

HISTORY
CODE NO (027)

DESIGN OF THE QUESTION PAPER

HISTORY

Class XII

Max. Marks : 100

The weightage or the distribution of marks over the different dimensions of the question paper shall be as follows:-

1. Weightage to instructional Objectives/ Learning Outcomes

| Sl. No. | Objective | Marks | % of marks |
|---------|---------------|-------|------------|
| 1. | Knowledge | 30 | 30% |
| 2. | Understanding | 45 | 45% |
| 3. | Application | 15 | 15% |
| 4. | Skill | 10 | 10% |

2. Weightage to Types/Forms of Questions

| Sl. No. | Form of Question | Marks for Each Question | No. of Questions | Total Marks | % |
|---------|------------------|-------------------------|------------------|-------------|-----|
| 1 | L.A. | 8 | 4 | 32 | 32% |
| 2 | S.A.I | 5 | 8 | 40 | 40% |
| 3 | S.A.II | 2 | 9 | 18 | 18% |
| 4 | Map | 5 | 2 | 10 | 10% |

Note The expected length of the answers under different types of questions would be as follows:

| Sl. No. | Type/forms of question | Marks for each question | No. of questions | Expected length of each question | *Expected time for question |
|---------|------------------------|-------------------------|------------------|----------------------------------|---|
| 1 | L.A. | 8 | 4 | upto 250 words | 17x4=68 |
| 2 | S.A.I | 5 | 8 | upto 100 words | 8x8=64 |
| 3 | S.A.II | 2 | 9 | 20 to 30 words | 3x9=27 |
| 4 | Map | 5 | 2 | --- | 5x2=10 |
| | | | | Total 180 minutes | 169 Minutes 11 minutes for reading and for revision |

| | | | |
|---------|---|----------------------------------|----|
| L.A. | = | (Long Answer Type Questions) | 4 |
| S.A.I | = | (Short Answer I Type Questions) | 8 |
| S.A.II. | = | (Short Answer II Type Questions) | 9 |
| Maps | | | 2 |
| Total | | | 23 |

* This is only an approximation. Though students are advised to be as near the approximation as possible, the actual length, however, may vary. As the total time is calculated on the basis of the number of questions required to be answered and the length of their anticipated answers, it would, therefore, be advisable for the candidates to budget their time properly by cutting out the superfluous length and be within the expected limits.

3. Weightage to content/subject units : 60 marks

Part A - Modern India

| | | | |
|----|--|---|----|
| 1 | India in the Late Eighteenth Century | } | 10 |
| 2 | Coming of the Europeans and the Rise of the British | | |
| 3 | India under East India Company (1757-1857) | | |
| 4 | Uprising of 1857 | } | 10 |
| 5 | Changes after 1857 | | |
| 6 | Social, Cultural and Religious Awakening in the 19th Century | } | 15 |
| 7 | Indian National Congress (1885-1905) | | |
| 8 | Growth of Nationalism (1905-1918) | | |
| 9 | Rise of Gandhi in Indian Political Scene (1915-20) | | 08 |
| 10 | Struggle for Swaraj and making of Indian Constitution | | 12 |
| 11 | Map work on Modern India | | 05 |

Part B - Contemporary world

| | | | |
|----|--|---|----|
| 12 | Introduction | } | 05 |
| 13 | The world from the end of the 19th Century to the end of the first World War | | |
| 14 | The World from 1919 to 1939 | | 07 |
| 15 | The Second World War | } | 10 |
| 16 | The world after Second World War | | |
| 17 | Development in Asia and Africa | } | 07 |
| 18 | Khurschev Era in U.S.S.R. | | |
| 19 | Development in Science and Technology | } | 06 |
| 20 | Development in Art, Literature, Media and Culture | | |
| 21 | Map work on Contemporary world | | 05 |

4. Weightage to difficulty Level of Questions:

| S.No. | Estimated Difficulty Level | Percentage |
|-------|----------------------------|------------|
| 1 | Easy (C) | 25% |
| 2 | Average (B) | 60% |
| 3 | Difficult (A) | 15% |

Note: A question may vary in difficulty level from individual to individual as such the approximation in respect of each question will be made by the Paper Setter on the basis of general anticipation from the group as a whole taking the examination. This provision is only to make the paper balanced in its weight rather than to determine the pattern of marking at any stage.

5. Scheme of options:

- (a) There will be no external choice. However, alternate questions will be provided in all long questions.
- (b) Choice is provided in 5 Short Answer I questions i.e. three from Modern India and two in the Contemporary World History of 5 Marks each.
- (c) Choice is provided in S.A. II questions only between the unit no. 19 and 20 of two marks each.

CLASS XII

LIST OF MAPS

A. Modern India

1. Major Indian States in 18th century
2. European settlements - 1705
3. India in 1765
4. India in 1805
5. India in 1857
6. Centres of the Revolt of 1857 - Places imentioned in the text book
7. Congress Sessions 1885-1947
8. Centres of freedom Movement - Places mentioned in the text Book
9. Major Indian States in 1947

B. Contemporary World History

1. Colonial possessions in Asia and Africa in 1914.
2. Japan's colonial expansion (1895-1918)
3. Europe during the first world war
4. Europe after the first world war
5. European Government in 1930's
6. Axis conquests in Europe up to November 1942
7. Japanese conquest up to 1942
8. European countries ruled by communist parties in 1950
9. Asian countries win independence
10. African countries achieve independence.

BLUE PRINT
SAMPLE QUESTION PAPER I
CLASS XII

Time 3 hours

Subject: History

Max. Marks:100

| Objective | Knowledge | | | Understanding | | | Application | | | Skill | Total | | |
|------------------------------|-------------|---------------|----------------|---------------|---------------|----------------|-------------|---------------|----------------|-------|-------------|-------------|----------------|
| | L.A. (8) | S.A. I (5) | S.A. II (2) | L.A. (8) | S.A. I (5) | S.A. II (2) | L.A. (8) | S.A. I (5) | S.A. II (2) | | L.A. (8) | SA I (5) | SA II (2) |
| A. Modern India | | | | | | | | | | | | | |
| Unit 1,2,3 | | 5 (1) | | | 5 (1) | | | | | | 10 (2) | | 10 |
| Unit 4-5 | | | | 8 (1) | | 2 (1) | | | | | 8 (1) | 2 (1) | 10 |
| Unit 6-8 | 8 (1) | | | | | 2 (1) | | 5 (1) | | | 8 (1) | 5 (1) | 2 (1)15 |
| Unit 9 | | | | 8 (1) | | | | | | | 8 (1) | | 8 |
| Unit 10 | | 5 (1) | | | | 2 (1) | | 5 (1) | | | 10 (2) | 2 (1) | 12 |
| Unit 11 Map | | | | | | | | | 5 (1) | | | | 5 |
| B. Contemporary World | | | | | | | | | | | | | |
| Unit 12-13 | | | | | 5 (1) | | | | | | | 5 (1) | 5 |
| Unit 14 | | | 2 (1) | | | | | 5 (1) | | | | 5 (1) | 7 |
| Unit 15-16 | | | 2 (1) | 8 (1) | | | | | | 8 (1) | | 2 (1) | 10 |
| Unit 17-18 | | | 2 (1) | | 5 (1) | | | | | | 5 (1) | 2 (1) | 7 |
| Unit 19-20 | | | 6 (3) | | | | | | | | | 6 (3) | 6 |
| Unit 21 | | | | | | | | | 5 (1) | | | | 5 |
| Sub-total | 8 (1) | 10 (2) | 12 (6) | 24 (3) | 15 (3) | 6 (3) | | 15 (3) | | 10(2) | 32 (3) | 40 (8) | 18(9) |
| Total | | 30 (9) | | | 45 (9) | | | 15(3) | | 10(2) | | | 100(23) |

SAMPLE QUESTION PAPER I
HISTORY
CLASS XII

Time: 3 Hrs.

Max. Marks: 100

General Instructions

1. Answer all the questions. Marks are indicated against each question.
2. Answers to questions carrying 2 marks should not exceed 30 words
3. Answers to questions carrying 5 marks should not exceed 100 words.
4. Answers to questions carrying 8 marks should not exceed 250 words.
5. Attach the maps with the answer sheet.

A. MODERN INDIA

- | | | |
|---|---|---|
| 1 | Why did the modern educated Indians not support the rebels in 1857? | 2 |
| 2 | Why were the Home Rule Leagues formed? Give any <i>two</i> reasons. | 2 |
| 3 | What were the differences in the approach and activities of the Swarajists and no changers? | 2 |
| 4 | Describe the major achievements of Tipu Sultan to strengthen the Mysore State. | 5 |
| 5 | Explain the Dual System of Administration in Bengal introduced by Lord Clive. | 5 |

OR

Explain the ways in which India's wealth was drained to Britain from 1757 to 1856.:

- | | | |
|---|--|---|
| 6 | What were the provisions of the Govt. of India Act of 1935. | 5 |
| 7 | Evaluate the role of the revolutionaries of the late 1920s in the freedom struggle of India. | 5 |

OR

Examine the growth of socialist ideas during the 1930s and 1940s. What was their impact on the nationalist movement of India?

- | | | |
|---|---|---|
| 8 | Critically examine the role of western thought and education in the rise of modern nationalism. | 5 |
|---|---|---|

OR

Evaluate the contribution of the Moderates to the growth of Indian National movement. What was the attitude of the Government towards them?

- | | | |
|---|---|---|
| 9 | Describe the achievements of Arya Samaj in the educational, religious and social fields in India. | 8 |
|---|---|---|

OR

Trace the development of religious and social reforms in western India (Any 4)

- 10 'The uprising of 1857 was the outburst of popular discontent with the economic, social, religious and political policies of the British in India'. Explain. 8

OR

Explain the various purposes for which the Indian Army was used by the British colonial rulers. Also explain the changes introduced in the Army after the Revolt of 1857.

- 11 When and why was the Cripps Mission sent to India? Why did it fail? Explain the major developments that followed its failure. 1+1+2=4

OR

Read the following passage and answer the questions that follow:-

'I shall work for an India in which the poorest shall feel that it is their country, in whose making they have an effective voice, an India in which there shall be no high class and low class of people, an India in which all communities shall live in perfect harmony. . .

(Mahatma Gandhi)

- (a) Explain the three social causes very close to Gandhiji's heart.
(b) Explain Gandhiji's programme for the economic upliftment of the common man.
(c) Why did he associate himself with the common man? 3+2+3
- 12 On the given outline map of India, mark and name the following five European settlements in the 18th century:
1. Chandranagore 2. Goa; 3. Fort William 5
4. Nagapatnam 5. Pondicherry.

OR

On the given outline Map of India mark and name five Indian National Congress sessions between 1885-1907.

*Note : The following question is in place of Q. No. 12 for **Blind Candidates** only:*

Write the names of five places of European Settlement in India into 18th Century

OR

Write any five names of the places of Indian National Congress sessions held from 1885 to 1907

B. CONTEMPORARY WORLD HISTORY

- 13 What was the May Fourth Movement with reference to China? 2
14 What was Operation Barbarossa during Second World War? 2
15 State any *two* changes brought about by the Constitution of 1947 in Japan. 2
16 Mention any *two* features of the Second Industrial Revolution. 2

OR

Mention any *two* characteristic features of the Bengal School of Art.

17 State any *two* ways in which development in science and technology has improved food production and distribution in India. 2

OR

Mention any *two* changes in African Literature after the independence of the African countries.

18 State any *two* effects in the use of automobiles in the field of transport system. 2

OR

Mention *two* international news agencies which control the bulk of news collection and dissemination in the world.

19 Explain the events in the Balkan region that created conditions of war in the early 20th century. 5

OR

Explain the difficulties faced by historians in writing contemporary History.

20 Explain the foreign policy of Soviet Union in the Khrushchev era. 5

21 USA faced economic depression of 1929 inspite of unprecedented growth in economy. Analyze the factors responsible for it. 5

OR

‘The growth of Fascism was a calamity not only for Europe but for the entire world.’ Justify the statement by giving arguments.

22 Explain the factors that brought about the collapse of imperialism in the post Second World War period. 8

OR

Explain the reasons for the collapse of Communism in the Soviet Union. What was its immediate effect?

23 On the outline map of Europe mark and name *three* countries occupied by Germany and *two* neutral countries during the Second World War. 5

OR

On the outline Map of Africa name and mark *five* countries that became independent in the Africa year.

*Note: The following question is only for the **Blind candidates** in lieu of map question no.23.*

Name *three* countries occupied by Germany and *two* countries that were neutral during the Second World War.

