

Strictly Confidential: (For Internal and Restricted use only)
Senior School Certificate Examination-2020
Marking Scheme – 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. **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-61/4/3

Q.NO	EXPECTED ANSWERS/ VALUE POINTS	PAGE NO.	MARKS
	<u>PART - A</u>		
1	a- Rajagraha	Pg 31	1
2	d- Its data was uniformly collected from all provinces.	Pg 220	1
3	Jajmani System	Pg 205	1
4	a- Montesquieu	Pg 132	1
5	d – (i)-b, (ii) – c, (iii) – a, (iv)- d	Pg. 202,213	1
6	c – (1),(4),(3) and (2)	Pg 173	1
7	John Marshall	Pg 20	1
8	d- He did well being of society through Dhamma.	Pg 47	1
9	c- 1,2 & 3	Pg 16	1
10	Sand stone Sculpture of Kushana King (Kanishka) For Visually impairedCoins/ Sculpture/ Inscriptions/ etc. (Any one)	Pg 37	1
11	<u>Gold Coins issued by Kushanas</u> – They were the first rulers to issue gold coins. Their gold coins were identical with those issued by Roman and Parthian rulers. <u>Gold Coins issued by Guptas</u> -Were most spectacular and known for their purity and used for long distance transactions.	Pg 45	1
12	a – He was Qazi during Muhammad Bin Tughlaq’s empire	Pg 118	1
13	Kautilya (Chanakya) OR Chandragupta Maurya	Pg 32	1
14	Francois Bernier	Pg- 122	1
15	Mansabdari System	Pg 214	1
16	c- Shah Mal	Pg- 293	1
17	a- Both (A) and (R) all correct and (R) is the correct explanation of (A)	Pg 339	1
18	a- Wajid Ali Shah was an unpopular ruler.	Pg 296	1
19	a- (1) and (2) only	Pg 321	1
20	Fort Williams OR Fort St. George	Pg 324	1

	<u>PART - B</u>		
21	<p><u>Principles of classification by archaeologists for piecing together the past</u></p> <ol style="list-style-type: none"> i. Classification in terms of <i>materials</i> such as stone, clay, metal, bone, Ivory etc. ii. In terms of <i>functions</i> an artifact is a tool or an ornament. iii. By investigating the <i>context</i> in which it was found. iv. Archeologist researched through indirect <i>evidences</i> like traces of cotton at Harappan site. v. Archeologist have developed <i>frame of reference</i> in context of place in cultural sequence and comparison with finds in Mesopotamia. vi. Any other relevant point <p style="text-align: center;">Any three points to be justified with examples</p> <p style="text-align: center;">OR</p> <p><u>Harappan Script as an Enigmatic script</u></p> <ol style="list-style-type: none"> i. Script remains undeciphered till date ii. Longestt inscription contain about 26 signs. iii. It is not alphabetical iv. It has too many signs between 375-400 v. Script was written from right to left. vi. Any other relevant point <p style="text-align: center;">Any three points to be enumerated.</p>	Pg-22	3
22	<p><u>Features of Vithala Temple:</u></p> <ol style="list-style-type: none"> i. Sculpture of Vishnu as principal deity. ii. Several Halls and a unique shrine designed as a chariot. iii. Chariot Street. iv. Gopuram v. Pillared pavilion. vi. Streets were paved with stone slabs. vii. Any other relevant point <p style="text-align: center;">Any Three points to be described.</p>	Pg- 188	3

23	<p><u>Hindustani as the national language</u></p> <ol style="list-style-type: none"> i. Gandhiji felt that everyone should speak common language. It was a popular language of a large section of India. ii. Hindustani was a blend of Hindi and Urdu. iii. Hindustani was a composite language. iv. This multi cultural language was considered ideal for diverse communities. v. It was understood by people of various regions. vi. It could unify Hindu and, Muslims and people of North and south. vii. Any other relevant point <p>Any Three points to be explained.</p>	Pg-425	3
24	<p><u>Ryotwari System and Ryots</u></p> <ol style="list-style-type: none"> i. The revenue was settled with the ryots. ii. The revenue that was demanded was so high which ryots were not able to pay. They deserted their villages and migrated. iii. Collectors extracted payment from ryots with utmost severity. iv. Inability to pay the loan led to seizure of crops and imposition of fine on the whole village. v. Ryots borrowed loans from money lenders at high rate of interest. vi. Ryots got into high debts. vii. Limitation law, customary laws were violated. viii. Any other relevant point <p>Any three points to be explained with examples</p>	Pg 278	3
<u>PART - C</u>			
25	<p><u>V.S. Suthankar and reconstruction of social history</u></p> <ol style="list-style-type: none"> i. Indian Sanskritist V.S. Suthankar tried to prepare critical edition of Mahabharata. ii. Collected manuscripts of text from different parts of the country. iii. Team compared verses from each manuscript iv. Published the common verses in 13,000 pages. v. Common elements in the Sanskrit versions of the story found in the sub-continent 		

