

Class XI Session 2025-26
Subject - History
Sample Question Paper - 8

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. Arabic language was quite similar to _____. [1]
 - a) Urdu
 - b) Hebrew
 - c) English
 - d) Persian
- 2. What were Amphorae? [1]
 - a) A type of army
 - b) A type of container
 - c) A type of district administrator
 - d) A type of court
- 3. Towns first developed in the plains of _____. [1]
 - a) Mesopotamia
 - b) Hwang Ho
 - c) Nile
 - d) Indus
- 4. Match the following and select the correct option [1]

List I	List II
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

5.
Assertion (A): Slaves were an investment, and at least one Roman agricultural writer advised landowners against using them.

[1]

Reason (R): Their health could be damaged by malaria.

- 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]

- i. Genghis Khan was born sometime around 1162 near the Onon river in the north of present-day Mongolia.
ii. He was known by the name Taimur and was the son of Yesugei, the chief of the Kiyat.
iii. After his father was assassinated, Temujin's mother, Oelun-eke, struggled to raise him, his brothers, and his stepbrothers.

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

7.
Assertion (A): According to the Bible, the Flood was meant to destroy all life on earth however, God chose a man, Noah.

[1]

Reason (R): God chose Noah to ensure that life could continue after the Flood.

- 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.
_____ were denied to offer prayers in church. They were ill-treated and forced to work nearly 12-16 hours a day.

[1]

- a) Serfs
b) Peasants
- c) Prisoners
d) Citizens

10.
From which word Cuneiform is derived?

[1]

- a) Greek
b) Mayan
- c) Chinese
d) Latin

11.
Find out the correct chronological order from the following options:

[1]

- i. Gregorian calendar introduced by Pope Gregory XIII
- ii. Gerhardus Mercator prepares cylindrical map of the earth
- iii. Andreas Vesalius writes On Anatomy its head
- iv. Anglican Church established in England, with the king/queen as

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

12. Jacob Burckhardt was a Swiss scholar. He completed his education at the University of Baste. Where is this university?

[1]

- a) Ireland
- b) New Zeland
- c) England
- d) Switzerland

13. After the decline of the Manchu empire, a republic was established in 1911 in _____.

[1]

- a) Japan
- b) China
- c) Korea
- d) Mongolia

14. Which of the following titles were given to Octavian?

[1]

- a) All of these
- b) Augustus
- c) Princep
- d) Impretor

15. Examination System was withdrawn by China because

[1]

- a) The civil and military officials so recruited were found unsuitable
- b) It was not regulated properly
- c) It was corrupted
- d) It was based on classical Chinese learning

16. **Assertion (A):** Initially, agricultural technology was very sophisticated.

[1]

Reason (R): The mechanical aid available to the peasant was the wooden plough, drawn by a team of oxen.

- 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.

17. **Qara Khita** was conquered by Genghis Khan in which of the following years?

[1]

- a) 1208
- b) 1228
- c) 1216
- d) 1218

18. There was a growing uncertainty about the value and purpose of monasticism by the

[1]

- a) thirteenth century
- b) fifteenth century
- c) fourteenth century
- d) sixteenth-century

19. Who had written Utopia in England?

[1]

- a) Thomas Moore
- b) Jacob
- c) Machiavelli
- d) Balthasar

20. Match the following and select the correct option

[1]

List I	List II

1. Sun Yat-sen founds Guomingdang	A. 1919
2. May Fourth Movement	B. 1934
3. CCP founded	C. 1912
4. Long March	D. 1921

- a) 1 - d, 2 - a, 3 - b, 4 - c
b) 1 - a, 2 - d, 3 - c, 4 - b
- c) 1 - c, 2 - a, 3 - d, 4 - b
d) 1 - b, 2 - c, 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. Why did the social and political situation continue to be unstable in China on 4th May 1919? [3]
23. Discuss the social changes that had taken way to the development of monarchy-feudal system. [3]

OR

What was the effect of the rise of towns in medieval Europe on the life of people?