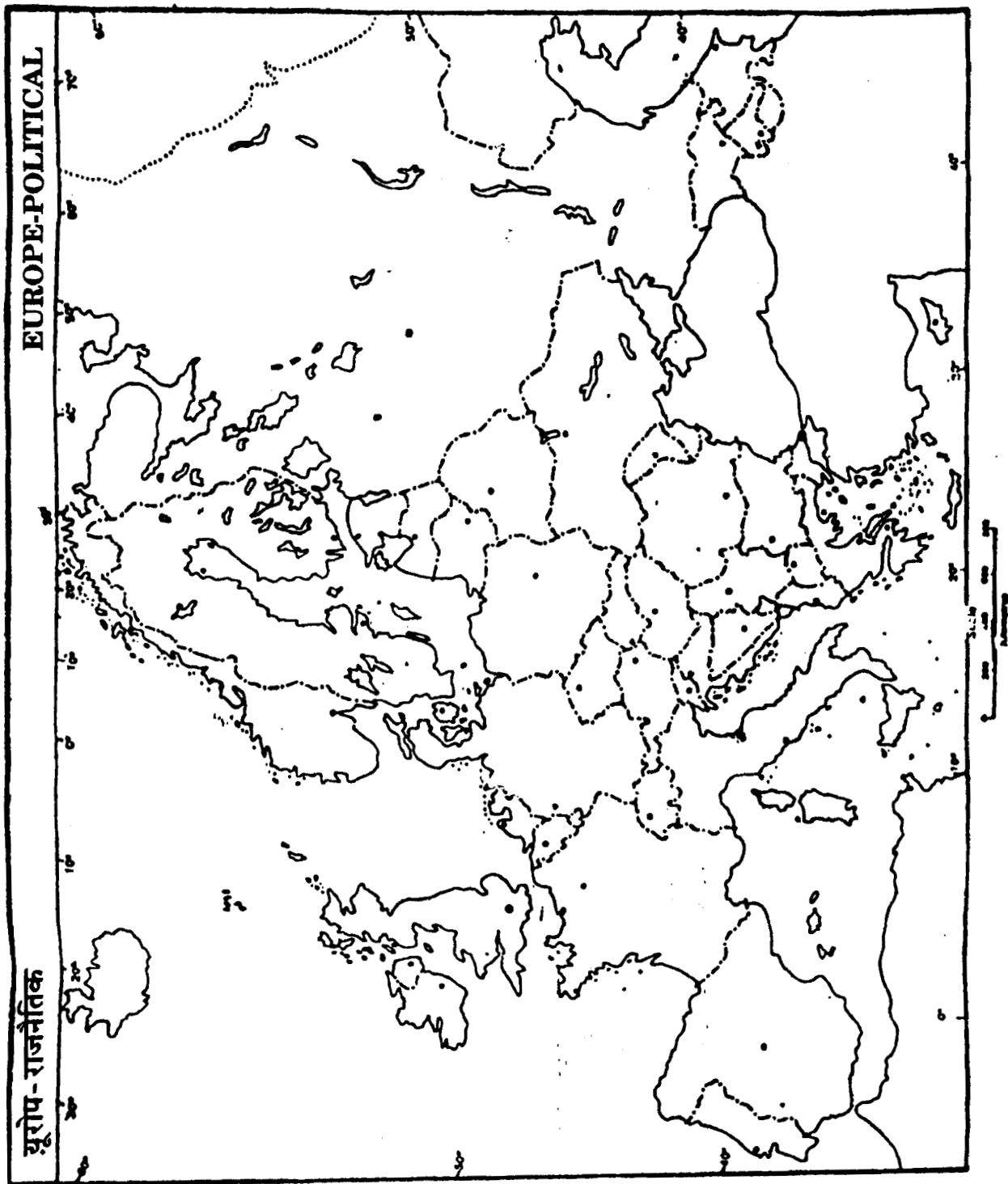
OR

Name *five* countries in Africa that became independent in the Africa year.

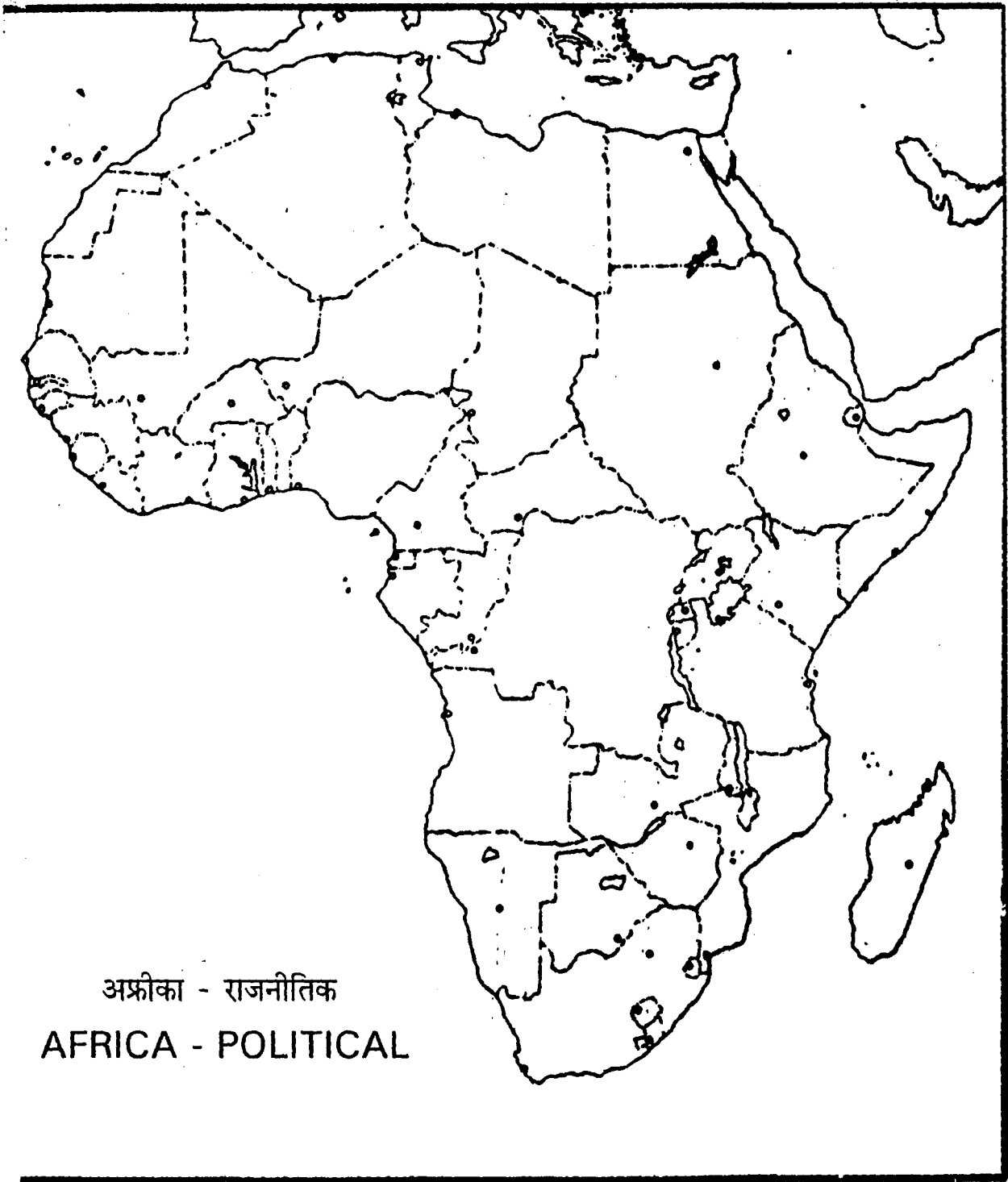
Map for Question No. 12 Set 1



Map for Question No. 23 Set 1



Map for Question No. 23 (or) Set 1



अफ्रीका - राजनीतिक
AFRICA - POLITICAL

SAMPLE PAPER I
HISTORY
CLASS XII
MARKING SCHEME

Time: 3 Hrs.

Max. Marks: 100

A. MODERN INDIA

Q1. (i) They did not like the rebel's appeals to superstitions.

(ii) They did not like the rebel's opposition to progressive Social measures.

(iii) They believed that the British Rule would modernize India.

(iv) Leadership provided by the feudal elements to the rebels of 1857.

(Any Two)

1+1 = 2 marks

Q2. Home Rule leagues was started by Bal Gangadhar Tilak and Anni Besant

(i) Realization that without popular pressure government would not give any Concessions.

(ii) The world war destroyed the myth of the Western powers.

(iii) World war increased misery among Indians.

(iv) Inert political organization with no political work under the Moderates.

(Any Two)

1+1 = 2 marks

Q3. The withdrawal of the non-cooperation movement led to serious differences among the leaders, who had to decide how to prevent the movement from lapsing into passivity.

One school of thought headed by C. R. Das and Motilal Nehru known as swarajists advocated a new line of political activity under the changed condition. According to them the nationalist should end the boycott of legislative councils, enter them, obstruct the working according to official plan, expose their weakness and use them to arouse public enthusiasm.

No changers like Sardar Patel, Dr. Ansari, Rajendra Prasad opposed this idea and warned that it would neglect the work of masses, weaken nationalist fervour and create rivalry among leaders. They emphasised the Constructive Programme of spinning, Hindu Muslim Unity and grass root work in the villages.

In December 1922, Motilal Nehru formed the Congress Khilafat Swarajya Party. The new party was to function as a group within the Party.

(Assess as a whole)

2 marks

Q4. Major Achievements of Tipu Sultan

- (i) A great innovator
- (ii) Desire to change reflected in the introduction of a new calendar, system of coinage etc.
- (iii) Personal library on diverse subjects.
- (iv) Showed keen interest in the french revolution.
- (v) Organized loyal & disciplined troops.
- (vi) Infantry armed with muskets & bayonets.
- (vii) Made an effort to build modern navy.
- (viii) A great statesman; first Indian ruler to recognize the threat of the British.

(Any five points)

5 marks

Q5. Dual system of Administration

- (i) Under the Dual system the East India Company became the real master of Bengal from 1765.
- (ii) The Nawab depended on the British for internal and external security.
- (iii) As Diwan, the company directly collected its revenues.
- (iv) Through the right to nominate the Deputy Subahdar, the British Controlled the Nizamat.
- (v) The British army was in sole control of Bengal's defence.
- (vi) British had power without responsibility.
- (vii) The Nawab had the responsibility of administration but no power to discharge it.

(Assess as a whole)

5 marks

OR

Q5. Drain of wealth to Britain from India

The economic drain was the result of the control on

- (i) Indian revenue by a foreign company of merchants who spent the Indian money in Britain.
- (ii) Collection of immense fortune extorted from common men, Indian rulers and merchants-six million pounds in 7 years (1758-65) four times the land revenue of Bengal.

- (iii) Collection of revenue of Bengal through the grant of Diwani in 1765 and thus directly organised the drain.
- (iv) By the end of 18th century, the drain amounted to 9% of India's national income in addition to salaries and other income of English officials.
- (v) Excess of India's exports over its imports for which India got no return. Lord Ellenborough admitted that two to three million sterling was sent annually from India to England without any return.
- (vi) The Company, through purchases known as 'Investments' bought Indian goods out of revenue of Bengal and exported them.

(Any five points)

5x1 = 5 marks

Q6. Provisions of Government of India Act 1935.

- (i) The Act provided for the establishment of an All India Federation.
- (ii) Federation based on a Union of provinces of British India and the Princely states.
- (iii) Bicameral Federal Legislature, with disproportionate weightage to the States.
- (iv) Representatives of states not to be elected.
- (v) Only 14% of the total population in British India given the right to vote.
- (vi) Defence and foreign affairs outside the legislature's control, Governor General retained special control.
- (vii) Governors & the Governor General to be appointed by the British Government.
- (viii) In the provinces, there was to be autonomy.
- (ix) Ministers responsible to the provincial assemblies and to control all departments of provincial administration.
- (x) Governors given special powers.
- (xi) Governors controlled civil service & police.

(Any five points)

1+1+1+1 = 5 marks

Q.7 The role of the revolutionaries of the late 1920's in the freedom struggle.

- (i) In 1897 the chapekar assassinated two unpopular british officials at Poona.
- (ii) In 1904 V. D. Savarkar organised Abhinava Bharti a secret society of revolutionaries.
- (iii) In 1905 several news papers began to advocate revolutionary terrorism. The Revolutionaries affirmed their faith in socialism.

