SAMPLE QP FOR XI HALF YEARLY EXAMINATION
CLASS : XI
SUB: HISTORY

TIME: 3 HRS.  F.M. 80

General Instructions:

i) Answer all the questions. Marks are indicated against each question.

ii) Answers to questions carrying 2 marks (Part A – Questions no. 1 to 4) should not exceed 30 words each.

iii) Answers to questions carrying 4 marks (Part B – Section I, II, and III – Questions no. 5 to 12) should not exceed 150 words each. Question no 7 is value Based and compulsory.

iv) Answers to questions carrying 8 marks (Part C – Questions no. 13 and 17) should not exceed 350 words each.

v) Part D has questions based on three sources.(No Option)-5 marks each.

vi) Attach the map along with the answer scripts (Part E) - 5 marks 01 map.

PART A

2. Define the term ‘Knights’. 
‘नाईट’ से आप क्या समझते हैं?

3. What do you mean by ‘Principate’? 
प्रिसिपेट से आप क्या समझते हैं?

4. Why was trade so important for the Mongols? 
मंगोलों के लिये व्यापार इतना महत्वपूर्ण क्यों था?

PART B (Section I)

Answer any one of the following / किसी एक प्रश्न का उत्तर दिजिए | [1x4 = 4]

5. Why would the early temples have been much like a house? Discuss. 
प्रारंभिक मंदिर क्यों मकान से समानथे? तर्क दे।

6. Describe the two models related to the place of human origin. Which model do you support and why?
मानव उत्पत्ति के स्थान से संबंधित दो प्रारूपों का वर्णन करें। आप किस प्रारूप का समर्थन करते हैं और क्यों?

(Section II)

Answer any three of the following out of which Value Based Question 7 is compulsory / किसी तिन प्रश्न का उत्तर दिजिए। इनमें से मुल्य आधारीत प्रश्न बाध्यता मूलक है। [3x4=12]

7. Value- Based Question. (मुल्य आधारीत प्रश्न)

THE IDEAL STUDENT
‘I command you not to learn your science from books unaided, even though you may trust your ability to understand. Resort to teachers for each science you seek to acquire; and should your teacher be limited to his knowledge take all that he can offer, until you find another more accomplished than he. You must venerate and respect him. When you read a book, make every effort to learn it by heart and master its
meaning. Imagine the book to have disappeared and that you can dispense with it unaffected by its loss. One should read histories, study biographies and the experiences of nations. By doing this, it will be as though, in his short life space, he lived contemporaneously with the people of past, was on intimate terms with them, and knew the good and bad among them. You should model your conduct on that of the early Muslims. Therefore, read the biographies of the Prophet and follow in his footsteps. You should frequently distrust your nature, rather than have a good opinion of it, submitting your thoughts to men of learning and their works proceeding with caution and avoiding haste. He who has not endured the stress of study will not taste the joy of knowledge. When you have finished your study and reflection, occupy your tongue with mention of God’s name, and sing His praise. Do not complain if the world turns its back on you. Know that learning leaves a trail and a scent proclaiming its possessor; a ray of light and brightness shining on him, pointing him out.

7-i. Why is it instructed to read the biographies of the prophets? [2]

7-ii. What should be the qualities of an “Ideal Student”? [2]
करनी चाहिए। जिस व्यक्ति ने अध्यायन का दरवाज़ा न झेला हो, वह ग्यानके आनंद का मजा नहीं ले सकता। जब आपने अपना अध्यायन और चित्रस्रवण पूरा करा लिया हो-, तो अपनी जीवन अल्लाहका नाम लेने के कार्य में व्यस्त रहिएआय अल्लाह का गुणगान किजिए। यदि संसार आपकी और पिठ मोड़ ले तो शिकायत नकरें। यह जान लें कि ग्यान कभी खत्म नहीं होता वह पिछे अपनी सुगंध छोड़ जाता है जि उसकी स्वामी का पता बता देतीहै, ग्यान प्रकाश और कंति कि किरण ग्यानी पर चमकती रहती है और उसकी और संक्षेप करती रहती है।"

7-i. पैग्मबर के जीवनीको पढने के लिए लेखक ने किया उल्लेख किया है? [2]

7-ii. एक आदर्श विद्यार्थी का क्या गुण होना चाहिए? [2]

8. What were the causes of the Abbasid Revolution? [4]

अब्बासी क्रांतिके क्या कारण थे?

