

Model Examination February 2020
Answer Key-XI History

Qn. No	Answer key/Value Points	Score
1	Quriltai - Assembly of Mongols Yam - Courier system Baj tax - Paid by traders Qanats - Underground canals	4
2	i)Upright man ii)Spain iii)Replacement model iv)England	4
3	a)Lorenzo Valla b) Michelangelo c)Andreas Vesalius d)Fillipp Brunelleschi	4
4	<ul style="list-style-type: none"> • Miner's Friend was built • Worsley canal was made • Puffing Devil invented • The Blutcher constructed 	4
5	a.Medina b.Mecca c.Basara d.Khurasan	4
6	There were several views on language development. Hominid language involved gestures and hand movements. Then vocal-non verbal communication; singing and humming. Development of spoken language: brain of Homo habilis had certain features which helped them to speak. The evolution of vocal tract was also important. Language developed around the same time as art.	2
7	Courier system (Yam) connected distant areas of the empire. Fresh mounts and dispatch riders were placed in outposts. Tax called Qubcur was levied for the maintenance of Postal system. Its speed and reliability surprised travelers.	2
8	The Programme of Sun Yat Sen was called the 'Three Principles'(San min chui).1.Nationalism-overthrowing the Manchus and foreigners 2.Democracy-establishing a democratic government-3.Socialism-regulating capital and equalizing landholdings.	2
9	The history of modern china faced three questions-(1)how to regain sovereignty, (2) end the humiliation of foreign occupation and (3) bring about equality and development (any two points)	2
10	Attack of Guomindang against communist camp in Jiangxi led to the Long March (1934-35).Covered 6000 miles and reached Shanxi-Established new base in Yanan.Communists confiscated land redistributed among peasants. From there Mao and communists developed their programme-to end warlordism, carry out land reforms and fight foreign imperialism.	3
11	Most of the early settlers were convicts. They were deported from England. When Jail term ended they were allowed to live as free people. They did not return to Britain. They evicted natives from land.	3
12	The earliest inhabitants of North America came from Asia over 30,000 years ago. They lived in groups in villages along river valleys .They ate fish and meat and cultivated vegetables and maize. They did not practice extensive agriculture They did not develop kingdoms and empires. There were quarrels between tribes. They made alliances and friendships and exchanged gifts-	4

	They spoke numerous languages. They were skilled crafts people and wove beautiful textiles.	
13	Late antiquity : A term used to describe the final and fascinating period of the Roman Empire- (fourth to seventh centuries): Emperor Diocletian-abandoned territories with little strategic or economic value-fortified the frontiers-reorganized provincial boundaries-separated civilians from military functions-military commanders were given greater autonomy-Emperor Constantine introduced Solidus, a gold coin- created a second capital at Constantinople-declared Christianity as the official religion of the Roman Empire.	4
14	The Aztecs had migrated from the north into Central America by the 12 th century. Their society was hierarchical dominated by nobility The king was chosen from the nobility. King was considered as the representative of the Sun. Warriors, priests and artisans, etc. were respected sections They made reclamations-conversion of wasteland into agricultural land. They built artificial islands called chinampas and constructed canals. They built their capital city of Tenochtitlan in 1325 They built temples which were dedicated to the gods of war and the Sun.- The rural people produced corn, beans, pumpkin, potatoes etc. The peasants were attached to lands of nobles. The poor would sell their children as slaves for a limited period of time. The Aztecs ensured that all children went to school. Calmecac was an institution for the military and religious training of children belonged to the nobility. Rest of the children went to the tepochoalli and learned history, myths, religion and ceremonial songs. Boys received training in army, trade and agriculture and girls in domestic affairs.	4
15	The largest native culture in South America was Inca Civilization .The empire was highly centralized and king was the source of authority. They spoke Quechua, the language of the court. The Incas were great builders. They built roads through mountains from Ecuador to Chile. Their forts were built of stone slabs. Stones cut from rock did not require mortar-Masons shaped the blocks by using an effective method called flaking. They terraced hillsides and developed irrigation systems. Their weaving and pottery were of a high quality. They developed accounting system. Quipu or cords were used for mathematical calculation. Knots were made upon cords which indicate specific mathematical units	4
