

Class XI Session 2025-26
Subject - History
Sample Question Paper - 6

Time Allowed: 3 hours Maximum Marks: 80

General Instructions:

- 1. Question paper comprises five Sections – A, B, C, D and E. There are 34 questions in the question paper. All questions are compulsory.
- 2. Section A – Question 1 to 21 are MCQs of 1 mark each.
- 3. Section B – Question no. 22 to 27 are Short Answer Type Questions, carrying 3 marks each. Answer to each question should not exceed 60-80 words.
- 4. Section C - Question no 28 to 30 are Long Answer Type Questions, carrying 8 marks each. Answer to each question should not exceed 300-350 words.
- 5. Section D – Question no.31 to 33 are Source based questions with three sub questions and are of 4 marks each.
- 6. Section-E - Question no. 34 is Map based, carrying 5 marks that includes the identification and location of significant test items. Attach the map with the answer book.
- 7. There is no overall choice in the question paper. However, an internal choice has been provided in few questions. Only one of the choices in such questions have to be attempted.
- 8. In addition to this, separate instructions are given with each section and question, wherever necessary.

Section A

- 1. Which of the Mesopotamian river was known as a world trade route? [1]
 - a) Both Tigris and Euphrates
 - b) Euphrates
 - c) Uruk
 - d) Tigris
- 2. Which of the following statements regarding Augustus is not true? [1]
 - a) His real name was Octavian.
 - b) He was the adopted son of Julius Caesar.
 - c) His empire is known as Principate.
 - d) He adopted the throne after Tiberius.
- 3. Which language replaced the Sumerian language after 2400 BCE? [1]
 - a) Mesopotamian language
 - b) Chinese language
 - c) Middle Eastern language
 - d) Akkadian language
- 4. Match the following and select the correct option [1]

List I	List II
1. Olympic Games in Tokyo	A. 1868
2. Japan’s invasion of China	B. 1931

3. First railway line between Tokyo and Yokohama	C. 1964
4. Restoration of Meiji	D. 1872

- a) 1 - c, 2 - b, 3 - d, 4 - a b) 1 - b, 2 - c, 3 - d, 4 - a
- c) 1 - a, 2 - d, 3 - c, 4 - b d) 1 - d, 2 - a, 3 - b, 4 - c

5. **Assertion (A):** When we think of the Roman Empire, we should never forget these differences and should also be careful not to imagine that. [1]

Reason (R): This was the ‘ancient’ world, their forms of cultural and economic life were necessarily backward or primitive. On the contrary, diversified applications of water power are an indication of how much we tend to underestimate the sophistication of the Roman economy.

- a) Both A and R are true and R is the correct explanation of A. b) Both A and R are true but R is not the correct explanation of A.
- c) A is true but R is false. d) A is false but R is true.

6. Consider the following statements and select the correct from the following option: [1]

- The Mongols were a diverse body of people, linked by similarities of language to the Tatars, Khitan and Manchus to the east, and the Turkic tribes to the west.
- Some of the Mongols were pastoralists while others were hunter-gatherers. The pastoralists tended cattle, goats and camels and, to a lesser extent, horses, sheep.
- They nomadised in the steppes of Central Asia in a tract of land in the area of the modern state of Mongolia.

- a) i and iii b) i, ii and iii
- c) ii and iii d) i and ii

7. **Assertion (A):** The archaeological record shows, villages were periodically relocated in Mesopotamian history. [1]

Reason (R): The natural outlet channels of the Tigris would have too much water one year and flood the crops, and sometimes they would change course altogether.

- a) Both A and R are true and R is the correct explanation of A. b) Both A and R are true but R is not the correct explanation of A.
- c) A is true but R is false. d) A is false but R is true.

