

Marking Scheme
Strictly Confidential
(For Internal and Restricted use only)
Senior Secondary School Examination, 2026 (XIIth)
SUBJECT NAME : History (Q.P. CODE : 027/61-5-3)

General Instructions: -

1	The CBSE has decided to introduce On Screen Marking (OSM) for the evaluation of Class XII answer Book with the 2026 Examination.
2	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.
3	“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.”
4	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.
5	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.
6	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.
7	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.
8	If a question has parts, please award marks on the right-hand side for each part in the OSM Portal. Marks awarded for different parts of the question will be totaled up by the OSM System.
9	If a question does not have any parts, marks must be awarded in the left-hand margin in the OSM Portal. This may also be followed strictly.

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 :- <ul style="list-style-type: none"> • 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	The Examiners should acquaint themselves with the guidelines given in the “Guidelines for Spot Evaluation” before starting the actual evaluation.
16	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.
17	If a candidate attempts both alternatives/options in a question where only one option/ alternative is required to be attempted, the Evaluator shall award marks in both the options. The system will take the higher of two scores and disregard the other response.
18	In a question having two options/alternatives, if a candidate has attempted only one, then the evaluator shall mark “NA” (Not attempted) against the option that has not been attempted by the candidate.

MARKING SCHEME
History (Subject Code-027)
(PAPER CODE: 61/5/3) (12-05-27N)

**NOTE: PAGE NOS MENTIONED IN THE MARKING SCHEME ARE
TAKEN FROM THE LATEST NCERT E-BOOK**

Q.No.	VALUE POINTS	Pg. No.	Marks
1.	(D) Sangama	173	1
2.	(B) (I), (II), (III) are correct	147	1
3.	(B) Seydi Ali Reis – Turkey	137	1
4.	(C) Ananda	92	1
5.	(A) (a) – (ii), (b) – (iii), (c) – (i), (d) – (iv)	1-15	1
6.	(B) Shahjahan Begum FOR Visually Impaired Candidates (D) Maharashtra	82 102	1 1
7.	(D) Ghatotkacha	65	1
8.	(B) (II), (III), (IV), (I)	50	1
9.	(A) Both (A) and (R) are true and (R) is correct explanation of Assertion (A)	32,34	1
10.	(C) Punjab and Sindh had higher rainfall than Shortughai	7	1
11.	(C) Limitation Law	283	1
12.	(B) Cabinet Mission	430	1
13.	(D) Assertion (A) is false but Reason (R) is true.	305	1
14.	(B) a-(iii), b- (ii), c-(i), d-(iv)	320	1
15.	(C) Maharashtra	347	1
16.	(D) Hyderabad	292	1
17.	(A) David Ricardo	277	1

18.	(A) (I), (II), (III) are correct	127,128	1
19.	(C) Rudradaman	171,173	1
20.	(B) Chachar	214	1
21.	(B) Abu'l Fazl	197	1
22.	<p>(a) Imagine you are doing research on Harappan beads and jewellery. Which three aspects would you understand about Harappan craft production and trade from it? Explain</p> <p>Harappan Beads :</p> <p>(1) Variety of materials were used to make beads (stones like carnelian, jasper, crystal, quartz and steatite,) (metals like copper, bronze and gold) and shell, faience and terracotta.</p> <p>(2) The shapes were numerous(disc, cylindrical , spherical, barrel ,segmented)</p> <p>(3) Decorated with painting, incising and designs etched onto them.</p> <p>(4) Different techniques were used for making beads according to the material.</p> <p>(5) The red colour of carnelian was obtained by firing the yellowish raw material at various stages of production. Grinding polishing and drilling completed the process of making beads and jewellery.</p> <p>(6) Nageshwar and Balakot were important production centres. Procurement of materials for craft production suggests trade relations with Mesopotamia, Bahrain, Oman etc.</p> <p>(7) Any other relevant point.</p> <p>(Any three points to be assessed)</p> <p style="text-align: center;">OR</p> <p>(b) Imagine you are a part of a student archaeology workshop where you have to explain about Harappan burial sites and jewellery. Which three aspects would you present to your classmates about it? Explain.</p> <p>Burial :</p> <p>(1) In Harappan sites dead were generally laid in Pits.</p> <p>(2) Some were buried in hollowed out spaces which were lined with bricks.(perhaps to indicate social differences)</p>	<p>11-14</p> <p>9</p>	<p>3</p> <p>3</p>