	<p>vi. Found regional variations in regional versions</p> <p>vii. Variations were documented in footnotes and appendices</p> <p>viii. Variations shaped early and later social history through local ideas and practices</p> <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 style="text-align: center;">To be assessed as a whole.</p> <p style="text-align: center;">OR</p> <p><u>Life of untouchables</u></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 style="text-align: center;">To be assessed as a whole.</p>	<p style="text-align: center;">Pg 54</p>	<p style="text-align: center;">8</p>
	<p style="text-align: center;">To be assessed as a whole.</p>	<p style="text-align: center;">Pg- 65</p>	<p style="text-align: center;">8</p>

26	<p><u>Akbar-Nama as a chronicle</u></p> <ol style="list-style-type: none"> i. Akbar Nama is based on a range of sources in actual records of events, official documents and oral testimonies. ii. It is divided into three books and third book is <i>Ain-i-Akbari</i> based on <i>manzil abadi</i>, <i>sipah abadi</i> and <i>mulk abadi</i>. iii. Abul Fazl worked for thirteen years for writing Akbar Nama and repeatedly revised the draft. iv. It was commissioned by Akbar. v. Akbar-Nama contained paintings of battles, sieges, hunts, building construction etc. vi. Abul Fazl wrote in a language that was ornate and which attached importance to diction and rhythm vii. Abul Fazl shaped and articulated ideas associated with the reign of Akbar. viii. Akbar –Nama provided detailed description of Akbar’s Empire. ix. Political, Social, Economical, Geographical and cultural aspect of Akbar’s rule have been covered. x. Composite culture has been covered. xi. It placed Mughal kingship at the apex of hierarchy. xii. Any other relevant point <p>To be assessed as a whole.</p> <p>OR</p> <p>Specific titles were assumed by the Mughal emperors and their relationship with the continental powers.</p> <ol style="list-style-type: none"> i. Mughal emperors assumed general titles as Shahenshah(King of Kings) ii. Specific titles Jahangir (World seizer) was assumed iii. Shahjahan (King of the world) was also assumed iv. These titles and their meaning reiterated the claims of Mughal emperors to uncontested territorial and political control. v. The political and diplomatic relations between the Mughal kings and neighboring countries of Iran and Turan hinged on the control of frontiers defined by Hindukush mountains that separated Afghanistan from Iran and Central Asia. vi. Aim of Mughal foreign policy was to ward- off the potential danger by controlling strategic outposts notably Kabul and Qandhar. vii. Qandhar was bone of contention between Safavids and Mughals. Humayun and Akbar conquered it but Jahangir and Aurangzeb 	Pg-231	8
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	<p>failed.</p> <p>viii. Relations between Mughals and Ottomans were diplomatic because of trade and pilgrimage.</p> <p>ix. Any other relevant point</p> <p>To be evaluated as a whole.</p>	Pg- 248-250	8
27	<p>”Mahatma Gandhi’s role was vital in the Non-cooperation Movement”.</p> <p>i. After the success of local movements- Champaran , Kheda and Ahmedabad, Gandhiji started protest against Rowlatt Act, Jalianwala Bagh Massacre by launching the Non Cooperation Movement in 1920.</p> <p>ii. It was Rowlatt Satyagraha that made Gandhiji a truly national leader</p> <p>iii. Features of Non Cooperation Movement (not to cooperate with government at any level).</p> <p>iv. Boycott of schools, college and law courts. National schools, colleges were opened</p> <p>v. Non payment of taxes</p> <p>vi. Renunciation of titles and voluntary association with the government</p> <p>vii. If Non Cooperation Movement was effectively carried out said Gandhiji, India would win <i>swaraj</i> with in a year.</p> <p>viii. To further broaden the struggle he merged the Khilafat movement with Non Cooperation Movement.</p> <p>ix. Non Cooperation Movement was first mass movement which made Gandhiji mass leader and also changed the course of Indian history.</p> <p>x. Gandhiji’s followers were poor peasants, workers, students and lawyers and also industrialists.</p> <p>xi. Gandhiji successfully brought different factions together.</p> <p>xii. After Chauri Chaura incident when Gandhiji withdrew the movement, the movement collapsed. Therefore, it shows the vital role of Gandhiji in the movement .</p> <p>xiii. Louis Fisher American biographer of Gandhi wrote “Non Cooperation Movement became the name of an epoch in the life of India and Gandhiji... It was training for self rule.”</p> <p>xiv. Any other relevant point</p> <p>To be evaluated as a whole.</p>	Pg 348-350	8