8. Identify the term for native people with the help of following information. [1]

- They were the organised native groups recognised by the Canadian government.
- The Indians Act of 1876 used the term **bands** but from the 1980s the word **nations** is used

- a) Aborigine b) Red Indians
- c) Aboriginal d) First Nations peoples

9. _____ was a type of tax given to Church. [1]

- a) domain b) Tithe
- c) Fief d) Manor

10. **Potamos** is a Greek word. It means: [1]

- a) Bay b) The Sea
- c) An Ocean d) River

1. Three Principles	A. National People's Party
2. Guomindang	B. Xiao shimin
3. Petty urbanites	C. Su shaozhi
4. Ossified dogmas	D. San min chui

- a) 1 - a, 2 - d, 3 - c, 4 - b
b) 1 - b, 2 - c, 3 - d , 4 - a
- c) 1 - d, 2 - a, 3 - b, 4 - c
d) 1 - c, 2- b, 3 - d, 4- a

21. Identify an Australian writer with the help of following information [1]
 - A champion of the rights of the Australian aborigines.
 - Wrote many moving poems about the loss created by keeping the white people and the natives apart.

a) James Cook
b) W.E.H. Stanner
c) Judith wright
d) Henry Reynolds

Section B

22. How did the modernisation of economy start in Japan? [3]
23. How did agriculture-related problems rise mutual conflict between the lords and peasants? [3]

OR

What do you mean by the feud? In which part of the world was it the main form of social organisation in Medieval times?

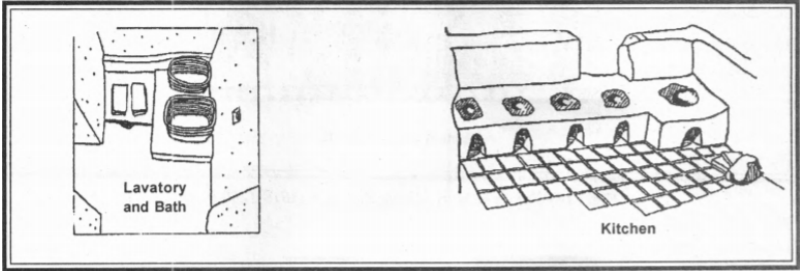
24. What was the reaction of the natives of Australia against the advent of the Europeans in Australia? [3]
25. Describe main features of Hummurabi’s Code of Law. [3]
26. What do you understand by ‘Open Door Policy’? [3]
27. What was the result of cessation in the Mongol’s military campaigns on the state? [3]

OR

Describe any three features of Yasa.

Section C

28. What do you know about the Palace at Mari of King Zimrilim? Why it was so famous? [8]



OR

Illustrate the construction of temple and gradual increasing of activities of temples in Mesopotamia.

29. How did debates arise within Christianity? [8]

OR

Write a careful account of how the world appeared different to seventeenth-century Europeans.

30. Explain in detail about the importance of Latin and Greek languages in the Roman empire? [8]

OR

Write about Augustus in detail? Explain.

Section D

31. **Read the following text carefully and answer the questions that follow:** [4]

Ghazan Khan's Speech

Ghazan Khan (1295-1304) was the first Il-Khanid ruler to convert to Islam. He gave the following speech to the Mongol-Turkish nomad commanders, a speech that was probably drafted by his Persian wazir Rashiduddin and included in the minister's letters: 'I am not on the side of the Persian peasantry. If there is a purpose in pillaging them all, there is no one with more power to do this than I. Let us rob them together. But if you wish to be certain of collecting grain and food for your tables in the future, I must be harsh with you. You must be taught reason. If you insult the peasantry, take their oxen and seed and trample their crops into the ground, what will you do in the future? ... The obedient peasantry must be distinguished from the peasantry who are rebels.

- i. Who drafted this speech? (1)
- ii. What do you know about Ghazan Khan? What was the tenure of Ghazan Khan? (1)
- iii. What did Ghazan Khan's speech depict? (2)

32. **Read the following text carefully and answer the questions that follow:** [4]

Born in an impoverished Samurai family, he studied in Nagasaki and Osaka learning Dutch and Western Sciences and, later, English. In 1860 he went as a translator for the first Japanese embassy to the USA. This provided material for a book on the west, written not in the classical but in the spoken style that became extremely popular. He established a school that is today the Keio University. He was one of the core members of the Meirokusha, a society to promote Western learning.

