnu is worshipped as the principal deity where as Shaivism is a tradition within which Shiva is regarded as chief God.	Pg-104	1
4.	Urban centres/ Any urban feature	Pg-5	1
5.	C (Nishadas)	Pg-61	1
6.	C (I and III)	Pg-11	1
7.	The image of Buddha from Mathura For visually impaired: Shalabhanjika	Pg-103 Pg-101	1
8.	Kitab-ul-Hind	Pg-117	1
9.	Ibn-Battuta	Pg-118	1
10.	He was a physician to prince Dara Shukoh, the eldest son of Shah Jahan	Pg-122	1
11.	C (Harihara and Bukka)	Pg-171	1
12.	B(I,II and III)	Pg-173	1
13.	D (He had cordial relations with safavids over Qandahar)	Pg-230	1
14.	Delhi	Pg-221	1
15.	Gulbadan Begum OR	Pg-243	1

	Abdul Hamid Lahori	Pg-231	
16.	D (The ally was free to enter into agreements with other rulers without the permission of the British)	Pg-296	1
17.	C [Both (A) and (R) are true and (R) is the correct explanation of (A)]	Pg-365	1
18.	There was a rumour that the British had hatched a conspiracy to destroy the religion of Hindus and Muslims by mixing bone dust of cows and pigs into the flour that was sold in the market.	Pg-294	1
19.	B(III,I,IV,II)	Pg-361,364,391,411	1
20.	<ul style="list-style-type: none"> i. Civil disobedience would be called off ii. All prisoners would be released iii. Salt manufacture allowed along the coast iv. Any other relevant point Any one point	Pg-360	1
	<u>SECTION-B</u>		
21.	<u>Methods of irrigation used by Harappans for agriculture:</u> <ul style="list-style-type: none"> i. Most Harappan sites were located in semi-arid lands, thus required irrigation for agriculture. ii. Traces of canals have been found at the states of Shortughai in Afganistan. iii. It is likely that water drawn from well was used for irrigation. iv. Water reservoirs were found at Dholavira may have been used to store water for agriculture. 	Pg-3-4	3
22.	<u>Mahanavmi Dibba was a distinctive structure of the Vijayanagara Empire:</u> <ul style="list-style-type: none"> i. Mahanavmi Dibba is a massive platform rising from a base of about 11,000 sq.ft. to a height of 40 ft. ii. There is evidence that it supported a wooden structure. ii. The base of the platform is covered with relief carvings. v. Rituals associated with the structure probably coincided with Mahanavami of the ten-days Hindu festival during the autumn months of September and October .(Dussehra, Durga Puja, Navaratri, Mahanavmi) v. Like some of the other structures in the royal centre,it remains an enigma. vi. Any other relevant point. 	Pg-180-181	3

	Any three points to be explained		
23.	<p>The circumstances under which the British officials invited Santhals to settle in the peripheries of Rajmahal hills during the nineteenth century:</p> <ol style="list-style-type: none"> Having failed to subdue Paharias the British turned towards Santhals. The Santhals appeared to be ideal settlers clearing forests and ploughing land. Santhals were given land and persuaded to settle in foothills of Rajmahal. Santhals practiced plough agriculture and became settled peasants. Any other relevant point. <p>Any three points to be explained OR</p> <p>Economic and social conditions of the Paharias (hill folk) of Rajmahal hills during the late eighteenth century)</p> <ol style="list-style-type: none"> The Paharias were hunters, food gatherers and shifting cultivators, charcoal producers and silk worm rearers. They lived in huntments within tamarind groves and rested under shades of mango trees. Their chiefs maintained the unity of their groups and settled disputes. These hill folk regularly raided the plains where settled agriculturists lived. Paharias grew a variety of pulses and millets for consumption. From the forests they collected Mahua (a flower) for food, silk cocoons and resin for sale and wood for charcoal production. They considered the entire region as their land. They resisted the intrusion of outsiders. Traders gave a small amount to the hill folk for permission to use the passes controlled by them. Any other relevant point <p>Any three points to be explained</p>	Pg-270-271	3
24.	<p><u>“For Swaraj, Hindu, Muslim, Parsis and Sikhs will have to unite”:</u></p> <p><u>Non- cooperation movement:</u></p> <ol style="list-style-type: none"> Gandhiji joined hands with the Khilafat Movement. Hindus and Muslims could collectively bring an end to colonial rule. 	Pg-350	3

