CENTRAL BOARD OF SECONDARY EDUCATION

CBSE 2026-27

Social Science – History

Subject Code: 087 | Class X

Question Bank – Set 1

Questions in this Booklet

Ch.	Chapter	MCQs	A-R	VSA	SA	LA	CS	All
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2	Nationalism in India	10	3	3	3	2	2	**23**
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4	The Age of Industrialisation (Periodic Assessment only)	6	2	2	2	2	1	**15**
5	Print Culture and the Modern World	10	3	3	3	2	2	**23**
	Total	**44**	**14**	**14**	**14**	**10**	**9**	**105**

MCQs = Multiple Choice; A-R = Assertion–Reason; VSA = Very Short Answer; SA = Short Answer; LA = Long Answer; CS = Case Study / Source-based.

Chapters as per the CBSE 2026-27 syllabus (History: India and the Contemporary World-II). Chapter 3 covers Section 1 (The Pre-modern World, 1.1–1.3) only. Chapter 4 is for Periodic Assessment only and is not part of the board examination. Map-based questions are from the prescribed History map list. Questions tagged [year] are from CBSE papers; untagged questions are new CBSE-style competency questions.

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1. The Rise of Nationalism in Europe

Multiple Choice Questions (MCQs)

Q1. Who among the following founded the secret society called 'Young Italy', and in 1831 founded the underground society 'Young Europe' in Berne? **[1]**

[SQP 2021-22 Term1; BP 2026 32/3-1]

(a) Count Cavour (b) Otto von Bismarck (c) Giuseppe Garibaldi (d) Giuseppe Mazzini

Q2. Choose the correct option regarding nineteenth century 'liberalism' in the economic sphere: **[1]**

[SQP 2021-22 Term1; BP 2024 Comptt S-1]

(a) Criticism of the glorification of reason and science.
(b) Not tolerating dissent and imposing censorship.
(c) Monarchy, social hierarchy and property must be maintained.
(d) The abolition of state-imposed restrictions on the movement of goods and capital.

Q3. Which one of the following is NOT true about the Civil Code of 1804 (Napoleonic Code)? **[1]**

(a) It was exported to the regions under French control, including Switzerland and Italy.
(b) It abolished privileges based on birth.
(c) It restored the feudal privileges of manorial lords in the countryside.
(d) It established equality before the law and secured the right to property.

Q4. Match the Italian leaders with their roles and choose the correct option: A. Victor Emmanuel II — 1. Chief Minister of Sardinia-Piedmont B. Giuseppe Mazzini — 2. Young Italy movement C. Giuseppe Garibaldi — 3. Proclaimed King of unified Italy D. Count Cavour — 4. Conquered the Kingdom of the Two Sicilies **[1]**

[BP 2023 32/6-1; adapted)]

(a) A-1, B-2, C-4, D-3 (b) A-3, B-4, C-2, D-1 (c) A-2, B-3, C-1, D-4 (d) A-3, B-2, C-4, D-1

Q5. Which one of the following is NOT true about the female allegory of France? **[1]**

[BP 2023 32/5-1]

(a) She was a symbol of national unity.
(b) Her images were marked on coins and stamps.
(c) She was named Marianne.
(d) She took part in the French Revolution as a real woman.

Q6. Arrange the following incidents in chronological order and choose the correct option: I. French Revolution II. Napoleon's invasion of Italy III. Unification of Italy IV. Vienna Peace Treaty **[1]**

[BP 2024 32/4-1; BP 2024 32/4-2]

(a) I, II, IV and III (b) II, IV, I and III (c) II, III, I and IV (d) I, III, II and IV

Q7. Arrange the following events in chronological order and choose the correct option: I. The Treaty of Constantinople II. The defeat of Napoleon III. The granting of more autonomy to Hungarians by the Habsburg rulers IV. The Napoleonic Civil Code **[1]**

[BP 2025 Comptt S-1; BP 2025 Comptt S-2]

(a) III, I, II and IV (b) IV, II, I and III (c) II, III, IV and I (d) I, IV, III and II

Q8. A nineteenth-century painting shows the interior of a hall where elected representatives from all German states sit in rows — men in dark suits, gathered around the Speaker's podium beneath the Germania fresco. Identify the painting from the following options: **[1]**

[SQP 2023-24; adapted)]

(a) Frankfurt Parliament (b) Reichstag (c) Duma (d) The House of Parliament

Q9. Identify the major aspect that helped in the formation of a nation-state in Britain. **[1]**

[SQP 2021-22 Term1]

(a) The British nation was formed as a result of a war with Ireland and Wales.
(b) The formation of a nation-state in Britain was the result of many revolts.
(c) In 1688, the monarch of Britain fought a war with the English Parliament.
(d) The Parliament, through a bloodless revolution, seized power from the monarchy.

