
Class 11 - History
Sample Paper - 01 (2023-24)

Maximum Marks: 80

Time Allowed: : 3 hours

General Instructions:

- i. Question paper comprises five Sections – A, B, C, D and E. There are 34 questions in the question paper. All questions are compulsory.
 - ii. Section A – Question 1 to 21 are MCQs of 1 mark each.
 - iii. 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.
 - iv. 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.
 - v. Section D – Question no.31 to 33 are Source based questions with three sub questions and are of 4 marks each.
 - vi. 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.
 - vii. 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.
 - viii. In addition to this, separate instructions are given with each section and question, wherever necessary.
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Section A

1. Which of these ideas was given by Sun Yatsen?
 - a) All of these
 - b) Nationalism
 - c) Socialism
 - d) Republic
2. What is the meaning of **mesos**?
 - a) The Plateau region
 - b) The Highland
 - c) The Mid Land
 - d) An Island
3. When was Mesopotamian art of writing begun?
 - a) 2200 CE
 - b) 3200 CE
 - c) 3350 CE
 - d) 3200 BCE

4. Identify the given image from the following options:



- a) The Colosseum, built in 79 CE, where gladiators fought wild beasts
- b) Amphitheatre at the Roman cantonment town of Vindonissa
- c) Pont du Gard, near Nîmes, France, first century BCE
- d) Shops in Forum Julium, Rome

5. **Assertion (A):** A law of 398 referred to workers subjected to slave breeding.

Reason (R): A law of 398 was introduced to recognise the workers if and when they run away and try to hide.

- 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. What is the meaning of **Yasa**?

- a) Legally Examined
- b) Legal Authority
- c) Illegal documents
- d) Legal Code

7. **Assertion (A):** Iraq is known as the land of uniform environment.

Reason (R): It has undulating plains, mountain ranges, uplands, and deserts.

- 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 person with the help of following information

- He articulated a powerful book named Why Weren't We Told?
 - He condemned the practice of writing Australian history as though it had begun with Captain Cook's **discovery**.
- a) W.E.H. Stanner
 - b) Judith wright
 - c) James Cook
 - d) Henry Reynolds

9. _____ was the supreme authority in the church's institution.

- a) Devotee
- b) Pope
- c) King
- d) Deity

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10. Consider the following statements and select the correct from the following option:

- i. Enmerkar is associated with the organisation of the first trade of Sumer.
ii. Enmerkar wanted lapis lazuli and precious metals for the beautification of a city temple.
iii. Enmerkar sent his chief out to get these metals from the messenger of a very distant land called Arikamedu.
a) i and iii
b) i and ii
c) ii and iii
d) i, ii and iii
11. Find out the correct chronological order from the following options:
i. University established in Florence
ii. Petrarch given title of 'Poet Laureate' in Rome
iii. Geoffrey Chaucer's Canterbury Tales published
iv. Humanism taught at Padua University in Italy
a) iv, ii, i, iii
b) i, ii, iii, iv
c) iii, ii, i, iv
d) ii, iii, iv, i
12. Mutsuhito became the emperor of Japan in 1868. He ascended the throne at:
a) Tokyo
b) Honshu
c) Shimoda
d) Hokodate
13. Match the following and select the correct option
- | List I | List II |
|---------|---|
| 1. 1349 | A. Leonardo da Vinci paints The Last Supper |
| 2. 1454 | B. University established in Florence |
| 3. 1492 | C. Gutenberg prints the Bible with movable type |
| 4. 1495 | D. Columbus reaches America |
- a) 1 - b, 2 - c, 3 - d, 4 - a
b) 1 - c, 2 - b, 3 - d, 4 - a
c) 1 - d, 2 - a, 3 - b, 4 - c
d) 1 - a, 2 - d, 3 - c, 4 - b
14. Which social order enjoyed the privileges?
a) Serfs
b) Clergy
c) None of these
d) Peasantry
15. When was feudalism abolished in Japan?
a) 1860
b) 1871
c) 1880
d) 1890
16. A material prepared in ancient Egypt from the pithy stem of a water plant, used in sheets throughout the ancient Mediterranean world for writing
a) All of these
b) Papyri

