

Marking Scheme Strictly Confidential (For Internal and Restricted use only) Senior Secondary Supplementary School Examination, 2026 (XIIth) SUBJECT NAME History (Q.P. CODE /Set No 027/61-7-2)	
<u>General Instructions: -</u>	
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.
2	“Evaluation policy is a confidential policy as it is related to the confidentiality of the examinations conducted, evaluation done and several other aspects. Its leakage to public in any manner could lead to derailment of the examination system and affect the life and future of millions of candidates. Sharing this policy/document to anyone, publishing in any magazine and printing in Newspaper/Website, etc. may invite action under various rules of the Board and IPC.”
3	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 due marks be awarded to them. In Class-XII, while evaluating two competency-based questions, please try to understand given answer and even if reply is not from marking scheme but correct competency is enumerated by the candidate, due marks should be awarded.
4	The Marking scheme carries only suggested value points for the answers. These are in the nature of Guidelines only and do not constitute the complete answer. The students can have their own expression and if the expression is correct, the due marks should be awarded accordingly.
5	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. If there is any variation, the same should be zero after deliberation and discussion. 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.
6	Evaluators will mark (✓) wherever answer is correct. For wrong answer CROSS ‘X’ be marked. Evaluators will not put right (✓) while evaluating which gives an impression that answer is correct and no marks are awarded. This is most common mistake which evaluators are committing.
7	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.
8	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.
9	If a student has attempted an extra question, answer of the question deserving more marks should be retained and the other answer scored out with a note “Extra Question” .
10	No marks to be deducted for the cumulative effect of an error. It should be penalized only once.

11	A full scale of marks 80 (example 0 to 80/70/60/50/40/30 marks as given in Question Paper) has to be used. Please do not hesitate to award full marks if the answer deserves it.
12	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). This is in view of the reduced syllabus and number of questions in question paper.
13	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 an answer. • 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/not same. • 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.
14	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.
15	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.
16	The Examiners should acquaint themselves with the guidelines given in the “Guidelines for Spot Evaluation” before starting the actual evaluation.
17	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.
18	The candidates are entitled to obtain photocopy of the Answer Book on request on payment of the prescribed processing fee. All Examiners/Additional Head Examiners/Head Examiners are once again reminded that they must ensure that evaluation is carried out strictly as per value points for each answer as given in the Marking Scheme.

MARKING SCHEME

History (Subject Code - 027)
(PAPER CODE: 61-7-2)

NOTE: PAGE NO. MENTIONED IN THE MARKING SCHEME ARE TAKEN FROM THE LATEST NCERT E- BOOK

Q.No.	VALUE POINTS	Page No.	Marks
	SECTION-A ((Multiple Choice Type Questions		21x21= 21
1.	(D) Uttaradhyayana Sutra, Agama	P 88	1
2.	(B) a-iii, b-i, c-ii, d-iv	P 56	1
3.	(A) Panini -Ashtadhyayi	P 79	1
4.	(D) R. E.M. Wheeler	P 21	1
5.	(C) II, IV, III, I	P 31, 50	1
6.	(B) Mesopotamian Region	P 13	1
7.	(B) She valued the heritage of India.	P 82,83	1
8.	(D) Cholas –Tamil Nadu	P 172	1
9.	(C) Lord Shiva as Nataraja Visually Impaired Candidates (C) Sharia	P 146 149	1
10.	(A) Dadu Panth in Rajasthan	P 161	1
11.	(A) Colin Mackenzie	P 171	1
12.	(A) Both Assertion (A) and Reason (R) are true and Reason (R) is the correct explanation of the Assertion (A).	P 197& 217	1
13.	(C) Revenue was based on the land and the products.	P 213- 214	1
14.	(D) Duarte Barbosa and Domingo Paes	P 176	1
15.	(C) a-iii, b-iv, c-ii, d-i	P 320& 321	1

16.	(D) Regulating Act	P 256	1
17.	(B) Giuseppe Garibaldi	P 286	1
18.	(D) Bombay	P 332	1
19.	(A) Muhammad Ali and Shaukat Ali	P 290	1
20.	(B) From 1905 - 1907	P 287	1
21.	(A) I, III, IV, II	P 256	1
	SECTION –B (Short Answer type Questions)		3x6=18
22.	Explain the views of historians on the central authority of the Harappan civilization. (i) Some archaeologists believe that Harappan civilisation was a single state. The following evidences are given (ii) Similarity in artefacts (iii) Standardised ratio of brick size (iv) Establishment of settlements near the source of raw material etc. (v) There are indications of complex decisions being taken and implemented in Harappan society. (vi) For instance, the extraordinary uniformity of Harappan artefacts as evident in pottery., seals, weights and bricks. Notably, bricks, though obviously not produced in any single centre, were of a uniform ratio throughout the region, from Jammu to Gujarat. (vii) Some settlements were strategically set up in specific locations ,grids and pattern is same in all location. Any other relevant point (Any three points to be assessed)	P 16, 17	3
23.	(a) Describe the sources to know about the Mauryan Empire. (i) Archaeological finds, especially sculpture. (ii) Contemporary works, such as the account of Megasthenes (a Greek ambassador to the court of Chandragupta Maurya), which survives in fragments. (iii) The Arthashastra, parts of which were probably composed by Kautilya or Chanakya, traditionally believed to be the minister of Chandragupta. (iv) Buddhist, Jaina and Puranic literature, as well as in Sanskrit literary works.	P.32, 34	3

