

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

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

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 A I S S C E-March 2020
CODE NO. 61/3/3

Q.NO.	EXPECTED ANSWERS/VALUE POINTS	PAGE NO.	MARKS
	SECTION - A		
1.	Rajasthan	Pg - 2	1
2.	Delhi and Daulatabad	Pg – 127	1
3.	C – IV, I, III, II	Pg – 137	1
4.	D – Emergence of Mahajanapadas and use of iron.	Pg – 84	1
5.	D – Scholars understood the value of preservation at site after the fall of Amaravati.	Pg – 98	1
6.	C - I, II and III	Pg – 108	1
7.	Bodhisattas were perceived as deeply compassionate human beings who accumulated merit through their efforts. OR Walter Elliot was the Commissioner of Guntur (Andhra Pradesh) who visited Amaravati and carried away several sculpture panels to Madras that came to be called Elliot Marbles.	Pg – 103 Pg - 98	1
8.	Kailashnatha Temple (Maharashtra) For visually impaired Krishna	Pg – 107 Pg – 104	1
9.	Archaeological Survey of India Or S. N. Roy	Pg – 20 Pg-20	1
10.	Rihla		1
11.	D – Dutch in Bombay	Pg – 319	1
12.	Mount Abu and Darjeeling	Pg – 327	1
13.	D, II-IV-I-III	Pg – 314	1
14.	Neo Gothic	Pg – 341	1

15.	A – Both A and R are correct and R is the correct explanation of A.	Pg – 296	1
16.	Giovanni Careri	Pg – 216	1
17.	Lotus Mahal	Pg – 181	1
18.	Battle of Talikota/ Battle of Rakshasi – Tangadi	Pg – 173	1
19.	Harihara and Bukka	Pg – 171	1
20.	The Hazara Rama Temple	Pg – 183	1
SECTION - B			
21.	<p>Distinction between Wives in Mughal Household:</p> <ul style="list-style-type: none"> i. Begams –Wives who came from Royal and Aristocratic families, received huge amount of cash and Mahr. Higher status and attention was given to them. ii. Aghas –Those who were not of noble birth. iii. Aghacha or Concubines – Occupied lowest position, received monthly allowance. Could rise to the position of Begams depending on Ruler’s will, provided he already did not have four wives. iv. Love and motherhood played an important role in elevating aghas and aghachas to the status of legally wedded wives. v. Any other relevant point to be explained. <p>Examine any three features.</p>	Pg – 242	3
22.	<p>Quit India Movement was undoubtedly a mass movement.</p> <p>The movement was launched by Mahatma Gandhi</p> <ul style="list-style-type: none"> i. Hundreds of thousands of ordinary Indians joined together. ii. Strikes were organized. 		

	<ul style="list-style-type: none"> iii. Students left college to go to jail. iv. Women actively participated in the movement. v. Lawyers left courts. vi. Independent governments were proclaimed. vii. People followed the slogan of Mahatma Gandhi “Do or Die” and were willing to lay down their lives for the nation. viii. Any other relevant point. <p>Any three points to be explained.</p>	Pg – 363	3
23.	<p>Life of PAHARIAS.</p> <ul style="list-style-type: none"> i. They lived around the Rajmahal hills. ii. Did subsistence cultivation. iii. Practiced shifting cultivation. iv. They cleared patches of forest for crop cultivation. v. They sold forest produce. vi. They were hunters, food gatherers and silk worm rearers. vii. They lived in tamarind groves. viii. They resisted the interference of outsiders to preserve their identity and survival.. ix. They regularly raided the plains. x. Traders gave them small amount to use the passes in the hills. xi. They considered the entire region as their land. xii. Any other relevant point. <p>Any three points to be assessed.</p>	Pg – 268	3
24.	<p>Many reconstructions of Harappan religion are made on assumptions which provide parallels with earlier ones.</p> <ul style="list-style-type: none"> i. Mother Goddess – Terracotta figurine of women heavily jewelled with elaborate head-dresses. ii. Priest King – Seated with one hand on knee 		

	<ul style="list-style-type: none"> iii. Proto-Shiva – Yogic posture surrounded with animals. iv. Lingas – Conical shaped stone objects. v. Fire Altars. vi. Great Bath. vii. Plant Motifs. viii. Unicorn ix. Any other relevant point. <p>Any three examples to be examined</p> <p style="text-align: center;">OR</p> <p>Transformation of Harappan successor Cultures to rural way of life.</p> <ul style="list-style-type: none"> i. Disappearance of artefacts – Weights, seals, beads and pottery. ii. Writing, long distance trade, crafts specialization disappeared. iii. House construction techniques deteriorated. iv. Large public structures were no longer constructed. v. Decline and abandonment of cities. vi. The shift from a standardized weighing system to the use of local weights. vii. Any other relevant point. <p>Any three examples to be assessed.</p>	Pg – 23	3
	SECTION - C		
25.	<p>Historians considered several elements when they analyze the Mahabharata.</p> <ul style="list-style-type: none"> i. Language – Historians examined texts in 		