- c) Ancient ink
d) Annals
17. Who bestowed Temujin with the title of Genghis Khan?
a) Quriltai
b) Muhammad
c) The Prophet Muhammad
d) Mongke
18. **Assertion (A):** An average European could expect to live 10 years longer than in the eighth century. In comparison to men, women and girls lived longer lives.
Reason (R): By the thirteenth century, men were able to eat better food.
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.
19. Cassandra Fedele was
a) Curator
b) Orator
c) Women humanist
d) Professor
20. Match the following and select the correct option

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 - c, 2 - a, 3 - d, 4 - b
b) 1 - d, 2 - a, 3 - b, 4 - c
c) 1 - a, 2 - d, 3 - c, 4 - b
d) 1 - b, 2 - c, 3 - d, 4 - a
21. _____ was discovered in 1770 by Captain Cook.
a) USA
b) India
c) Norway
d) Australia

Section B

22. Discuss any four factors responsible for the decline of feudalism.

OR

What types of duties serfs had accepted to do?

23. Enlist the names of women who were intellectually creative during the period of Renaissance in Europe.
24. Discuss the economic development made in Rome in the late antiquity. What was its result?

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25. Discuss how daily life was transformed as Japan developed.
26. Write about the town planning of the Mesopotamian cities.
27. How did the amalgamation of different castes and communities give birth to a new civilization?

OR

"The use of seals played significant role in the development of trade and urbanisation in Mesopotamia." Discuss.

Section C

28. Why did the nomadic organisation of the Mongols have to trade with China? What effect did this trade cast on the Chinese economy and politics?

OR

Who was Genghis Khan? How did he become the Great Khan of the Mongols?

29. Briefly discuss Aggressive Nationalism, Westernisation, and Tradition in Japan.

OR

Why did Japan and Germany join, the Anti-Comintern Pact in 1936? What were its objectives?

30. What steps were taken for the rights and interests of the natives in North America? What is their present position?

OR

Explain the role of **Gold Rush** in economic and political expansion of America.

Section D

31. **Read the text carefully and answer the questions:**

Copernicus asserted that the planets, including the earth, rotate around the sun. A devout Christian, Copernicus was afraid of the possible reaction to his theory by traditionalist clergymen. For this reason, he did not want his manuscript, *De revolutionibus* (The Rotation) to be printed. On his deathbed, he gave it to his follower, Joachim Rheticus. It took time for people to accept this idea. It was much later - more than half a century later, in fact - that the difference between 'heaven' and earth was bridged through the writings of astronomers like Johannes Kepler (1571-1630) and Galileo Galilei (1564-1642). The theory of the earth as part of a sun-centred system was made popular by Kepler's *Cosmographical Mystery*, which demonstrated that the planets move around the sun not in circles but in ellipses. Galileo confirmed the notion of the dynamic world in his work *The Motion*. This revolution in science reached its climax with Isaac Newton's theory of gravitation.

- i. Explain the Christian notion of the universe and earth.
- ii. Why did Copernicus not print his manuscript?
- iii. Name the manuscript that Copernicus hand over to his follower Joachim Rheticus.

32. **Read the text carefully and answer the questions:**

The Roman Empire can broadly be divided into two phases, 'early' and 'late', divided by the third century as a sort of historical watershed between them. In other words, the whole period down to the main part of the third century can be called the 'early empire', and the period after that the 'late empire'. A major difference between the two superpowers and their respective empires was that the Roman Empire was culturally much more diverse than that of Iran. The Parthians and later the Sasanians, the dynasties that ruled Iran in this period, ruled over a population that was largely Iranian. The Roman Empire, by contrast, was a mosaic of territories and cultures that were chiefly bound together by a common system of government. Many languages were spoken in the empire, but for the purposes of administration Latin and Greek were the most widely used, indeed the only languages. The upper classes of the east spoke and wrote in Greek, those of the west in Latin, and the boundary between these broad language areas ran somewhere across the

middle of the Mediterranean, between the African provinces of Tripolitania and Cyrenaica. All those who lived in the empire were subjects of a single ruler, the emperor, regardless of where they lived and what language they spoke.