	(v) Inscriptions of Asoka (c. 272/268-231 BCE) on rocks and pillars are often regarded as amongst the most valuable sources. (vi) Stone sculpture, were considered to be examples of the spectacular art typical of empires. (vii) coins . - Any other relevant point (Any three points to be assessed) OR (b) Describe any three features of Mauryan administration. (i) There were five major political centres in the empire – the capital Pataliputra and the provincial centres of Taxila,,Ujjayini, Tosali and Suvarnagiri,. (ii) Content of these inscriptions, we find virtually the same message engraved everywhere– from the present-day North West Frontier Provinces of Pakistan, to Andhra Pradesh, Orissa and Uttarakhand in India. (iii) Communication along both land and riverine routes was vital for the existence of the empire. (iv) Megasthenes mentions a committee with six subcommittees for coordinating military activity. (v) For example one looked after the navy, the second managed transport and provisions, the third was responsible for foot-soldiers, the fourth for horses, the fifth for chariots and the sixth for elephants. (vi) The activities of the second subcommittee were rather varied: arranging for bullock carts to carry equipment, procuring food for soldiers and fodder for animals, and recruiting servants and artisans to look after the soldiers. - Any other relevant point (Any three points to be assessed)	P 33, 34	3
24.	Explain the beliefs of Alvars during the medieval period. (i) Alvars and Nayanars initiated a movement of protest against the caste system. (ii) They were against the dominance of Brahmins and wanted to reform them. (iii) Alvars wanted everybody to be treated at par. (iv) Bhaktas hailed from diverse social backgrounds ranging from Brahmanas to artisans and cultivators and even from castes considered “untouchable”. (v) The importance of the traditions of the Alvars and Nayanars was sometimes indicated by the claim that their compositions were as important as the Vedas. (vi) One of the major anthologies of compositions by the Alvars, the Nalayira Divyaprabandham, was frequently described as the Tamil Veda. (vii)Thus claiming that the text was as significant as the four Vedas in Sanskrit that were cherished by the Brahmanas	P 144	3

	(iii) There was a rumour that the bone dust was mixed in flour. (iv) The annexation of Awadha (v) The dispossession of taluqdars. (vi) Mistreatment of Indian sepoys by the senior British officials. (vii) Heavy land revenue on peasants. (viii) Refusal to Rani Jhansi under Doctrine of Lapse (ix) Under the leadership of Governor General Lord William Bentinck, the British adopted policies aimed at “reforming” Indian society by introducing Western education, Western ideas and Western institutions. (x) The British established laws to abolish customs like sati (1829) and to permit the remarriage of Hindu widows. On a variety of pleas, like misgovernment and the (xi) Subsidiary Alliance Events: (xii) Late in the afternoon of 10 May 1857, the sepoys in the cantonment of Meerut broke out in mutiny. (xiii) It began in the lines of the native infantry, spread very swiftly to the cavalry and then to the city. (xiv) The ordinary people of the town and surrounding villages joined the sepoys. (xv) The sepoys captured the bell of arms where the arms and ammunition were kept and proceeded to attack white people, and to ransack and burn their bungalows and property. (xvi) Government buildings – the record office, jail, court, post office, treasury, etc. – were destroyed and plundered. (xvii) The telegraph line to Delhi was cut. As darkness descended, a group of sepoys rode off towards Delhi. (xviii) The sepoys arrived at the gates of the Red Fort early in the morning on 11 May. They appealed the Mughal Emperor Bahadur Shah Jafar to assume leadership of the revolt. (xix) When ordinary people began joining the revolt, the targets of attack widened. (xx) In major towns like Lucknow, Kanpur and Bareilly, money lenders and the rich also became the objects of rebel wrath. (xxi) Peasants not only saw them as oppressors but also as allies of the British. In most places their houses were looted and destroyed. Any other relevant point (Any eight points to be assessed)		
29.	(a) Explain the life of Al-Biruni, and how he overcame his language barriers in India. (i) Al-Biruni was born in Khwarizm, present day Uzbekistan. (ii) He received the best education of his time. (iii) He was well versed in Syriac, Arabic, Persian, Hebrew and Sanskrit. (iv) It was in Ghazni, he developed his interest in India.	P 116, 124	8