Q10. Which power dominated the nation-building process in Germany? **[1]**

[SQP 2017-18]

(a) France (b) Prussia (c) Russia (d) Austria

Assertion–Reason

Q11. **Assertion (A):** 'The Act of Union 1707' between England and Scotland resulted in the formation of the 'United Kingdom of Great Britain'.
Reason (R): England wanted to impose its influence on Scotland. **[1]**
(a) Both Assertion (A) and Reason (R) are true and Reason (R) is the correct explanation of Assertion (A).
(b) Both Assertion (A) and Reason (R) are true, but Reason (R) is not the correct explanation of Assertion (A).
(c) Assertion (A) is true, but Reason (R) is false.
(d) Assertion (A) is false, but Reason (R) is true.

Q12. **Assertion (A):** Napoleon's Civil Code of 1804 is said to have made the administrative system more rational and efficient in the regions under French control.
Reason (R): The Code abolished privileges based on birth, established equality before the law and secured the right to property, and was followed in Switzerland, the Dutch Netherlands and parts of Italy and Germany.**[1]**
(a) Both Assertion (A) and Reason (R) are true and Reason (R) is the correct explanation of Assertion (A).
(b) Both Assertion (A) and Reason (R) are true, but Reason (R) is not the correct explanation of Assertion (A).
(c) Assertion (A) is true, but Reason (R) is false.
(d) Assertion (A) is false, but Reason (R) is true.

Q13. **Assertion (A):** Romanticism helped the growth of nationalist feeling in Europe even though it was a cultural, not political, movement.
Reason (R): Romantic artists and poets concentrated on emotions, intuition and mystical feelings, and sought to create a sense of a shared collective cultural heritage. **[1]**
(a) Both Assertion (A) and Reason (R) are true and Reason (R) is the correct explanation of Assertion (A).
(b) Both Assertion (A) and Reason (R) are true, but Reason (R) is not the correct explanation of Assertion (A).
(c) Assertion (A) is true, but Reason (R) is false.
(d) Assertion (A) is false, but Reason (R) is true.

Very Short Answer (VSA)

Q14. "Conservative regimes set up in Europe in 1815 were autocratic." Support the statement by giving any two arguments. **[2]**

[BP 2024 32/2-1; BP 2024 32/2-2]

Q15. Explain Romanticism as a cultural movement in Europe. **[2]**

[BP 2023 32/1-1]

Q16. How were the Scottish Highlanders affected by the English dominance that followed the Act of Union of 1707? **[2]**

Short Answer (SA)

Q17. Explain the measures and practices the French revolutionaries introduced to create a sense of collective identity amongst the French people. **[3]**

[SQP 2020-21; SQP 2022-23]

Q18. "Romanticism, a cultural movement, sought to develop a particular form of nationalist sentiment." Explain with examples. **[3]**

[SQP 2024-25; BP 2025 32/2-3]

Q19. How did the Balkans become a source of serious nationalist tension in Europe after 1871? Explain. **[3]**

[SQP 2019-20; SQP 2016-17]

Long Answer (LA)

Q20. "The political and constitutional changes that came in the wake of the French Revolution led to the transfer of sovereignty from the monarchy to a body of French citizens." Explain the statement. **[5]**

[SQP 2022-23; SQP 2020-21]

Q21. Explain the process of the unification of Italy. **[5]**

[SQP 2016-17 (Italy unification LA); BP 2023 32/5-1]

Case Study

Source: The Grimm Brothers and the German national spirit. Grimms' Fairy Tales is a familiar name in Germany. The brothers Jacob and Wilhelm Grimm were born in the German city of Hanau. While both of them studied law, they soon developed an interest in collecting old folktales. They spent six years travelling from village to village, talking to people and writing down fairy tales, which were handed down through the generations. These were popular both among children and adults. In 1812, they published their first collection of tales. Subsequently, both the brothers became active in liberal politics, especially the movement for freedom of the press. In the meantime, they also published a 33-volume dictionary of the German language. The Grimm brothers also saw French domination as a threat to German culture and believed that the folktales they had collected were expressions of a pure and authentic German spirit. They considered their projects of collecting folktales and developing the German language as part of the wider effort to oppose French domination and create a German national identity.