	<ul style="list-style-type: none"> iii. Common people participated in the movement irrespective of being Hindu, Muslim, Parsi or Sikh. iv. Peasants, workers and others acted upon the call to non-cooperate with colonial rule. v. Any other relevant point. <p>Any three points to be explained</p>		
	SECTION-C		
25.	<p><u>Characteristics of Mahajanpadas</u></p> <ul style="list-style-type: none"> i. Most Mahajanpadas were ruled by kings. ii. Some known as ganas or sanghas, were oligarchies where power was shared by a number of men, often collectively called rajas. iii. Both Mahavira and Buddha belonged to such ganas. iv. Each Mahajanpada had a capital city which was often fortified. v. Brahmins laid down the norms for the rulers in texts known as Dharmasutras. vi. Rulers were advised to collect taxes and tribute from cultivators, traders and artisans. vii. Gradually, some states acquired standing armies and maintained regular bureaucracies. viii. Some others continued to depend on militia, recruited more often than not, from the peasantry. ix. Any other relevant point <p>Any four points to be explained</p> <p><u>Magadha as the most powerful Mahajanpada</u></p> <ul style="list-style-type: none"> i. Magadha was a region where agriculture was especially productive. ii. Iron-mines were accessible which provided resources for making tools and weapons. iii. Elephants, an important component of army was available in the forests of this region. iv. Ganga and its tributaries provided water for cheap and convenient communication. v. Ambitious and powerful rulers like Bimbisara, Ajatasattu and Mahapadma Nanda and their policies. vi. Capitals of Magadha was Rajagaha (house of the king) which was a fortified settlement located amongst hills. Later capital was shifted to Pataliputra, on commanding routes of communication along the Ganga. <p>Any four points to be explained</p>	Pg-29-31	4+4=8

	<p style="text-align: center;">OR</p> <p><u>Main features of Maurayas Administration</u></p> <ol style="list-style-type: none"> i. There were five major political centres in the empire. They were Pataliputra, Taxila, Ujjayni, Tosali and Suvarngiri. ii. Administrative control was strongest in areas around the capital and the provincial centres. iii. Communication along both river and land routes were vital. iv. Army was an important means for ensuring protection for those who were on the move. v. Megasthenes mentions a committee with six subcommittees for coordinating military activity. vi. Ashoka try to hold his empire through propogating Dhamma. Any five points to be explained <p><u>Principles of Ashoka’s Dhamma</u></p> <ol style="list-style-type: none"> i. The principles of Ashoka’s Dhamma were simple and virtually universally applicable. ii. According to Ashoka, this would ensure the well-being of people in the world and the next. iii. Ashoka inscribed his messages to the subjects on stones or rocks. iv. This included respect for elders and generosity towards Brahmins and those who renounced worldly life. v. Treating slaves and servants kindly. vi. Respect for religion and tradition other than one’s own. vii. Special officers, Known as the dhamma mahamatta, were appointed to spread the message of Dhamma. Any three points to be explained 	Pg-32-34	5+3=8
26.	<p><u>Lives of forest- dwellers during the Mughal period in India:</u></p> <ol style="list-style-type: none"> i. The livelihood of forest dwellers came from the gathering of forest produce, hunting and shifting agriculture. ii. Their activities were largely season specific for example activities of Bhils. iii. Perpetual mobility was a distinctive feature of tribes inhabiting the forests. iv. Elephants were supplied by forest people to the Mughals as Peshkash. v. The hunt symbolized the concern of the state to ensure justice. vi. The emperor personally attended the grievances of the forest 	Pg-208-211	8