- (iv) In 1907 an attempt was made on the life of the Lt. Governor of Bengal and struck terror in the hearts of British officials by their fearless and defiant attitude.
- (v) In 1908 Khudi Ram Bose and Prafulla Chiki threw a bomb at the carriage occupied by the judge at Muzzafarpur.
- (vi) Hindustan Republican Association was founded in Oct. 1924 to organise armed Revolution.
- (vii) The revolutionaries never had a mass following & no base among the people.
(Any five points) 5x1 = 5 marks

OR

- Q7.** 1. The 1930's witnessed the rapid growth of socialist ideas within and outside the congress.
- (a) Impact of 1929 of great economic slump or depression in the U.S. but the economic condition of the Soviet Union remained good.
 - (b) Socialist ideas began to attract more and more people especially the young, the workers and the peasants.
- (2) Role of Jawahar Lal Nehru in popularising the vision of a Socialist India both within the national movement and the country at large. In 1936 Nehru urged the congress to accept socialism as its goal.
- (3) In the Karachi session of Indian National Congress, resolution of 1930 also influenced the programmes and policies of the Congress.
- (4) The Faizpur Congress resolution and the election manifesto of 1936 promised radical transformation of the agrarian system, substantial reduction in rent and revenue, scaling down of rural debt and provisions of cheap credit.
- (5) In 1945 the congress working Committee adopted a resolution recommending abolition of land lordism. And in 1938, S. C. Bose was its president, the congress committed itself to economic planning and set up a National Planning Committee under the chairmanship of J. L. Nehru.
- (6) The socialist tendency led to the growth of the communist party after 1935 under the leadership of P. C. Joshi and the foundation of the Congress Socialist Party in 1934 under Acharya Narendra Dev and Jai Prakash Narayan. In 1930's the foundation of the All India Students Federation and the All India Progressive Student Association.
- Q8. Western thought & nationalism**
- (i) Large number of Indians imbibed a modern national, secular, democratic and nationalist political outlook.

- (ii) Study of Nationalist movements of European nations - Rousseau, Paine, John Stuart Mill became their political guides.
- (iii) The educated Indians were the first to feel the humiliation of foreign subjection. Studied the evil effects of foreign rule.
- (iv) The educated Indians dreamt of a modern, strong, prosperous and united India and some of them became the leaders and organisers of the national movement.

Limitations of the system of western education

- (i) Authorities inculcated notions of docility and servility in schools & colleges.
- (ii) English language, though a medium of communication became a barrier to the spread of modern knowledge among the common people
- (iii) It also separated the educated urban people from the common people, especially in the rural areas.
- (iv) Spread of modern ideas and nationalist ideas occurred through other means and not just through schools & colleges developing Indian languages and literature and press which constantly criticised the official policies and put forward the Indian point of view.

(Any Two)

1+1 = 2

OR

Contribution of Moderates towards the Indian National movement

- (i) Upto 1905 the movement was dominated by the Moderate nationalists;
- (ii) Their agitations were constitutional and within the four walls of the law. They always put the demand peacefully and through petitions, meetings; resolutions and speeches.
- (iii) By this way the nationalists built up a strong public opinion in India to arouse the political consciousness and to educate them on political issues.
- (iv) Their programmes and policies championed the cause of all sections of the society.

Attitude of the Government

- (i) In the beginning the government had a positive attitude towards moderates but later on its attitude changed and became hostile.
- (ii) British officials began to openly criticise and condemn the national leaders and used to say disloyal babies, seditious brahmens and violent villains.
- (iii) Dufferin called it, “a microscopic minority of the people”.

Q9. Achievements and works of Arya Samaj in the field of educational, religious and social reforms

Educational (achievements) field

Arya Samaj favoured the study of western sciences and worked for spreading education on traditional ideals of education as well as modern education i.e. D. A. V. Schools throughout the countries and Gurukul near Hardwar.

Arya Samaj worked for the girls education at school & college level. Swami Dayanand propagated and worked for Swa Bhasha, Swa Dharma and Swadeshi.

Religious field

Arya Samaj's approach towards vedas was rationalist. Swami Dayanand reflected religious thought as conflicted with the vedas. Arya samaj attacked Hindu orthodoxy opposed to idolatory; ritualism and priests domination and opposed the caste system.

Social field

Arya Samaj advocated for social reforms and worked actively to improve the condition of women; Fought untouchability, and rigidities of the hereditary Caste system
The Arya Samajists inculcated a spirit of self respect and self reliance among the people. They also promoted nationalism and worked for preventing the conversion of Hindus to other religions and worked for removing social ills.

3+3+2=8

OR

Q 9. Religious and social reforms in Western India

- (i) Bal Shastri Jambekars– one of the first reformers in Bombay– attacked Brahmanical orthodoxy, started a weekly the Darpan.
- (ii) Paramahansa Mandali believed in one God, worked against caste rules, supported widow remarriage and education of women.
- (iii) Student's literary and scientific society– organised lectures on popular science and social questions. Set up schools for girls.
- (iv) Jotiba Phule– started a school for girls, promoted widow remarriage.
- (v) Gopal Hari Deshmukh– advocated the organisation of Indian Society on rational principles and modern humanistic and secular values.
- (vi) Dadabhai Naoroji formed an association to reform the zoroastrian religion and worked for the upliftment of the parsis.

(Any 4 to be explained)

4 x 2 = 8 marks

Q10. Popular discontent for the revolt of 1857

Economic Causes: destruction of traditional Industries, impoverishment of peasants and traditional zamindars

Discontentment of the middle class and upper class of the Indian Society to exclusion from higher post.

Impoverishment of artists, writers and religious preachers due to displacement of rulers.

Social and religious causes

Policy of racial discrimination. Humanitarian measures and legislations passed by the government were viewed with suspicion.

Policy of taxing lands belonging to temples and mosques.

Activities of the christian missionaries and their attempt to convert.

Open ridicule of long cherished customs.

British government support to the christian missionaries.

Financial support given by the government to support the chaplains and christian priests.

(Any four)

4 marks

Political causes

Loss of independence of the Indian rulers due to the British policies of conquests and Annexations—eg., subsidiary alliance, Doctrine of lapse etc.

Annexation of Awadh by Dalhousies.

Stopping of Pensions to the adopted successors.

Withdrawal of titles of princes.

The reverses suffered by the British in the Afghan wars.

(Any Two)

2 marks

OR

Purposes for which the Indian army was used

- (i) For conquest and expansion within India
- (ii) To defend the British empire in India from other European imperialist countries
- (iii) To use Indian army to fight wars outside India for the British
- (iv) To suppress army revolt in the country

(Any 3 points)

1+1+1= 3 marks

Changes in the army

- (i) Increasing the proportion of the europeans in the army.
- (ii) Placed European soldiers in key geographical and military positions.

- (iii) Artillery, tanks were placed in the hands of the Europeans only.
- (iv) The earlier policy of excluding Indians to higher ranks was maintained.
- (v) Organization of the army was based on the policy of divide and rule.
- (vi) Martial and non-martial classes.
- (vii) Caste and communal companies were introduced in most regiments.
- (viii) Efforts were made to keep the army from the rest of the population, isolated from nationalistic ideas.

(Any 5 points) 5 marks
Total 3 + 5 = 8 marks

Q11. When? 1942

Why: to secure the active cooperation of the Indians in the war efforts of the British.

Why Failed: The British Govt. refused to accept the congress demand for the immediate transfer of power to Indians.

Major Developments

- (i) It embittered the people of India because they felt that the existing political situation in the country had become intolerable.
- (ii) The Congress decided to take active steps to compel the British to accept the Indian demand for independence.
- (iii) The All India Congress Committee met at Bombay on August 1942 and passed the famous 'Quit India Resolution'.
- (iv) Proposed to start a non-violent mass struggle under Gandhi Ji
- (v) Arrest of Gandhi ji and other Congress leaders
- (vi) Congress was declared illegal and this led to violent mass protests.

(Any Four) 1+1+2+4 marks

OR

a. Three social causes close to Gandhi ji

- (i) Hindu-Muslim Unity.
- (ii) Fight against Untouchability.
- (iii) Raising the social status of women.

(Explain) 1+1+1=3 marks

b. Economic upliftment of the common man

- (i) Gandhi ji asked nationalist workers to go to the villages.
- (ii) Symbol of economic transformation was khadi or hand-spun and hand woven cloth.
- (iii) Salvation through village and domestic industries; charkha promoted; participation of women encouraged.
- (iv) He himself spun daily, emphasizing dignity of labour and the value of self reliance.

(Any two) 1+1=2 marks

c. Association with common man

- (i) Gandhi ji had a basic sympathy for an understanding of the problems and psychology of the common man.
- (ii) He had immense faith and capacity in the common man, who inspired him with their great faith, trust in god and who never expected any reward
- (iii) They compelled by their sacrifice to make him do the work he did.
- (iv) He identified his life and his manner of living with the life of the common people. He became a symbol of poor India and nationalist India.

(Any three) 1+1+1= 3 marks

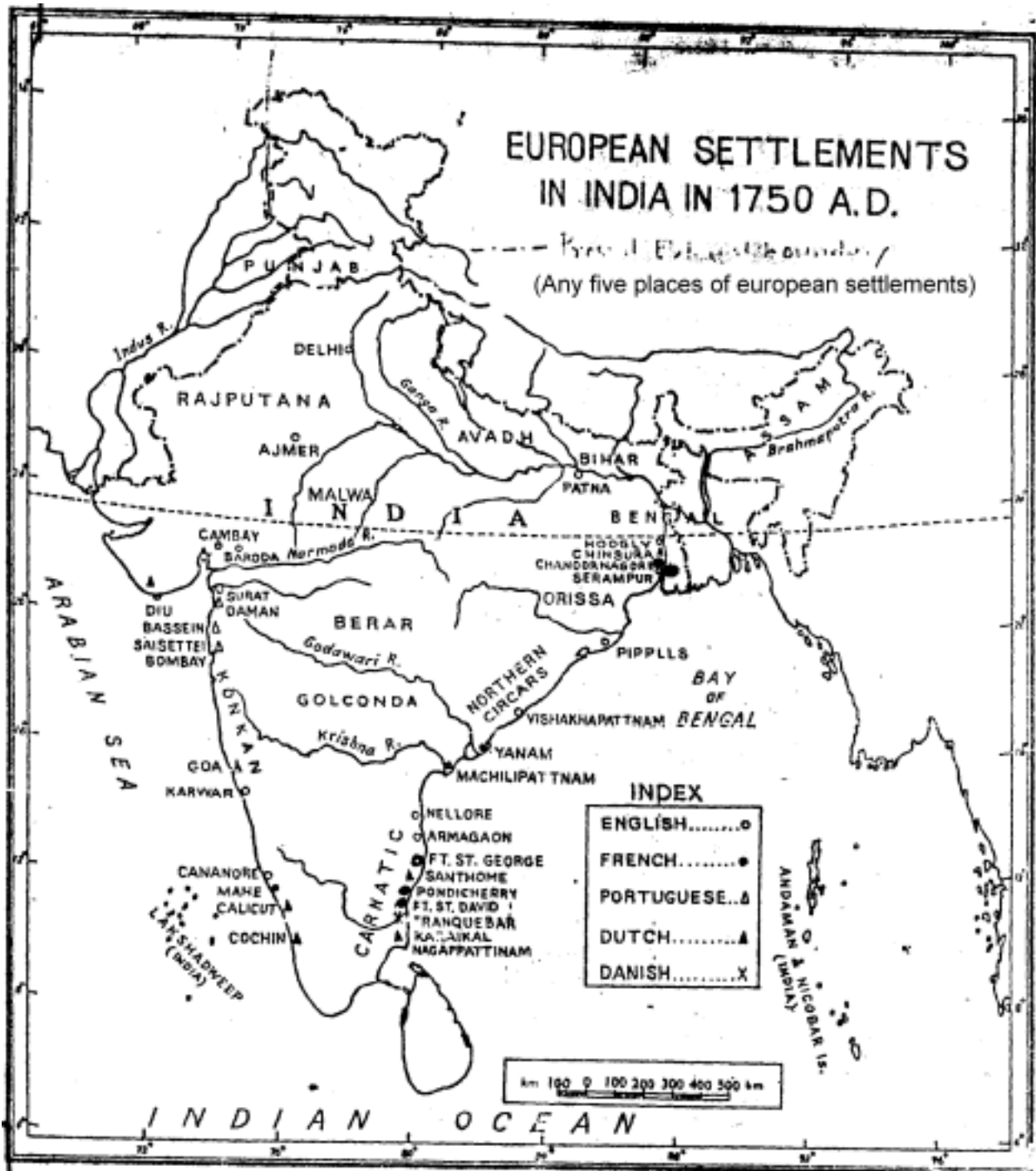
Q12. Map Work – Maps attached.