24. What is meant by **settler**? [3]
25. What do you know about the time division of Mesopotamians? [3]
26. Explain the causes for the rise of Nationalism in Japan. [3]
27. Write a short note on Jochid dynasty. [3]

OR

How did Temujin become Genghis Khan? Discuss.

Section C

28. What do you know about Gilgamesh? Explain in detail. [8]

OR

What do you know about the following in Mesopotamia?

- i. Position of upper class
- ii. Nature of the family
- iii. Marriage system.

29. Describe the life and achievements of Martin Luther. [8]

OR

What progress was made in the field of science in the Renaissance Age?

30. **The Romans were great lawgivers.** Justify the statement. [8]

OR

Describe the policy of education in the Roman empire.

Section D

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

Estimated Extent of Mongol Destruction

All reports of Genghis Khan's campaigns agree that the vast number of people killed following the capture of cities defied his authority. The numbers are staggering: at the capture of Nishapur in 1220, 1,747,000 people were massacred while the toll at Herat in 1222 was 1,600,000 people and at Baghdad in 1258, 800,000. Smaller towns suffered proportionately: Nasa, 70,000 dead; Baihaq district, 70,000; and at Tun in the Kuhistan province, 12,000 individuals were executed.

How did medieval chroniclers arrive at such figures?

Juwaini, the Persian chronicler of the Il-Khans stated that 1,300,000 people were killed in Merv. He reached the figure because it took thirteen days to count the dead and each day they counted 100,000 corpses.

- i. How did Juwaini count the number of people killed by Genghis Khan? (1)
- ii. Which major areas were captured by Genghis Khan? (1)
- iii. Approximately how many people were killed by Genghis Khan? (2)

32. **Read the passage given below and answer the questions that follow:**

[4]

Car-Club

Moga: An abbreviation for 'modern girl'. It represented the coming together in the twentieth century of ideas of gender equality, a cosmopolitan culture, and a developed economy. The new middle-class families enjoyed new forms of travel and entertainment. Transport in cities improved with electric trams, public parks were opened from 1878, and department stores began to be built. In Tokyo, the Ginza became a fashionable area for Ginbura, a word combining 'Ginza' and 'burbura' (walking aimlessly). The first radio stations opened in 1925. Matsui Sumako, an actress, became a national star with her portrayal of Nora in the Norwegian writer Ibsen's *A Doll's House*. Movies began to be made in 1899 and soon there were a dozen companies making hundreds of films. The period was one of great vitality and the questioning of traditional norms of social and political behaviour.

- i. What is the meaning of the abbreviation Moga?
- ii. What does it represent?
- iii. When was the first radio station opened?
- iv. Who became famous as National Star?
- v. On which values this passage based?

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

[4]

In Benedictine monasteries, there was a manuscript with 73 chapters of rules which were followed by monks for many centuries. Here are some of the rules they had to follow:

Chapter-6: Permission to speak should rarely be granted to monks.

Chapter-7: Humility means obedience.

Chapter-33: No monk should own private property.

Chapter-47: Idleness is the enemy of the soul, so friars and sisters should be occupied at certain times in manual labour, and at fixed hours in sacred reading.

Chapter-48: The monastery should be laid out in such a way that all necessities be found within its bounds: water, mill, garden, workshops.

- i. What does humility mean? (1)
- ii. What does chapter 47 say? (1)
- iii. What sort of values are reflected in this chapter? (2)

Section E

34. i. On the given map of West Asia, locate and label the given cities of Mesopotamia.
a. Babylon

[5]



- b. Uruk
- c. Ur
- OR
- d. Eridu



ii. In the given map of Europe, three sites have been marked as A and B from where the fish bones have been found. Identify **any two** of them and write their correct names on the lines marked near them.