Q22. Read the source above and answer the questions that follow: **[4]**

(i) [1] Why did the Grimm brothers give the tales a readable form without changing their folkloric character? [1]

(ii) [1] The work of the Grimm brothers is best seen as promoting what sentiment among Germans? [1]

(iii) [2] How did the Grimm brothers' projects contribute to opposing French domination and creating a German national identity? [2]

Source: The Frankfurt Parliament of 1848. In the German regions, a large number of political associations of middle-class professionals, businessmen and prosperous artisans came together in the city of Frankfurt and decided to vote for an all-German National Assembly. On 18 May 1848, 831 elected representatives marched in a festive procession to take their places in the Frankfurt Parliament assembled in the Church of St Paul. They drafted a constitution for a German nation to be headed by a monarchy subject to a parliament. When the deputies offered the crown on these terms, Friedrich Wilhelm IV, King of Prussia, rejected it and joined other monarchs to oppose the elected assembly. The social basis of the parliament eroded when it lost the support of the workers and artisans, whose demands the middle classes resisted. The Parliament was eventually disbanded by the troops of the German confederation. Women, though active in political associations and the press, were denied suffrage in the new constitution.

Q23. Read the source above and answer the questions that follow: **[4]**

(i) [1] Who were the members of the Frankfurt Parliament? [1]

(ii) [1] What kind of political system did the Frankfurt Parliament's constitution envisage for Germany? [1]

(iii) [2] Explain any two reasons why the Frankfurt Parliament failed. [2]

2. Nationalism in India

Multiple Choice Questions (MCQs)

Q1. Who among the following founded the Swaraj Party within the Indian National Congress? **[1]**

[BP 2024 32/4/1; BP 2024 32/4/2]

(a) Mahatma Gandhi and Sardar Patel (b) Subhas Chandra Bose and Jawaharlal Nehru (c) Acharya Kripalani and Jayaprakash Narayan (d) C.R. Das and Motilal Nehru

Q2. Arrange the following events in chronological order and choose the correct option. I. Salt Satyagraha II. Kheda Satyagraha III. Rowlatt Satyagraha IV. Ahmedabad Mill Workers Satyagraha **[1]**

[BP 2026 Main 32/5/3]

(a) III, II, IV, I (b) II, I, IV, III (c) II, I, III, IV (d) II, IV, III, I

Q3. Who among the following led the peasant movement in Bardoli in 1928? **[1]**

[BP 2023 32/5/1; BP 2023 32/5/2]

(a) Baba Ramchandra (b) Vallabhbhai Patel (c) Jawaharlal Nehru (d) Subhas Chandra Bose

Q4. Which two leaders are associated with the Khilafat Movement in India? **[1]**

[NEW (based on NCERT Khilafat section)]

(a) Bhagat Singh and Batukeshwar Dutt (b) Mohammad Ali and Shaukat Ali (c) C.R. Das and Motilal Nehru (d) Lala Lajpat Rai and Bipin Chandra Pal

Q5. Why did nationalists in late nineteenth-century India focus on recording and preserving folklore? **[1]**

[SQP 2024-25]

(a) To restore a sense of pride in traditional culture and national identity (b) To use folklore as a tool for economic development and modernisation (c) To promote a uniform culture that could be adopted across all regions (d) To create new forms of artistic expression that reflected modern India

Q6. The Salt March of 1930 began from which place and ended at which coastal village? **[1]**

[NEW (based on NCERT Salt March)]

(a) Sevagram; Porbandar (b) Wardha; Bardoli (c) Sabarmati Ashram; Dandi (d) Champaran; Dandi

Q7. In which of the following sessions of the Congress was the demand for 'Purna Swaraj' formally adopted? **[1]**

[BP 2026 Main set Section A]

(a) Lahore Session, 1929 (b) Bombay Session, 1934 (c) Calcutta Session, 1901 (d) Delhi Session, 1923

Q8. Consider the following statements about the Khilafat Movement. I. Gandhi supported it to bring Hindus and Muslims into a common movement. II. A Khilafat Committee was formed in Bombay in 1919. III. Turkey abolished the caliphate in 1924. IV. The Khilafat Movement was started by the Indian National Congress in 1905. **[1]**

[NEW (statements based on NCERT Khilafat section)]

(a) I, II and IV (b) I and IV only (c) II, III and IV (d) I, II and III

Q9. Which of the following was NOT a reason Gandhiji gave for withdrawing the Non-Cooperation Movement in February 1922? **[1]**