- i. Which two dynasties ruled Iran during this period?
- ii. What do you infer from the statement, "the Roman Empire was a mosaic of territories and cultures."
- iii. Identify the two rival superpowers and state how they differed.

33. Read the text carefully and answer the questions:

The nobility had, in reality, a central role in social processes. This is because they controlled land. This control was the outcome of a practice called 'vassalage'. The kings of France were linked to the people by 'vassalage', similar to the practice among the Germanic peoples, of whom the Franks were one. The big landowners - the nobles - were vassals of the king, and peasants were vassals of the landowners. A nobleman accepted the king as his seigneur (senior) and they made a mutual promise: the seigneur/lord would protect the vassal, who would be loyal to him. This relationship involved elaborate rituals and exchange of vows taken on the Bible in a church. At this ceremony, the vassal received a written charter or a staff or even a clod of earth as a symbol of the land that was being given to him by his master. The noble enjoyed a privileged status. He had absolute control over his property, in perpetuity. He could raise troops called 'feudal levies'. The lord held his own courts of justice and could even coin his own money. He was the lord of all the people settled on his land. He owned vast tracts of land which contained his own dwellings, his private fields and pastures and the homes and fields of his tenant-peasants. His house was called a manor. His private lands were cultivated by peasants, who were also expected to act as footsoldiers in battle when required, in addition to working on their own farms.

- i. Examine the relationship between a vassal to his master or lord under the vassalage system.
- ii. Trace the origin of the title **lord** within the nobility.
- iii. State two examples to show how the noble enjoyed a privileged status.

Section E

34. i. On the given map of Australia, locate and label the given places.

- a. Sydney
 - b. Adelaide
 - c. Melbourne
- OR
- d. Darwin



- 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.



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Solution

Section A

1. (a) All of these

Explanation: All of these

2. (c) The Mid Land

Explanation: The Mid Land

3. (d) 3200 BCE

Explanation: 3200 BCE

4. (d) Shops in Forum Julium, Rome

Explanation: Shops in Forum Julium, Rome

5. (d) A is false but R is true.

Explanation: A law of 398 referred to workers being **branded** so they could be recognised if and when they run away and try to hide.

6. (d) Legal Code

Explanation: Legal Code

7. (d) A is false but R is true.

Explanation: Iraq is known as the land of **diverse environment** because of the following reasons:

In the Northeast, there are green undulating plains, tree-covered mountain ranges with streams. In the North, there is a stretch of upland grasslands called a steppe. In the East, there are tributaries of the Tigris. In the South, there is a desert.

8. (d) Henry Reynolds

Explanation: Henry Reynolds

9. (b) Pope

Explanation: Pope

10. (b) i and ii

Explanation: Enmerkar sent his messenger out to get these metals from the chief of a very distant land called Aratta.

11. (a) iv, ii, i, iii

Explanation: iv- 1300- Humanism taught at Padua University in Italy

ii- 1341-Petrarch given title of 'Poet Laureate' in Rome

i- 1349-University established in Florence

iii- 1390-Geoffrey Chaucer's Canterbury Tales published

12. (a) Tokyo

Explanation: Tokyo

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

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

14. (b) Clergy

Explanation: Clergy

15. (b) 1871

Explanation: 1871

16. (b) Papyri

Explanation: Papyri

17. (a) Quriltai

Explanation: Quriltai

18. (d) A is false but R is true.

Explanation: Better food meant a longer lifespan. By the thirteenth century, an average European could expect to live 10 years longer than in the eighth century. Women and girls had shorter lifespans compared to men because the latter ate better food.

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

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

21. (d) Australia

Explanation: Australia

Section B

22. The factors responsible for the decline of feudalism were:

- (i) Development of new towns and cities
- (ii) Peasants revolt
- (iii) Emergence of middle class
- (iv) Advent of the use of money

OR

Cultivators were of two kinds: free peasants and serfs (from the verb 'to serve'). They performed the following functions:

- Serfs cultivated plots of land, but these belonged to the lord. Much of the produce from this had to be given to the lord. They also had to work on the land which belonged exclusively to the lord.
- They received no wages and could not leave the estate without the lord's permission. The lord claimed a number of monopolies at the expense of his serfs.
- Serfs could use only their lord's mill to grind their flour, his oven to bake their bread, and his wine-presses to distil wine and beer.