9. Who was Constantine? Explain his achievements. [1+3]

कॉन्स्टेंटाइन कौन था? उसकी उपलब्धियों की व्यख्या करें।

10. Discuss the contribution of Arabs in the field of agriculture and economy. [4]

कृषि एवं आर्थिक क्षेत्र में अरबों का योगदान उल्लेख किजिये।

(Section III)

Answer any one of the following / किन्हि एक प्रश्न का उत्तर दिजिए. [1x4 = 4]

11. Examine the new technological changes introduced in agriculture by eleventh century in European Society. [4]

ग्यारवीं शताब्दी में युरोपीय समाज में नई कृषि क्षेत्र तकनीकी परिवर्तन का परीक्षण किजिए।


मध्यकालीन मठों के कार्यों का उल्लेख करो।

PART C

Answer any four of the following / किन्हि 4 प्रश्न का उत्तर दिजिए. [4x8=32]
13. Who was Genghis Khan? How did he organize the Mongols to form an empire? Discuss his place in world history. [2+4+2]

चंगेज खान कौन था? साम्राज्य बनाने के लिए उसने किस प्रकार मंगोलों को संगठित किया? विश्व इतिहास में उसके स्थानकी विवेचना करे।

14. What was Crusade? Mention the impact crusade on Christian and Muslim world. [4+4=8]

धर्मयुद्ध क्या है? इसाई और मुस्लिम संपर्क पर इसका क्या प्रभाव था?

15. Discuss the life and teachings of Prophet Muhammad. Do you think he was a statesman? Give your views. [3+3+2=8]

मुहम्मद साहब की जीवनी एवं शिक्षाओं की विवेचना करें। क्या आप सोचते हैं कि वे एक राजनेता थे? अपने विचार दीजिए।

16. Name the script of ancient Mesopotamia. Write in detail the development of the script in Mesopotamia. [3+5=8]

प्राचीन मेसोपोटामिया की लिपि का नाम बताइए। प्राचीन मेसोपोटामिया में इस लिपि के विकास का विस्तृत वर्णन करें।

17. Discuss the contribution of the Romans to the modern world. [8]

आधुनिक विश्व के लिए रोम बासियों का योगदान उल्लेख किजिए।

PART D

18. Passage Based Questions. [3x5=15]

Read the passage carefully and answer the questions that follow.

THE WARKA HEAD

This woman’s head was sculpted in white marble at Uruk before 3000 BCE. The eyes and eyebrows would probably have taken lapis lazuli (blue) and shell (white) and bitumen (black) inlays, respectively. There is a groove along the top of the head, perhaps for ornament. This is a world famous piece of sculpture, admired for the delicate modeling of
the woman’s mouth, chin and cheeks. And it was modeled in a hard stone that would have been imported from a distance.

i) When and from where did the sculpture found? [1]
ii) What was the use of this head? [1]
iii) Why was it admired? [2]
iv) Write the importance of the sculpture. [1]

3000 ईसुक नगर में स्त्री का यह सिर एक सफेद संगमरमर को तरशकरा बनाया गया। उसकी आखों और भौंहों में क्रमश नीले लालरंग तथा सफेद सीपी और काले डार्कर की रंग थी। इसके ऊपर एक सिंह बना हुआ है जो सायद गहना पहनने के लिए बनाया गया था। यह मूर्तिकला का एक विश्वस्त्यक नमुना है, इसके मुख, ठोड़ी और गारों की सुकोभर एवं सतह तथा सीपी और काले डार्कर की सुकोभर सतह के साथ इसके विशिष्टता का प्रमाण मिला होगा। उनकी सुची बनाई गई थी।

i. स्त्री का यह सिर कब एवं कहां से पाया गया है। [1]
ii. इस शिर्ष का क्या कार्य था? [1]
iii. इस शिर्ष का महत्त्व क्या था? [2]
iv. मूर्तिकला के महत्व को लिखें? [1]

19. Read the passage below and answer the question.

On The Treatment Of Slaves

‘Soon afterwards the city prefect, Lucius Pedanius Secundus, was murdered by one of his slaves. After the murder, ancient custom required that every slave residing under the same roof must be executed. But a crowd gathered, eager to save so many innocent lives; and rioting began. The senate house was beseieged. Inside, there was a feeling against excessive severity, but the majority opposed any change (—) [The senators] favouring execution prevailed. However, great crowds ready with stones and torches prevented the order from being carried out. Nero rebuked the population by edict, and lined with troops the whole route along which those condemned were taken for execution.’

a) Who was Tacitus? [1]
b) Name the city prefect. What happened to him? [1+1]
c) What was the decision of the senate? [1]
d) Do you agree with the decision of the senate? Why? [1]

