

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

(SUBJECT CODE : 027) (PAPER CODE : 61/5/3)

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. **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-61/5/3

Q.NO	EXPECTED ANSWERS/ VALUE POINTS	PAGE NO.	MARK S
	Part -A		
1	A-Karl Marx	Pg-132	1
2	Janapada –Land where jana people settled. Mahajanpadas-sixteen states ruled by King	Pg-29	1
3	A-Large population , Bazaars and efficient communication.	Pg-126	1
4	A-(i-b,ii-c,iii-d, iv-a)	Pg-121,122,137	1
5	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
6	Dhamma	Pg-32	1
7	Patliputra OR Magadha	Pg-31	1
8	C-scholars are not able to read the script.	Pg-15	1
9	Mother Goddess (Harappa) For visually impaired :- Unicorn.	Pg-23	1
10	A-1 and 2 only	Pg-1	1
11	S.N. Roy (Sourindranath Roy)	Pg-20	1
12	Andal	Pg-144	1
13	A-Lord Wellesley	Pg-336	1
14	A- Both (A) and (R) are correct and (R) is the correct explanation of (A)	Pg-328	1
15	C-1,2 and 3	Pg-319	1
16	A David Recardo	Pg-277	1
17	Permanent Settlement	Pg-260/262	1
18	Malik Muhammad Jayasi	Pg-158	1
19	Adi Granth Sahib	Pg-161	1
20	Raidas/ Ravidas	Pg-165	1
21	Part -B Limits of Epigraphy Technical limitations – i. Letters are faintly engraved and reconstructions 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 them. vii. Any other relevant point. Any three points to be justified.	Pg-48	3

	<p style="text-align: center;">OR</p> <p>Land and Riverine routes</p> <ol style="list-style-type: none"> i. Routes were extended in various directions: - Central Asia, North Africa, West Asia, Southeast Asia and China. ii. Rulers tried to control these routes. iii. Peddlers and merchants travelled on these routes. iv. Wide range of goods was carried through these routes. v. Any other relevant point. <p>Any three points to be justified.</p>	Pg-44	3
22	<p><u>Fortification of Vijaynagar</u></p> <ol style="list-style-type: none"> i. Seven lines of fortification was there. ii. Encircled with agricultural hinterland and forests. iii. Outermost wall linked with hills surrounding the city. iv. Between the first , second and third walls there are cultivated fields ,gardens and houses. v. Agricultural track between sacred centre and the urban core. vi. Elaborate protection strategy around the agricultural belt. vii. A second line went around the inner core of urban complex. viii. A third line surrounded the royal centre. ix. Massive masonry construction without mortar. x. Elaborate canal system drawing water from Tungabhadra. xi. Large granaries within fortified areas. xii. Well guarded gates linked with the roads. xiii. Any other relevant point. <p>Any three points to be described.</p>	Pg-177	3
23	<p><u>Gandhiji efforts for restoring communal harmony</u></p> <ol style="list-style-type: none"> 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. <p>Any three points to be explained.</p>	Pg-365-395	3
24	<p><u>British repress the revolt of 1857</u></p> <ol style="list-style-type: none"> i. British passed series of laws to repress insurgency. ii. Martial Law was imposed. iii. Process of law and trial were suspended. iv. British launched two pronged attack from Calcutta and Punjab. v. Captured Delhi. <p>Any three points to be explained.</p>	Pg-305	3
25	<p style="text-align: center;">Part- C</p> <p><u>Conservation of Sanchi Stupa</u></p> <ol style="list-style-type: none"> i. The rulers of Bhopal(Shahjahan Begum and her successor Sultan Jahan Begum)provided money for its preservations. 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. 		

	<p>v. ASI also helped to restore and preserve it.</p> <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><u>Hindu Sculpture and Art</u></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><u>Buddhist Sculptures</u></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>Mughal Domestic World</u></p> <ol style="list-style-type: none"> i. It consisted of emperor’s wives, concubines relatives, female servants and slaves. ii. Distinction was maintained between wives -Begum, Aghas and Agachas. iii. Monthly allowance in cash, gifts were given. iv. Male and female slaves populated Mughal household. v. Various tasks were performed by them. vi. Slave Eunuchs moved between internal and external life and also as agents for women dabbling in commerce. vii. Queens and princess held financial resources. viii. Control over resources enabled important women to commission buildings, gardens and bazaars. 		