23. The women like Cassandra Fedele and Isabella d'Este were educated in Latin and Greek.

a) Fedele proved that woman can also become a humanist scholar and requested every woman to acquire humanist education.

She said, "Even though the study of letters promises and offers no reward for women and no dignity, every woman ought to seek and embrace these studies".

Her writings brought into focus the general regard for education in that age.

b) Another lady Isabella d'Este ruled the state while her husband was absent and the court of Mantua was famed for its intellectual brilliance.

Women's writings revealed their conviction that they should have economic power, property and education to achieve an identity in the male dominated world.

24. **Extraordinary economic development was made in Rome in the late antiquity which had the following aspects:**

- i. A new denomination called the solidus was introduced by Emperor Constantine. It was a pure gold coin weighing 4.5 gm. This gold coin was minted on a very large scale and millions of these coins were in circulation.

- ii. Economic growth was stimulated by monetary stability and an expanding population. A lot of investment was made in industrial establishments and rural industries. These included glass factories, oil presses and multiple water mills.
- iii. A lot of investment was also made in long-distance trade. That is why this trade was revived.

Result. The above changes carried over into strong urban prosperity. It was marked by new types of architecture and a great sense of luxury. The ruling elites became more powerful and wealthier.

25. Earlier in Japan, the patriarchal household system prevailed. In it, many generations lived together under the control of the head of the family. New ideas of the family spread. People became more affluent. Homu, the new home was that of the nuclear family where husband and wife lived together. The new concept of domesticity generated demands for new forms of domestic goods, new types of family entertainments and new forms of housing.
26. i. The cities were well designed according to a definite plan.
ii. Special heed was given toward the construction of the towns.
iii. Baked bricks were used for constructing houses.
iv. Houses were single storeyed.
v. There was a provision of adequate roads in town and cities.
27. Mari was an important city of ancient Mesopotamia. The city regained its ancient splendour in 2000 BCE, when Amorite dynasty declared her its capital. It was again destroyed during Hammurabi's invasion in 1759 BCE. The people living here were agriculturists and pastoralists. They belonged to various communities such as Akkadi, Amorite, Asyran and Armenian. The king belonged to Amorite community. The entire Amorite community had different dress-codes as compared to other communities. The King of Mari built a magnificent temple at Mari dedicated to the deity known as Dagans. Thus, amalgamation of different castes and communities gave birth to new civilization at Mari. As people belonging to different communities resided at Mari, the king had always to remain vigilant.

OR

A number of seals have been excavated from Mesopotamia. These were made of stone and were cylindrical in shape. These seals were fitted with a stick and then rolled over wet clay so that a continuous picture got engraved over it. This work was done by skilled craftsmen. The name of the owner, his God, his official, ranks, etc. were also engraved on it. Seals were used by merchants to send their goods from one place to another. Goods were first packed and a seal was put at the head of the pack to ensure its authenticity. In case seals were found tampered with, it meant the pack had been pilfered on the way otherwise it was safe and secure. Undoubtedly, we can say that the use of seals played a significant role in the growth of urbanisation.