	<p> dwellers. vii. The spread of commercial agriculture was an external factor. viii. The supply of forest products like gum, honey etc became major items of overseas export. ix. Some tribes got engaged in overland trade like the Lohanis. x. Elephants were captured and sold by tribals. xi. Many tribal chiefs became zamindars and some even kings like Ahoms. xii. These kings recruited people from their lineage in their army. xiii. New cultural influences also began to penetrate into forest zones. xiv. Some sufi saints had a role to play in the slow acceptance of Islam among the forest dwellers xv. Any other relevant point. To be assessed as a whole </p> <p style="text-align: center;">OR</p> <p><u>Role of Peasants and Landed Elities in Agricultural Production during the Mughal period:</u></p> <ol style="list-style-type: none"> i. There were two kind of peasants Khud-Kashta and Pahi-Kashta. ii. People became Pahi-Kashta either out of choice or either out of compulsion. iii. The peasants performed manifold seasonal tasks, like tilling the soil, sowing seeds, harvesting the crops. iv. The abundance of land, available labour and the mobility of peasants were the factors for constant expansion of agriculture. v. The primary purpose of agriculture was to feed people. vi. Frequently cultivated crops were rice, wheat, maize and millets vii. Agriculture was labour intensive. viii. Peasants used technologies that often harnessed cattle energy. ix. There were two major seasonal cycles of agriculture- Kharif and Rabi. x. Agriculture was not only for subsistence but cultivation of cash-crops or Jins-i-Kamil too like cotton, oil seeds, sugarcane. xi. Subsistence and commercial production were closely intervined in an average peasant's holding. xii. Several new crops like maize, tomatoes, potatoes, chillies, pineapple and papaya were introduced for cultivation from different parts of the world. xiii. Peasants contributed in the production of agro-based goods. xiv. Most of the landed elites (zamindars) held extensive personal lands termed milkiyat. xv. Milkiyat lands were cultivated with the help of hired labour. xvi. Any other relevant point. 	Pg-196-201,211	8
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	To be assessed as a whole		
27.	<p><u>The task of town planning by the British from the early years of their rule in Bengal:</u></p> <ol style="list-style-type: none"> i. Town planning required lay out of the entire urban space and regulation of urban land use. ii. The main reason for this was defence of their territory. iii. British traders had built their depots for good and that needed protection. iv. After the Battle of Plassey, Britishers wanted to built a new fort which could not be attacked easily. v. Calcutta had grown from their villages called Sutanati, Kolkatta and Govindapur. vi. Britishers started building their residences out of the Fort William. vii. The English settlement in Calcutta gradually started taking place. viii. Lord Wallesly built massive palace, government house to convey the authority of the British. ix. He became concerned about the Indian part of the city also. x. The tropical climate was seen as unhealthy. xi. Public health was the idea that became important in all town planning. xii. The town planning was carried on by the Lottery committee. xiii. The lottery committee commissioned a new map of the city, built roads, cleared encroachments around the river banks and removed many huts. xiv. Stricter building regulations were made eg.thatched roofs were banned in 1836 xv. By the late 19th century racial divide of the white town and black town was reinforced by the new divide of healthy and unhealthy. xvi. Any other relevant point <p>To be assessed as a whole</p>	Pg-334-337	8

	OR		
	<p><u>The British commissioned hill stations in India:</u></p> <ol style="list-style-type: none"> i. Hills stations were a distinctive feature of colonial urban development. ii. The founding of hill stations were initially the need of British army like Shimla, Mount Abu and Darjeeling. iii. Hill stations became strategic places for billeting troupes, guarding frontiers and launching campaigns against enemy rulers. iv. The cool climate of hill stations were seen as an advantage to the Britishers. v. Presence of army made hill stations a kind of cantonment. vi. Hill stations were also developed as Sanitoriums. vii. It became the summer resort for the Viceroy. viii. Shimla became the official residence of the commander-in-chief of the army. ix. The churches and schools were developed there. x. They were important for colonial economy. xi. Any other relevant point. <p>To be assessed as a whole</p>	Pg-327-328	8
	<u>SECTION-D</u>		
28.	<p><u>Proper social roles</u></p> <p>28.1 Why did Drona refuse to accept Ekalavya as his pupil?</p> <ol style="list-style-type: none"> i. Drona knew the dharma and taught only to the Kuru princess. ii. Eklavya was a forest dwelling Nishada. iii. Drona was a Brahman and he taught archery to the Kuru princes only. <p>Any two points</p>	Pg-62	2

