



B.K. BIRLA CENTRE FOR EDUCATION

SARALA BIRLA GROUP OF SCHOOLS
A CBSE DAY-CUM-BOYS' RESIDENTIAL SCHOOL
PRE BOARD-2 EXAMINATION, 2025-26



CLASS: XII

DATE: 17/12/2025

NAME:

MARKING SCHEME SET-B

HISTORY (027)

DURATION: 3 Hrs.

MAX. MARKS: 80

ROLL NO: -----

SECTION A – MCQs (1 × 21 = 21 marks)

1. (b) A Kushana coin
2. (a) 1856
3. (d) Land of Santhals
4. (d) Sanchi
5. (b) Sadgops and Kaivartas
6. (a) i, iv, iii and ii
7. (a) Both A and R are true and R is the correct explanation of A.
8. (a) Jagannatha in the centre
9. (a) Walter Elliot
10. (a) 26 January 1950
11. (d) All of these
12. (a) Shudras – Agriculture
13. (b) All of these
14. (c) Dholavira
15. (b) Time magazine, Abraham Lincoln
16. (b) Dr. Bhimrao Ambedkar
17. (d) Peasants who were residents of the village
18. (c) Chanhudaro and Lothal
19. (d) A territorial unit
20. (c) Manusmriti
21. (d) Colin Mackenzie

SECTION B – Short Answer Questions (3 × 6 = 18 marks)

(Any 3 relevant points = 3 marks)

22. Criticisms of the Varna system

- Based on birth, not merit
- Created inequality and discrimination
- Prevented social mobility
- Oppressed lower castes
- Restricted education & rights

OR

Rights/Responsibilities of women in Manusmriti

- Right to receive gifts (stridhana)

- Duty to maintain household
- Expected obedience to husband/father/son
- Participation in rituals (under supervision)
- Protection guaranteed at all stages of life

23. Role of women in Mughal agricultural production

- Sowing, weeding, transplanting
- Harvesting, threshing, winnowing
- Cattle rearing and dairy activities
- Supervision of grain drying and storage
- Participation in field labour during peak seasons

24. Effect of Permanent Settlement on farmers

- Heavy fixed revenue → led to indebtedness
- Zamindars' pressure → eviction, exploitation
- Loss of customary rights
- Famines due to inability to pay revenue
- Peasants became tenants-at-will

25. Major causes of the 1857 Revolt

- *Political*: Doctrine of Lapse, annexation of Awadh
- *Economic*: Heavy taxes, ruin of artisans, loss of jagirs
- *Social/Religious*: Fears of forced conversion, social reforms
- *Military*: Discrimination, low pay, cartridge issue

26. Methods used to study Hampi

- Archaeological surveys & excavations
- Mapping monuments and temples
- Epigraphy (inscriptions)
- Use of travellers' accounts
- Photography, conservation studies

How this complements temple priests' knowledge:

- Priests preserve oral traditions, rituals
- Archaeology gives chronology, material evidence
- Combining both gives fuller historical understanding

27. Indicators of town-planning at Mohenjodaro

- Grid-patterned streets
- Elaborate drainage system
- Citadel and lower town division
- Standardised bricks
- Public buildings like Great Bath

OR

Raw materials for Harappan craft production

- Stone, shell, copper, gold, tin, faience, lapis lazuli, chert
Obtained through:
- Local rivers and mines (Rajasthan, Gujarat)
- Long-distance trade (Afghanistan, Oman, Mesopotamia)
- Coastal and overland routes

SECTION C – Long Answer Questions (3 × 8 = 24 marks)

(Content 6 marks + organisation/presentation 2 marks)

28. Bernier's description of Mughal India – critical analysis

Key points:

- Compared India with Europe; called India “oriental despotism”
- Criticised absence of private property in land
- Spoke of decline in agriculture & economy
- Admired wealth and splendour of Mughal court
- Saw artisans as poor; cities as unplanned
Comparison with others:
 - **Tavernier:** focused on trade, gems, commerce
 - **Manucci:** court intrigues, social customs
 - **Barbosa/Conti:** early accounts of trade & society
- Overall → Bernier biased toward European worldview; others gave varied perspectives.