Solution

Section A

1.
(b) Hebrew
Explanation:
Hebrew
2.
(b) A type of container
Explanation:
A type of container
3.
(a) Mesopotamia
Explanation:
Mesopotamia
4.
(c) 1 - d, 2 - a, 3 - b, 4 - c
Explanation:
1 - d, 2 - a, 3 - b, 4 - c
5.
(a) Both A and R are true and R is the correct explanation of A.
Explanation:
Slaves were an investment, and at least one Roman agricultural writer advised landowners against using them because their health could be damaged by malaria.
6.
(d) i and ii
Explanation:
He was known by the name Temujin and was the son of Yesugei, the chief of the Kiyat.
7.
(a) Both A and R are true and R is the correct explanation of A.
Explanation:
According to the Bible, the Flood was meant to destroy all life on earth however, God chose a man, Noah because God wanted to ensure that life could continue after the Flood.
8.
(d) First Nations peoples
Explanation:
First Nations peoples
9.
(a) Serfs
Explanation: Serfs
10.
(d) Latin
Explanation:
Latin

11.
(c) iii, iv, ii, i
Explanation:
iii. 1543 Andreas Vesalius writes On Anatomy
iv. 1559 Anglican Church established in England, with the king/queen as its head
ii. 1569 Gerhardus Mercator prepares cylindrical map of the earth
i. 1582 Gregorian calendar introduced by Pope Gregory XIII
12.
(d) Switzerland
Explanation:
Switzerland
13.
(b) China
Explanation:
China
14. **(a)** All of these
Explanation:
All of these
15.
(d) It was based on classical Chinese learning
Explanation:
Entry to the elite ruling class had been largely through an examination. This required writing an eight-legged essay [pa-ku wen] in classical Chinese in a prescribed form. The examination acted as a barrier to the development of science and technology as it demanded only literary skills. In 1905, it was **abolished as it was based on skills in classical Chinese learning** that had, it was felt, no relevance for the modern world.
16.
(d) A is false but R is true.
Explanation:
In the very beginning, agricultural technology was rather **primitive** because there was only an alternative of the wooden plough, drawn by a team of oxen for the peasants. The wooden plough could only scratch the surface of the earth. So, agricultural produce was not up to the mark. It was also labour intensive.
17.
(d) 1218
Explanation:
1218
18.
(c) fourteenth century
Explanation:
fourteenth century
19. **(a)** Thomas Moore
Explanation: Thomas Moore
20.
(c) 1 - c, 2 - a, 3 - d, 4 - b
Explanation:



21.

(c) Judith wright

Explanation:

Judith wright

Section B

22. i. The social and political situation continued to be unstable on 4 May, 1919, an angry demonstration was held in Beijing to protest against the decisions of the post-war peace conference.
ii. Despite being an ally of the victorious side led by Britain, China did not get back the territories seized from it.
iii. The protest became a movement. It galvanised a whole generation to attack tradition and to call for saving China through modern science, democracy and nationalism.
iv. Revolutionaries called for driving out the foreigners, who were controlling the country's resources, to remove inequalities and reduce poverty.
v. They advocated reforms such as the use of simple language in writing, abolishing the practice of foot-binding and the subordination of women, equality in marriage, and economic development to end poverty.
23. Social changes that had taken way to the development of monarchy-feudal system were:
(i) Decreasing rate of economic growth had given chance to the monarch to consolidate their power.
(ii) Strong infantry equipped with gun and artillery helped the monarch to establish their monarchy.

OR

The rise of towns in medieval Europe deeply affected the lives of people.