	<p>ix. Mughal princess Jahanara participated in many architectural projects such as Sahajahanabad.</p> <p>x. Few authored books and chronicles example Humayunama by Gulbadan Begum.</p> <p>xi. Any other relevant point.</p> <p>Any eight points to be described.</p> <p style="text-align: center;">OR</p> <p>Imperial organization of Mughal Empire</p> <p>i. The imperial organization of Mughal Empire was dependent on different institutions.</p> <p>ii. One important pillar was the nobility who were recruited from diverse ethnic and religious groups.</p> <p>iii. Turani and Iranians helped Mughals in their political dominion.</p> <p>iv. Rajputs and the Indian Muslims also joined imperial service.</p> <p>v. Nobles held Mansab ranks.</p> <p>vi. Nobles participated in Military campaigns.</p> <p>vii. Ranks, titles and official posting were personally reviewed by the emperor.</p> <p>viii. Imperial service was the way for acquiring power, wealth and higher reputation.</p> <p>ix. Akbar also established spiritual relationship with select band of his nobility.</p> <p>x. Mir Bakshi, Diwan-i-ala, Sadr-us-sudur were important ministers working together as advisory body.</p> <p>xi. Any other relevant point.</p> <p>Any eight points to be described.</p>	Pg-242	8
27	<p>Ideals expressed by the Constituent Assembly</p> <p>i. Jawahar Lal Nehru introduced ‘Objective Resolution ‘defining ideals of the constitution of India.</p> <p>ii. Proclaimed India to be an ‘independent Sovereign Republic’.</p> <p>iii. Justice, equality and freedom were guaranteed.</p> <p>iv. Adequate safeguards for minorities, backward and tribal areas and other backward classes.</p> <p>v. Mechanically various principles of varied constitution were applied.</p> <p>vi. The objective of the Indian Constitution would be to fuse the liberal ideas of democracy.</p> <p>vii. The socialist ideas of economic justice were also expressed.</p> <p>viii. Creative thinking was given emphasis on.</p> <p>ix. Rights and equality were discussed.</p> <p>x. Any other relevant point.</p> <p>To be assessed as a whole.</p> <p style="text-align: center;">OR</p> <p>Rights of the depressed class in the Constituent Assembly</p> <p>i. Ambedkar demanded separate electorates for the depressed classes but Mahatma Gandhi opposed it.</p> <p>ii. Some members of depressed caste emphasized more facilities for untouchables.</p> <p>iii. Pleaded that their disabilities were caused by social norms and moral values of caste society.</p> <p>iv. J.Nagappa discussed the numerical formation of depressed class as between 20 to 25% of the total population.</p> <p>v. This class had no access to education. No share in the</p>	Pg-411-415	8

	<p>administration for long. vi. Any other relevant point. Any two points to be explained.</p> <p><u>Ambedkar's Role</u></p> <ol style="list-style-type: none"> He demanded separate electorate earlier but after partition violence he no longer argued for separate electorate. Demanded abolition of untouchability Demanded Hindu Temples to be open to all castes Wanted reservation of seats in legislature. Wanted reservation of jobs in government offices. Wanted change in attitude towards this caste. Wanted to erase social discrimination through constitutional legislature. <p>Any four points to be examined. (4 x 1½ = 6)</p>	Pg-421-422	(2+6=8)
28	<p style="text-align: center;">Part D: Source Based Question</p> <p>Tomorrow we shall break the Salt Law 28.1 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>28.2 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>28.3 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
29	<p style="text-align: center;"><u>How Silver came to India</u></p> <p>29.1 How could the Mughal empire accumulate enormous wealth? Explain. Ans. Accumulation of enormous wealth by Mughals. a) Through the vibrant network of overland trade. b) Due to the expansion in the commodity composition and of trade. (2)</p> <p>29.2 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>29.3 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
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 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> <p>(Any two)</p>	Pg-70	2+2+2=6
31	<p>On Map attached For visually impaired candidates</p> <p>31.1 <u>Matured Harappan Sites</u> 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</p> <p>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

61/5/1,2,3