In, *The Encouragement to Learning*, (*Gakumon no susume*, 1872-76) he was very critical of Japanese knowledge: All that Japan has to be proud of its Scenery. He advocated not just modern factories and institution but the cultural essence of the west-the spirit of Civilization. With this spirit it would be possible to build a New Citizen. His principle was: 'Heaven did not create men above men, nor set men below men.'

- i. Introduce Fukuzawa Yukichi in a line or two. (1)
- ii. What do you infer from the statement **Japan must expel Asia**? (1)
- iii. Identify a society that promoted Western learning. (2)

33. **Read the following text carefully and answer the questions that follow:** [4]

Because of the inadequacy which we often felt on feast days, for the narrowness of the place forced the women to run towards the altar upon the heads of the men with much anguish and noisy confusion, [we decided] to enlarge and amplify the noble church...

We also caused to be painted, by the exquisite hands of many masters from different regions, a splendid variety of new windows... Because these windows are very valuable on account of their wonderful execution and the profuse expenditure of painted glass and also a goldsmith... who would receive their allowances, namely, coins from the altar and flour from the common storehouse of the brethren, and who would never neglect their duty, to look after these [works of art].

-Abbot Suger (1081-1151) about the Abbey of St Denis, near Paris.

- i. Why was it decided to enlarge and amplify the noble Church? (1)
- ii. With what names, the big churches were called? (1)
- iii. Why were an official master craftsman and a goldsmith appointed in the big churches? (2)

Section E

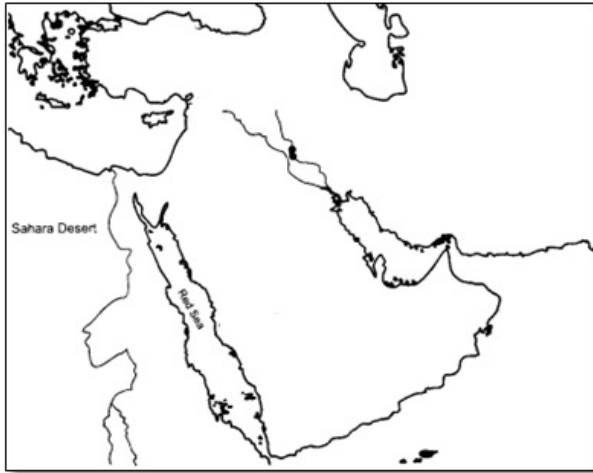
34. i. On the given map of West Asia, locate and label the given cities: [5]
- a. Bukhara
 - b. Edessa



c. Mecca

OR

d. Dubai



- ii. On the given map of Western Europe, three places have been marked as A and B which are associated with the extent of feudalism. Identify **any two** of them and write their correct names on the lines marked near them.



Solution

Section A

1.
(b) Euphrates
Explanation:
Euphrates
2.
(d) He adopted the throne after Tiberius.
Explanation:
He adopted the throne after Tiberius.
3.
(d) Akkadian language
Explanation:
Akkadian language
4. **(a)** 1 - c, 2 - b, 3 - d, 4 - a
Explanation:
1 - c, 2 - b, 3 - d, 4 - a
5. **(a)** Both A and R are true and R is the correct explanation of A.
Explanation:
In Spain, the north was much less developed, and inhabited largely by a Celtic-speaking peasantry that lived in hilltop villages called castella. When we think of the Roman Empire, we should never forget these differences. We should also be careful not to imagine that because this was the 'ancient' world, their forms of cultural and economic life were necessarily backward or primitive. On the contrary, diversified applications of waterpower around the Mediterranean as well as advances in water-powered milling technology, the use of hydraulic mining techniques in the Spanish gold and silver mines, etc. are all indications of how much we tend to under-estimate the sophistication of the Roman economy.
6. **(a)** i and iii
Explanation:
The pastoralists tended horses, sheep and, to a lesser extent, cattle, goats and camels.
7.
(c) A is true but R is false.
Explanation:
As the archaeological record shows, villages were periodically relocated in Mesopotamian history because of floods in the river and changed in the course of the **Euphrates river**.
8.
(d) First Nations peoples
Explanation:
First Nations peoples
9.
(b) Tithe
Explanation:
Tithe