	<p>(3) Some graves contain pottery and ornaments perhaps indicating a belief that these could be used in afterlife.</p> <p>(4) Jewellery has been found in burials of both men and women</p> <p>(5) On the whole Harappens did not believe in burying precious things with the dead.</p> <p>(6) Any other relevant point.</p> <p>(Any three points to be assessed)</p>		
23.	<p>Describe any three strategies used by the ancient people of India to increase the agricultural production.</p> <p>(1) Shift to plough agriculture, which spread in fertile alluvial river valleys such as those of the Ganga and the Kaveri from c. sixth century BCE.</p> <p>(2) The iron-tipped ploughshare was used to turn the alluvial soil in areas which had high rainfall.</p> <p>(3) Introduction of transplantation increased the production of paddy dramatically.</p> <p>(4) Those living in hilly tracts in the north eastern and central parts of the subcontinent practised hoe agriculture</p> <p>(5) Another strategy adopted to increase agricultural production was the use of irrigation, through wells and tanks, and less commonly, canals.</p> <p>(6) Any other relevant point.</p> <p>(Any three points to be assessed)</p>	38-39	3
24.	<p>Explain the ways in which the European thinkers like Montesquieu and Karl Marx used Bernier's description of India.</p> <p>(1) Using Bernier's description of India, French Philosopher Montesquieu developed the idea of oriental despotism</p> <p>(2) Rulers in Asia enjoyed absolute authority over their subjects who were kept in condition of subjugation and poverty.</p> <p>(3) All the land belonged to the king and private property was non-existent.</p> <p>(4) Karl Marx developed the concept of the Asiatic mode of Production in the 19th Century.</p> <p>(4) Surplus was appropriated by State. This was regarded as a stagnant system.</p> <p>(5) Any other relevant point.</p>	132	3

	(Any three points to be assessed)		
25.	<p>(a) How did the Vijayanagara Empire expand the Virupaksha Temple? Explain.</p> <p>(1) Earliest shrine dated to 9th Century but enlarged by Vijayanagar empire</p> <p>(2) Hall in the main Shrine was built by Krishnadeva Raya to mark his accession to throne.</p> <p>(3) This was decorated with carved pillars. He is also credited with the construction of eastern gopuram.</p> <p>(4) Halls in the temple were used for a variety of purposes like placing of gods to witness programmes of music, dance, drama and celebrate the marriages of deities.</p> <p>(5) Any other relevant point.</p> <p>(Any three points to be assessed)</p> <p style="text-align: center;">OR</p> <p>(b) Why the Amara-Nayaka system was considered a major political innovation of the Vijayanagara Empire? Explain.</p> <p>(1) Amar Nayaka were military commanders, used to govern territory given by the Rayas.</p> <p>(2) They Collected taxes and dues from Peasants, craft persons and traders.</p> <p>(3) They retained part of revenue for personnel use and for maintaining a contingent of Horses and elephants.</p> <p>(4) Some of the revenue was used for maintaining temples and irrigation works.</p> <p>(5) They sent tribute to the king annually and personally appeared in the royal court with gifts to express their loyalty.</p> <p>(6) Any other relevant point.</p> <p>(Any three points to be assessed)</p>	186-187	3
		175	3
26.	<p>Why did the Santhals rebel against the British rule? Explain.</p> <p>(1) The Santhals found that the land they had brought under cultivation was slipping away from their hands.</p> <p>(2) The state was levying heavy taxes on the land that the Santhals had cleared</p> <p>(3) The moneylenders (dikus) were charging them high rates of interest and taking over the land when debts remained unpaid.</p> <p>(4) Zamindars were asserting control over the Damin area.</p>	241-242	3