	<p>28.2 How did Ekalavya acquire the supreme skill of archery?</p> <p>i. Ekalavya, on refusal, returned to the forest.</p> <p>ii. He prepared an image of Drona out of clay and practiced intensively in front of it.</p> <p>iii. He acquired great skill in archery.</p> <p>Any two points</p>	Pg-62	2
	<p>28.3 Why did Ekalavya introduce himself to the Pandavas as a pupil of Drona?</p> <p>i. When the Kuru Princes dog began to bark at him ,he got annoyed.</p> <p>ii. He shot seven arrows into his mouth.</p> <p>iii. The Pandavas amazed at this superb display of archery, tracked him down.</p> <p>iv. He introduced himself to the Pandavas as pupil of Drona.</p> <p>Any two points</p>	Pg-62	2

29.	<p><u>The Pilgrimage Of The Mughal Princess Jahanara-1643</u></p> <p>29.1 How did Jahanara exhibit her faith and devotion to the Shaikh?</p> <p>i. She performed two cycles of optional prayers.</p> <p>ii. She did not sleep on a leopard skin at night for several days</p> <p>iii. She did not extend her feet in the direction of the blessed sanctuary.</p> <p>iii. She did not turn her back towards him.</p> <p>iv. She passed the days beneath the trees.</p> <p>Any two points</p> <p>29.2 Why did she consider Dargah as a special place for pilgrimage and reverence?</p> <p>i. Due to her faith and devotion towards Lord.</p> <p>ii. She was the murid of her Murshid(Guru).</p> <p>iii. This was the family ritual and tradition.</p> <p>iv. For seeking blessings</p> <p>v. Any other relevant point.</p> <p>Any two points</p> <p>29.3 How did she pay her obeisance at the Dargah?</p> <p>i. She rubbed her face with the dust of the threshold.</p> <p>ii. She went bare-footed kissing the ground.</p> <p>iii. She went round the tomb several times.</p> <p>iv. She sprayed the finest quality of itar on the perfumed tomb.</p> <p>v. She had also takes off the rose scarf that she had on her head and placed it on the top of the blessed tomb.</p> <p>Any two points</p>	Pg-157	2
30.	<p>“Without a shot being fired”</p> <p>30.1 Examine the causes for the collapse of the administrative</p>		

	<p>system?</p> <ul style="list-style-type: none"> i. Partition was in process. ii. Issue of political governance was in conflict. iii. Breakdown of authority. <p>Any two points</p> <p>30.2 Why could the British officials not take any action to control the situation?</p> <ul style="list-style-type: none"> i. The British did not know how to handle the situation. ii. Big dilemma over authority and power. iii. Britishers were preparing to quit India. <p>Any two points</p> <p>30.3 Do you think the role of District Magistrate was justified?</p> <p>Answer could be justified or unjustified.</p> <p>(views of the student should be taken into consideration)</p>	<p>Pg-392</p> <p>Pg-392</p> <p>Pg-392</p>	<p>2</p> <p>2</p> <p>2</p>
<p>31.</p>	<p><u>See attached filled map</u></p> <p><u>For Visually Impaired Candidates</u></p> <p>31.1 Mature Harappan sites (Any Three):</p> <p>Harappa, Mohenjodaro, Lothal, Nageshwar, Kalibangan, Rakhigarhi, Banawali, Dholavira, Chanhudaro, Nageshwar, Balakot</p> <p style="text-align: center;">OR</p> <p>Centres of Revolt of 1857(Any Three):</p> <p>Kanpur, Jhansi, Meerut, Delhi, Azamgarh, Lucknow, Calcutta, Benaras, Gwalior, Jabalpur, Agra, Awadh</p>		<p>3+3=6</p> <p>1x3=3</p> <p>1x3=3</p>

	31.2 Centres of National Movement(Any Three): Champanan, Kheda, Ahmedabad, Benaras, Amritsar, Chauri Chaura, Lahore, Bardoli, Dandi, Bombay, Karachi		1x3=3
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61/2/1, 61/2/2, 61/2/3



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)