कुछ ही समय बाद शहर के शासक लुयसियस पेडेलिअस सेकेंडस का उसके एक दास ने कत्ल कर दिया। कप्तान के पर्वत पुराने रिवाज के अनुसार यह आवश्यक था कि एक छत के नीचे रहनेवाले प्रत्येक दास को फांसी दे दी जाये। परंतु बहुत से निर्देश लोगों को बचाने के लिए भीड़ एकत्र हो गई और दंगे शुरू हो गये। सीनेट भवन की घेरा लिया गया हलाकिन सीनेट भवन ने अत्यधिक कठोरता का विरोध किया जा रहा था। परंतु अधिकांश सदस्यों ने परिवर्तन किये जाने का विरोध थिया। जो सेनेटर फांसी देने के पक्ष में थे उनकी बात मानी गई। परंतु पत्थर और जलती हुई मशालें लिये भारी भीड़ ने इस आदेश को क्रियान्वित किये जाने से रोका। नीरो ने अभिलेख द्वारा इन लोगों को फटकार लगाई, उन सारे मार्गों पर सेनालगा दी गई जहाँ सैनिकों के साथ दोषियों को फांसी पर चढ़ाने के लिए जाया जा रहा था।

क) टैसिस्ट कौन थे? [1]

ख) शहर के शासक का नाम लिखें। उनके साथ क्या घटना घटी? [1+1]

ग) सीनेट का क्या निर्णय था? [1]

घ) क्या आप सीनेट के सदस्यों से सहमत हैं? क्यों? [1]

In 1221, after the conquest of Bukhara, Genghis Khan had assembled the rich Muslim residents at the festival ground and had admonished them. He called them sinners and warned them to compensate for their sins by parting with their hidden wealth. The episode was dramatic enough to be painted and for a long time afterwards people still remembered the incident. In the late 16th century, ‘Abdullah Khan, a distant descendant of Jochi, Genghis Khan’s eldest son, went to the same festival ground in Bukhara. Unlike, Genghis Khan, however, Abdullah Khan, went to perform his holiday prayers there. His chronicler, Hafiz-i-Tanish, reported this performance of Muslim piety by his master and included the surprising comments: “this was according to the yasa of Genghis Khan.”

a) When and where did Genghis Khan assemble the rich Muslim residents? [1]
b) Why did Genghis Khan call them sinners? [1]

c) Who was Abdullah Khan? [1]

d) What do you mean by Yasa? [2]

यासा

1221 में बुकारा में विजय प्राप्त करने के बाद चंगेज खान ने वहाँ के अमीर मुसलमानों को ‘उत्सव मेदान’ में एकत्रित कर उनकी भर्ती की। उसने उनको वापस कहा और चेतावनी दी कि इन वापसों के प्रायश्चित्र स्वरूप उनको अपना छुपा हुआ धन उन्हें देना पड़ेगा। यह वर्णन करने योग्य एक नाटकीय घटना थी जिसको लोगों ने लम्बे समय तक याद रखा और उस पर चित्र बनाए। 16वीं सदी के अंत में चंगेज खान के सबसे बड़े पुत्र जोधी का एक दूर का वंशज अब्दुल्ला खान वहाँ की नवीनता को समझते हैं। उसके इतिहासकार हाफिज-ए-तानीश ने अपने स्वामी की इस धर्मपरायणता का विवरण अपने इतिवृत्त में दिया और साथ में यह चौंकादेनेवाली तिप्पणी भी की कि ‘यह चंगेज खान के यास के अनुसार है।’

क) चंगेज खान ने अमीर मुसलमानों को कब और कहाँ एकत्रित किया? [1]

ख) चंगेज खान ने उनको पापी क्यों कहा? [1]

ग) अब्दुल्ला खान कौन था? [1]

घ) यास से आप क्या समझते हैं? [2]

21. On the outline map of Asia locate the following places.

   Mecca, Medina, Baghdad, Damascus and Bukhara (5)

दिये गये एशिया के रेखामानचित्र पर निम्नलिखित दिखाएँ:

मक्का, मदीना, दमिश्क, बगदाद, बुकारा
MARKING SCHEME

1. Austral (South), Pithekos (apes)- southern apes. With respect to homos smaller brain, heavier jaws, larger teeth , restricted upright walking ,strong fore- arms etc.
2. The first emperor in 27BCE was called the Principate – meant – Leading citizen.
3. The ‘Equites’ or horsemen or knights were traditionally the second most powerful and wealthy group of the Roman Empire.
4. Scarcity of resources and to get food ,weapons etc.
5. The points are
   - Plain Roof like .centre of all activities
   - Early settlers began to built and rebuilt temples at selected spots.
   - Temples became larger over time.
   - Some of the early ones were possible not unlike the ordinary house – for the temple was the house of God.
   - The temple gradually developed its activities and became the main urban institution.
6. The points are **Regional Continuity Model**- evolved in different regions of the world, difference in physical appearance, evolved from archaic homo-sapience, finding of fossils/skeletal remains from different regions of the world.
   **Replacement Model**- evolved in Africa, replaced to different parts of the world, genetic and anatomical homogeneity with African apes ,earliest human fossils found from Africa, difference in physical appearance due to adaptation to local climate.
   **Replacement Model**- earliest human fossils belong to Africa (5.6 mya) while in other parts (1.8 mya) of the world.

7.-i.good conduct, follow his foot prints, inculcate moral values etc. any other relevant points
7-ii.obedient,loyal, faithful, love for the nation, rational, faith on reason etc. Or any other relevant points.

8. -Umayyad regime portrayed as an evil, unislamic
   -The Arab soldiers mostly from Iraq resented the dominance of Syria
   -court procedures, failure to fulfill the promises  etc.

9.-Byzantine ruler 306-337
-first Roman  ruler to accept Christianity/monetary reforms/investment in rural areas/establishment of new capital

10.-state control of agricultural land/imposition of taxes like kharaj,ushre etc./introduction of Iqta system
11. Heavy iron-tipped ploughs, mould boards, neck harnessing of animal power, iron horseshoes, water and wind powered mills, three field system of land use, rotation of crops etc. Effects- increased food production, beans and peas became a source of nutrition for men and animals alike, marginal farmers became landless due to enclosure of common lands and their small holdings, people from villages moved to urban centres etc.

12. Apart from the Church, devout Christians had another kind of organization.

- Some deeply religious people chose to live isolated lives.
- They lived in religious communities called “abbeys” or monasteries.
- Monks took vows to remain in the abbey for the rest of their lives.
- To spend their time in prayers, study and manual labour.
- Monasteries grew to communities often of several hundred, with large buildings and landed estates.
- Disciplined life/promotion of education/virtuous life
- (Any 5 relevant points)

13. Founder of Mongol empire, (any points regarding his life)
Achievements- Founded one of the vast empires of the world of all times, restored markets and trade routes, gave equal treatment to all people whether Buddhists, Muslims, tribal etc.; established peace and order, courier system (yam), code of law (yasa), military administration (any six points)


- In Medieval Islamic societies, Christians were regarded as the people of the book (ahl al-kitab) since they had their own scripture (the new testament or injil).
- Christians were granted safe conduct while venturing into Muslim states as merchants, ambassadors and travelers.
- Series of crusaders – Ist, IInd and IIIrd.iv childrens’…..viith
- (Any 3 and 4 relevant points)
- Political/social/economic/geographical impacts

15. Life - year 570& place Mecca ; parents & bringing up
   Teaching - salat/sahda, zakat, Ramjan, haj, namaj, not to lend money on interest, virtuous qualities
16. -Cuneiform Script/400 characters/pictographic then ideographic then phonetic

-all consonants/alphabets are for syllables/written on soft clay by using hard reed
17. Literature & Language - Latin language / influence on English / history / writings of a Virgil, Horace, Tacitus

- Law and Administration - Constitution, Consuls, Tribune, Comitia Tribune, Centurita, Praetor

- Art and Architecture - Bridges / Forts / Roads / Aqueducts / Bathing Tanks / Colosseums

- Science and Maths - Chemistry / Medicine / Numerals

18. Passage based question

i. The woman's head sculpted 3000 BCE at Uruk.
ii. Perhaps for an ornament.
iii. Admired for the delicate modeling of the woman's mouth, chin and cheeks.
iv. The significance of urbanism.

19. The points are-

i). Historian of early Roman empire 1
ii) – Lucius Pedanius Secundus
   - He was murdered by one of his slaves 1 + 1
iii) - Every slave residing under the same roof must be executed 1
iv) - Student's opinion to prevail.

(Any 2 relevant points).

20. Yasa

i - In 1221 CE 1
   - In the festival ground at Bukhara
ii - Because of their hidden wealth 2
iii – A distant relative Genghis Khan’s eldest son Jochi 1
iv- Code of laws of Genghis Khan

21. Map work : 5 places five marks