For Blind Candidates:

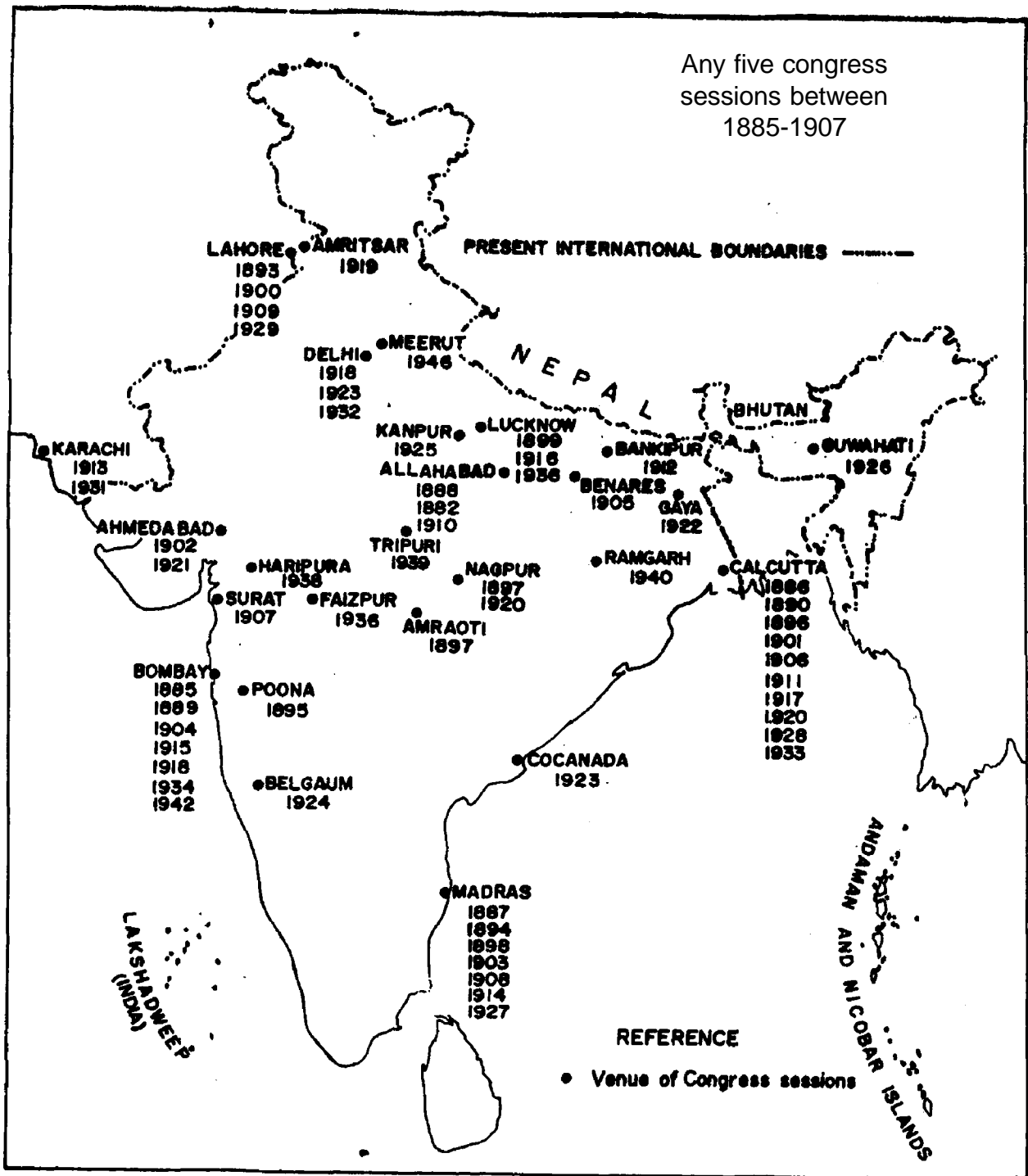
Total 3+2+3= 8 marks

As per information given in the maps attached.

Answer to Q. No. 12



Answer to Q. No. 12 (OR)



B. CONTEMPORARY WORLD HISTORY

Q13. May Fourth Movement

- (i) Started by the students of Beijing University.
- (ii) A protest movement, that soon spread to various parts of China.
- (iii) An anti-imperialist upsurge in 1919.
- (iv) It was against the decision of the Paris Peace Conference to hand over Shantung to Japan.

(Any two) 1+1= 2 marks

Q14. Operation Barbarossa

- (i) The German invasion of Soviet Union in early 1940 was given the code name of 'Operation Barbarossa'.
- (ii) According to this plan, Soviet Union was to be defeated in nine weeks or at the most seventeen weeks.
- (iii) It turned out that the invasion led to the destruction of the Nazi regime & Hitler himself.
- (iv) It also broke the Soviet- German pact. So Soviet Union was taken totally unawares.

(Any two) 1+1=2 marks

Q15. Constitution of 1947 in Japan-Changes

- (i) It introduced a democratic Parliamentary form of government.
- (ii) It introduced Universal adult franchise.
- (iii) The Emperor was divested of powers & was only "the symbol of the state".
- (iv) Renounced war as a national policy.
- (v) Prohibited Japan from having a standing army or navy.

(Any two) 1+1=2 marks

Q16. Two features of the Second Industrial revolution

- (i) Mass production & mass consumption.
- (ii) Shift from the use of mechanical to electrical devices to electronic devices.
- (iii) Manifold increase in food production with the use of agricultural implements.
- (iv) New means of communication.

- (v) Improved nutrition, health & sanitation facilities.
- (vi) House hold appliances relieve drudgery.
- (vii) New kinds of occupational structures.
- (viii) Number of break throughs in science.

(Any two)

1+1=2 marks

OR

Bengal School of Art

- (i) Themes were mostly from Indian mythology, epics & classical literature.
- (ii) Small-size paintings in water colours with a limited palette.
- (iii) Flowered at Santiniketan.
- (iv) Use of folk traditions, oriental art traditions.

(Any two)

1+1=2 marks

Q17. Science, Technology & Food Production

- (i) Selection of better variety crops.
- (ii) Improved irrigation methods.
- (iii) Use of sophisticated implements.
- (iv) Use of insecticides & pesticides.
- (v) New food items introduced.
- (vi) Application of the cell, tissue & embryo cultures.
- (vii) Improvement in transportation.
- (viii) Rodent control, better packaging & improved cooking techniques.
- (ix) Elimination of famines.

(Any two)

1+1= 2 marks

OR

Changes in African literature

- (i) Thematic content changed radically.
- (ii) Colonial experience and culture conflict ceased to be of major concerns.
- (iii) Pitted against the enemy within.

- (iv) Novel moving away from village to city.
- (v) Use of local languages for literary works.

(Any two) 1+1= 2 marks

Q18. Coming of Automobiles

- (i) Improvement of roads & highways.
- (ii) Roadside retail petrol supply points.
- (iii) Repair facilities for smooth movement of vehicles.
- (iv) Traffic increase led to traffic rules. Internationally agreed signs adopted.
- (v) Accidents & hazard on roads.
- (vi) Traffic jams & shortage of parking spaces.

(Any two) 1+1= 2 marks

OR

Names of two International news agencies

- (i) U.P.I - United Press International
- (ii) A P - Associated Press

1+1=2 marks

Q19. Events in the Balkan region

- (i) Tensions in Europe connected to the dismemberment of the ottoman Empire.
- (ii) Balkan peninsula under the ottomans till the early 19th century.
- (iii) Throughout the 19th century wars between Ottoman & Russian empires.
- (iv) Russia's attempts to extend control over the Ottoman Empire thwarted by other European powers- Britain, Germany and Austria-Hungary.
- (v) By early 20th century many Balkan nations emerged independent.
- (vi) Serbia emerged as the champion of the Slav people, many of whom lived in Austria- Hungary.
- (vii) Serbia supported by Russia to create a Greater Serbia, in South East Europe.
- (viii) This created tension between Serbia & Austria- Hungary & Serbia & the Ottomans.

- (ix) In 1908- Austria-Hungary annexed Bosnia- Herzegovina, creating further intensification of tensions.
- (x) The Balkan wars of 1912-13 led to more bitterness & this region became the source of increasing tensions in Europe finally providing the incident that brought on the first world war.

(Assess as a whole) 5 marks

OR

Difficulties in writing contemporary history

- (i) Confusion and dispute over periodization.
- (ii) Many important sources not available.
- (iii) Official records dealing with sensitive issues may cause embarrassment to governments or individuals concerned.
- (iv) Governments may release only selective documents, which may lead to a different conclusion.
- (v) Historian participates in the events, so may be biased.
- (vi) May not be able to remain objective.
- (vii) Historian does not know what happened in the end.
- (viii) Contemporary history open-ended & provisional.

(Any five)

1+1+1+1+1= 5 marks

Q20. Foreign policy of Soviet Union in the Khrushchev era

- (i) Major shift in foreign policy after Stalin.
- (ii) New emphasis on 'peaceful coexistence'.
- (iii) Giving up the theory of inevitability of war.
- (iv) Peaceful competition between different social, economic & political systems.
- (v) Foreign policy, an important factor in strengthening freedom movements in Asia & Africa.
- (vi) Split in the communist movement- between China and Soviet Union.
- (vii) Eastern Europe continued to be under the Soviet sphere of influence.
- (viii) In spite of the policy of peaceful coexistence, Soviet Union continued to build an arsenal of destructive weapons.

(Any five)

1+1+1+1+1= 5 marks

Q21. In spite of the unprecedented growth in economy, USA faced economic depression in 1929. The factors responsible for this depression are as follows.

Ans. Though sounds strange US economic depression of 1929 was caused due to over-production.

- (i) The Industrial expansion in US was accompanied by concentration of economic power in a few hands.
- (ii) Thousands of small companies were swallowed up by a few big ones, which controlled the economy of the whole country.
- (iii) However the unprecedented economic growth brought little benefits to the worker, most of whom continued to live in poverty and misery and had no buying power.
- (iv) The basic cause of economic crisis lay in the nature of the economy which went on expanding making huge profits while keeping most of the people in a state of impoverishment.
- (v) The crash began when the price of shares began to fall, creating a panic and people rushed to sell their shares, which led to further fall, This led to the collapse of the stock market followed by closure of banks.
- (vi) This wiped off life's savings of millions of Americans.
- (vii) Since people had no buying power, goods remained unsold. Since banks were closed industries could not get loans.
- (viii) Since goods produced could not be sold-industries were closed down resulting in unemployment.
- (ix) Demand for goods further went down leading to closure of more factories.
- (x) All these are unique features of capitalist system.
- (xi) Thus the 'fundamental maldistribution of purchasing power' is the major factor to the great economic depression in spite of unprecedented economic growth.

(Any five points)

1+1+1+1+1= 5 marks

OR

Q21. The growth of Nazism was a calamity not only for Europe but for the entire world

I. Growth of Nazism had disastrous effect both on Europe as well as on the world.

- (i) Most of the European countries such as Italy, Germany, Spain, Austria, Hungary fell victims to Nazism and fascist dictatorship.
- (ii) People were subjected to the dictates of the state.

- (iii) In Germany a virtual reign of terror began from 1933.
 - (iv) Thousands of Jews, communists and socialists were subjected to ruthless oppression or were killed.
 - (v) Special police called 'Gestapo' worked as an instrument of oppression of Nazi government.
 - (vi) Literary and scientific works of best of authors and scientists were burnt in huge bonfires.
 - (vii) All political parties which were opposed to Nazism were banned.
- (Any three) 1+1+1= 3 marks

- II. - Impact of Nazism on the world was equally harmful.
- The discussion of the Allied power to appease the Nazi powers eventually led to the Second World War which involved all major countries.
 - The world war was preceded by annexation of Austria, Hungary, Czechoslovakia by Germany, of China by Japan, attack on Ethiopia by Italy. Started an era of tension and aggression.
 - Led to militarisation in many countries of the world.
 - The democratically elected government in Spain was overthrown with the support of Nazi government in Germany.
 - Finally World War shattered the economy of the entire world. There was unprecedented death and destruction in the world.
- (Any two) 1+1=2 marks
Total 3+2 = 5 marks

Q22. Factors that brought about the collapse of Imperialism

- (i) Weakened the imperialist countries militarily & economically.
- (ii) Emergence of USA and Soviet Union.
- (iii) Socialist governments in Eastern Europe.
- (iv) Colonial powers faced serious internal problems.
- (v) Imperialism no longer a mark of superior civilisation.
- (vi) Imperialism associated with brute force, exploitation & injustice.
- (vii) Cost of maintaining control over colonies was very high.