16	Crusades-Christians of Western Europe fought wars against the Muslims to liberate their holy land, Jerusalem-(1095-1291) Pope Urban II and Byzantine Emperor Alexius made call for crusades. The first crusade was fought from 1098-1099.Crusaders captured Antioch and Jerusalem-slaughter of Muslims and Jews-Establishment of crusader states. Second crusade (1145-49) Turks capture of Edessa-crusaders failed to capture Damascus-Saladin created an Egypto-Syrian Empire-call for jihad and regaining of Jerusalem. Third crusade (1189)-Crusades gained coastal towns and free access to Jerusalem for Christians.Mamluks (rulers of Egypt) drove the crusades from Palestine. Results of crusades: Muslim state developed harsher attitude towards its Christian Subjects - Greater influence of Italian mercantile communities in the trade between the East and the west.	4
17	The greatest legacy of Mesopotamia is its scholarly tradition of time reckoning and mathematics. Invention of Calendar: Division of years into 12 months Division of months into 4 weeks Division of day into 24 hours Division of hour into 60 minutes Mathematical contribution: Tables with multiplication and division Square,squareroot,Tables of compound interest etc.	4
18	Britain was the first country to experience modern Industrialization. The Industrial revolution had far reaching effects in Britain. Industrial development is strongly associated with new machinery and technologies. Production on massive scale compared to handicraft and handloom industries. Changes occurred in the cotton and iron industries. Use of steam power led to faster forms of transportation by ships and railways. Many inventers and businessmen became	5

	personally wealthy or educated in basic sciences like physics or chemistry- Industrialization led to greater prosperity for some.	
19	Tacitus described the leading social categories of the early empire: Senators-leading members of the equestrian class, respectable section of the people, lower class and slaves. Senators were wealthy aristocratic people. The equities or knights were second most powerful wealthy group. The middle class consisted of persons in bureaucracy and army and prosperous merchants and farmers. Lower class were known as humiliores, comprised a rural labour force-many were employed on estates, workers in industrial and mining establishments, migrant workers, self employed artisans and casual labourers.	5
20	By the 12th century Shoguns had ruled Japan in the name of emperor. From 1603-1867, members of the Tokugawa family held the position of shogun. The country was divided into over 250 domains under the lords called daimyo. Shoguns exercised power over the lords-ordered daimyos to stay at the capital Edo (modern Tokyo). Samurai, warrior class served the shoguns and daimyos. Peasantry was disarmed. Daimyos were ordered to live in the capitals over their domains. Land surveys identified owners and taxpayers and graded land productivity to ensure stable revenue.	5
21	<p>Introduction</p> <p>The Development of Writing: Writing began in Mesopotamia in 3200 BCE. The Mesopotamian tablets contained picture like signs and numbers. Writing began when society needed to keep record of transactions. Mesopotamians wrote on tablets of clay. Scribe would impress wedge shaped signs on a wet clay with the sharp end of a reed. Once written, tablets were dried hard in the sun and it would be almost indestructible. Once it dried, signs could not be pressed on to a tablet. Each transaction required a separate written tablet. By 2600 BCE the letters became cuneiform and language was Sumerian.</p> <p>The System of Writing: The sound that a cuneiform sign represented was not a single consonant or vowel but syllables. The scribe had to learn hundreds of signs. He had to handle a wet tablet and get it written before it dried. Writing was a skilled craft. It conveys visual form of system of sounds of a particular language.</p> <p>Uses of Writing: 1.keeping records 2.making dictionaries 3.giving legal validity to land transfers 4.narrating the deeds of kings 5.announcing the changes a king had made in the customary laws of the land 6.storing information and of sending messages</p> <p>Literacy: King and Very few could read and write. There were hundreds of signs to learn and many of these were complex. If a king could read, that was recorded in his boastful inscriptions. Writing reflected the mode of speaking. It was kingship that organised trade and writing conclusion</p>	8