- i. The social life of Europe saw several changes due to the rise of towns. It weakened the setup of the feudal society.
ii. Personal liberty gained greater importance.
iii. The rise of towns helped in the progress of industries and trade growth of trade expanded the use of coins.
iv. It was because of the rise of towns that education spread and religious reform movements strengthened. Thus the rise of towns took the life of people on the path of progress.
24. The word 'settler' is used for the Dutch in South Africa, the British in Ireland, New Zealand and Australia, and the Europeans in America. The official language in colonies was English (except in Canada, where French is also an official language).
25. The division of the year into 12 months according to the revolution of the moon around the earth, the division of the month into four weeks, the day into 24 hours, and the hour into 60 minutes-all that we take for granted in our daily lives has come to us from the Mesopotamians. These time divisions were adopted by the successors of Alexander and from there transmitted to the Roman world, then to the world of Islam, and then to medieval Europe.
Whenever solar and lunar eclipses were observed, their occurrence was noted according to year, month and day. So too there were records about the observed positions of stars and constellations in the night sky.
26. **Following causes were responsible for the rise of nationalism in Japan:**
i. The Meiji constitution was based on a restricted franchise and created a Diet (i.e., parliament) with limited powers. The leaders who brought about the imperial restoration continued to exercise power and even established political parties.
ii. Between 1918 and 1931, popularly elected prime ministers formed cabinets. Thereafter, they lost power to national unity cabinets formed across party lines. The emperor was the commander of the forces and from 1890 this was interpreted to mean that the army and navy had independent control.
iii. In 1899, the prime minister ordered that only serving generals and admirals could become prime ministers. This strengthening of the military, together with the expansion of Japan's colonial empire was connected with the fear that Japan was at the mercy of the Western powers. This fear was used to silence opposition to military expansion and to higher taxes to fund the armed forces.
27. Jochid dynasty was also one of the prominent dynasties of the Mongols. Jochid, the eldest son of Genghis Khan was the founder of this dynasty. Genghis Khan had transferred the region of Russian steppe to Jochid in 1224. The region of Russian steppe granted to him is also known as Southern Russia or Golden Horde. Jochid died in 1227 and was succeeded by Batu. Batu proved to be an able ruler and conquered entire Russia, Hungary, Poland and Austria during his campaigns from 1236 to 1242. He took several steps to expand Golden Horde to a large extent. He also took numerous steps to strengthen his economy and also modernised his force. After his death in 1256, his successors continued to rule up to 1359 CCE.

OR



No doubt, Temujin was a born commander. His initial success made him more influential. Jamuque was unable to see the growing friendly relations between Temujin and Tughril Khan. Thus, he started be-friending all the tribes hostile to Temujin. Temujin was unable to tolerate it and gave a crushing defeat to Jamuqua with the help of Tughril Khan. Encouraged by the defeat over the powerful Jamuqua, he concentrated towards Tatars, Naimans and Kereyits. Later on Tughril Khan also became hostile to Temujin and was defeated. Thus, he became the most influential person in the politics of steppe region. Keeping his achievement in mind, Quriltai awarded him with the title of Genghis Khan which means universal sovereign.

Section C

28. The Gilgamesh epic occupies a special place not only in Sumerian literature, but also in world history. It was written by Uruk ruler Gilgamesh, who ruled there about 2700 BCE. It was written on 12 tablets. This epic is about the achievements of Gilgamesh was a famous ruler of Uruk. He was a great ruler and laid the foundation of a vast empire. To secure the Uruk against any threat of the foreign ruler he constructed a wall around it with a view to end his tyrannical rule. People prayed to deity, Anu. As a result of this, God Anu ordered the goddess Arur to create such a God who could surpass Gilgamesh. The goddess created Enkidu who fought with Gilgamesh. He was impressed by his bravery and became a fast friends. 'They both performed several commendable works and decided to kill a demon of Elam known as Humbaba. After a terrible war, Gilgamesh finally killed Humbaba. Impressed by the bravery of Gilgamesh, Ishtar fell in love with her. Gilgamesh's friend Enkidu fell in love with a beautiful dancing girl. This enraged the deities. So, they decided to end the life of Enkidu. Soon after he fell ill and died. The death of Enkidu deeply hurt Gilgamesh. He began to think one day that he will also die. Thus, he began his search to attain immortality, but no one could ever become immortal. At the time of creation of a human being God gave him (the man) death and kept life with them. Despite this he did his best to become immortal. Finally, he thought about Utnapishtim. Being impressed by his efforts Utnapishtim revealed the secret of immortality through the plant lying at the bottom of an ocean (sea). Gilgamesh accepted this challenge and jumped into the sea to bring the said plant. On his return he was very tired and fell asleep. Meanwhile a snake came here and took away that plant. When he woke up he saw the desired plant was missing. Finally, he understood the fact that the man can never become immortal. He came back to his native city. After many years he became emotional on seeing his city. He realised the fact that his sons will continue to enjoy the vast empire built by him after his death.