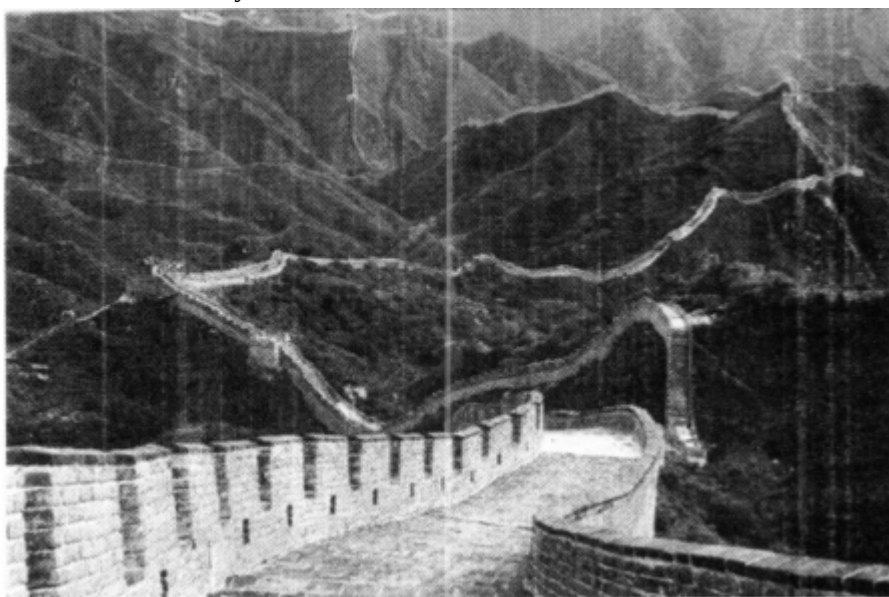
Section C

28. The nomadic organisation of the Mongols lived in the steppe region. In this region, agriculture was possible during short spans of the year. So the Mongols did not take to farming. This region also lacked other resources. The Mongols knew that the economy of their neighbour, China, was based on agriculture. They could easily get agricultural produce and other necessary items from there. This is the reason why they had to trade with China. The nomadic tribes exchanged agricultural produce and iron utensils with China for horses, furs and game trapped in the steppe. Although this trade was mutually beneficial to both parties, they had to face tensions in commercial activities. The two groups unhesitatingly applied military pressure to enhance profit.

Effect on Chinese Economy and Politics: When the people of Mongol tribes allied, they forced the Chinese people to offer better terms in trade. Trade ties were sometimes discarded in favour of outright plunder. This relationship altered when the Mongols were in disarray. The Chinese then confidently asserted their influence in the steppe.

These frontier wars weakened the settled Chinese societies. Mongols dislocated agriculture and plundered cities. On the other hand, nomads could retreat away from the zone of conflict with marginal losses. Contrary to it, nomad tribes brought heavy losses to China. So the Chinese rulers had been building fortifications to protect their subjects since the eighth century. Starting from the third century BCE, these fortifications started to be integrated into a common defensive

outwork known today as the ‘Great Wall of China’.



OR

Genghis Khan was born near the Onon river, around 1162 CE, which is in the north of present-day Mongolia. His early name was Temujin. His father’s name was Yesugei, who was the Chieftain of the Kiyat tribe. His father was murdered when he was quite young. That is why Temujin, his brothers and stepbrothers were raised in great hardship by his mother, Oelun-eke. Temujin was captured and enslaved in the 1170s. Borte, his wife, was also kidnapped. He fought very hard to recover his wife. He made some important friends during these years of hardship. His first friend was the young Boghurchu who remained a trusted friend of Temujin. His blood-brother, Jamuqa, was his other trusted friend. He again made old alliances with his father’s old brother, Tughril/Ong Khan, who was the ruler of the Kereyits.

Genghis Khan on the Path of becoming the Great Khan: Temujin’s blood-brother, Jamuqa became his enemy in later years. In the 1180s and 1190s, Temujin defeated powerful adversaries like Jamuqa with the help of Ong Khan. It was after defeating Jamuqa that Temujin felt confident enough to move against his other enemies. These included his father’s assassins, the powerful Tatars, the Kereyits and Ong Khan himself. In 1206 CE, he gave the final defeat to the Naiman people and the powerful Jamuqa.

Proclamation of Genghis Khan as the Great Khan: After his success on enemies Temujin emerged as the dominant personality in the politics of the steppe lands. This position of his was recognised at an assembly of Mongol chieftains (quriltai). In this assembly, he had proclaimed the Great Khan of the Mongols with the title Genghis Khan, the ‘Oceanic Khan’ or ‘Universal Ruler’.

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29. **Aggressive Nationalism:** The Meiji Constitution was based on the limited franchise. There were limited rights of Diet (Parliament) created by the constitution. The leaders who brought imperial restoration remained in power and organised political parties. During 1918-1930, cabinets were formed by the popularly elected prime minister. After that, they formed national cabinets across party lines. The emperor was the commander of armed forces and from 1890 CE, it has been considered that the army and the navy had independent control. In 1899 CE, the prime minister ordered that only serving generals and admirals could become ministers. The strengthening of the military and the expansion of Japanese colonies were connected with the fear that Japan was dependent on the mercy of the western powers. This fear was used to collect funds for military expansion and taxes were imposed. Questions were raised against these taxes but they were suppressed.

