

**MARKING SCHEME 2021-22**  
**TERM II-CLASS XII**  
**HISTORY - CODE 027**

Time Allowed: 2 Hours

Maximum Marks: 40

S.NO	<b>SECTION A</b> <b>Short Answer Type Questions</b>	<b>3X4=</b> <b>12M</b>
1.	<p><b>Role of Dr BR Ambedkar in the Constituent Assembly of India.</b></p> <p>(i) He served as Chairman of the Drafting Committee of the Constitution.</p> <p>(ii) He plead for the abolition of untouchability</p> <p>(iii) He wanted “a strong and united Centre’</p> <p>(iv) He asked for equal rights.</p> <p>(v) He was in favour of Parliamentary Democracy</p> <p>(vi) Any other relevant point (Any three points )</p> <p style="text-align: right;">PG-243</p>	3
2.	<p><b>Critically analyse the Fifth Report of 1813.</b></p> <p>(i) It was the fifth series of report on the administration and activities of the East India Company in India.</p> <p>(ii) . It ran into 1002 pages of which over 800 pages were appendices that reproduced petitions of zamindars and riots, reports of collectors and districts.</p> <p>(iii) It contained information on company’s misrule and maladministration.</p> <p>(iv) Many British traders wanted a share in Company’s trade in India and emphasised for openness for British manufactures in India</p> <p>(v) Any other relevant point (Any three points.</p> <p style="text-align: right;">PG-265</p> <p style="text-align: center;"><b>OR</b></p> <p><b>Policies adopted by the British towards Paharias during 18th century.</b></p> <p>(i) British adopted policy of extermination.</p> <p>(ii) British proposed policy of pacification with Paharia chiefs to ensure proper conduct.</p>	3

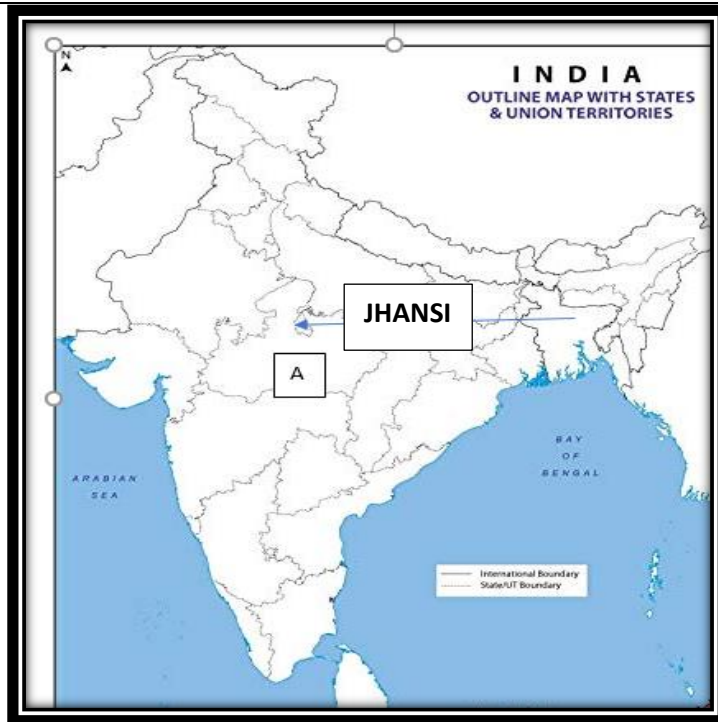
	<p>(iii) Paharia went into mountains and deep forests and continued their war against outsiders</p> <p>(iv) Many Paharia chiefs who accepted allowances came to be perceived as subordinate employees or stipendiary chiefs so they lost their authority within the community.</p> <p>(v) Any other relevant point</p> <p>(Any three points ) <span style="float: right;">PG-270</span></p>	
3.	<p><b>Rumours and Prophecies in the Revolt of 1857.</b></p> <p>(i) There was a rumour that the new cartridges were greased with the fat of cows and pigs which would pollute their castes and religion.</p> <p>(ii) The rumours about the British trying to destroy the religion of Indians by mixing the bone dust of cows and pigs into the flour</p> <p><b>(iii)</b> There was fear and suspicion that the British wanted to convert Indians to Christianity.</p> <p><b>(iv)</b> There were rumours that British had mixed the bone dust of cows and pigs into the flour that was sold in the market.</p> <p><b>(v)</b> Prophecy: The response to the call for action was reinforced by the prophecy that British rule would come to an end on the centenary of the Battle of Plassey, on 23 June, 1857.</p> <p>(vi) Any other relevant point</p> <p>(Any three points ) <span style="float: right;">PG-294</span></p>	3
4.	<p><b>Months after Independence as being Gandhiji's "finest hours"</b></p> <p>(i) He plead for cooperation and communal harmony.</p> <p>(ii) He urged that the two parts respect and befriend one another</p> <p>(iii) He tried to build a spirit of mutual trust and confidence between the communities.</p> <p>(iv) He was worried for the displaced people in India and Pakistan.</p> <p>(v) Any other relevant point</p> <p>(Any three points ) <span style="float: right;">PG-320</span></p>	3

