

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

(SUBJECT CODE : 027) (PAPER CODE : 61/4/1)

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-61/4/1

Q.NO	EXPECTED ANSWERS/ VALUE POINTS	PAGE NO.	MARK S
	<u>PART- A</u>		
1.	John Marshall	Pg 20	1
2	c- 1,2 & 3	Pg 16	1
3	Sand stone Sculpture of Kushana King (Kanishka) For Visually impaired ...Coins/ Sculpture/ Inscriptions/ etc. (Any one)	Pg 37	1
4	d- He did well being of society through Dhamma.	Pg 47	1
5	Kautilya (Chanakya) OR Chandragupta Maurya	Pg 32	1
6	a- Rajagraha	Pg 31	1
7	<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
8	a – He was Qazi during Muhammad Bin Tughlaq’s empire	Pg 118	1
9	a- Montesquieu	Pg 132	1
10	c – (1),(4),(3) and (2)	Pg 173	1
11	Jajmani System	Pg 205	1
12	d – (i)-b, (ii) – c, (iii) – a, (iv)- d	Pg. 202,213	1
13	Mansabdari System	Pg 214	1
14	Duarte Barbosa	Pg 122	1
15	d- Its data was uniformly collected from all provinces.	Pg 220	1
16	a- Thomas Jones Barker	Pg 308	1
17	Fort Williams OR Fort St. George	Pg 324	1
18	a- Both (A) and (R) all correct and (R) is the correct explanation of (A)	Pg 339	1
19	a- Wajid Ali Shah was an unpopular ruler.	Pg 296	1
20	a- (1) and (2) only	Pg 321	1
	<u>PART B</u>		
21	<u>Principles of classification by archaeologists for piecing together the past</u> 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 Any three points to be justified with examples OR	Pg-22	3

	<p><u>Harappan Script as an Enigmatic script</u></p> <ol style="list-style-type: none"> Script remains undeciphered till date Longest inscription contain about 26 signs. It is not alphabetical It has too many signs between 375-400 Script was written from right to left. Any other relevant point <p>Any three points to be enumerated.</p>	Pg-15	3
22	<p><u>Innovations in the Vijaynagar Temple Architecture</u></p> <ol style="list-style-type: none"> Royal Portrait Sculpture displayed in temples. Immense scale structures that must have been a mark of imperial authority They were exemplified as Raya Gopurams or Royal gateways. Mandapas or Pavilions Long pillared corridors that often ran around the shrines within the temple complex. Carved Pillars. Any other relevant point <p>Any three points to be described.</p>	Pg-184	3
23	<p><u>Reasons for advocacy for strong centre in the Constituent Assembly:</u></p> <ol style="list-style-type: none"> To stop communal frenzy. For well- being of nation. To mobilize the available economic resources. To establish proper administration. To defend the country against foreign aggression. To plan for country's economic development. Any other relevant point <p>Any three points to be explained.</p>	Pg-424	3
24	<p><u>Ryotwari System and Ryots</u></p> <ol style="list-style-type: none"> The revenue was settled with the ryots. The revenue that was demanded was so high which ryots were not able to pay. They deserted their villages and migrated. Collectors extracted payment from ryots with utmost severity. Inability to pay the loan led to seizure of crops and imposition of fine on the whole village. Ryots borrowed loans from money lenders at high rate of interest. Ryots got into high debts. Limitation law, customary laws were violated. 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"> Indian Sanskritist V.S. Suthankar tried to prepare critical edition of Mahabharata. Collected manuscripts of texts from different parts of the country. Team compared verses from each manuscript Published the common verses in 13,000 pages. 		

	<p>v. Common elements in the Sanskrit versions of the story found in the sub-continent</p> <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>To be assessed as a whole.</p> <p>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>To be assessed as a whole.</p>	<p>Pg 54</p> <p>Pg 65-66</p>	<p>8</p> <p>8</p>
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26	<p><u>Sulh-i-Kul</u></p> <ol style="list-style-type: none"> i. Considered as the cornerstone of the Akbar’s enlightened rule. ii. All religions and schools of thought had freedom of expression but on condition not to undermine the authority of state. iii. Was implemented through state policies. iv. Composite culture was followed considering Turanis , Afghans , Rajputs etc. v. Jaziya and Pilgrimage tax was removed on non -Muslims. vi. Sul-i-Kul was followed in administration. vii. Few festivals were celebrated with equal zeal viii. Marital alliances with non-Muslims ix. Nobility was recruited from various castes, cultures and ethnicity x. <i>Ibadat Khana</i> was constructed by Akbar to learn about the views of different religions xi. Invitation to Jesuit Mission from Europe xii. Donation from construction and maintenance of temples xiii. Harmonious relationships with different ethnic communities xiv. Members of different communities and ethnic groups were appointed as imperial officials xv. Any other relevant point <p>To be evaluated as a whole.</p> <p>OR</p> <p><u>Life in Harems</u></p> <ol style="list-style-type: none"> i. Harem was the domestic world of Mughals. ii. Consisted of the emperor’s wives concubines and relatives. iii. Polygamy was practiced. iv. Marital alliances turned into political relationships. v. Wives from aristocratic families were called as Begums. vi. Other Wives were Aghas and the Aghachas. vii. Male and female slaves populated the Mughal household. viii. Slave eunuchs as guards, servants and agents. ix. Jahanara , daughter of Shah Jahan designed Chandani Chowk in Shahajanabad. x. Conflicts & tensions were common. xi. Imperial women controlled resources and commissioned buildings - e.g. Nurjahan controlled financial resources. xii. Few imperial women became authors of chronicles eg- Gulbadan Begum. xiii. Any other relevant point <p>To be evaluated as a whole.</p>	Pg 240-245	8
27	<p><u>Reaction of Indians on Non Cooperation Movement</u></p> <ol style="list-style-type: none"> i. Background-Against Rowlatt Act, Jallianwala Bagh Massacre and in favour of Khilafat Movement. Gandhiji launched Non- Cooperation Movement. ii. Hindu and Muslims collectively tried to end colonial laws. iii. Students stopped going to schools and colleges run by the government. iv. Lawyers refused to attend law courts. v. The working class went on strike in many towns and cities vi. The countryside showed discontentment against British. vii. Hill tribes in Andhra violated forest laws. viii. Farmers in Awadh did not pay taxes. ix. Peasants in Kumaun refused to carry loads for colonial officials. x. Protest against local leadership. 	Pg 242-243	8