[NEW (NOT-type based on NCERT NCM withdrawal)]

(a) Violence at Chauri Chaura (b) The Second Round Table Conference (c) Lack of discipline among participants (d) Growing tensions between communities

Q10. What was the main grievance of peasants in the Kheda satyagraha of 1918? **[1]**

[MS 2024-25; BP 2024 map items]

(a) Forced cultivation of indigo (b) Crop failure and inability to pay the land revenue (c) Low wages paid in cotton mills (d) Rent on forest land

Assertion–Reason

Q11. **Assertion (A):** Gandhiji chose salt as the symbol for the Salt March.
Reason (R): Salt was consumed by all rich and poor alike, so a tax on it was felt by every section of society. **[1]**
(a) Both Assertion (A) and Reason (R) are true and Reason (R) is the correct explanation of Assertion (A).
(b) Both Assertion (A) and Reason (R) are true, but Reason (R) is not the correct explanation of Assertion (A).
(c) Assertion (A) is true, but Reason (R) is false.
(d) Assertion (A) is false, but Reason (R) is true.

Q12. **Assertion (A):** Tribal peasants of the Gudem Hills participated in the Non-Cooperation Movement in a different way from peasants elsewhere.
Reason (R): Colonial forest laws and restrictions affected their livelihood and traditional rights, and they wanted swaraj by using force. **[1]**
(a) Both Assertion (A) and Reason (R) are true and Reason (R) is the correct explanation of Assertion (A).
(b) Both Assertion (A) and Reason (R) are true, but Reason (R) is not the correct explanation of Assertion (A).
(c) Assertion (A) is true, but Reason (R) is false.
(d) Assertion (A) is false, but Reason (R) is true.

Q13. **Assertion (A):** The Swaraj Party was formed within the Indian National Congress in 1923.
Reason (R): Its leaders wanted to enter legislative councils and oppose colonial policies from within them. **[1]**
(a) Both Assertion (A) and Reason (R) are true and Reason (R) is the correct explanation of Assertion (A).
(b) Both Assertion (A) and Reason (R) are true, but Reason (R) is not the correct explanation of Assertion (A).
(c) Assertion (A) is true, but Reason (R) is false.
(d) Assertion (A) is false, but Reason (R) is true.

Very Short Answer (VSA)

Q14. Why did Mahatma Gandhi call off the Civil Disobedience Movement in 1931? Explain. **[2]**

[BP 2022 32/6/2]

Q15. Mention any two causes that led to the Non-Cooperation Movement. **[2]**

[BP 2022 32/2/2]

Q16. Why did Mahatma Gandhi travel to Champaran in Bihar in 1917? Explain. **[2]**

[BP 2022 32/4/1]

Map-based Questions (History Map List)

Q17. Identify the place marked on the outline map of India where the Indian National Congress held its special session in September 1920 and adopted the Non-Cooperation programme. **[1]**

Q18. Identify the place marked on the outline map of India where the Indian National Congress held its session in 1927, which decided to boycott the Simon Commission. **[1]**

Q19. Identify the place marked on the outline map of India where Gandhiji led the indigo cultivators in a satyagraha against the oppressive plantation system in 1917. **[1]**

Q20. Identify the place marked on the outline map of India where General Dyer ordered firing on a peaceful gathering on 13 April 1919. **[1]**

Short Answer (SA)

Q21. A variety of cultural processes played an important role in developing a sense of nationalism in India. Support the statement with suitable examples. **[3]**

[SQP 2025-26; MS 2025-26]

Q22. 'The effects of the Non-Cooperation Movement on the economic front were more dramatic.' Support the statement with examples. **[3]**

[BP 2022 32/2/1; BP 2023 32/5/1]

Q23. Analyse the impacts of the Gandhi-Irwin Pact on the Indian freedom struggle. **[3]**

[BP 2025 Main 32/3/1; BP 2025 Main 32/3/2]

Long Answer (LA)

Q24. Evaluate the economic consequences of the Non-Cooperation Movement for colonial rule in India. **[5]**

[SQP 2026-27; MS 2026-27]

Q25. How did people belonging to different communities, regions or language groups in India develop a sense of collective belonging? Explain. **[5]**

[SQP 2017-18; MS 2017-18]

Case Study

Source: Mahatma Gandhi's thoughts on Satyagraha. It is said that passive resistance is the weapon of the weak, but the power of satyagraha can be used only by the strong. Satyagraha is not passive resistance. It calls for intense activity. The movement in South Africa was not passive but active. Satyagraha is not physical force. A satyagrahi does not inflict pain on the adversary and does not seek his destruction. In the use of satyagraha there is no ill will whatever. Satyagraha is pure soul-force. Truth is the very substance of the soul, and the flame of love burns in it. Non-violence is the supreme dharma. India cannot rival Britain or Europe in force of arms, and the British worship the war-god. Satyagraha offers Indians a weapon that draws its strength from truth and moral courage, not from weapons.