	<p>(5) The Santhals status was reduced from landowners to tenants .</p> <p>6) Any other relevant point.</p> <p>(Any three points to be assessed)</p>		
27.	<p>Which historical forces shaped the vision of Indian Constitution? Explain.</p> <p>(1) A number of Acts passed (1909, 1919 and 1935), gradually enlarging the space for Indian participation and in shaping the vision of Indian Constitution.</p> <p>(2) Democracy, equality and justice were ideals that had become intimately associated with social struggles in India since the nineteenth century.</p> <p>(3) Influence of Social reformers like Jyotiba Phule, Swami Vivekaanda etc.</p> <p>(4) Communists and Socialists organised workers and peasants and they were demanding economic and social justice.</p> <p>(5) The national movement was inevitably a struggle for democracy and justice, for citizens' rights and equality.</p> <p>(6)Any other relevant point.</p> <p>(Any three points to be assessed)</p>	324-326	3
	<p style="text-align: center;">SECTION C</p> <p style="text-align: center;">(Long Answer Type Questions)</p>		3X8=24
28.	<p>(a) “The mid-first millennium BCE is often regarded as the turning point in world history.” Explain the statement with examples.</p> <p>(1) It saw the emergence of thinkers such as Zarathustra in Iran, Kong Zi in China, Socrates, Plato and Aristotle in Greece, and Mahavira and Gautama Buddha, among many others, in India.</p> <p>(2) They tried to understand the mysteries of existence.</p> <p>(3) Along with this they tried to understand relationship between human and Cosmic world.</p> <p>(4) This was also the time when new kingdoms and cities were developing.</p> <p>(5) Social and economic life was changing in a variety of ways.</p> <p>(6) Compilation of Vedas was done during this period.</p>	84-85	8

	<p>(7) Sacrifices were performed collectively. Later some were performed by the heads of households for the wellbeing of the domestic unit.</p> <p>(8) More elaborate sacrifices, such as the rajasuya and ashvamedha, were performed by chiefs and kings.</p> <p>(9) Upanishads show that people were curious about the meaning of life, the possibility of life after death and rebirth.</p> <p>(10) Lively discussions and debates were held as mentioned in the Buddhist texts, which stated as many as 64 sects or schools of thought.</p> <p>(11) Debates took place in the kutagarashala – literally, a hut with a pointed roof – or in groves where travelling mendicants halted.</p> <p>(12) Many of these teachers, including Mahavira and the Buddha, questioned the authority of the Vedas.</p> <p>(13) Any other relevant point.</p> <p>(Any three points to be assessed)</p> <p style="text-align: center;">OR</p> <p>(b) “Each stupa has its own structural design and sculptural features.” Explain the statement in the context of Sanchi Stupa.</p> <p>Sanchi Stupa Structure :</p> <p>(1) The stupa originated as a simple semi-circular mound of earth, later called anda.</p> <p>(2) Gradually, it evolved into a more complex structure, balancing round and square shapes.</p> <p>(3) Above the anda was the harmika, a balcony like structure that represented the abode of the gods.</p> <p>(4) Arising from the harmika was a mast called the yashti, often surmounted by a chhatri or umbrella.</p> <p>(5) Around the mound was a railing, separating the sacred space from the secular world.</p> <p>(6) The early stupa at Sanchi was plain except for the stone railings, which resembled a bamboo or wooden fence, and the gateways, which were richly carved and installed at the four cardinal points.</p> <p>(7) Any other relevant point.</p> <p>(Any four points to be assessed)</p>	<p>96,97, 100-102</p>	<p>4+4=8</p>
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	<p>Sculptural features</p> <p>(1) Early sculptors did not show the Buddha in human form – instead, they showed his presence through symbols.</p> <p>(2) The empty seat under the Bodhi tree was meant to indicate the meditation of the Buddha.</p> <p>(3) The stupa was meant to represent the mahaparinibbana.</p> <p>(4) Another symbol was the wheel which stood for the first sermon of the Buddha, delivered at Sarnath.</p> <p>(5) The sculpture of Shalbhanjika was regarded as an auspicious symbol and integrated into the decoration of the stupa.</p> <p>(6) The Jatakas contain several animal stories that are depicted at Sanchi, it is likely that many of these animals (Elephants, Horses, Monkeys and Cattle) were carved to create lively scenes to draw viewers.</p> <p>(7) Animals were used as symbols of human attributes; for example, the elephant was regarded as a symbol of strength and wisdom</p> <p>(8) One popular woman motif is considered as the mother of the Buddha, others identify her with a popular goddess, Gajalakshmi literally, the goddess of good fortune.</p> <p>(9)Any other relevant point.</p> <p>(Any four points to be assessed)</p>		
29.	<p>(a) Examine the strengths and limitations of Ain-i-Akbari.</p> <p>Ain – i – Akbari Strengths :</p> <p>(1) The Ain-i Akbari was the culmination of a large historical, administrative project of classification undertaken by Abu'l Fazl at the order of Emperor Akbar.</p> <p>(2) The Ain was part of a larger project of history writing commissioned by Akbar. This history, known as the Akbar Nama, comprised three books.</p> <p>(3) The first two provided a historical narrative. The Ain-i Akbari, the third book, was organised as a compendium of imperial regulations and a gazetteer of the empire.</p> <p>(4) The Ain gives detailed accounts of the organisation of the court, administration and army, the sources of revenue and the physical layout of the provinces of Akbar's empire.</p>	217-220	4+4=8