OR

Comparison of foreign travellers (11th–17th century)

Include:

- **Al-Biruni:** caste, religion, science
- **Ibn Battuta:** cities, transport, women, markets
- **Marco Polo:** social life, customs
- **Niccolao Conti:** trade
- **Tavernier/Manucci:** economy, administration
Contribution:
 - Provide social, economic, cultural, political insights
 - Reveal urbanisation, markets, caste, gender roles
 - Complement archaeological sources

29. Methods adopted by Asoka to bring unity

- Dhamma policy: tolerance, non-violence, compassion
- Rock & pillar edicts for communication
- Appointment of Dhamma-mahamattas
- Welfare measures: roads, wells, rest-houses
- Promotion of moral conduct
- Tours to spread Dhamma

- Avoidance of warfare after Kalinga

OR

Importance of Gupta Age

- Political unity & strong administration
- Flourishing art, sculpture, architecture
- Classical Sanskrit literature (Kalidasa)
- Mathematics (zero, decimal), astronomy (Aryabhata)
- Economic prosperity, trade revival
- Golden age of culture and science

30. Gandhi's mass movements (1919–1935) & their role

Movements:

- Rowlett Satyagraha (1919)
- Non-Cooperation Movement (1920)
- Civil Disobedience Movement (1930)

Effects:

- Drew peasants, workers, students, women into struggle
- Boycott of foreign cloth, schools, courts
- Salt March → national awakening
- Unified India across caste, region, religion
- Demonstrated power of non-violence
- British forced to negotiate

OR

Developments from 1942–1946

- Quit India Movement (1942), mass arrests
- INA and Subhas Bose
- Post-war trials → national sympathy
- RIN Revolt (1946)
- Cripps Mission (1942), Wavell Plan (1945)
- Simla Conference
- Elections of 1945–46
- Interim Government formed under Nehru (1946)

Contribution:

- Revealed British loss of control
- United Indians across classes
- Paved way to Independence

SECTION D – Source-based Questions (3 × 4 = 12 marks)

31. Rigveda – Agni Hymn

- Significance of Vedic Sanskrit** – Sacred language used for composing hymns; oldest form of Sanskrit; preserved orally. (1)
- Two Vedic traditions** (any 2)
 - Yajnas (sacrifices)

- Recitation of hymns
- Worship of nature gods (1)
- iii. **Why sacrifices were performed?**
- To please gods for wealth, food, cattle, sons
- For prosperity and protection (2)

32. Chaturvedins & outcastes

- i. **Chaturvedin** – Brahmana well-versed in all four Vedas. (1)
- ii. **Outsiders** – People outside the Varna order; outcastes; untouchables. (1)
- iii. **Functions of outcastes** (any 2)

- Menial labour
- Removing dead animals
- Cleaning streets
- Service work for upper castes (2)

33. Nehru's speech – Constituent Assembly

- i. **Revolution mentioned** – *French Revolution*. (1)
- ii. **Qualities of American Constitution** (any 2)

- Longevity
- Stability
- Democratic framework (1)
- iii. **Oath of the Tennis Court** – Members of French National Assembly vowed not to disperse until they had drafted a constitution, meeting even when barred from official halls. (2)

SECTION E – Map (5 marks)

34. (i) Locate & Label (3 marks)

- a. **Topra (Pillar inscription)** – Haryana
- b. **Delhi** – Mughal territory
- c. **Bardoli** – Gujarat (National Movement centre)

OR

Magadha – South Bihar region

34. (ii) Identify Mature Harappan Sites (2 marks)

Common expected answers:

- **A: Dholavira**
- **B: Nageshwar**