Westernisation and Tradition: The successive generations of Japanese intellectuals had different views about relations

of Japan with other countries. Some were of the view that the USA and western European countries are at the top of civilisation. So Japan must aim to reach those heights. Fukuzama Yukichi was one of the important intellectuals of Meiji times. He was of the view that Japan must expel Asia from itself. By this, he meant that Japan must leave its Asian features and should become a part of the west.

Next-generation objected to completely adopting western ideas and urged that national pride must be built on local values. The philosopher Miyake Setsurai (1860-1945) argued that every country must develop its specific features for world civilisation. Devoting oneself to the country is just like devoting towards the world. On the other hand, many intellectuals were attracted to western liberalism. They wanted that Japan must build itself on the basis of democracy, not on the military.

Ueki Emori (1857-1892) was a leader of the Popular Rights Movement which demanded a constitutional government. He was an admirer of the French Revolution's doctrine of the natural right of man and popular sovereignty. He was in favour of liberal education which could develop each individual. Some others even recommended the voting rights of women. This pressure forced the government to announce a constitution.

OR

The scare of Communism brought Hitler close to Japan. Both countries feared that the Comintern, or Communist International, the organisation set up by Lenin in 1919, to sponsor communist revolutions all over the world, may start implementing the policy after Stalin's five-year plan began to show positive results at home. The Anti-Comintern pact, which Germany and Japan signed on 25 November 1936, was superficially nothing more than a propaganda trick by which the two countries hoped to exploit the universal hatred for communism. It is important to point out here that in the previous year, Britain, France, and Italy had formed an alliance called the Stessa Front to condemn Hitler's rearmament programme. France had also taken the step of strengthening diplomatic relations with the USSR fearing the reemergence of Germany as a threat. These two factors disturbed Hitler and therefore he stepped up efforts to win global opinion for himself as a fighter against communism. But there was a secret protocol in the Anti-Comintern Pact. In ensuring that in the case of an attack by the USSR against Germany or Japan, the two nations would consult on what measures to take to safeguard their common interests and also 'to take no measures which would tend to ease the situation for the USSR. It was also agreed that neither party to the treaty would enter into bilateral treaties with the USSR without mutual consent.

30. Till the 1920s, nothing was done for the welfare of the natives of North America. They had been provided neither health nor educational facilities.

- i. The Indian Reorganisation Act of 1934. After the 1920s, the Europeans felt sympathy for the natives. They took several steps for their rights and interests. The US government passed a landmark Act in 1934 CE. This Act gave natives in reservations the right to buy land and take loans.
- ii. Efforts to motivate Natives to join Mainstream. The US government, in the 1950s and 1960s, thought of removing all special provisions given to the natives. The government hoped that the natives would join the mainstream i.e., adopt European culture. But the natives were against this. In 1954 CE, they prepared the 'Declaration of Indian Rights.' In this declaration, citizenship of the USA was accepted by a number of natives but on a condition that their reservations would remain as it is and the government would not interfere in their traditions.
- iii. The Constitution Act of 1982. In 1969 CE, the Canadian government refused to recognise the aboriginal rights of the natives in Canada. The natives strongly opposed this decision of the government. They held a number of demonstrations and debates. Compelled by the circumstances, the government in 1982 CE passed the Constitution Act. According to this Act, the existing aboriginal and treaty rights of the natives were accepted. Present Position. Today the scenario has completely changed. Though the native people of both the countries have reduced in a great number, yet they have been able to assert their rights to their own cultures.