22	<p>Introduction</p> <p>The First Order: Clergies- the first order of the feudal society- included Clergies, bishops and Pope -The Catholic church was the most dominant body -It had its own laws, owned land granted by the king, collected taxes of own. Almost all villages had church-. Men who became priest could not marry. Serfs, the physically challenged and women could not become a priest.-. Bishops owned lands like lords, had vast estates and lived in grand palaces. The church collected one tenth of share from peasants' produce called the 'tithes'-The church also got money in the form of donations by the rich .Rites and rituals of feudal nobles were copied to increase influence.</p> <p>The Second Order: The Nobility- They had control over lands- old custom known as 'vassalage'. The nobles of kings were big land holders - They used to be vassal of the king whereas the peasants were vassals to the land owners-The noble had to make vows with the Bible in the church-. The nobles enjoyed several privileges. They had judicial powers and even right to issue coins. They also had power to raise their army known as feudal levies. He possessed huge tracts of land which included his residences, his personal fields, pastures and the fields of peasant-tenants. The house of noble was known as manor. The peasants cultivated their fields</p> <p>The Third Order: The third order-cultivators- two categories: free peasants and serfs. The free</p>	8

	<p>peasants own lands but worked as tenants of the land. They had to give military service for least forty days in a year. They had to work on lord's fields for three days generally in a week in the form of labour-rent. They had to provide unpaid services for works like digging ditches, gathering firewood, building fence and maintaining roads and buildings. Women and children had to do several tasks together with work on fields like spinning thread, weaving cloth, making candles and preparing wine from grapes. The free peasants had to pay a tax 'taille' to king. The serfs tilled the land of lord. Most part of the produce was submitted to the lord. They had to work on the lands of lord without wages. They were not allowed to leave the estate without prior permission from the lord. The lord claimed several monopolies at the cost of his serfs .Serfs could use only lord's flour mill, his oven to bake their bread and his wine-presses to distil wine and beer. The lord decide whom a serf should marry.</p>	
23	<p>Introduction</p> <p>Changed Lives: During the period of industrial revolution, there were a lot changes in the lives of people. Intelligent and talented got opportunities. Rich people invested their money during this period with a hope of getting more profit and multiplying their money. Wealth, incomes and productive efficiency increased. It also affected people negatively that could be seen in broken families, new addresses, degraded cities and pathetic working condition of workers in the factories. The number of cities in England with a population of 50,000 grew from 2 in 1750 to 29 in 1850. The growth of city did not bring adequate number of houses, sanitation and clean water. New comers were forced to live in crowded slums near to factories. The rich people shifted to suburb areas, where they got clean air and water.</p> <p>Condition of Women and Children: The industrial revolution brought about important changes in the way the women and children worked. Before the industrial revolution, the children and the women worked either in farms or at home. They worked under the watchful eyes of parents and relatives. Women in villages worked in farms; they reared livestock and gathered firewood or were involved in spinning cotton. It was necessary for the women and the children to work and support the meager earnings of men. Industrialists' preferred to employ women and children, who did not oppose the poor working conditions and work on lower wages than men. The women were employed in cotton textile industry, silk –lace making and knitting industry. While the children were often employed in metal industry, coal mines and cotton textile industry. So, women and children often worked long hours in inhumane working conditions.</p> <p>Protest Movements: There were protest movements throughout England from 1790s.The government banned unauthorized public meetings. Workers expressed their anger and frustration in numerous forms of protest. There were bread or food riots. With the introduction of machines in the cotton industry, thousands of handloom weavers were thrown out of work and were subjected to poverty, as they could not compete with the machines in the textile industry. The weavers began to demand minimum wage from 1790s.When parliament refused their demand, they went on strike. In Lancashire, cotton weavers destroyed the power looms in desperation. Croppers of Yorkshire destroyed shearing-frames that threatened their livelihood. They traditionally sheared sheep by hand .During riots in 1830, the farmers destroyed threshing machines, as they found that new threshing machines threatened their job.</p> <p>Luddism was a well known protest movement that fought for the right of workers, who were affected by the arrival of new machines from 1811to 1817.It was started by General Ned Ludd.Minimum wages, control over the wage of women and children, work for those who had lost their jobs because of industrialization and right to form trade unions were some of the demands of the participants of this movement.</p> <p>In August 1819, nearly 80,000 working class people gathered peacefully at St.Peter's Field in Manchester and demanded for democratic rights of political organization. They were crushed with iron hand by the government. It came to be known as the Peterloo</p> <p>Reforms through Laws: A number of laws were passed by the government to improve the working condition of the children and the women. In 1819 Laws were enacted prohibiting the employment of children under nine. Working hours for those who were between nine and sixteen years old was reduced from sixteen to 12 hours a day. In 1833, a law was enacted that permitted children under nine to work only</p>	8