	(v) When he came to India, the first barrier was the language, but he knew Sanskrit. (vi) The second barrier was of his religious beliefs. (vii) The third barrier was self-absorption and insularity of the local population. (viii) Al-Biruni, somehow over came these problems and remained in India for several years. OR (b) Explain the different socio-economic scenarios of India as described by Bernier. (i) Bernier argued that the Mughal Emperor owned all the land, which prevented private property ownership. (ii) He described Mughal State as tyrannical. (iii) He felt that artisans had no incentive to improve the quality of their manufacturing. (iv) He believed that artisans lacked incentive to improve craft because the state took their profit. (v) Manufacturers were on the decline. (vi) Prosperous merchant community was engaged in long distance trade. (vii) 15% of the population lived in towns. (viii) He described Mughal cities as the ‘Camp Towns’. (ix) Bernier was not happy with the case of landownership in Mughal State. (x) Merchants often had strong community or kin ties, and were organised into their own caste-cum occupational bodies • Any other relevant point. (Any eight points to be assessed)	P 133, 134	8
30.	(a) Describe the social differences within and beyond the framework of caste in early societies. (i) The ideal of social frame work was laid down by the Brahminical class in the Varna order. (ii) Brahmins at the top of social ladder wear supposed to study Vedas and perform sacrifices. (iii) Brahmins were followed by Kshatriyas, Vaish and Shudras. (iv) The kings were supposed to be Kshatriyas but it was not true universally. (v) Jati was another term within the social categories. (vi) Some categories challenged this system like nishads and they were ordered to go and live in the jungles. (vii) Ekalavya belonged to this category. (viii) Some were considered untouchables and their activities were considered	P 61, 63, 66	8

	they needed water for irrigation. (32.3) How did rural folk build their dwellings? (i) They set up walls and cover with Khas- grass which was available in abundance. (ii) Wood was unlimited Any other relevant point		2
32.	CHARKHA (33.1) Why did Gandhiji promote the use of the charkha? Gandhi promoted charkha for self-reliance. (33.2) How did the charkha symbolize self-reliance? (i) It allowed to spin their own cloth (ii) Promoted economic independence (iii) Dignity of labour (Any one point to be assessed) (33.3) How did spinning on the charkha help rural people? (i) Provided employment (ii) Encouraged cotton Industries (iii) Economic empowerment Any other relevant point (Any two points to be assessed)	P 292	1 1 2
33.	WHY WERE STUPAS BUILT ? (31.1) Why did Ananda ask about the Buddha's remains? Buddha was near death and Anand was concerned to honour Buddha.	P 96	1

	(31.2) Why did Buddha refer to himself as the Tathagata? He had attained the enlightenment, truth and reality. (31.3) How did Buddhism spread to many other countries outside India? Explain. (i) Buddhism appealed to many people who were not satisfied with existing religious practices. The Bhikkus spread Buddhism outside India. (ii) People were confused by the rapid social changes taking place around them. (iii) The importance attached to conduct and values rather than claims of superiority based on birth, the emphasis placed on metta (fellow feeling) and karuna (compassion), especially for those who were younger and weaker than oneself, were ideas that drew men and women to Buddhist teachings Any other relevant point (Any two points to be assessed)		1 2
	SECTION E (Map-Based Questions)		3+2=5
34	(34.1) On the given political outline map of India, locate and label the following places with appropriate signs or symbols : (i) Kalibangan – A mature Harappan site (ii) Varanasi – An important town of early states (iii) (a)Amber – An area under the rule of Akbar OR (iii) (b) Chandragiri – A medieval town (34.2) On the same political outline map of India, two places have been marked as ‘A’ and ‘B’, as the places under British control during the period of the Revolt 1857. Identify them and write their correct names on the lines drawn near them.	P 2 P 30 P 214 P 174	3X1=3 2

	For Visually impaired. (34.1) Name any one mature Harappan site. 34.1. Kalibangan /Dolaivra/Banawali (Any Other)	P 2	3x1=3
	(34.2) Mention any one important town of early states. 34.2. Magadh/ Matsya/Vajji/Taxila .(Any Other)	P 30	
	(34.3) (a) Name an area which was under the rule of Akbar. 34.3. Amber / Ajmer / Panipat / Delhi . (Any Other)	P 214	
	OR (34.3 (b) Name the capital of Vijayanagara Empire. Vijaynagar /Hampi	P 174	
	(34.4) Mention any two cities which were under the control of British during the period of the Revolt of 1857. 34.4. Surat, Patna . (Any Other)	P 267	2

See the attached map.	
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भारत का रेखा-मानचित्र (राजनीतिक)
Outline Map of India (Political)