10. **(d)** River
Explanation:
River
11. **(d)** ii, iii, iv, i
Explanation:
ii. 1516 Thomas More's Utopia published
iii. 1517 Martin Luther writes the Ninety-Five Theses
iv. 1522 Luther translates the Bible into German
i. 1525 Peasant uprising in Germany
12. **(c)** 1513
Explanation: 1513
13. **(c)** 1901
Explanation:
1901
14. **(a)** Octavian Caesar's
Explanation:
Octavian Caesar's
15. **(c)** Japan
Explanation:
Japan
16. **(d)** A is false but R is true.
Explanation:
Today, France has a republican form of government and England has a monarchy. This is because of the different directions that the histories of the two countries took after the seventeenth century.
17. **(d)** Qubilai Khan
Explanation:
Qubilai Khan
18. **(a)** France
Explanation:
France
19. **(b)** Women humanist
Explanation:
A few women were intellectually very creative and sensitive about the importance of humanist education. **Cassandra Fedele was a woman humanist** who was one of a handful of women who questioned the idea that women were incapable of achieving the qualities of a humanist scholar. Fedele was known for her proficiency in Greek and Latin and was invited to give orations at the University of Padua.



20.

(c) 1 - d, 2 - a, 3 - b, 4 - c

Explanation:

1 - d, 2 - a, 3 - b, 4 - c

21.

(c) Judith wright

Explanation:

Judith wright

Section B

22. **Following steps were taken by the Meiji government to modernise the economy:**

- i. For modernization of the economy, funds were raised by levying and agricultural tax.
- ii. Japan's first railway line, between Tokyo and the port of Yokohama, was built in 1870-72.
- iii. Textile machinery was imported from Europe and foreign technicians were employed to train workers, as well as to teach in universities and schools and Japanese students were sent abroad.
- iv. In 1872, modern banking institutions were launched. Companies like Mitsubishi and Sumitomo were helped through subsidies in Japanese ships.
- v. Zaibatsu (large business organisations controlled by individual families) dominated the economy till after the Second World War.

23. In spite of the agriculture-related problems, the lords wanted to increase their income. As it was not possible to increase agricultural production from the land, lords forced the peasants to bring the whole of the land in the manorial state under cultivation. The peasants were forced to do more work than the legally bound time limit. But peasants did not bow quietly to this oppression and started passive resistance because they could not protest openly. They started to do more hard work in their fields and started to keep much of the produce of that labour for themselves. They also started to avoid begar i.e., unpaid extra service. The Lords and peasants came in conflict with each other over pasture and forest lands. This land was treated by the lords as their private property, while the peasants saw these lands as resources to be used by the whole community.

OR

The word 'feud' originally meant a 'flet' or land given on the condition of service. Under this system, all the land and its administration were given to the feudal lords. The feudal lords and not the king played a vital role in the administration of the country. In Medieval times feudalism was the main form of social organisation in Western Europe.

24. Australia was discovered in 1770 by the British navigator Captain Cook. Captain Cook and his crew were welcomed by the natives of Australia. Therefore the early reports sent by Captain Cook and his crew about their interaction with natives were quite enthusiastic. But later on, Captain Cook was killed by a native in Hawaii. This led to a complete change of the British feeling towards them. Now they tried to prove that the natives of Australia were violent in their behaviour. All the natives of Australia did not consider the advent of the Europeans as a danger because they lacked foresightedness. They were unable to see that in the 19th and 20th centuries, most of them would die to their exposure to germs, battles against the settlers and the loss of their lands.