	<p>(5) It also provides literary, cultural and religious traditions of the people.</p> <p>(6) The Ain is made up of five books (daftars), of which the first three books describe the administration.</p> <p>(7) The fourth and fifth books (daftars) deal with the religious, literary and cultural traditions of the people of India</p> <p>8) Any other relevant point.</p> <p>(Any four points to be assessed)</p> <p>Limitations :</p> <p>(1) Numerous errors in totalling have been detected.</p> <p>(2) These are ascribed to simple slips of arithmetic or of transcription by Abu'l Fazl's assistants.</p> <p>(3) Data were not collected uniformly from all provinces</p> <p>(4) Some vital parameters such as prices and wages from subas are not well documented.</p> <p>(5) Revised many times but few faults still remained in the text.</p> <p>(6) Most of the data pertains to areas in or around the imperial capital of Agra, and is therefore of limited relevance for the rest of the country.</p> <p>(7)Any other relevant point.</p> <p>(Any four points to be assessed)</p> <p style="text-align: center;">OR</p> <p>(b) Examine the role of women in the rural society of Mughal era.</p> <p>1) Production process often involved men and women performing certain specified roles.</p> <p>(2) Women and men had to work shoulder to shoulder in the fields. Men tilled and ploughed, while women sowed, weeded, threshed and winnowed the harvest.</p> <p>(3) A gendered segregation between the home (for women) and the world (for men) was not possible.</p> <p>(4) Menstruating women were not allowed to touch the plough or the potter's wheel in western India, or enter the groves where betel-leaves (paan) were grown in Bengal.</p> <p>(5) Artisanal tasks such as spinning yarn, sifting and kneading clay for pottery, and embroidery were mostly dependent on female labour.</p> <p>(6) Women were considered an important resource in agrarian society because they were child bearers in a society dependent on labour.</p>	206-207	8
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	<p>(7) High mortality rates among women – owing to malnutrition, frequent pregnancies, and death during childbirth – often meant a shortage of wives.</p> <p>(8) Marriages in many rural communities required the payment of bride-price rather than dowry to the bride's family.</p> <p>(9) Remarriage was considered legitimate both among divorced and widowed women.</p> <p>(10) The importance attached to women as a reproductive force also meant that the fear of losing control over them was great.</p> <p>(11) According to established social norms, the household was headed by a male. Thus women were kept under strict control by the male members of the family and the community.</p> <p>(13) Any other relevant point</p> <p>(Any 8 points to be assessed)</p>		
30.	<p>(a) To what extent was the Non-Cooperation Movement successful in mobilizing the masses against the British rule? Explain with suitable examples.</p> <p>(1) Non -Cooperation Movement was a Mass movement where people from all walks of life participated.</p> <p>(2) Non-Cooperation Movement was linked with Khilafat movement to bring India's two major religious communities, Hindus and Muslims together to bring an end to colonial rule.</p> <p>(3) It involved peasants, workers, Student, women, tribals etc.</p> <p>(4) Students stopped going to schools and colleges run by the government. Lawyers refused to attend courts.</p> <p>(5) The working class went on strike in many towns and cities leading to the loss of seven million workdays.</p> <p>(5) Swadeshi was adopted and foreign goods were Boycotted.</p> <p>(6) Scholars returned Awards and titles. People were asked to adhere to a "renunciation of (all) voluntary association with the (British) Government".</p> <p>(7) The countryside was seething with discontent too. Hill tribes in northern Andhra violated the forest laws</p> <p>(8) Farmers in Awadh did not pay taxes. Peasants in Kumaun refused to carry loads for colonial officials</p> <p>(9) Peasants, workers, and others interpreted and acted upon the call to "non-cooperate" with colonial rule in ways that best suited their interests.</p>	290-291	8