- (viii) Solidarity among the freedom movements of different countries.
- (ix) The forums of common wealth and the U.N. used to support cause of the countries- Declaration of Human Rights.
- (x) The role of NAM and regional groupings such as Organization of African Unity.
- (xi) India's role & the organization of Asian Relations Conference

(Any eight points)

1x8= 8 marks

OR

Q22. Explain the reasons for the collapse of communism in Soviet Union. What was its immediate effect?

- (i) Many changes of great historical significance took place in Soviet Union and in the countries of Eastern Europe which contributed to the fall of communism in USSR.
- (ii) Since 1985 important reforms began to be introduced in the political system of Europe with a view to political democracy.
- (iii) Glasnost or openness introduced by president Gorbachev led to free and open discussion on every issue.
- (iv) Curbs on the freedom of thought and expression was lifted.
- (v) This exposed the anomaly and short comings of Soviet political and economic system. It also exposed the excesses committed by Stalin.
- (vi) Gorbachev also introduced Perestroika meaning restructuring which resulted in various reforms in economy to end the stagnation in economy and to improve the condition of the people. The hold of the communist party over the country as well as on the countries of Eastern Europe was loosened and other political parties were allowed to function.
- (vii) There was a demand for greater autonomy by the constituent republics of Soviet Union.
- (viii) In August, 1991, some leaders of the communist party staged a coup against Gorbachev. Though the attempt failed the Soviet Union began to break up. On 25th Dec., 1991 Gorbachev, the President of the Soviet Union resigned and Soviet Union formally ceased to exist. Communism in Soviet Union collapsed.

(Any six)

6 marks

Immediate Effects

- (i) Soviet Union broken up into 15 independent republics, 12 of them formed Commonwealth of independent states.

- (ii) Fall of Soviet Union and collapse of communism removed the fear of communism from the Western Bloc.
- (iii) Fall of communism and of the Soviet bloc marked the end of cold war.
- (iv) Emergence of unipolar world with new power equations is another significant result.

(Any two)

1+1= 2 marks

Q23. Map Work. (Maps given on Pages 30-31)

FOR BLIND CANDIDATES

Three Countries occupied by Germany and two Countries that were neutral during the Second World War.

- (a) 1. Rhineland
- 2. Austria
- 3. Czechoslovakia
- 4. Sudeten land
- 5. Poland

(Any three countries)

3 marks

- (b) Neutral Countries.

- 1. Norway 2. Sweden 3. Bulgaria 4. Denmark
- 5. Portugal 6. Spain 7. Holland. 8. Greece

(Any two)

2 marks

5 marks

OR

Five Countries which gained independence in the Africa year (1960) :-

(Any Five Countries from the following) :

- 1. Mauritania 2. Niger
- 3. Chad 4. Burkinafaso
- 5. Ivory Coast 6. Nigeria
- 7. Cameroon 8. C.A. Republic
- 9. Gabon 10. Zaire
- 11. Somalia

(Any Five)

5 x 1 = 5 marks

Q. 23 (Map)



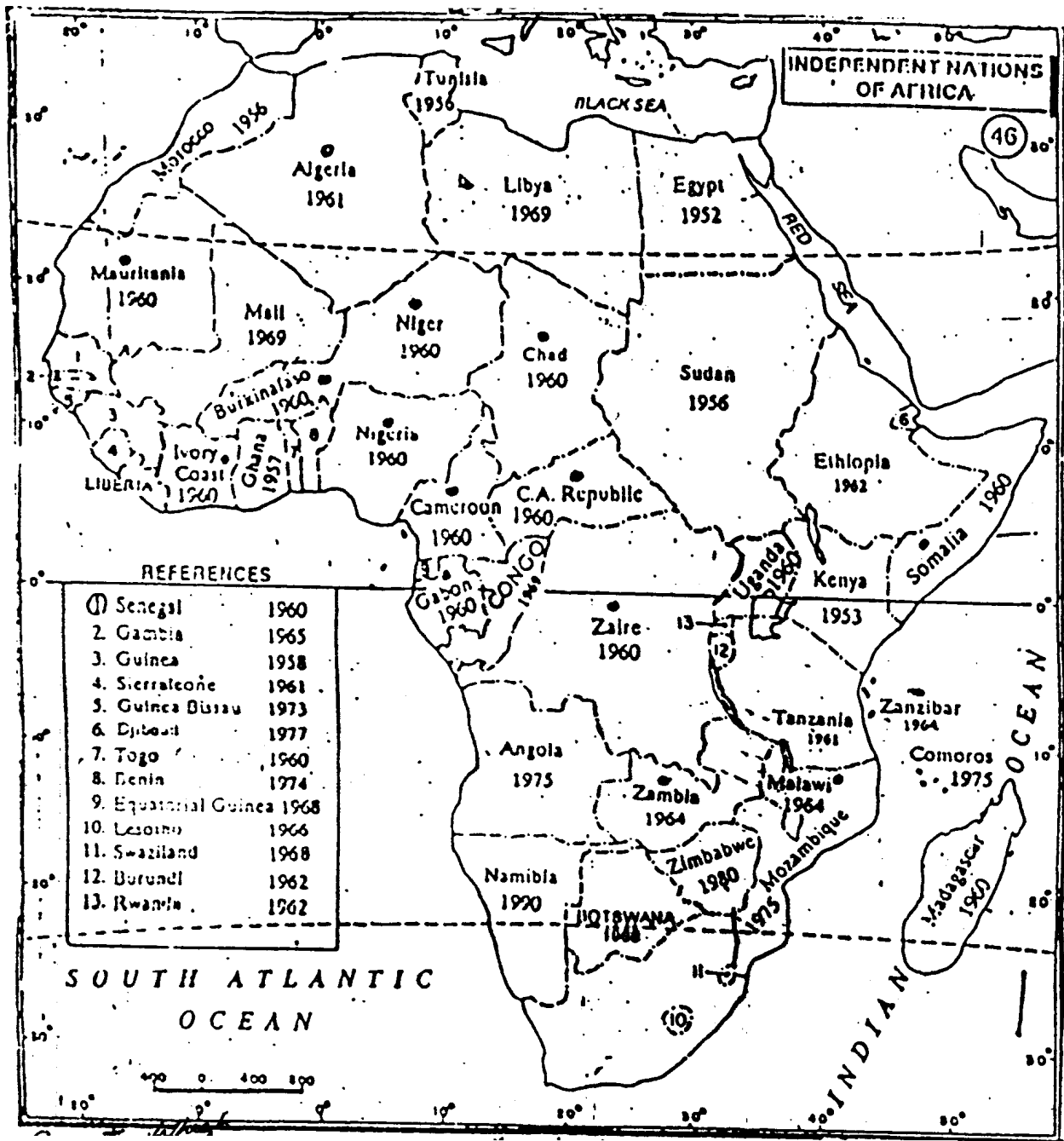
a. Countries occupied by Germany during Second World War (Any three)

1. Rhineland
2. Austria
3. Czechoslovakia
4. Sudetenland
5. Poland.

b. Names of Neutral Countries (Any two)

1. Norway
2. Sweden
3. Bulgaria
4. Denmark
5. Portugal
6. Spain
7. Holland

Set Q. 23 (OR)



Countries which became independent in the Africa year (1960)

Any Five Countries from the following

- | | |
|----------------|------------------|
| 1. Mauritania | 6. Nigeria |
| 2. Niger | 7. Cameroon |
| 3. Chad | 8. C.A. Republic |
| 4. Burkinafaso | 9. Gabon |
| 5. Ivory Coast | 10. Zaire |
| | 11. Somalia |

QUESTION-WISE ANALYSIS

| S. No. | Instructional Objective | Specification | Content Unit/Sub Unit | Form of Question LA/SAI/SAII | Marks Alloted | Estd Time Level | Estimated Difficulty |
|--------|-------------------------|--------------------|-----------------------|------------------------------|---------------|-----------------|----------------------|
| 1. | Understanding | Explains | 4,5 | SA II | 2 | 3 min | Average |
| 2. | Understanding | Reasons | 6,7,8 | SA II | 2 | 3 min | Average |
| 3. | Understanding | Explains | 10 | SA II | 2 | 3 min | Average |
| 4. | Knowledge | Recalls | 1, 2, 3 | SA I | 5 | 8 min | Easy |
| 5. | Understanding | Explains | 1, 2, 3 | SA I | 5 | 8 min | Easy |
| 6. | Knowledge | Recalls | 10 | SA I | 5 | 8 min | Easy |
| 7. | Application | Evaluates/Argues | 10 | SA I | 5 | 8 min | Difficult |
| 8. | Application | Examines/Analysis | 6,7,8 | SA I | 5 | 8 min | Difficult |
| 9. | Knowledge | Describes | 6,7,8 | LA | 8 | 17 min | Easy |
| 10. | Understanding | Explains | 4,5 | LA | 8 | 17 min | Average |
| 11. | Understanding | Explains | 9 | LA | 8 | 17 min | Average |
| 12. | Understanding | Identifies | Unit 2 Unit 11,12 | SA I | 5 | 5 min | Average |
| 13. | Knowledge | Recalls | 15 | SA II | 2 | 3 min | Easy |
| 14. | Knowledge | Recalls | 15, 16 | SA II | 2 | 3 min | Easy |
| 15. | Knowledge | Recalls | 17, 18 | SA II | 2 | 3 min | Easy |
| 16. | Knowledge | Recognises | 19, 20 | SA II | 2 | 3 min | Easy |
| 17. | Knowledge | Recalls/Recognises | 19, 20 | SA II | 2 | 3 min | Easy |
| 18. | Knowledge | Recalls/Recognises | 19, 20 | SA II | 2 | 3 min | Easy |
| 19. | Understanding | Explains | 12, 13 | SA I | 5 | 8 min | Average |
| 20. | Understanding | Examines | 17, 18 | SA I | 5 | 8 min | Average |
| 21. | Application | Analysis/Argues | 14 | SA I | 5 | 8 min | Difficult |
| 22. | Understanding | Examines/Explains | 15,16 | LA | 8 | 17 min | Average |
| 23. | Understanding | | | SA | 5 | 8 min | Average |

SAMPLE PAPER II
HISTORY
CLASS XII

Time: 3 Hrs.

Max. Marks: 100

General Instructions

1. Answer all the questions. Marks are indicated against each question.
2. Answers to questions carrying 2 marks should not exceed 30 words
3. Answers to questions carrying 5 marks should not exceed 100 words.
4. Answers to questions carrying 8 marks should not exceed 250 words.
5. Attach the maps with the answer sheet.

A. MODERN INDIA

- 1 Explain any *two* reasons for Nadir Shah's invasion of India. 2
- 2 Why was there a split in the congress in 1907 at Surat ? Give *two* reasons. 2
- 3 Explain any *two* achievements of the Congress ministries formed in 1937. 2
- 4 Critically examine the Indian Councils Act of 1861. 5

OR

The foreign policy of the British in India was guided by its imperialist interest. Justify the statement with reference to Burma.

- 5 What were the reasons for the failure of the Revolt of 1857 ? 5
- 6 Explain how the British rule undermined the caste system. 5

OR

Explain the significant aspect of the Swadeshi and the Boycott Movements.

- 7 Describe the factors that compelled the British government to think in terms of transfer of power to India after 1945. 5
- 8 "*The INA set an inspiring example of patriotism before the Indian people*". Justify. 5

OR

Evaluate the achievements of the Civil Disobedience movement.

- 9 Explain the provisions of the 'Subsidiary Alliance System' introduced by Lord Wellesley. How did it affect the Indian princes who signed it ? 8

OR

Explain how Industrial Revolution in England transformed Britain's economic relations with India.

- 10 What were the factors that helped in the rise of national political consciousness in India in the second half of the 19th Century ? 8

OR

What were the reasons for the backwardness of the Muslim community in India in the 19th Century ? Describe the role of Sir Sayyid Ahmed Khan in the modernization of the Muslim Community. 8

- 11 Explain the factors that led to the resurgence of Indian nationalism after the Ist World War 2+6 = 8

OR

Read the following passage and answer the questions that follows:
Gandhi once summed up his entire philosophy of life as follows:

"The only virtue I want to claim is truth and non-violence. I lay no claim to super-human powers: I want none."