	<p>different languages such as Sanskrit, Prakrit, Pali or Tamil.</p> <p>ii. Content – Historians classify the content of the present text under two broad heads –</p> <p>a. Sections that contain stories designated as the Narrative.</p> <p>b. Sections that contain prescriptions about social norms designated as the Didactic. This division is by no means water tight. The didactic section includes stories and narrative often contains a social message.</p> <p>iii. Authors –</p> <p>a. Original story was composed by Charioteer Bards known as Sutas who generally accompanied Kshatriya warriors to the battlefield. Their compositions were transmitted orally.</p> <p>b. Brahmins took over the story and committed it to writing. New kings wanted their history/ itihasa to be recorded.</p> <p>c. Later Mahabharata composed by Sage Vyasa.</p> <p>iv. Dates –</p> <p>a. Historians also try and ascertain the possible dates of the composition or compilation of the texts as well as the place where they may have been composed.</p> <p>b. Early to fifth century BCE, the Mahabharata was orally transmitted.</p>		
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	<p>c. From fifth century BCE, it was written down by the Brahmanas.</p> <p>d. Between C200 and 200 CE – compositions were made when Krishna grew in importance.</p> <p>e. Between C200 to 400 CE large didactic sections like Manusmriti were added.</p> <p>Any four points to be explained.</p> <p style="text-align: center;">OR</p> <p>“Mahabharata is a story based on kinship and social relations.” Support the statement with examples.</p> <p>Mahabharata is a story based on kinship and social relations.</p> <ol style="list-style-type: none"> i. Kinfolk – Familial ties based on natural and blood relations. Historians investigated and analyzed attitude towards family and kinship. ii. The idea of Patriliney – Mahabharata reinforced this idea, feud over land and power was between Kauravas and Pandavas who belonged to a single ruling family that of the Kurus. iii. Types of marriage – Endogamy, Exogamy, Polygyny and Polyandry system were followed. iv. Kanyadana or gift of a daughter in marriage was considered an important religious duty of a father. v. Gotras of Women – Women were expected to give up their father’s gotra and adopt that of their husband’s on marriage. vi. Members of the same gotra could not marry. vii. Each gotra was named after a Vedic seer. 	Pg-72-76	4x2=8
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	<ul style="list-style-type: none"> viii. Matriarchal society – Satvahanas had names derived from Gotra of mothers. ix. Guru Shishya Parampara – The story of Ekalavya and Dronacharaya . x. Importance of Mother’s advice – Pandavas marrying Draupadi after mother’s advice. However, the advice given by Gandhari to her son Duryodhana was not followed. xi. Succession of women – Although ordinary women had no access to land, Queen Prabhavati Gupta had rights over land which she donated. xii. Rules of Dharmasutras and Dharmashastras were not always followed. For example, Non-Kshatriyas even Brahmanas became rulers. Like wise eight forms of marriage were recognized but only four were considered as good while the remaining were condemned. xiii. It is possible that these were followed by those who did not accept Brahmanical norms. xiv. Any other relevant point. <p>Any eight examples to be assessed.</p>	Pg–55-60	8
26.	<p>Philosophy of Islam.</p> <ul style="list-style-type: none"> i. Five principles – called as five pillars of faith. ii. Belief in one God (Allah) and Prophet Mohammad as his messenger. iii. Praying five times a day (Namaz). iv. Giving Alms/ (Zakat) v. Fasting during the month of Ramzan. vi. Performing the pilgrimage to Mecca (Hajj). vii. Sectarian affiliations as Shias and Sunnis. viii. Khojahs a branch of Ismailis developed new modes of 		

27.	<p>Examine the consequences of the partition of India.</p> <p>Consequences of partition of India.</p> <ol style="list-style-type: none"> i. Administrative division of British India into Pakistan and India. ii. Both governments agreed upon division of territories and assets. iii. Millions were uprooted and transformed into refugees. iv. People lost all their immovable property and movable assets. v. People were stripped off their local or regional culture. vi. Communal and Stereotype extra territorial loyalties infused. vii. Communal hatred led to extreme communal violence and bloodshed. viii. Main sufferers were the minorities on both sides. ix. Women were abducted and raped. x. Suddenness of partition, people did not know which side of the border they were in or how their lives would change. xi. Any other relevant point. <p>Any eight points to be assessed.</p> <p style="text-align: center;">OR</p> <p>“Some scholars see partition as a culmination of communal politics.” Examine the statement with suitable points.</p> <p>Partition as a culmination of communal policy.</p> <ol style="list-style-type: none"> i. British policy of Divide and Rule. ii. Separate electorate for Muslims in Government of India Act 1909 and 1919. 	Pg- 380-381, 395-398	8
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	<ul style="list-style-type: none"> iii. Power of stereotypes. iv. Shuddhi, Tabligh and Tanzim movement. v. Cow protection movement and Music before mosque. vi. Hostile feelings between Muslim league and Hindu Mahasabha. vii. INC in the 1930s allowed members to join Hindu Mahasabha but not the Muslim League. viii. Government of India Act 1935. ix. 1937 elections widened the gulf. Refusal of Congress to form a coalition government with the IML in the United Provinces. . x. Pakistan Resolution 1940. xi. Jinnah’s Two Nation theory. xii. Cripps Mission 1942. xiii. Cabinet Mission 1946. xiv. Direct Action Day. xv. Communal Violence. xvi. Any other relevant point. <p>Any eight points to be assessed.</p>	Pg-381, 384-392	8
SECTION - D			
28.	<p>I believe separate electorates will be suicidal to the minorities.</p> <p>(28.1) “Some leaders in the Constituent Assembly argued for the continuation of separate electorates”. Examine the statement.</p> <ul style="list-style-type: none"> a. Members argued for separate electorate system in the Assembly. b. Leaders like B. Pocker Bahadur pleaded for the continuation of separate electorates. c. For harmony and fair representation of 		