Q26. Read the source above and answer the questions that follow: **[4]**

(i) [1] Why did Gandhiji say that passive resistance is not the weapon of the weak? [1]

(ii) [1] What does Gandhiji mean when he calls satyagraha 'pure soul-force'? [1]

(iii) [2] Explain two reasons why Gandhiji believed India should use non-violent satyagraha rather than force of arms. [2]

Source: The sense of collective belonging: icons and history. As the national movement developed, nationalist leaders became aware that icons and symbols could unite people and inspire a feeling of nationalism. Another means was the reinterpretation of history. By the end of the nineteenth century many Indians felt that to instil pride in the nation, Indian history had to be understood differently. The British saw Indians as backward and incapable of governing themselves. In response, Indians looked to the past and wrote about India's achievements in art and architecture, science and mathematics, religion and culture, law and philosophy, and trade. This glorious past, they argued, was followed by a period of decline under colonial rule. These nationalist histories urged readers to take pride in India's heritage and to struggle for its freedom.

Q27. Read the source above and answer the questions that follow: **[4]**

(i) [1] Why did nationalists reinterpret Indian history, according to the passage? [1]

(ii) [1] What did nationalist histories claim about the period after the glorious past? [1]

(iii) [2] Explain how icons and symbols helped nationalist leaders unite people. [2]

3. The Making of a Global World

Multiple Choice Questions (MCQs)

Q1. The germs of which disease paved the way for Europe's conquest of America in the later half of the sixteenth century? **[1]**

[BP 2026 Main 32/2/1; BP 2025 Main 32/3/1]

(a) Jaundice (b) Smallpox (c) Malaria (d) Cholera

Q2. Read the statements given below and choose the correct answer. Statement I: A good example of thriving pre-modern commercial and cultural ties connecting far-flung regions of the world are silk routes. Statement II: The significance of Chinese silk cargoes travelling the silk route to the west is indicated by the term "silk routes". **[1]**

[SQP 2026-27]

(a) Both (I) and (II) are incorrect (b) Statement (I) is correct and (II) is incorrect (c) Both (I) and (II) are correct (d) Statement (I) is incorrect and (II) is correct

Q3. Which of the following was NOT a reason why the Spanish conquest of America was so swift? **[1]**

(a) Epidemics killed many communities and weakened their resistance (b) The Americans had built up immunity to European diseases (c) Smallpox spread into the continent ahead of the Spanish (d) The Americans had no immunity to diseases brought from Europe

Q4. Which one of the following religions emerged from eastern India and spread in several directions through intersecting points on the silk routes? **[1]**

[BP 2024 Main 32/5/1; BP 2024 Main 32/5/2]

(a) Jainism (b) Hinduism (c) Christianity (d) Buddhism

Q5. Arrange the following developments in chronological order and choose the correct option. I. Chinese pottery travels west along the silk routes II. Noodles are believed to to have travelled west from China to become spaghetti III. Christopher Columbus sets sail westward seeking a sea route with new maps of the world IV. Smallpox spreads into the Americas ahead of the Spanish soldiers **[1]**

(a) II, I, III, IV (b) I, III, II, IV (c) I, II, III, IV (d) II, I, IV, III

Q6. Arrange the following events in chronological order, from the earliest to the latest. I. Columbus reaches the Americas. II. Vasco da Gama reaches Calicut by the sea route from Europe. III. Spanish conquest of the Aztec empire of Mexico. IV. Marco Polo returns to Venice from China. **[1]**

(a) IV, I, II, III (b) IV, II, I, III (c) I, IV, II, III (d) I, II, III, IV

Q7. Which of the following pairs is NOT correctly matched? **[1]**

(a) Ireland - famine after the potato crop failed in the 1840s (b) Columbus - voyage to the Americas in 1492 (c) Buddhism - emerged in western Asia and spread along the silk routes (d) Marco Polo - Venetian traveller to China

Q8. Which of the following was NOT a cargo carried along the silk routes? **[1]**