25. **Hummurabi was a great king of Mesopotamia. He prepared a code of law in 2025 BCE. Some of the key features of these code of laws were:**

- i. They were 282 in number.
- ii. They deal with every aspect of life.
- iii. These codes recognise the division of society into three classes.
- iv. The main principles of these codes were that the strong shall not injure the weak.
- v. It also includes the rule which deals with family life, trades etc.

26. The United States of America adopted the open door policy in China. European powers made preparations for the partition of China in the 1890s. The USA felt that it would be left out. So, the US proposed the "Open Door Policy" or "Me too policy". It meant that no country should be discriminated against China by other countries, All countries would have equal trade rights in China. Britain also supported "Open Door Policy".

27. i. After cessation in the Mongol's military campaigns, territories of Europe and China were linked.
ii. Mongol conquest brought peace in the region and trade connections also matured. Trade and commerce, under the Mongols, reached their peak through the Silk Route; Now the trade routes did not end in China. These trade routes now reached



Mongolia and to the Karakorum in the north.

- iii. Ease of travel and communication was very important to retain the coherence of the Mongol empire.
- iv. Passes were given to travellers for safe conduct. These passes were known as paiza in Persian and gerege in Mongolian. For this purpose, traders paid the tax called 'baj'. The meaning of paying this tax was that these traders had acknowledged the authority of the Mongol ruler.

OR

Features of Yasa:

- i. These were legal codes introduced by Genghis Khan in 1206.
- ii. Under these codes, all religions will be equally respected.
- iii. Priests of all religions should be exempted from all kinds of taxes.
- iv. No one could declared himself the Khan without the consent of Ouriltai.

Section C

28. i. The great palace of Mari was the residence of the royal family, the hub of administration, and a place of production, especially of precious metal ornaments.
- ii. It was so famous in its time that a minor king came from north Syria just to see it, carrying with him a letter of introduction from a royal friend of the king of Mari, Zimrilim.
- iii. Daily lists reveal that huge quantities of food were presented each day for the king's table: flour, bread, meat, fish, fruit and wine. He probably ate in the company of many others, in or around courtyard 106, paved white.
- iv. You will notice from the plan that the palace had only one entrance, on the north. The large, open courtyards such as 131 were beautifully paved. The king would have received foreign dignitaries and his own people in 132 a room with wall paintings that would have awed the visitors.
- v. The palace was a sprawling structure, with 260 rooms and covered an area of 2.4 hectares.