	<p>minorities in the political system.</p> <p>d. He argued that differences between communities could be minimized.</p> <p>e. Any other relevant point.</p> <p>Any two points. (2)</p> <p>(28.2) Analyze the perspective of Gobind Ballabh Pant in opposing the proposal.</p> <p>a. He opposed the idea of separate electorate and considered it as suicidal.</p> <p>b. He argued that minorities would be permanently isolated and it would make them vulnerable.</p> <p>c. Any other relevant point.</p> <p>Any two. (2)</p> <p>(28.3) Analyse the arguments made on making India a strong unified nation state.</p> <p>a. In order to build political unity and forge a nation a strong center was given importance.</p> <p>b. Assembly members laid emphasis on assimilation. Communities could be recognized as cultural entities and assured cultural rights.</p> <p>c. In order to become loyal citizens people had to stop focusing only on community and the self.</p> <p>d. Any other relative point.</p> <p>Any two. (2)</p>	Pg-418	2+2+2=6
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<p>29.</p>	<p>Source based question.</p> <p>Prabhavati Gupta and the village of Danguna</p> <p>(29.1) How did queen Prabhavati Gupta try to earn religious merit?</p> <p>Prabhavati tried to earn religious merit by</p> <ol style="list-style-type: none"> She donated lands. She paid respect and homage to the Acharya. <p>Any other relevant point. (2)</p> <p>(29.2) Explain the unusual aspect of the Land Grant.</p> <ol style="list-style-type: none"> Land exempted from soldiers and policemen. Exempt from the obligation to provide animals and charcoal. Exempt from purchasing fermenting liquors and digging salt. Exempt from mines and khadira trees. Exempt from the obligation to supply flowers and milk. Right to hidden treasures and deposits. Exempt from major and minor taxes. <p>Any other relevant point.</p> <p>Any two. (2)</p> <p>(29.3) What does the inscription tell us about the relationship between state and ordinary people? Explain.</p>		
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	<p>a. Ordinary people were expected to provide a range of produce to the king.</p> <p>b. They would have to obey the state orders.</p> <p>c. State donated small plots to vast stretches of land possibly for expanding agricultural land.</p> <p>d. People did not keep records of transactions.</p> <p>e. Land grants were also indicative of weakening political power and rulers wished to win allies to present a facade of power.</p> <p>f. Any other relevant point.</p> <p>Any two (2)</p>	Pg – 41	2+2+2=6
30.	<p>Irrigating trees and fields.</p> <p>(30.1) Explain with examples, the sources of irrigation in Lahore during Mughal period.</p> <p>a. Wheel irrigation.</p> <p>b. They make two circles of rope long enough to suit the depths of the well, fix strips of wood between them and on these fasten pitchers.</p> <p>c. At one end of the wheel-axle a second wheel is fixed and closes to it another on an upright axle.</p> <p>Any two (2)</p> <p>(30.2) Which system was used in Agra for irrigating lands? Explain with examples.</p> <p>a. People water with buckets.</p> <p>b. At the well-edge, they set up a fork of wood having a roller adjusted between the forks, tie a rope to a large bucket, put the rope over a roller and tie its other end to the bullock.</p> <p>(2)</p> <p>Any other relevant point.</p>		

	<p>(30.3) How did the irrigation projects receive the support of the Mughal state?</p> <p>a. State undertook digging of new canals. (Nahar, Nala)</p> <p>b. Repaired old ones like Shahnahar</p> <p>c. Any other relevant point. (2)</p>	Pg – 199	2+2+2=6
	SECTION - E		
31.	<p>Map Based Question</p> <p>(31.1) See attached filled map.</p> <p>(31.2) See attached filled map.</p> <p>For Visually Impaired Candidates in lieu of Q.No. 31:</p> <p>(31.1) Magadha, Panchala, Taxila, Gandhara, Kuru, Ujjayini, Vanga, Anga, Vajji, Vatsa, Malla, Kaushambhi, Kosala, Kasi, Matsya, Surasena, Assaka, Avanti, Kamboja Any three</p> <p>(31.2) Agra, Lahore , Fatehpursikri, Shajahanabad (Delhi) Any three</p>	Pg- 30	1x6=6 1x3 1x3

61/3/1, 61/3/2, 61/3/3



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)