1. Where did Gandhi evolve his philosophy ? 1
 2. Describe the circumstances that led to the evolution of this philosophy of Gandhi during 1893-1914 4
 3. What was Gandhi's concept of an ideal Satyagrahi ? 3
- 12 Map Question
On the given outline map of India, mark and name *five* centres of freedom movement. 5

OR

On the given outline map of India mark and name *five* places annexed by the Lord Dalhousie.

Note : The following question is only for the Blind Candidates in lieu of map question

Name the *five* Centres of the freedom movement.

OR

Mention *five* places annexed by Lord Dalhousie. 5

B. CONTEMPORARY WORLD

- 13 Mention any *two* aims of the League of nations 2
- 14 State any *two* decisions taken at the Potsdam Conference 2
- 15 Give the meaning of the terms 'Glasnost' and 'Perestroika' 2
- 16 Mention any *two* distinctive features of Darwin's theory of evolution. 2

OR

State the theme of Munshi Prem Chand's novels and stories. Mention any *one* of his works.

- 17 In what ways have the developments in science and technology affected the environment? 2

OR

Who painted 'Guernica' ? What does it depict ?

18 Mention *two* ways in which technology has improved communication. 2

OR

In what *two* ways have advertisements influenced news paper industry ?

19 Explain any *five* characteristic features of contemporary history. 2

OR

Explain with examples, the policy adopted by the USA towards the countries of Latin America from 1890-1914. 5

20 In the professed building of a new type of society and a higher type of civilization, Soviet Union became a dictatorship under Stalin. Give arguments to support the statement. 5

OR

Analyse why the signing of the Munich Pact was viewed as a shameful betrayal and the worst act of appeasement by the western powers

21 Explain the struggle of the people of Vietnam for freedom after 1954 5

22 Explain the various developments between 1945-50 that led to the cold war (*Any four*).

OR

Explain the circumstances that led to the formation of Non-Alignment movement. What is its relevance in the post-cold war period 8

23 **Map Question**

On an Outline map of Asia, locate and name 2 colonies each of Britain and France and 1 colony of Dutch.

OR

On an outline map of Europe, mark and name 2 countries that emerged new and 3 countries that became independent after the First world war. 5

*Note : For the **Blind Candidates** in lieu of Map Question 23*

23 Name *two* colonies each of Britain and France and *one* colony of the Dutch in Asia 5

OR

Mention the names of *two* countries that emerged new and *three* countries that became independent after the First world war.

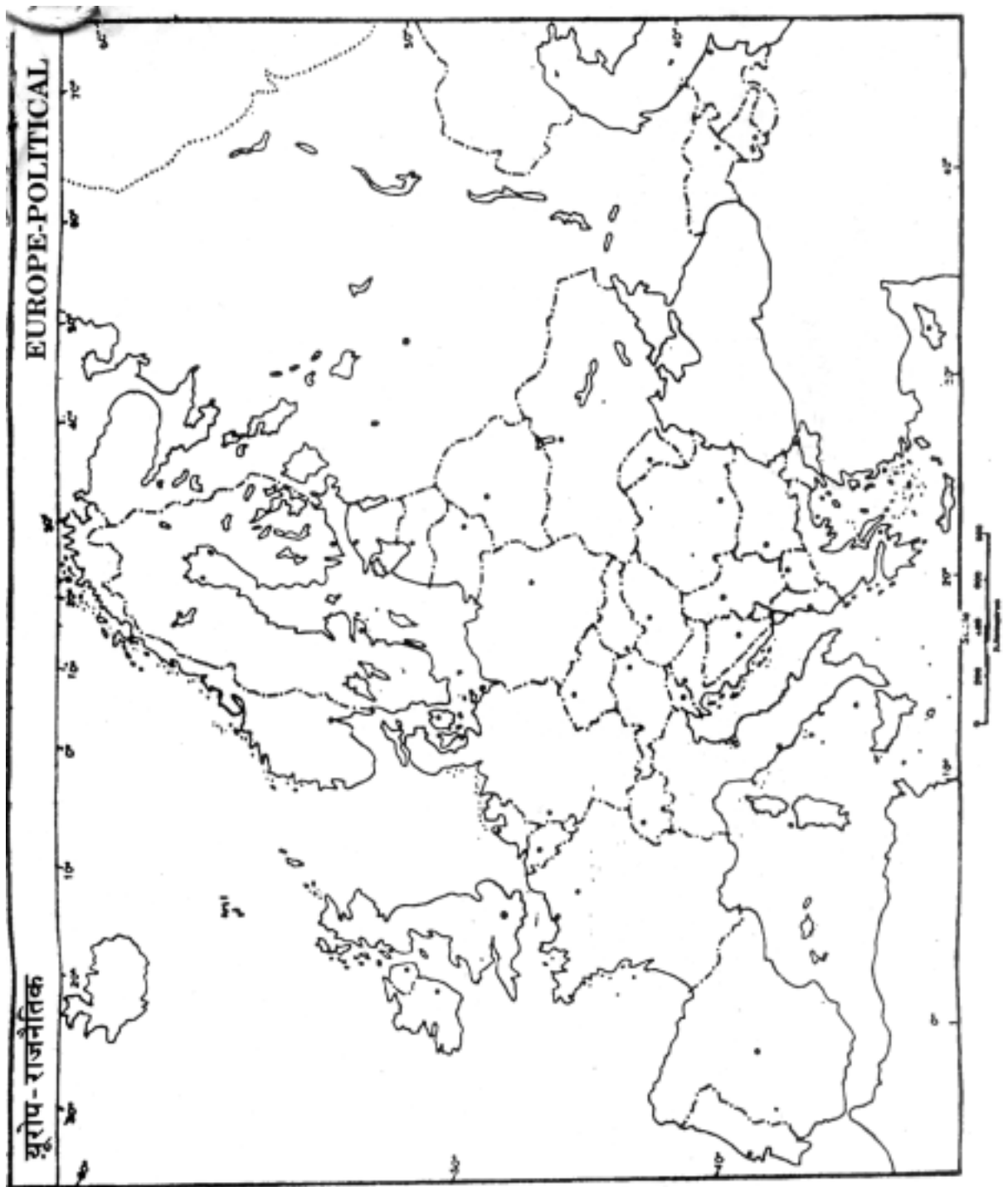
Outline Map for Q. 12 - Sample Paper - II



Outline Map of Asia (Q. 23)



Outline Map for Q. 23 (OR) - (Sample Paper - II)



SAMPLE PAPER II
MARKING SCHEME
HISTORY
CLASS XII

1 Reasons for Nadirshah's invasion

- (a) Attracted by the fabulous wealth of India
 - (b) Money needed to maintain army
 - (c) Weakness of the mughal empire
- (Any Two) 1 + 1 = 2 marks

2 Reasons for split in the congress in 1907

- (a) The moderates wanted to confine the swadeshi boycott movement to Bengal
The militant nationalists wanted to extend the Swadeshi and Boycott movement from Bengal to the rest of the country
 - (b) The moderates wanted to limit the boycott only to foreign goods
The militant nationalists wanted to extend the boycott to every form of association with the colonial government
 - (c) Tussle between the two groups for the presidentship of National Congress
- (Any Two) 1 + 1 = 2 marks

3 Two achievements of the congress ministries formed in 1937

- (a) Promoted civil liberties and repealed restrictions on the press
 - (b) Passed Agrarian legislation
 - (c) Paid greater attention to primary, higher and technical education
 - (d) Encouraged modern industries
- (Any other relevant point) (Any Two) 1 + 1 = 2 marks

4 Indian Council Act of 1861

- (a) Enlargement of the Imperial Legislative Council
 - (b) Increased the number of members to the Executive Council
 - (c) Half of the members of the Executive had to be non-officials. They could be Indian or English
- (Any Two) 1 + 1 = 2 marks

Criticism of the Act

- (a) Legislative Council had no real power
 - (b) Legislature had no control over finance and budget
 - (c) Legislature had no control over executive
 - (d) No Bill passed by it could become an Act unless approved by the Governor General 3 marks
 - (e) Indian members in the legislature were not elected but nominated
- (Any three) 2+3 = 5 marks

OR

Foreign policy of British was guided by its imperialist interest

- (a) Commercial Interest
- (b) Availability of raw material - forest resources

- (c) Promote export
- (d) Check the expansionist rival power in France
- (e) Border clashes as both Burma and Britain desired expansion and wars
- (f) Control over the sea

(Any two)

5 marks

5 Reasons for the failure of the Revolt of 1857

- (a) Could not embrace entire country
- (b) Not all sections of the society participated
- (c) Some of the rulers supported the British
- (d) Lack of common plan of military action
- (e) Lack of centralised leadership
- (f) Short of modern weapons amongst the rebels
- (g) Lack of co-ordination amongst the rebels

(Any other relevant point)

(Any five)

5 marks

6 Undermining of caste system under the British rule

- (a) Introduction of modern industries
- (b) Urbanisation
- (c) Shattering of traditional Indian villages
- (d) Concept of equality before law
- (e) Modern education
- (f) Development of communication and transport (Any five)

5 marks

OR

Significance of Swadeshi and Boycott movement

- (a) Emphasis on self reliance
- (b) Promoted self confidence
- (c) Instilled the feeling of national pride
- (d) Encouraged indigenous industries
- (e) Flowering of nationalist poetry & culture
- (f) Constructive activities - national education (Any five)

5 marks

7 Transfer of power to India after 1945

- (a) Change of balance of power after the War
 - (b) Weakening of economic strength of Britain after the War
 - (c) British soldiers weary of war
 - (d) Change of government in Britain-coming to power of the labour Party
 - (e) Change of political climate in India
 - (f) Large scale labour unrest all over the country
 - (g) The naval mutiny and strike by other armed personnels
- (Any other relevant point) (Any five)

5 marks

8 Significance of INA

- (a) Role of Subhash Chandra Bose and General Mohan Singh in the formation of INA
- (b) Participation of Indians settled in Southeast Asia
- (c) Participation of Indian soldiers captured by Japanese
- (d) Setting up of provisional government by the INA

- (e) Marching with the Japanese to liberate India
- (f) The patriotic slogan and songs (To be assessed as a whole) 5 marks

OR

Achievements of Civil Disobedience Movement

- (a) The goal of the congress raised to a higher - plane - from Swaraj to Poorna Swaraj
- (b) Dandi March became a symbolic movement of protest against any unjust law of the British
- (c) Non-payment of taxes-Rural chowkidari tax, land revenue and rent
- (d) Involvement of Peasants
- (e) Involvement of women
- (f) Defiance of orders by the soldiers
- (g) Extended to North West and to north East
- (h) Deepening the social roots of the freedom struggle and further politicising the people (Any four points) 4 marks

Shortcomings

- (a) Government repression weakened the movement
- (b) Failed to achieve its goal of Poorna Swaraj
- (c) Government did not even grant Dominion Status (Any one) 4 + 1 = 5 marks

9 Provision of the Subsidiary Alliance System

- (a) Ruler had to accept the British as the paramount power
- (b) The ruler who signed the treaty must accept the stationing of British forces in his territory
- (c) To pay subsidy/or bear the cost of maintaining the troops
- (d) In place of subsidy, cede a part of his territory
- (e) Station a British Resident at his court
- (f) Would not employ any European without the consent of the British
- (g) Would not negotiate with any Indian ruler
- (h) In return for the above, the British promised protection to his Indian ally; and
- (i) Not to interfere in the internal affairs (Any five) 5 marks

Effects on the Indian Princes

- (a) Indian State virtually lost independence
 - (b) The Prince became a subordinate ally
 - (c) Lost the right of self defence, foreign affairs
 - (d) Princes lost a part of their territory (Any three) 3 marks
- 5 + 3 = 8 marks

OR

Transformation of British economic relations with India after industrial revolution

- (a) Industrial Revolution brought profound change in the production and expansion of British industries
- (b) Needs created by industrial revolution forced Britain to change her commercial relations with India
- (c) Surplus of capital in the hands of the manufacturing class and their desire to invest in foreign trade

- (d) Increasing influence of the manufacturing class in the British Government
 - (e) Need for cheap labour
 - (f) India being transformed as a buyer of British machine made goods and exporter of raw materials
 - (g) Through various legislations restrictions were imposed on East India company's trading activities in India
 - (h) Policy of foreign trade and imposition of prohibitive trade tax on India's export
 - (i) Abolition of the monopoly of Indian trade
 - (j) Agriculture India was made an economic colony of industrial England
- (Any eight points)