(a) Chinese pottery (b) Steam engines (c) Indian spices (d) Textiles

Assertion–Reason

Q9. **Assertion (A):** The discovery of sea routes to Asia and America shrank the pre-modern world in the sixteenth century.
Reason (R): During this period European entry into the Indian Ocean expanded trade. **[1]**

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

Q10. **Assertion (A):** The voyages of Columbus became a turning point in world history.
Reason (R): They opened the Americas to a two-way exchange of crops, animals and diseases between the continents. **[1]**
(a) Both Assertion (A) and Reason (R) are true and Reason (R) is the correct explanation of Assertion (A).
(b) Both Assertion (A) and Reason (R) are true, but Reason (R) is not the correct explanation of Assertion (A).
(c) Assertion (A) is true, but Reason (R) is false.
(d) Assertion (A) is false, but Reason (R) is true.

Q11. **Assertion (A):** The exact origin of spaghetti cannot be established with certainty.
Reason (R): Similar foods were known in India and Japan. **[1]**
(a) Both Assertion (A) and Reason (R) are true and Reason (R) is the correct explanation of Assertion (A).
(b) Both Assertion (A) and Reason (R) are true, but Reason (R) is not the correct explanation of Assertion (A).
(c) Assertion (A) is true, but Reason (R) is false.
(d) Assertion (A) is false, but Reason (R) is true.

Very Short Answer (VSA)

Q12. 'The Silk route was a good example of vibrant pre-modern trade and cultural links between distant parts of the world.' Explain the statement with any two examples. **[2]**

[SQP 2024-25; SQP 2025-26]

Q13. 'Sometimes new crops could make the difference between life and death.' Explain the statement with any two examples. **[2]**

[SQP 2024-25; SQP 2025-26]

Q14. Explain how American crops that reached Europe and Asia after Columbus changed food habits. Give two examples. **[2]**

Short Answer (SA)

Q15. Explain how the trade routes of the pre-modern world helped spread religions such as Buddhism, Christianity and Islam across Asia and Europe. **[3]**

Q16. Describe the origin and extent of the silk routes, and explain why they were named after silk. **[3]**

Q17. Explain how the silk routes carried goods in both directions. Give three points. **[3]**

Long Answer (LA)

Q18. Analyse how the silk routes connected distant regions through trade, religion and culture in the pre-modern world. **[5]**

Q19. Evaluate the contribution of travellers like Marco Polo to European knowledge of distant lands. **[5]**

Case Study

Source: The Silk Routes. Long before the Christian era, a network of land and sea routes linked China, India, West Asia, Europe and northern Africa. These routes were named after the Chinese silk that travelled westwards in great quantity. Along with silk, merchants carried pottery, textiles and spices from India and Southeast Asia. In return, gold and silver flowed from Europe to Asia.
Trade on these routes was never just about goods. Monks and travellers carried Buddhism from India in several

directions, and Christian missionaries and later Muslim preachers also used the same paths. The silk routes, which thrived till about the fifteenth century, were a channel for culture as much as for commerce.

Q20. Read the source above and answer the questions that follow: **[4]**

(i) [1] Name one type of goods that travelled from China to the West on the silk routes. [1]

(ii) [1] Name one religion that spread from India along the silk routes. [1]

(iii) [2] Explain how the silk routes promoted both trade and cultural exchange. [2]

Source: The Lure of the City of Gold. Stories of rich cities and kingdoms in the Americas spread rapidly in sixteenth-century Europe. Among them was the legend of El Dorado, the fabled city of gold that Spanish adventurers searched for in South America. Expeditions travelled through forests and mountains in the hope of finding a ruler covered in gold, but many of these searches ended in ruin.
Even so, the Spanish did gain great wealth from the Americas. Gold and silver mined there flowed to Spain and, through trade, into Asia. The myth of El Dorado shows how stories of riches could shape the conquest of distant lands.

Q21. Read the source above and answer the questions that follow: **[4]**

(i) [1] What was the legend of El Dorado? [1]

(ii) [1] Name the continent where El Dorado was believed to be located. [1]

(iii) [2] Explain how the search for riches shaped Spanish conquest, with reference to the passage. [2]

4. The Age of Industrialisation (Periodic Assessment only)

Multiple Choice Questions (MCQs)

Q1. Who among the following improved the steam engine? **[1]**

[BP 2023 Main 32/4/1; 32/4/2]

(a) Thomas Edison (b) James Watt (c) Benjamin Franklin (d) Alexander Fleming

Q2. Which of the following inventor and invention pairs is INCORRECT? **[1]**

(a) Spinning jenny - James Hargreaves (b) Power loom - James Watt (c) Water frame - Richard Arkwright (d) Spinning mule - Samuel Crompton