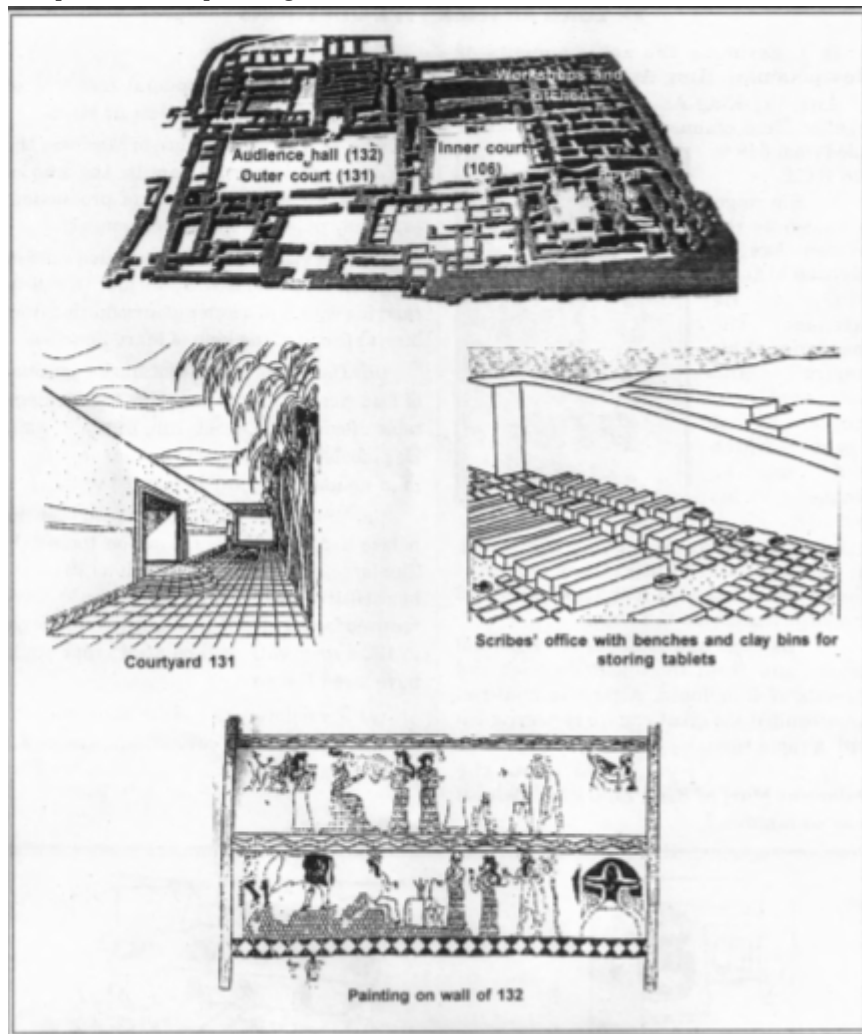


Fig. : The Palace at Mari of King Zimrilim (1810-1760 BCE)

OR

Mesopotamian temples have played a significant role in the history of Mesopotamia. They constructed temples and dedicated them to their different gods and goddesses. Their temples were dedicated to Nanna, Anu, Enki and Inanna. Besides these four



deities, each town had its own deity who was considered to be the protector of the respective town. Temples of early Mesopotamia were comparatively smaller in size. They were also made of unbaked bricks. With the passage of time, the temple began to take new shape. Their importance as well as size began to increase. They used to build their temples on the hill tops because they believed that God (deities) dwell on the hill- top. These temples were made of baked bricks.

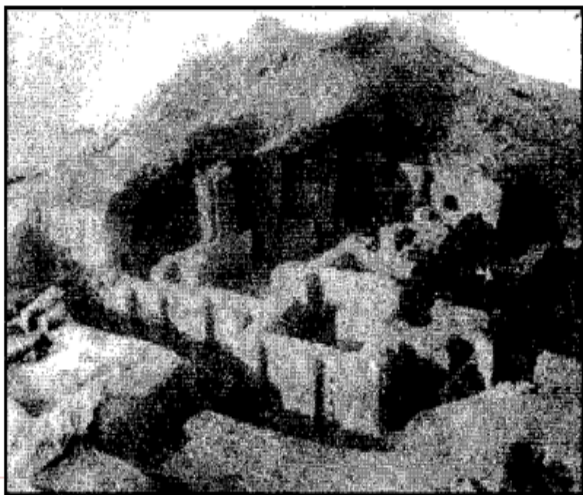


Fig. An early Mesopotamian temple with an open courtyard and in-and-out facade. One of the peculiar features of these temples was that their outer walls had inward and outward bend at regular intervals. The temple had a courtyard and there were several rooms around it. The image of the deity was placed in the main room. Some rooms served as dwelling places for priests and other rooms were meant to stay for the pilgrims.

Increasing Activities of the Temples

- i. Temples served as centre of imparting education, where the priests used to serve as teachers.
 - ii. Land attached to temples was also used for industrial purposes.
 - iii. Temples were also engaged in sales and purchases of goods and also used to provide advance loans to the traders and charge interest thereon.
 - iv. The people offered grains, curd, dates, etc. to serve their deities. They also sacrificed ox, sheep, goat, etc. to offer their blessings.
 - v. Temples also served as the centres for entertainment and provided a common platform for the people to meet each other and get a new boost
29. Due to trade, travel, military conquests, and diplomatic contracts, Italian towns and courts were linked with the far-off countries. The new culture of Italy was happily accepted by the educated and wealthy people of these countries. But new ideas could not reach ordinary men because they were illiterate.