8 marks

10 Causes for the rise of National Consciousness in the later half of the 19th Century

- (a) Consequences of Foreign Domination
- (b) Administrative and economic unification of the country
- (c) Modern education
- (d) Western Thought
- (e) Role of the Press and Literature
- (f) Racial arrogance of the British rule
- (g) Rediscovery of India's past
- (h) Impact of social reforms
- (i) Reactionary measures of the Governor Generals (Any eight points)

8 marks

OR

Reasons for the backwardness of muslim community

- (a) Muslim upper class had tended to avoid contact with western education and culture
- (b) Muslim upper class was orthodox and believed in medieval customs
- (c) Educational backwardness resulting in economic backwardness (Any two)

2 marks

Role of Sir Sayyid Ahmed Khan

- (a) Spreading modern scientific thought by reinterpreting the Quran in the light of contemporary nationalism
- (b) Emphasis on western education
- (c) Believed in religious toleration
- (d) Openly opposed orthodoxy, superstition
- (e) Against backwardness of Muslim women
- (f) Establishment of Mohammadan Anglo Oriental College
- (g) Against feudalism, narrow mindedness (Any six points)

6 marks

2 + 6 = 8 marks

11 Resurgence of Indian nationalism after 1st world war

- (a) Economic situation in the post war years had turned for worse-poverty
- (b) Stopping of protection given to Indian industries
- (c) Increasing unemployment both urban and rural
- (d) Returning of Indian soldiers with a feeling of confidence
- (e) International situation gave a tremendous impetus to nationalism
- (f) Failure to fulfil the promise of a new democratic era
- (g) Erosion of white men's prestige
- (h) Impact of passion in Russian Revolution

- (i) Resurgence of nationalism in other parts of world
- (j) Indifferent attitude of the British government towards economic misery of India
(Any eight points) 8 marks

OR

Paragraph Question

1. Place : 1 mark
 - (a) South Africa

2. Circumstances that led to the revolution 4 marks
 - (a) Racial injustice, discrimination and degradation done to Indians by the South African Government
 - (b) Poll tax (Each point to be explained)

3. Ideal Satyagrahi 3 marks
 - (a) Truthful
 - (b) Perfectly peaceful
 - (c) Refusal to submit to who he considers wrong
 - (d) Undergoes suffering willingly in the course of struggle
 - (f) To be utterly fearless

(Any three) 3 marks

1 + 4 + 3 = 8 marks

12 Map Answers including Question for the Blind Candidates

Any five centres of the Freedom movement of India

- (a) Lahore - Poorna Swaraj Resolution (1929)
- (b) Amritsar - Jalianwala Bagh (1919)
- (c) Chaurichaura Incident - Non-cooperation movement
- (d) Bihar - Champaran Satyagrah.
- (e) Barackpore - Revolt of 1857
- (f) Kheda, Surat, Dandi (Gujrat, Bardoli Satyagraha)
- (g) Mumbai - INC formation (Any five places) 5 x 1 = 5

OR

Any five places annexed by Lord Dalhousie in India

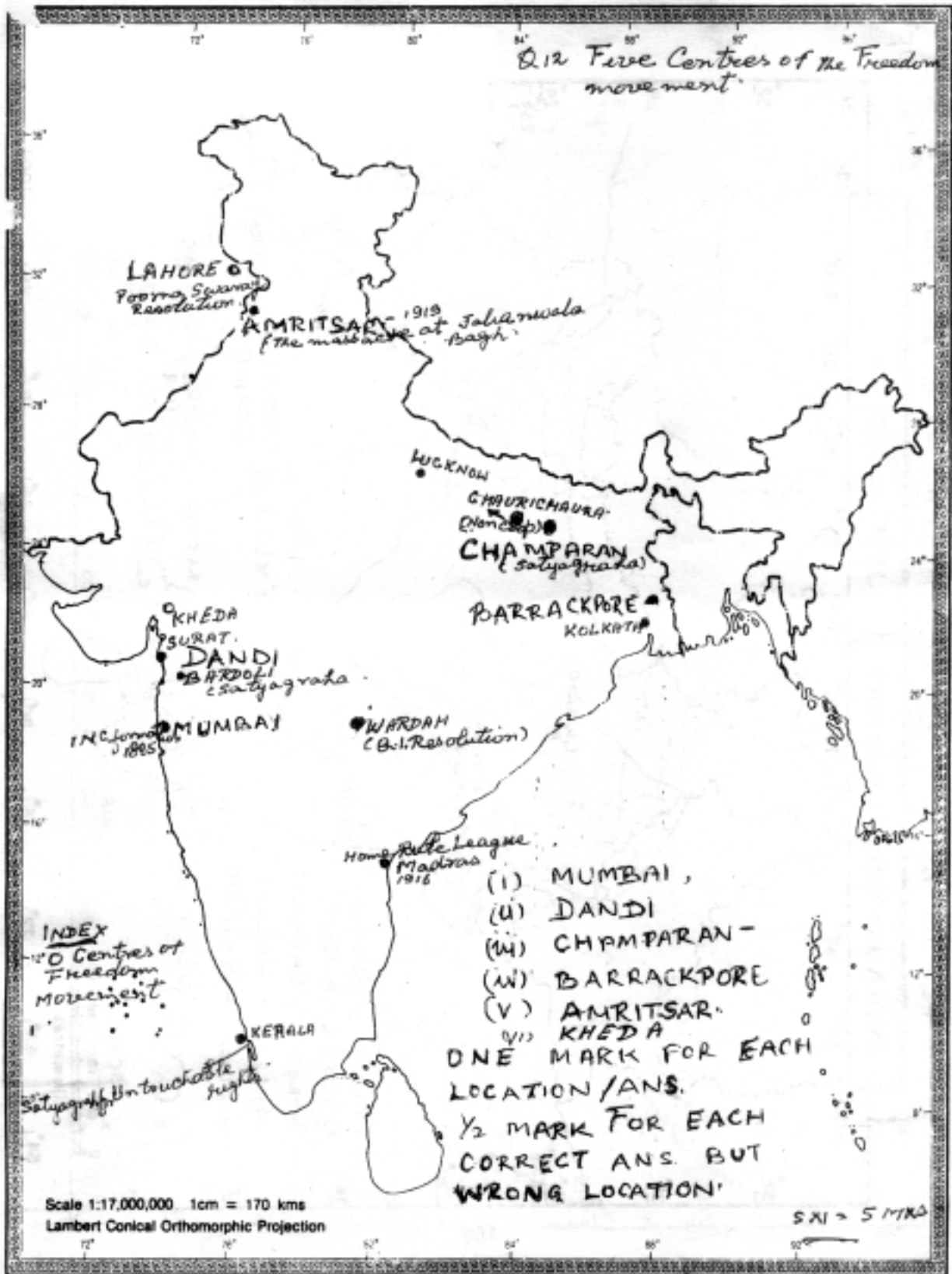
- (a) Satara (1848)
- (d) Punjab
- (e) Jhansi (1853)
- (f) Nagpur (1854)
- (g) Berar
- (h) Awadh (Any five places) 5 x 1 = 5 marks

13 Contemporary World

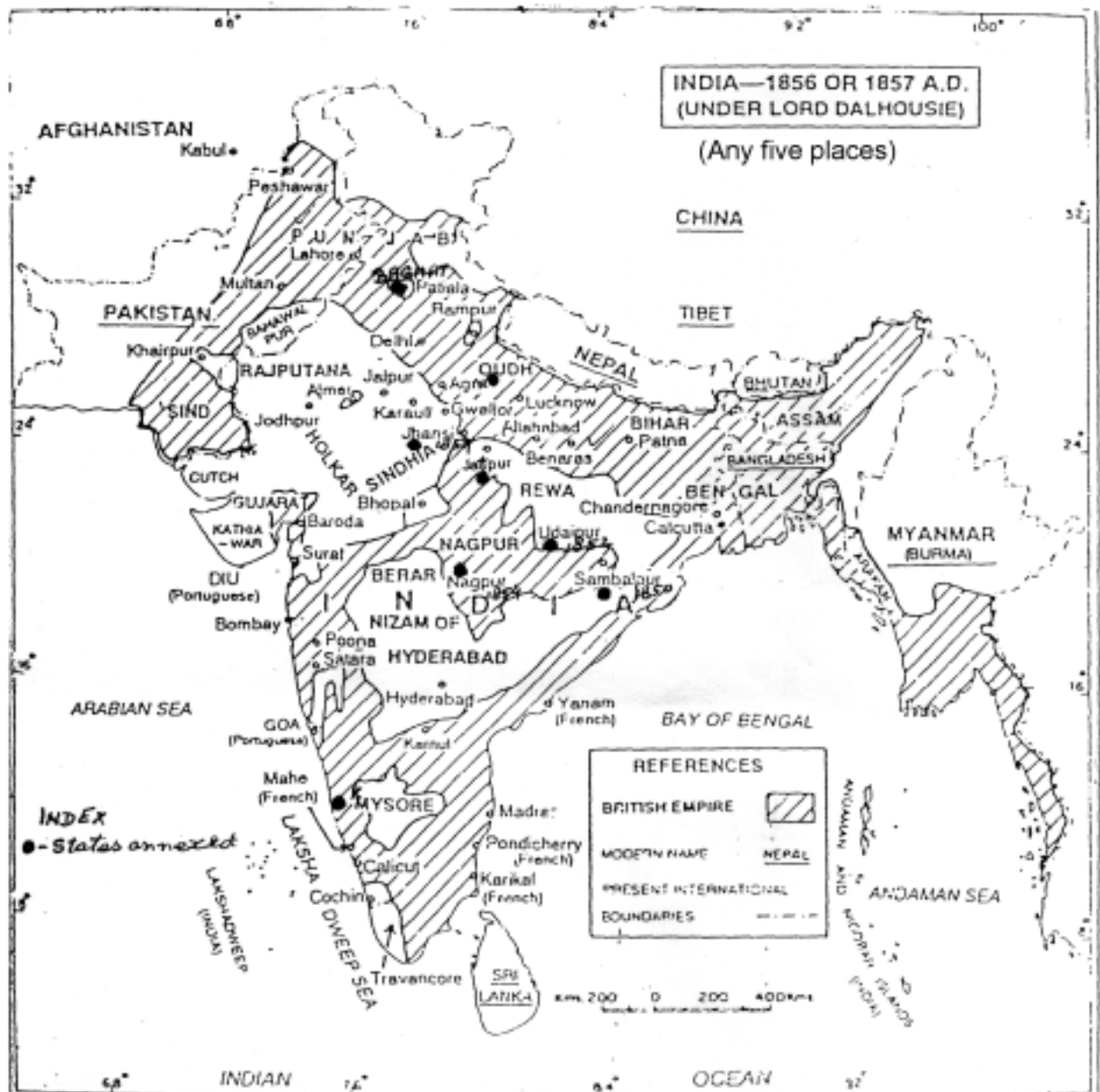
Aims of the League of Nations

- (a) Promotion of international co-operation
- (b) Peace and Security

INDIA – OUTLINE



Ans. to Q. 12 (OR)



- (c) Reduction of armaments
(d) Sanctions against aggressors (Any 2 points) 1 + 1 = 2 marks

14 Potsdam Conference

- (a) Destruction of German militarism, Nazis
(b) Agreement on Poland's Western Border
(c) Transfer of E. Prussian territories to Soviet Union and Poland
(d) Banning of Fascist organisation
(e) Reorganisation of German Economy
(f) Payment of War reparation
(g) Division of Germany
(h) Trial of Nazi war criminals (Any 2 points) 1 + 1 = 2 marks

15 Meaning of

- (a) Glasnost - openness
(b) Perestroika - restructuring of soviet economy 1 + 1 = 2 marks

16 Two features of Darwin's theory

- (a) Survival of the fittest
(b) Organic evolution by natural selection
(c) Organism multiply prolifically and no two individuals are exactly alike
(Any 2 points) 1 + 1 = 2 marks

OR

Theme of Munshi Prem Chand's Work

- (a) Realistic tales of peasant's misery and struggle
(b) Portrayed rural life in India (Any 1 point)

Book/Work

- (a) Rangabhoomi
(b) Godan
(c) Shatraj ke khilari
(d) Kafan, etc (Any 1 point) 1 + 1 = 2 marks