	<p>(10) It entailed denial, renunciation, and self-discipline. It was training for self-rule.”</p> <p>(11) Any other relevant point.</p> <p>(Any eight points to be assessed)</p> <p style="text-align: center;">OR</p> <p>(b) How are different sources to know about Gandhiji’s political career helpful in understanding his contribution towards India? Explain with examples.</p> <p>(1) One important source is the writings and speeches of Mahatma Gandhi and his contemporaries.</p> <p>(2) Many letters are written to individuals, and are therefore personal, but they are also meant for the public.</p> <p>(3) Mahatma Gandhi regularly published in his journal, Harijan, letters that others wrote to him.</p> <p>(4) Speeches of Mahatma Gandhi and his contemporaries are helpful in understanding his contribution towards India</p> <p>(4) His Autobiography gives us an account of his past that is often rich in detail.</p> <p>(5) Another vital source is government records, for the colonial rulers kept close tabs on those they regarded as critical of the government.</p> <p>(6) The letters and reports written by policemen and other officials were secret at the time; but now can be accessed in archives.</p> <p>(7) In fortnightly reports for the period of the Salt March it was noticed that the Home Department was unwilling to accept that Mahatma Gandhi’s actions had evoked any enthusiastic response from the masses.</p> <p>(8) The march was seen as a drama, an antic, a desperate effort to mobilise people who were unwilling to rise against the British and were busy with their daily schedules, happy under the Raj.</p> <p>(9) One more important source is contemporary newspapers, published in English as well as in the different Indian languages, which tracked Mahatma Gandhi’s movements and reported on his activities, and also represented what ordinary Indians thought of him</p> <p>(10) Paintings, pictures and movies revealed how Mahatma Gandhi was perceived by people.</p> <p>(11) Any other relevant point.</p> <p>(Any eight points to be assessed)</p>	307-313	8
	SECTION D (Source Based Questions)		3X4=12

31.	<p style="text-align: center;">A demon?</p> <p>(31.1) Who was Karaikkal Ammaiyar ? Karaikkal Ammaiyar was a female devotee of Lord Shiva from Nayanar.</p> <p>(31.2) How is Lord Shiva described in the poem? (a) Shiva is described as a deity who dances with his matted hair thrown in all 8 directions with cool limbs</p> <p>(31.3) Analyse the central contrast depicted in the poem. (a) Feminine beauty and demon like structure (b) She renounced the world (c) Defiance against patriarchal norms. (d) Any other relevant point. . (Any two points to be assessed).</p>	144-145	<p>1</p> <p>1</p> <p>2</p>
32.	<p style="text-align: center;">The Revolt of 1857</p> <p>(32.1) Why was Bahadur Shah's involvement important for the rebels? (a) He was a Mughal emperor and Political legitimacy was important. (b) The revolt could now be carried on the name of Mughal emperor. (c) Any other relevant point. (Any one point to be assessed).</p> <p>(32.2) How did the actions of the rebels in Delhi indicate a breakdown of British control? (a) Britishers were killed and Rebels entered the Red fort. (b) Europeans were killed in large numbers (c) The rich of Delhi were attacked and looted. (d) Any other relevant point. . (Any one point to be assessed).</p> <p>(32.3) How did the sepoys and religious sentiments play an important role in this uprising? Explain. (a) Bullets coated with cow and pig fat were the cause of unrest among sepoys. (b) Hindus and Muslims felt offended as their religious sentiments were badly hurt. (c) The sepoys were asked to bite bullets that were coated with the fat of cows and pigs with their teeth. This corrupted the faith of Hindus and Muslims alike. (d) Any other relevant point. (Any one point to be assessed).</p>	258	<p>1</p> <p>1</p> <p>2</p>

	<p>Note : The following questions are for the Visually Impaired Candidates only, in lieu of Q. No. 34 :</p> <p>(34.1) Mention any one mature Harappan site in Pakistan. Harappa/ Balakot / Amri/ Mohenjodaro (any one to be mentioned)</p> <p>(34.2) Mention one ancient Buddhist site in Bihar. Bodhgaya/ Kushinagar</p> <p>(34.3) (a) Name any one territory which was under the Mughal empire. Ajmer/Panipat/Agra/Delhi (any one to be mentioned)</p> <p style="text-align: center;">OR</p> <p>(34.3) (b) Name any one neighbouring kingdom of the Vijayanagara Empire. Bijapur / Golkonda/ Bidar/ Warrangal (any one to be mentioned)</p> <p>(34.4) Name any two centres of the Indian National Movement. Champaran / Chouri-choura/Bombay/ Amritsar/ Calcutta/ Kheda Dandi (any two to be mentioned)</p>	<p>2</p> <p>95</p> <p>174</p> <p>214</p> <p>287-305</p>	<p>1</p> <p>1</p> <p>1</p> <p>1</p> <p>2</p>
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