OR

- i. **Position of Upper Class:** A ruling elite class had emerged in Mesopotamia. It was a small section of the society and had a major share of the wealth. A number of valuable things were buried with these people when they died. These things included jewellery, gold vessels, wooden musical instruments inlaid with white shell and lapis lazuli, ceremonial daggers of gold, etc.
 - ii. **Nature of the Family:** The legal texts of disputes, inheritance, matters, etc., tell that in Mesopotamian society, the nuclear family was the norm. Yet a married son and his family generally resided with his parents. The father was the head of the family.
 - iii. **Marriage System:** A declaration was made about the procedures for marriage. After that, the bride's parents gave their consent to the marriage. Then a gift was given to the bride's family by the groom's family. Gifts were exchanged by both parties after the wedding. Both the parties used to eat together and offered together in a temple. The bride was given her share of the inheritance by her father when brides, mother in law came to fetch (bring) her. Sons used to inherit the house, herds, fields, etc., of the father.
29. Martin Luther was the propounder of the Protestant (Reformation) Movement in Germany. He was born in 1483 CE in a peasant family in Germany. He was as simple and strong as a peasant. His father wanted him to become a barrister and bring prestige to the family. For this purpose, he was sent to school. But he began to study theology along with the law. After attaining a degree in law and theology, he was appointed as a professor at the University of Wittenburg. There he got a chance for a thorough study of theology. In 1505 CE, he joined the Augustine monks. There were many questions and doubts about religion in his mind and he wanted to solve them. But his faith was firm as he thoroughly believed that salvation could be attained only through faith and belief.
- In 1511 CE, Luther visited Rome for the solution to his doubts. Until now, he had a firm faith in this holy city. So he became emotional as soon as he reached Rome and uttered these words, "Holy Rome! You have been made holy with the blood of martyrs. Kindly accept my regards." Soon he was detached as he had seen corruption in the Church.
- In the meantime, a historical incident took place which made Luther an opponent of the Pope and the Catholic Church. The Pope needed money for St. Peter's Church. He decided to export this money by selling the 'Letters of Indulgences'. In 1517 CE, one of his representatives arrived in Wittenburg, selling the Letters of Indulgences. He was telling people, "As coins spent in selling the Letters of Indulgences jingle, the soul of man for whom money has been spent enters directly into Heaven." This was a very big joke made to innocent people. People were being made fools in the name of religion. They were being exploited. Luther opposed this joke and exploitation being made to people. He clearly said that the sale of the Letters of Indulgences was a violation of the basic principles of religion. He even made a list of 95 principles (Thesis) on which he was against the Pope. He pasted this list on



the door of a church. People were excited as this act of Luther had a deep effect on them. "One who repents is at once forgiven by God. He does not need a Letter of Indulgences." This logic was so strong that a great number of people became his supporters. At first, Luther had written his principles in Latin, but soon they were translated into German. Consequently, a discussion started on these principles in the whole of Germany.

Although Luther had become an opponent of the Pope and the Catholic Church, yet he did not openly challenge the rights of the Church. The Pope also did not give any importance to his opposition. He took it as a squabble among monks. But in 1519 CE, the situation changed. Luther clearly told the theologian named John that he did not accept this view that the Pope could not do anything wrong. This was a direct attack on the Church's absolute authority. Its consequences might be very serious.

In the meantime, Luther published three pamphlets. In these pamphlets, he propounded the fundamental principles which further became popular as Protestantism. He clearly said that there was nothing holiness in the Church. In 'On the Babylonian Captivity of the Church of God', he made a severe attack on the Pope and his system. In his second pamphlet, 'An Address to the Nobility of German Nation', he described the abundant wealth of the Church and motivated German rulers to free themselves from foreign influence. In the third pamphlet, 'On the Freedom of Christian Man', he mentioned his doctrines of salvation. According to these doctrines, a man should have faith in God for salvation.