The spread of New Ideas: During the fifteenth and early sixteenth centuries, a number of scholars of universities of northern Europe were attracted to humanist ideas. Like Italian scholars, they also concentrated on the study of classical Roman and Greek texts and the holy books of the Christians. They asked the Christians to follow the religion the way in which it is given in the ancient texts of their religion. They also asked the Christians to leave unnecessary rituals, which, according to them, were later added to a simple religion. Their view of human beings was totally a new one. They considered them as free and rational agents. Later, philosophers were also returned to this over and over again. They believed in a distant God who created man. They also believed that men should seek happiness in the existing world alone.

Attack on the Church: Thomas More (1478-1535) in England and Erasmus (1466-1536) in Holland observed that the Church had become a greedy institution. It was extorting money from the people according to its will. The simplest method of the clergy was to sell Indulgences'. It was a document that apparently freed the buyer from the burden of the sins which he had committed. From the printed translations of the Bible in local languages, Christians realised that their religions did not permit such practices.

Dissatisfaction amongst Peasants and Kings towards the Church: Everywhere in Europe, taxes imposed by the Church were opposed by peasants. Kings too were fed up with the interference by the Church in the working of the State. But humanists pointed out that the basis of the clergy's claim to judicial and monetary powers was a document called the 'Donation of Constantine'. It was issued by the first Christian Roman emperor Constantine. Humanist scholars argued that this was not genuine and was forged later. The kings were happy to know it. This very incident aroused debates within Christianity and prepared a role for the Reformation Movement.

OR

Seventeenth-century was the most important century in the making of the modern world. The Europeans fought one another in Europe as a result of which wars became expensive and complex Renaissance movement brought about rational and scientific



approach in the life of mankind. But the world appeared quite different. Scientists used the methods of experimentation, observation and new thoughts. It was just contrary to Christian beliefs. Scientific discoveries of Copernicus, Galileo, Kepler and Isaac Newton brought about new changes in the world. The Italian scientist Galileo invented the telescope. Newton gave the theory of gravitation. He systematised scientific valuations about the universe. Copernicus tried to prove that the earth rotates around the sun. Marco Polo's invention of the compass made the voyage easier.

The explorations of the sailors like Vasco DA Gama, Columbus etc., led to discoveries of new lands. Their explorations revolutionised trade. The invention of the printing press made books available to the people in various towns and cities. Rome, Florence and Venice became the centres of art and learning. Many artists, scholars and writers were patronised by the rich people in the cities and towns. Towns became the centre of art and learning activities. Thomas Moore's "Utopia" ridiculed the malpractices of contemporary society. On above basis, it can be said that the world appeared different to 17th century Europeans.

30. "Greek East" and "Latin West" are the terms that are used to distinguish between the two parts of the Greco-Roman world, especially the eastern regions where Greek was the lingua franca, and the western parts where Latin filled this role. During the Roman empire a division had persisted between Latin and Greek speaking areas. This division was encouraged by administrative changes in the empire's structure between the third and fifth centuries, which led ultimately to the establishment of separate Eastern and Western Roman empires. Latin and Greek were the dominant languages of the Roman empire. The language of the ancient Romans was Latin, which served as the "language of power". Latin was omnipresent in the Roman empire as the language of the law courts in the West, and of the military everywhere. A great number of Roman citizens would have lacked Latin, though they were expected to acquire at least token knowledge, and Latin remained a marker of "Romanness".
- Greek had become a shared language around the Eastern Mediterranean and into Asia Minor as a consequence of the conquests of Alexander the Great. The "linguistic frontier" dividing the Latin West and the Greek East passed through the Balkan peninsula. Educated Romans, particularly those of the ruling elite, studied and often achieved a high degree of fluency in Greek, which was useful for diplomatic communications in the East even beyond the borders of the empire. The use of Greek at international level was one condition that enabled the spread of Christianity, as indicated for example by the choice of Greek. With the dissolution of the empire in the West, Greek became the dominant language of the Eastern Roman empire.