	<p style="text-align: center;">OR</p> <p><u>“Quit India Movement became the mass movement”</u></p> <ol style="list-style-type: none"> i. After the failure of ‘Cripps Mission’ Gandhiji launched Quit India Movement and gave the slogan. “Do or Die”. ii. Youth activists organized strikes iii. They also organized acts of sabotage all over the country iv. J.P. Narayan became active for underground resistance. v. After Gandhiji’s arrest, other leaders like Aruna Asaf Ali, Sucheta Kriplani etc. became active and mobilized masses. vi. In several districts, independent governments were proclaimed. vii. In Satara, a parallel government Prati Sarkar was formed viii. In Medinipur, independent government was proclaimed ix. Youth left colleges and universities and went to jail x. Many classes, castes and other categories joined the movement. xi. British responded with much force xii. Quit India Movement was violent but Gandhiji did not call off the movement. xiii. Gandhi ji tried to reduce gap between Congress and League in 1944. xiv. Any other relevant point <p style="text-align: center;">To be evaluated as a whole.</p>	Pg- 363-364	8
28	<p><u>A Demon</u></p> <p>28.1 Analyze how Karrikkal Ammiyar had depicted herself different from the traditional nature of beauty.</p> <ol style="list-style-type: none"> 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 <p>28.2 Analyze how this composition of Ammiyar pose a challenge to patriarchal norm.</p> <ol style="list-style-type: none"> a) She defied patriarchal norms taking fearful image. b) She rejected socially validated beauty. c) She criticized the social order. <p style="text-align: right;">(Any two points) 2</p>		

28.3	<p>Analyze any two aspects of renunciation of her social obligation</p> <p>a) Great devotion to lord Shiva and adopted path to extreme asceticism</p> <p>b) The incompatibility between virtues of women's virtuosity.</p> <p>c) She started wandering in the forests which she regarded as the home of lord Shiva.</p> <p>(Any two points) 2</p>	Pg-145	2+2+2 =6
29	<p><u>What Recovering Women Meant</u></p>		
29.1	<p>Explain any two reasons of massacre happened during partition of India</p> <p>a) Communal frenzy</p> <p>b) Preserving honour</p> <p>c) Administration could not control riots</p> <p>d) Any other relevant point</p> <p>(Any two points) 2</p>		
29.2	<p>Why were the social workers and police tracking down the young couple?</p> <p>a) To recover abducted women so as to rehabilitate them</p> <p>b) Both belonged to different communities Sikh and Muslim. 2</p>		
29.3	<p>Do you think the authorities were right in trying to take back the girl? Explain reasons to support your answer.</p> <p>a) The authorities were not supposed to interfere in the personal life of married couple.</p> <p>b) Because of their unnecessary interference the girl died. 2</p> <p>(Views of the students should be taken into consideration)</p>	Pg-395	2+2+2=6
30	<p><u>The Therigatha</u></p>		
30.1	<p>Explain the ideas of Punna with two examples?</p> <p>i. She was against the Brahmanical rituals.</p> <p>ii. She explained the essence of spirituality lies in eternal bliss.</p> <p>iii. She laid emphasis on purity of soul.</p> <p>(Any two points) 2</p>		
30.2	<p>What justification did the Brahmana give for his daily dip in river</p> <p>i. Bathing rituals could prevent evils.</p> <p>ii. Anything bad could be washed away by bathing in water. 2</p>		

30.3	<p>Explain the core of Buddhist Philosophy that is conveyed through their Gatha?</p> <p>i. Buddha condemned caste system and rituals.</p> <p>ii. Buddha urged people to seek enlightenment through spiritual experience.</p> <p>iii. The importance paid to conduct and values rather than rituals.</p> <p>(Any two points) 2</p>	Pg-93	2 +2+2=6
31	<p><u>See attached filled map:</u></p> <p><u>For Visually Impaired candidates</u></p> <p>a) <u>Sacred places of Buddhism(any three places)</u> Nagarjunakonda , Sanchi , Amravati , Lumbini, Bharhut, Bodhgaya, Ajanta.</p> <p style="text-align: center;">OR</p> <p><u>Imperial Mughal cities. (Any three places)</u> Agra, Lahore, Fatehpur Sikri, Shahjahanabad(Delhi).</p> <p>b) <u>Indian National Movement(any three places)</u> Champaran, Kheda, Ahmedabad, Banaras , Amritsar , Chauri Chaura, Lahore, Bardoli , Dandi , Bombay , Karachi</p>		1x6=6 1x3=3 1x3=3



प्रश्न सं. 31 के लिए मानचित्र
Map for Q. No. 31

61/4/1, 2, 3