	<b>SECTION B</b> <b>__Long Answer Type Questions</b>	<b>6X3=18</b>
<b>5.</b>	<p><b>Role of prominent leaders of the Revolt of 1857.</b></p> <ul style="list-style-type: none"> <li>(i) In Kanpur, Nana Sahib, the successor of Peshwa Baji Rao II became the leader of the revolt.</li> <li>(ii) In Jhansi, Rani Lakshmi Bai assumed the leadership of the uprising.</li> <li>(iii) In Arrah in Bihar, Kunwar Singh, a local zamindar became leader under popular pressure</li> <li>(iv) In Lucknow, Brijis Qadr, the young son of nawab Wajid Ali Shah became the leader of the revolt against the annexation of the state</li> <li>(v) Gonoo, a tribal cultivator of Singhbhum in Chotanagpur, became a rebel leader of the Kol tribals of the region .</li> <li>(vi) Shah Mal organized the villagers of pargana Barout</li> <li>(vii) Any other relevant point</li> </ul> <p style="text-align: right;">(Any six points) <span style="float: right;">PG245</span></p>	<b>6</b>
<b>6.</b>	<p><b>Quit India movement</b></p> <ul style="list-style-type: none"> <li>(i) Activists organised strikes and protests</li> <li>(ii) Students left their colleges to go to jail.</li> <li>(iii) Socialist resisted for the cause</li> <li>(iv) Women across the country participated</li> <li>(v) Thousands of Indians joined the mass movement</li> <li>(vi) Strikes, boy-cott and picketing</li> <li>(vii) Attacks on government buildings or any other visible symbol of colonial authority.</li> <li>(viii) Any other relevant point</li> </ul> <p style="text-align: right;">(To be evaluated as a whole.) <span style="float: right;">PG365</span></p> <p style="text-align: center;"><b>OR</b></p> <p><b>Salt Satyagraha</b></p> <ul style="list-style-type: none"> <li>i. Gandhiji announced a march to break the Salt Law</li> <li>ii. Salt law gave the state a monopoly in the manufacture and sale of salt.</li> <li>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.</li> <li>iv. Gandhiji hoped to mobilize a wider discontent against British rule and started Dandi March. Once he reached Dandi he broke the salt law.</li> <li>v. Parallel Salt Marches were organized in other parts of the country.</li> </ul>	<b>6</b>



	<p>(iii) The Mughal nobility was chosen from different groups, both religiously and ethnicity to ensure a balance of power between the various groups.</p> <p>(iv) They were described as guldasta or a bouquet of flowers in the official chronicles</p> <p>(v) It signified their unity, held together by loyalty towards the Mughal emperor.</p> <p>(vi) All nobles were ranked or were allotted mansabs comprising of zat and sawar</p> <p>(vii) The nobles were also required to perform military service for the emperor</p> <p>(viii) Any other relevant point. (Any six points) PG-245</p>	
	<p><b>SECTION C</b> <b>__Case Based Questions</b></p>	<b>4X2=8</b>
8.	<p>Read the source given below and answer the questions that follows.</p> <p style="text-align: center;"><b>The flight of the written word</b></p> <p>In Abu'l Fazl's words:</p> <p><b>8.1 Why were words considered as the lamp of wisdom? (1)</b></p> <p>(i) According to him the spirit for rational thinking comes from the words.</p> <p><b>8.2 How has Abul Fazal related words with knowledge? (1)</b></p> <p>(i) Words have the power to shape and articulate ideas which in turn helps in enhancing knowledge.</p> <p><b>8.3 Difference between a 'common viewer's observation' and the 'observation of a learned and deep person'? (2)</b></p> <p>(i) Learned ones can put down their ideas in distinctive forms</p> <p>(ii) Learned ones observes things minutely and with vast vision and can express the same with the power of words.</p> <p>(iii) Any other relevant point Any two points</p> <p><b>Source from 'The Kings And Chronicles', Theme9, Pg-227</b></p>	<p>4H 1+1+2=4</p>
9.	<p>Read the source given below and answer the questions that follows.</p> <p style="text-align: center;"><b>"There cannot be any divided loyalty"</b></p> <p><b>9.1 How did G.B Pant try to mould citizens for making a unified nation? (1)</b></p>	<p>4H 1+1+2=4</p>

	<p>(i) According to Pant one should care less for himself and more for nation to make it strong and unified</p> <p><b>9.2 Why did he urge citizens for loyalty towards nation? ( 1)</b></p> <p>(ii) According to him, for making nation successful, Individual should care less for personal gain and focus more on collective benefit and for the development of nation in all perspectives.</p> <p><b>9.3 How was loyalty considered as the base of social pyramid? ( 2)</b></p> <p>(i) He suggested that nothing should be done for personal gain which can harm the interest of other person or large section of people</p> <p>(ii) This philosophy promotes people centric benefits instead of individual centric.</p> <p>(iii) Any other relevant point Any two points</p> <p><i>Source from Theme-15 –“ Framing The Constitution’</i> PG-419</p>	
	<p><b>Section-D</b> <b>Map Skill Base Question</b></p>	
10	<p><b>On the given political outline map of India, locate and label ANY ONE of the following with appropriate symbol:</b></p> <p>I. The place where Gandhiji withdrew Non-Cooperation Movement – <b>Chauri Chaura</b></p> <p style="text-align: center;">OR</p> <p>II. The place where Gandhiji started satyagraha for the indigo planters – <b>Champaran</b></p> <p>b) On the same outline map of India, a place related to the centres of the revolt of 1857 is marked as A. Identify it and write its name on the line drawn near them.- <b>JHANSI</b></p>	1+1=2



**Note: The following questions are for the Visually Impaired Candidates only in lieu of Q. No. 10**

**10.Name any two capital cities of Mughal empire. ( 2)**

Agra, Lahore, Delhi Fatehpur (Any two)

**OR**

**Mention any two places related to the Revolt of 1857. ( 2)**

Jhansi, Delhi, Calcutta, Awadh, Kanpur, Meerut (Any two)