17 The effect of technology on environment

- (a) Depletion of natural resources
(b) Pollution - environmental - air, water, soil
(c) Dumping of Industrial waste
(d) Thinning of ozone layer
(e) Emission of poisonous gas
(f) Nuclear radiation
(Any other relevant point)
(Any 2 points) 1 + 1 = 2 marks

OR

Guernica

Painter - Pablo Picasso 1 mark

The painting depicts-the atrocities committed by the Fascists against the Republican during the Spanish Civil War

- (b) The bombing of Guernica a small town in Spain, by the fascists (Any one point) 1 mark
1 + 1 = 2 marks

18 Technology and improvement in Communication

- (a) Radio, Telegraphy - Marconi
- (b) Use of Vacuum tube to increase telephonic impulses and magnify audibility - TV
- (c) Transistor
- (d) Development of integrated circuits on silicon chips
- (e) Colour picture
- (f) Invention of discs, CDs, Tapes, Cassettes, Spools
- (g) Computer - Internet, E-mail
- (h) Fax machines
- (i) Satellite communication (Any 2 points) 1 + 1 = 2 marks

OR

Advertisement and News paper

- (a) News paper, a major media of advertisements
- (b) Profits of news papers from advertising
- (c) Advertisements decide news paper's policy
- (d) Many news papers leased publication for want of advertisements
(Any 2 points) 1 + 1 = 2 marks

19 Characteristic features of contemporary history

- (a) Integration of the world - a sense of world community
- (b) Tremendous change in political life functions of states and active participation by people
- (c) Major changes in economy - industrialisation
- (d) Vast social changes - Human expectations - Human Rights and democracy
- (e) Collapse of imperialism and colonialisation
- (f) Region of Asia, Africa and Latin America have emerged as a major force in world affair
- (g) Emergence of USA and USSR as super powers
- (h) Awakening in art and literature (Any five points) 5 marks

OR

Policy of USA towards Latin American countries - 1890 to 1914

- (a) Emergence of USA as a new imperial power
- (b) Latin America seen as special sphere of interest
- (c) Occupation of Hawaii Islands, Tripartite control over Samoa island
- (d) War with Spain and annexation of Philippines
- (e) Occupation of Puerto Rico, Guam and Cuba
- (f) Occupation of Panama and construction of Panama Canal in 1914
(To be assessed as a whole) 5 marks

20 Dictatorship of Stalin

- (a) Ideology of Socialism envisaged to the building of a classless society
- (b) Dictatorship of proletariat did not mean abolition of political freedom and elimination of all other political parties
- (c) However the political system developed under Stalin meant dictatorship of the party and Stalin's domination of the party

- (d) Stalin's cult of personality
- (e) The Great purge (To be assessed as a whole) 5 marks

OR

Munich Pact was an act of betrayal

- (a) Czechoslovakia had a democratic political system
- (b) She was highly industrialised
- (c) Czechoslovakia had been an ally of France since 1920's
- (d) In 1938 Germany's demand for Sudetenland was appeased by Britain and France at Munich. Czechoslovakia was not invited to the meeting nor was her consent taken
- (e) In March 1939 Germany occupied the whole of Czechoslovakia
- (f) In spite of being an ally of France the western powers allowed Germany to occupy it. Czechoslovakia felt betrayed (To be assessed as a whole) 5 marks

21 Vietnamese struggle for freedom after 1954

- (a) French suffered a defeat in Vietnam in 1954 and signed an agreement at Geneva and withdrew from Vietnam
- (b) Vietnam was divided. South Vietnam was built up as an independent state under Ngo Dinh Diem. North Vietnam was under the communist domination led by Ho Chi Minh
- (c) U. S. followed the policy of direct intervention and used the 'Dominoes' theory to justify their presence
- (d) War in Vietnam continued till 1975 when the US troops pulled out
- (d) Vietnam was united under the communist leader Ho Chi Hi (To be assessed as a whole) 5 marks

22 Developments that led to the cold war

- (a) Setting up communist governments in Eastern Europe
- (b) Developments in Germany
 - (i) Division of Germany into three Zones
 - (ii) Berlin Crisis
 - (iii) Division of Germany into East & West Germany
- (c) Civil war in Greece and the US intervention
- (d) The Truman Doctrine
- (e) Military pacts and Alliances - NATO, etc.
- (f) Communist Victory in China
- (g) Development of Atom bomb by the Soviet union
- (h) War in Korea (Any 4 points to be explained) 4 X 2 = 8 marks

OR

Circumstances leading to the formation of Non Alignment

- (a) Emergence of independent countries in Asia and Africa after the Second world war
- (b) Challenges before them : Preservation of independence and economic development
- (c) The world getting divided into 2 blocs due to cold war
- (d) Formation of military alliances
- (e) Arms race

- (f) The world economic order being unequal necessitated coming together of the newly independent countries
- (g) Asio-African conference at Bandung (Any 5 points) 5 marks

Relevance of NAM

- (a) Advocates peace
- (b) Supporting disarmament
- (c) Numerically a large group and is playing an important role in international fora
- (d) Setting up of a new International Economic order
- (e) Setting up of a New Information Order
- (f) Attempting to maintain balance of political power in this unipolar world (Any 3 points) 3 marks
- 5 + 3 = 8 marks

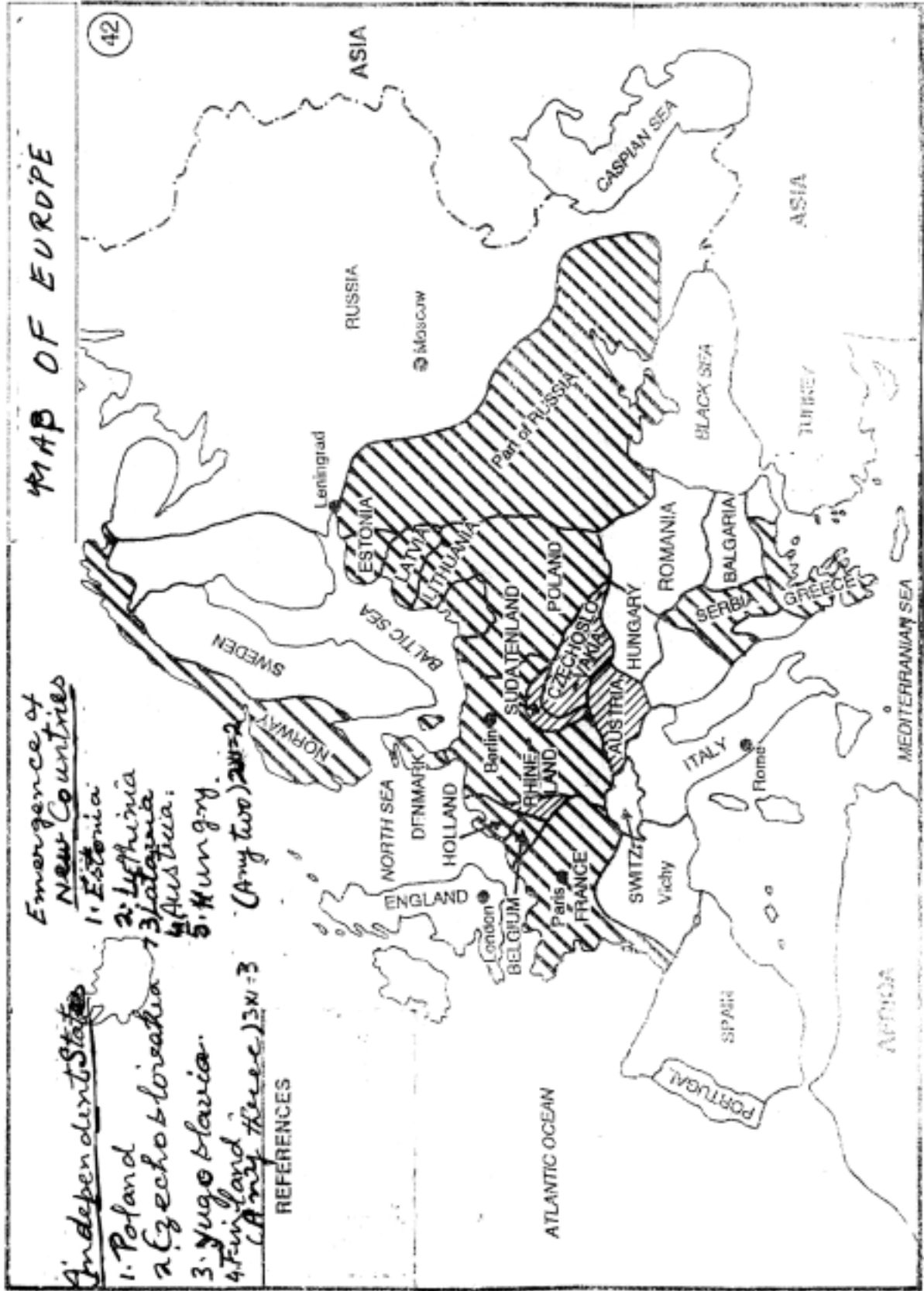
23. Answer to the Map questions and the questions for the Blind candidates

- (i) **Two colonies of Britain :**
India, Egypt, Iraq, Burma, Malaya, Hongkong, Srilanka (Any two) 2x 1 = 2 marks
- (ii) **Two colonies of France :**
1. Laos, Vietnam, Combodia
2. Pondicherry, Mahi, Karaickal, Chandernagar (Any two) 2x 1 = 2 marks
- (iii) **One Colony of Holland :**
New Guinea, Islands of Indonesia-Java, Sumatra and Celebes (Any one) 1 mark

OR

- a) **Any two countries which emerged as new countries after first world war in Europe**
1. Hungary
2. Czechoslovakia
3. Poland
4. Yugoslavia
5. Finland (Any Two countries) 2 x 1 = 2 marks
- (b) **Any three countries that became independent after Ist world war in Europe**
1. Estoma
2. Luthinia
3. Latavia
4. Hungary
5. Austria (Any three countries) 3 x 1 = 3 marks
- Total 5 marks

Q. 23 (OR)



QUESTION-WISE ANALYSIS

| S. No. | Instructional Objective | Specification | Content Unit/Sub Unit | Form of Question LA/SAI/SAII | Marks Alloted | Estd Time Level | Estimated Difficulty |
|--------|-------------------------|--------------------|-----------------------|------------------------------|---------------|-----------------|----------------------|
| 1. | Understanding | Explains | 1,2,3 | SA II | 2 | 3 min | Average |
| 2. | Understanding | Reasons | 6,7,8 | SA II | 2 | 3 min | Average |
| 3. | Understanding | Explains | 10 | SA II | 2 | 3 min | Average |
| 4. | Application | Examines | 4,5 | SA I | 5 | 8 min | Difficult |
| 5. | Knowledge | Recalls | 4,5 | SA I | 5 | 8 min | Easy |
| 6. | Understanding | Explains | 6, 7, 8 | SA I | 5 | 8 min | Average |
| 7. | Knowledge | Recalls/Recognise | 10 | SA I | 5 | 8 min | Average |
| 8. | Application | Argues | 10 | SA I | 5 | 8 min | Difficult |
| 9. | Understanding | Explains | 1, 2, 3 | LA | 8 | 17 min | Average |
| 10. | Knowledge | Recalls | 6, 7, 8 | LA | 8 | 17 min | Easy |
| 11. | Understanding | Explains | 9 | LA | 8 | 17 min | Average |
| 12. | Skill | Locates and Labels | | SA I | 5 | 8 min | Average |
| 13. | Knowledge | Recalls | 14 | SA II | 2 | 3 min | Easy |
| 14. | Knowledge | Recalls | 15, 16 | SA II | 2 | 3 min | Easy |
| 15. | Knowledge | Recognises | 17, 18 | SA II | 2 | 3 min | Easy |
| 16. | Knowledge | Recalls | 19, 20 | SA II | 2 | 3 min | Easy |
| 17. | Knowledge | Recognises | 19, 20 | SA II | 2 | 3 min | Easy |
| 18. | Knowledge | Recalls/Recognises | 19, 20 | SA II | 2 | 3 min | Easy |
| 19. | Understanding | Explains | 12, 13 | SA I | 5 | 8 min | Average |
| 20. | Application | Argues/Analysis | 14 | SA I | 5 | 8 min | Difficult |
| 21. | Understanding | Explains | 17, 18 | SA I | 5 | 8 min | Average |
| 22. | Understanding | Explains | 15, 16 | LA | 8 | 17 min | Average |
| 23. | Skill | Locates & Labels | | SA I | 5 | 8 min | Average |