Angered by Luther's activities, the Pope ordered his exclusion from the religion. But Luther burnt the Pope's orders in a public meeting. This act raised a terrible storm. In 1521 CE, he was summoned to appear before the king in the assembly of German states. His friends advised him not to go, as he might be sentenced to death. But he did not agree. He refused to retract in the assembly. He would do it if his views could be proved wrong with argumentation. At last, he uttered these words, "Here I stand; I can't do otherwise; God help me." These words of Luther raised a terrible storm in the whole of Germany. His friends were confused. They took him to a safe place where he studied for several years. In the meantime, he translated the Bible into German. This translated work of his became so popular that it is considered a significant achievement of the German language and literature even today. The Ideas of Martin Luther and their Spread. Following were the main ideas of Martin Luther:

- i. He accepted the authority of Jesus Christ and the Bible but rejected the universality and absoluteness of the Church.
- ii. He propagated that salvation could not be attained through acts fixed by the Church. For this, firm faith in God was needed.
- iii. He recognised only three out of the prevailing seven rituals. These were Baptism, Penance and Holy Eucharist.
- iv. No one should be considered above justice.
- v. The Church's miracles are useless.
- vi. In order to eradicate corruption in the Church, clergymen should be allowed to marry and live like civilised citizens.
- vii. He announced that his religious book was for all and all could learn it.

OR

There was extraordinary progress in the field of science in the Renaissance Age. Following were its main reasons:

- i. The Reformation Movement had freed people from the control of the Church. Now they were free to express their views.
- ii. The development of humanism encouraged intellectual development.
- iii. There came a change in the thinking of philosophers. Now they began to think about the future also. This far-sighted approach became a base for new scientific inventions.
- iv. The rise of nation-states and the development of a new social system too encouraged a scientific ideology.
- v. The Discovery of new lands aroused curiosity among the people. Consequently, their outlook changed.
- vi. Scholars of the Renaissance Age were not ready to blindly accept traditional ideas. They wanted to examine each thing on the test of reasoning. The English scholar, Francis Bacon told people that knowledge was possible only through observation and experiment. A person who wanted to get knowledge should first study the incidents happening all around him. He should ask himself what the reasons behind them were. When he came to know the probable reason for an incident, he should experimentally investigate it. This logical approach made possible scientific progress.

Scientific progress made in the Renaissance Age is described below:

- i. In the second century, the astronomer Ptolemy propounded a theory that the earth lay at the centre of the Universe. But in the sixteenth century, the Polish scientist Copernicus (1473-1543) proved this theory wrong. He told that the earth is a planet and it revolves around the sun. He had come to this conclusion after calculations and observation. But this new theory propounded by him was strongly opposed as it was not in accordance with the Bible. So as per the Pope's command, he had to stop the spread of his ideas. Later, the Italian scientist Giordano Bruno (1548—1600) supported the Copernican theory and tried to spread it again. But religious officials of Rome burnt him alive. But this logic-based theory cannot be ignored. The German astronomer, Johannes Kepler (1571-1630) also proved this theory correct with evidence. He also told that like the earth, other planets rotate around the sun. Their path is not circular but elliptical. The famous Italian scientist Galileo himself made a telescope and observed the sun, stars, and planets with its help.



He also announced that Copernican ideas were true. But the Church again interfered and compelled him to accept whatever he had said was wrong.

- ii. Galileo also proved wrong this notion of Aristotle that the speed of falling bodies depended on their weight. He asserted that the speed of these bodies depended not on their weight but on their distance.
 - iii. In this age, the great English scientist and mathematician, Isaac Newton (1642-1727) propounded the theory of gravity, which provided a new direction to astronomy. He proved that the earth with its gravitational force attracts every object towards it. The research of Newton cast a deep impact. People were compelled to think that the earth was not run by any divine power, it was running in accordance with systematic rules of nature.
 - iv. Besides astronomy, medicine, chemistry, physics, and mathematics too made marvellous progress in the Renaissance Age. Vesalius (1514-64) of the Netherlands made a close study of medicine and surgery and compiled the book, 'The Structure of a Human Body'. In this book, he gave a complete description of the different organs of the human body. William Harvey (1578-1657) made various experiments on animals and propounded the theory of blood circulation. These theories began in a new way the study of health and disease-related problems.
30. Romans were the greatest law-givers. All were equal before the law. Appeals could be made against injustice. According to Prof. John Conard Appel, "Rome commanded leadership because of the justice of the Roman law."
- The Romans introduced civil and criminal laws to safeguard their rights. Roman system of the law came into being gradually and over a long period. During the days before the Republic, the laws were made and administered by the kings. The Greek law-maker Dracon prescribed death as the penalty for most crimes. After a long struggle, the Plebeians got victory over the Patricians and the Roman laws were codified in Twelve Tablets. They were placed in the forum (or marketplace) where all could see and read them.