OR

Augustus was the founder of the Roman empire and its first Emperor, ruling from 27 BCE until his death in 14 CE. He was born Gaius Octavius into an old and wealthy equestrian branch of the Plebeian Octavii family. In 44 BCE he was adopted posthumously by his maternal great-uncle Gaius Julius Caesar following Caesar's assassination. Together with Mark Antony and Marcus Lepidus, he formed the Second Triumvirate to defeat the assassins of Caesar. Following their victory at Phillipi, the Triumvirate divided the Roman Republic among them and ruled as military dictator. Lepidus was kept into exile and stripped of his position and Antony committed suicide following his defeat at the Battle of Actium by Augustus in 31 BC. After the demise of the Second Triumvirate, Augustus restored the outward facade of the free Republic, with governmental power vested in the Roman Senate, the executive magistrates, and the legislative assemblies. In reality, however, he retained his autocratic power over the Republic as a military dictator. By law, Augustus held a collection of powers granted to him for life by the Senate, including supreme military command, and those of tribune and censor. It took several years for Augustus to develop the framework within which a formally republican state could be led under his rule. He rejected monarchical titles, and instead called himself Princeps Civitatis ("First Citizen"). The resulting constitutional framework became known as the Principate, the first phase of the Roman Empire.

Section D

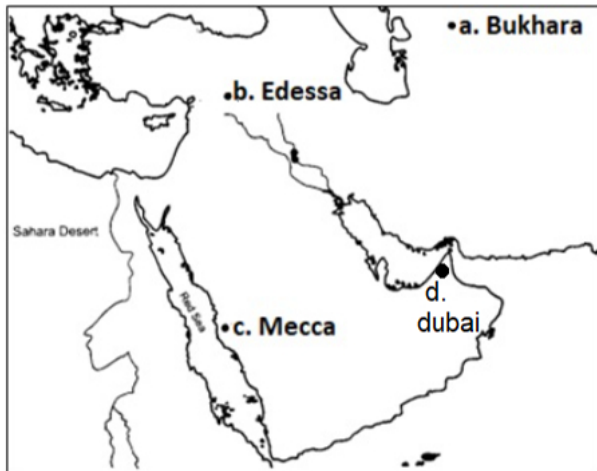
31. i. This speech was drafted by Ghazan Khan's wazir Rashiduddin.
ii. Ghazan Khan was the first Il-Khanid ruler to convert to Islam. Genghis Khan, the great Mongol empire was his grandfather. Ghazan Khan ruled from 1295-1304. His tenure was expanded over just nine years.
iii. Ghazan Khan's speech depicted two things:
i. He was against those peasantry class who was in favour of rebellion.
ii. He was in favour of those peasantry class, who was against the rebellion and was hard-working.
32. i. ■ Fukuzawa Yukichi was a leading Meiji intellectual.
■ He advocated not just modern factories and institutions but the cultural essence of the West - the spirit of civilisation.
ii. Fukuzawa Yukichi, a leading Meiji intellectual, expressed this by saying that Japan must 'expel Asia'. He meant that Japan must shed its 'Asian' characteristics and become part of the West.
iii. Meirokusha is a society to promote Western learning.
33. i. a. Because of the narrowness of the place during the feast days.
b. Due to much anguish and noisy confusion.
ii. Big churches were called cathedrals.



iii. Windows in big Churches were quite valuable on account of their wonderful execution and the profuse expenditure of painted glass and sapphire glass, an official master craftsman, and a goldsmith was appointed.

Section E

34. i.



- ii. A. London
B. Bingen