Q3. Why did the weavers in Silesia revolt against contractors in 1845? **[1]**

[SQP 2021-22 Term-1; MS 2021-22 Term-1]

(a) Contractors did not pay their dues (b) Contractors appointed few people to high posts (c) Contractors used government policies (d) Contractors gave them loans at high interest

Q4. Read the statements about early mills in India. I. The first cotton mill in Bombay came up in 1854. II. The first jute mill in Bengal was set up in 1855. III. The first cotton mill of Ahmedabad was set up before the Bombay mill. Which of the statements given above are correct? **[1]**

(a) I and II only (b) II and III only (c) I and III only (d) I, II and III

Q5. Read the statements about Indian industries during the First World War. I. Indian mills supplied jute bags and cloth for army uniforms. II. Manchester regained its old position in the Indian market immediately after the war. III. Many Indian factories ran multiple shifts and employed more workers. Which of the statements given above are correct? **[1]**

(a) II only (b) I and II only (c) I, II and III (d) I and III only

Q6. Which product was described as the first symbol of the new era of industrial production in England? **[1]**

(a) Cotton (b) Iron (c) Silk (d) Coal

Assertion–Reason

Q7. **Assertion (A):** The earliest factories in England came up by the 1730s.
Reason (R): Until then cloth production was carried out only in towns by urban craft guilds. **[1]**
(a) Both Assertion (A) and Reason (R) are true and Reason (R) is the correct explanation of Assertion (A).
(b) Both Assertion (A) and Reason (R) are true, but Reason (R) is not the correct explanation of Assertion (A).
(c) Assertion (A) is true, but Reason (R) is false.
(d) Assertion (A) is false, but Reason (R) is true.

Q8. **Assertion (A):** Manchester industrialists put labels on the cloth bundles sent to India.
Reason (R): The label told buyers the place of manufacture and the company, and signalled quality. **[1]**
(a) Both Assertion (A) and Reason (R) are true and Reason (R) is the correct explanation of Assertion (A).
(b) Both Assertion (A) and Reason (R) are true, but Reason (R) is not the correct explanation of Assertion (A).
(c) Assertion (A) is true, but Reason (R) is false.
(d) Assertion (A) is false, but Reason (R) is true.

Very Short Answer (VSA)

Q9. Explain why merchants from European towns began supplying money and raw material to rural households in the seventeenth and eighteenth centuries. **[2]**

Q10. Mention two effects of the First World War on Indian industries. **[2]**

Short Answer (SA)

Q11. Why did merchants move to the countryside in Europe during the seventeenth and eighteenth centuries? Explain. **[3]**

[SQP 2019-20; MS 2019-20]

Q12. Explain three factors that helped the cotton industry in Bombay grow after 1854. **[3]**

Long Answer (LA)

Q13. "Even before factories began to dot the landscape in England and Europe, there was large-scale industrial production for an international market in the countryside." Elucidate. **[5]**

[SQP 2017-18 (5-mark OR alternative, History LA); MS 2017-18]

Q14. Analyse why hand labour remained important in some Victorian industries even as machines spread. **[5]**

Case Study

Source: Cotton and the early factories. The earliest factories in England came up by the 1730s. But it was only in the late eighteenth century that the number of factories multiplied. The first symbol of the new era was cotton. In 1760 Britain was importing 2.5 million pounds of raw cotton to feed its cotton industry. By 1787 this import soared to 22 million pounds. This increase was linked to changes within the process of production. A series of inventions in the eighteenth century increased the efficacy of each step of the production process: carding, twisting and spinning, and rolling. They enhanced the output per worker. Richard Arkwright then created the cotton mill. Till this time, cloth production had been spread across the countryside and carried out within village households. Now the costly new machines could be purchased, set up and maintained in the mill. Within the mill all the processes were brought together under one roof and management.