	<p>in silk factories and limited working hours. It also enabled the appointment of many factory inspectors who ensured the rules prescribed in the law were followed strictly. In 1847, the Ten Hours Bill was passed making working hours as 10 hours for women and young people. These laws applied only to textile industries and not to mines. The Mines Commission of 1842 was set up to look into the working condition in mines. It revealed that workers condition had worsened. Many laws were enacted. The Mines and Colliers Act of 1842 prohibited children and women from working in coalmines. Fielder's Factory Act in 1847 declared that children under 18 should not work more than 10 hours a day.</p> <p>Conclusion</p>	
24	<p>Introduction</p> <p>Universities and Humanism: In Europe, earlier universities were established in Italian towns. The universities Padua and Bologna had been centres of legal studies from 11th century. There was a growing demand for lawyers and notaries to write and interpret rules and written contracts as increasing trade and commerce depended over them. There was a change in emphasis and Law became a popular subject of study. Francisco Petrarch represented this change and stressed the significance of a deep reading of ancient authors. The educational programme of that period was a means of study more which religious teaching alone could not give. The term humanist began to be applied in early 15th century for masters who could teach grammar, rhetoric, poetry, history and philosophy. The word humanities was used by the Roman essayist Cicero to mean culture. These subjects had no connection with religion. They were developed through discussions and debates of individuals. These ideas influenced other universities also especially in newly established university in Florence, the home town of Petrarch. By 15th century, Florence became famous as trade and education centre. A city was known not only for its wealth but also for its citizens and Florence had become popular because of Dante Alighieri a layman who wrote religious themes and Giotto, an artist who painted lifelike portraits. From then it developed as the most exciting intellectual city in Italy and a centre of artistic creativity.</p> <p>Artists and Realism: Humanism was not only propagated through education but also by art, architecture and books. The artists were inspired by studying the works of the past. The material remains including fragments of art were found on the ruins of ancient Rome and other deserted cities. Italian sculptors were influenced with perfectly proportioned male and female figures. Donatello initiated the new ground with his life like statues. The artists were helped by the scientists by making accurate human figures. The artists went to laboratories of medical schools for studying bone structures. A professor of medicine Andreas Vesalius at the university of Padua first dissected the human body, which was the beginning of modern physiology. Painters did not get any older work. So they painted as realistically and their pictures had a three-dimensional effect due to the use of light effect of colours. The use of anatomy, geometry and physics together with logic of 'what is beautiful' created a quality called realism introduced in Italian art which continued up to the 19th century.</p> <p>Science and Philosophy: The monks and clergymen were familiar with the works of Greek and Roman scholars from the 'middle Ages' but they did not left them get known to other people. By 14th century many scholars started to read the translation of Greek writers like Plato and Aristotle. They were translated and preserved by Arab translators. Some Europeans read Greek works in Arabic translation and the Greek translated Arabic and Persian scholars work in European languages. These works were on natural science, mathematics, astronomy, medicine and chemistry. The Almagest of Ptolemy was the work of 140 CE on astronomy in Greek language and was translated into Arabic. It carried in Arabic alphabet 'al' which shows connection with Arabs. Ibn Sina, an Arab physician and philosopher of Bukhara and al-Razi the author of medieval encyclopedia were considered as men of knowledge in Italian states. The Christian thinkers adopted the method of Arab philosopher of Spain (Ibn Rushd) who tried to resolve the tension between philosophical knowledge and religious faith.</p> <p>Conclusion</p> <p style="text-align: right;"><i>Prepared by Sujith K, GHSS Chayoth, Kasaragode</i></p>	8