OR

The role of 'Gold Rush' in the economic and political expansion of America can be explained as follows:

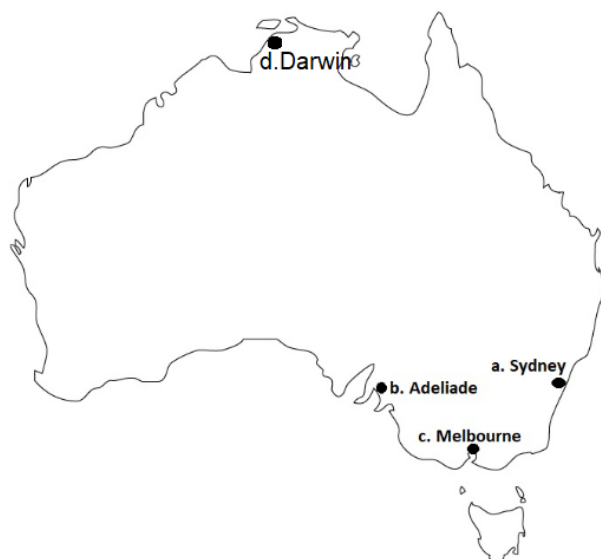
- i. **Building of Railway Lines:** The Gold Rush contributed to the building of railway lines across the continent of North America. Thousands of Chinese workers were employed for the construction of the railways. By 1870 CE, the USA's railway network was completed. Canada's railway was completed by 1885 CE.
- ii. **Growth of Industries:** Gold Rush led to the growth of industries in North America. Here industries developed for two reasons. Firstly, to manufacture railway equipment so that the distant places would be linked with rapid transport. Secondly, to produce machinery to make large-scale farming easier. Both in the USA and Canada, factories multiplied and industrial towns grew. USA's economy was an undeveloped economy in 1860 CE but in 1890 CE it was one of the leading industrial power in the world.
- iii. **Expansion of Agriculture:** Large areas of forests were cleared and divided into farms. The bison had almost been exterminated by 1890 CE, thus ending the life of hunting the natives.
- iv. **Political Expansion:** In 1892, the USA's continental expansion was complete. The area between the Pacific and the Atlantic Ocean was divided up into states. There no longer remained the 'frontier' that had pulled European settlers west for many decades. Within a few years, the USA was setting up its own colonies in Hawaii and the Philippines. It had become an imperial power.

Section D

31.
 - i. Christians believed that the earth was a sinful place and that the heavy burden of sin made it immobile. The earth stood at the centre of the universe around which moved the celestial planets.
 - ii. Copernicus asserted that the planets, including the earth, rotate around the sun. A devout Christian, Copernicus was afraid of the possible reaction to his theory by traditionalist clergymen. For this reason, he did not want his manuscript, *De revolutionibus* (The Rotation) to be printed.
 - iii. On his deathbed, Copernicus gave *De revolutionibus* (The Rotation) to his follower, Joachim Rheticus.
32.
 - i. The Parthians and later the Sasanians, the dynasties that ruled Iran in this period, ruled over a population that was largely Iranian.
 - ii. The Roman Empire was a mosaic of territories and cultures because many languages were spoken in the empire. The upper classes of the east spoke and wrote in Greek, those of the west in Latin, and the boundary between these broad language areas ran somewhere across the middle of the Mediterranean, between the African provinces of Tripolitania (which was Latin-speaking) and Cyrenaica (Greek-speaking).
 - iii. The Romans and Iranians were the two rival superpowers and fought against each other for much of their history. A major difference between the two and their respective empires was that the Roman Empire was culturally much more diverse than that of Iran.
33.
 - i. The relationship between the king and the vassal involved elaborate rituals and the exchange of vows taken on the Bible in a church. At this ceremony, the vassal received a written charter or a staff or even a clod of earth as a symbol of the land that was being given to him by his master
 - ii. The one who protected the vassal was called the seigneur/lord. The word **lord** was derived from a word meaning one who provided bread.
 - iii. The noble enjoyed a privileged status.
 - He had absolute control over his property, in perpetuity.
 - He could raise troops called 'feudal levies'. The lord held his own courts of justice and could even coin his own money.
 - He owned vast tracts of land which contained his own dwellings, his private fields and pastures and the homes and fields of his tenant-peasants.
 - He was the lord of all the people settled on his land. His private lands were cultivated by peasants. (any TWO)

Section E

34. i.



ii. A. St. Denis
B. Bingen