	<p>xi. Participation of women xii. Peasants, workers and others interpreted and acted upon the call to non cooperate with colonial rules in ways best suited to their interests. xiii. Any other relevant point To be evaluated as a whole.</p> <p>OR</p> <p><u>Salt Satyagraha</u></p> <p>i. Gandhiji announced a march to break the salt law ii. Salt law gave the state a monopoly in the manufacture and sale of salt. iii. The state monopoly on salt was deeply unpopular as in every Indian household salt was indispensable and the people were forbidden for making salt even for domestic use. iv. Gandhiji hoped to mobilize a wider discontent against British rule and started Dandi March. Once he reached Dandi he broke the salt law. v. Parallel Salt Marches were organized in other parts of the country. vi. Peasants breached the colonial forest laws which restricted their access to forests. vii. Factory owners went on strike. viii. Lawyers boycotted British courts. ix. Students refused to attend educational Institutions and schools run by government. x. Indians were arrested. xi. Gandhiji made a plea to the upper caste to serve untouchables. xii. Hindus, Muslims, Parsees and Sikhs were told to unite. xiii. Thousands of Volunteers joined for the cause. xiv. Many officials resigned from their posts. xv. Gandhiji's meetings were attended by all sections of people. xvi. Women participated in large number. xvii. Dandi March brought Gandhi to world attention. The March was covered by European and American press. xviii. Salt march made British realized that they would have to devolve some powers to Indians. xix. Any other relevant point To be evaluated as a whole.</p>	Pg 350-351	8
28	<p><u>The Therigatha</u></p> <p>28.1 Explain the ideas of Punna with two examples. i. She was against the Brahmanical rituals. ii. She explained the essence of spirituality lies in eternal bliss. iii. She laid emphasis on purity of soul. (Any two points) 2</p> <p>What justification did the Brahmana give for his daily dip in river? 28.2 i. Bathing rituals could prevent evils. ii. Anything bad could be washed away by bathing in water. 2</p> <p>Explain the core of Buddhist Philosophy that is conveyed through their Gatha. 28.3 i. Buddha condemned caste system and rituals. ii. Buddha urged people to seek enlightenment through spiritual experience. iii. The importance paid to conduct and values rather than rituals. (Any two points) 2</p>	Pg-93	2 +2 +2=6

29	<u>A Demon</u>		
29.1	<p>Analyze how Karrikkal Ammiyar had depicted herself different from the traditional nature of beauty.</p> <p>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>		
29.2	<p>Analyze how this composition of Ammiyar pose a challenge to patriarchal norms.</p> <p>a) She defied patriarchal norms taking fearful image. b) She rejected socially validated beauty. c) She criticized the social order. (Any two points) 2</p>		
29.3	<p>Analyze any two aspects of renunciation of her social obligations.</p> <p>a) Great devotion to lord Shiva and adopted path to extreme asceticism b) The incompatibility between virtues of women's virtuosity. c) She started wandering in the forests which she regarded as the home of lord Shiva. (Any two points) 2</p>	Pg-145	2+2+2=6
30	<u>What "Recovering" Women Meant</u>		
30.1	<p>Explain any two reasons of massacre happened during partition of India</p> <p>a) Communal frenzy b) Preserving honour c) Administration could not control riots d) Any other relevant point (Any two points) 2</p>		
30.2	<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 b) Both belonged to different communities Sikh and Muslim. 2</p>		
30.3	<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. b) Because of their unnecessary interference the girl died. 2 (Views of the students should be taken into consideration)</p>	Pg-395	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>		<p>1x6= 6</p> <p>1x3= 3</p> <p>1x3= 3</p>
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प्रश्न सं. 31 के लिए मानचित्र
Map for Q. No. 31

61/4/1, 2, 3