As life developed and changed, the Romans also revised their laws according to the new situations. The Roman Senate passed many laws from time to time; later on, the emperors issued decrees which became a part of the Roman legal system. The Roman judges made decisions according to laws based on justice and common sense. All these went a long way in the development of the legal system of Rome.

The Roman laws lay scattered at various places and courts and did not exist in one written unit. The Roman Emperor Justinian (527-565 A.D.) appointed a commission of ten legal experts to collect and codify all such laws. They arranged the laws in orderly form and prepared a code of laws known as 'Corpus Juris Civilis of Justinian'. Justinian earned the title of "The Lawgiver of civilization". This is the greatest contribution of Rome to the world. This code forms the basis of the legal system of modern civilized nations.

OR

1. Education in the Roman empire contributed to the social mobility that characterized the earlier period of Imperial history known as the Principate. Education was available only for those who could pay for it, since there was no state-supported system of schools with public funding.
2. A higher rate of literacy is indicated among military personnel than among the general population. Educated women were not unusual, and there was an expectation that upper-class girls would at least attend primary school, probably in the same classes as boys.
3. Only an elite few, regardless of gender, went on to receive secondary education. Modest number of slaves were educated and they played a key role in promoting education and the culture of literacy.
4. Teachers, scribes, and secretaries were likely to be slaves. The Romans were strong believers in corporal punishment. The education of slaves was not discouraged, and slave-children might attend classes with the children of their masters.
5. Book stores were already well-established in Rome by the beginning of the Imperial period, and are found also in urban centers of the provinces. Books were expensive, but by the later period, popular genres of literature indicated reading for pleasure among non-elites.



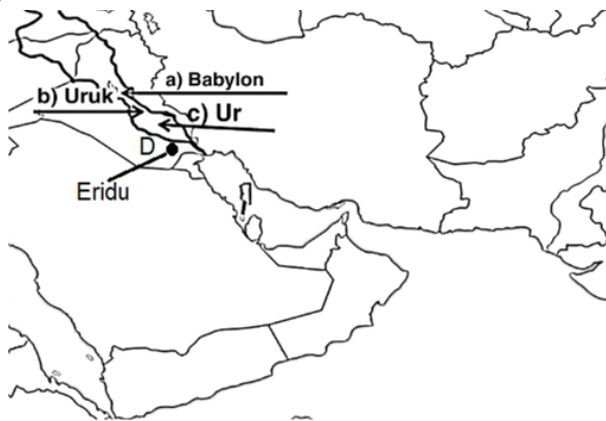
6. Emperor sponsored libraries that were to some extent public, and a wealthy individual might donate a library for a community, or accumulate impressive private collections to which in-house scholars might be attached. Literacy is thought to have declined in late antiquity during the transition away from the classical institutions and practices that supported it.

Section D

31. i. Juwaini stated that 1,300,000 people were killed in Merv. He reached the figure because it took thirteen days to count the dead and each day they counted 100,000 corpses.
ii. Genghis Khan captured Nishapur, Herat, Baghdad, Baihaq district and Tun in the Kuhistan province.
iii. At Nishapur, they killed 1,747,000 people, at Herat around 1,600,000 at Baghdad around 800,000, at Nasa around 70,000 at Baihaq district around 70,000 and at Tun in the Kuhistan province, 12,000 people were killed.
32. i. Moga means modem girl
ii. It represents gender equality
iii. In 1925
iv. Matsui Sumaka
v. Gender equality, traditional norms of social and political behaviour
33. i. Humility means obedience.
ii. Chapter 47 says that idleness is the enemy of the soul, so friars and sisters should be occupied at certain times in manual labour and at fixed hours in a sacred reading.
iii. The values of humanity, truthfulness, etc. are reflected in this chapter.

Section E

34. i.



- ii. A. Grotte Chauvet
B. Lazaret Cave