Q15. Read the source above and answer the questions that follow: **[4]**

(i) [1] When did the earliest factories come up in England? [1]

(ii) [1] Why were all the processes brought together under one roof and management in the mill? [1]

(iii) [2] How did the series of inventions in the eighteenth century increase the efficacy of the production process? [2]

5. Print Culture and the Modern World

Multiple Choice Questions (MCQs)

Q1. Arrange the following events in chronological order, from the earliest to the latest. I. Print culture created the conditions for the French Revolution. II. Martin Luther's writings led to the beginning of the Protestant Reformation. III. Menocchio reinterpreted the message of the Bible. IV. Johann Gutenberg invented the printing press. **[1]**

[SQP 2022-23; SQP 2026-27]

(a) III, II, I, IV (b) IV, II, III, I (c) I, II, III, IV (d) IV, III, II, I

Q2. Which one of the following books was printed first by Gutenberg? **[1]**

[BP 2023 Main 32/5/1; BP 2023 Main 32/5/2]

(a) Bible (b) Almanac (c) Chapbooks (d) Amar Jivan

Q3. Consider the statements given below and choose the correct answer. I. Western printing techniques and mechanical press were imported in the late nineteenth century as western powers established their outposts in China. II. Beijing became the hub of the new print culture, catering to western-style schools. **[1]**

[SQP 2023-24; MS 2023-24]

(a) Statement I is correct and II is incorrect (b) Statement I is incorrect and II is correct (c) Both I and II are incorrect (d) Both I and II are correct

Q4. Which of the following was a fear of religious authorities and monarchs about printed texts in sixteenth-century Europe? **[1]**

[SQP 2018-19; MS 2018-19]

(a) Printed texts would make people richer (b) Printed books would make learning in Latin impossible (c) Printed texts could spread rebellious and irreligious ideas (d) Printed books would end the need for libraries

Q5. Arrange the following events in chronological order, from the earliest to the latest. I. Publication of Samvad Kaumudi by Ram Mohan Roy II. Passing of the Vernacular Press Act III. Printing of the Gutenberg Bible IV. Publication of the Bengal Gazette by James Augustus Hickey **[1]**

(a) IV, I, II, III (b) II, I, IV, III (c) III, IV, I, II (d) I, II, III, IV

Q6. Consider the statements about chapbooks and choose the correct option. I. Chapbooks were cheap, small printed booklets sold by pedlers to ordinary people in early modern Europe. II. Chapbooks were printed only in Latin and were too costly for ordinary readers. **[1]**

(a) Statement I is incorrect and II is correct (b) Both I and II are incorrect (c) Both I and II are correct (d) Statement I is correct and II is incorrect

Q7. Consider the statements about print and the French Revolution and choose the correct option. I. Print popularised the ideas of Enlightenment thinkers such as Voltaire and Rousseau. II. Print attacked the sacred authority of the Church and the despotic power of the state. **[1]**

(a) Both I and II are incorrect (b) Statement I is correct and II is incorrect (c) Both I and II are correct (d) Statement I is incorrect and II is correct

Q8. The editor of an 1780s newspaper who criticised Company officials was persecuted. Which paper was it? **[1]**

(a) Kesari (b) Mirat-ul-Akhbar (c) Samvad Kaumudi (d) Bengal Gazette

Q9. After 1857 colonial officials demanded stricter control of the native press. Which law was passed in 1878 to meet this demand? **[1]**

(a) Indian Councils Act (b) Rowlatt Act (c) Regulating Act (d) Vernacular Press Act

Q10. Consider the statements about printed books in sixteenth-century Europe and choose the correct option. I. The Church tried to control printing through licensing and bans. II. Printing led to the growth of heretical ideas that the Church feared. **[1]**

(a) Both I and II are incorrect (b) Statement I is correct and II is incorrect (c) Both I and II are correct (d) Statement I is incorrect and II is correct

Assertion–Reason

Q11. **Assertion (A):** Print culture helped turn the Protestant Reformation into a mass movement.
Reason (R): Printed pamphlets and vernacular Bibles reached large numbers of ordinary readers. **[1]**
(a) Both Assertion (A) and Reason (R) are true and Reason (R) is the correct explanation of Assertion (A).
(b) Both Assertion (A) and Reason (R) are true, but Reason (R) is not the correct explanation of Assertion (A).
(c) Assertion (A) is true, but Reason (R) is false.
(d) Assertion (A) is false, but Reason (R) is true.

Q12. **Assertion (A):** The Church in sixteenth-century Europe welcomed the spread of printed books.
Reason (R): The Church saw printed texts as a threat to its authority and tried to control what was published. **[1]**
(a) Both Assertion (A) and Reason (R) are true and Reason (R) is the correct explanation of Assertion (A).
(b) Both Assertion (A) and Reason (R) are true, but Reason (R) is not the correct explanation of Assertion (A).
(c) Assertion (A) is true, but Reason (R) is false.
(d) Assertion (A) is false, but Reason (R) is true.

Q13. **Assertion (A):** Johannes Gutenberg is credited with the European printing revolution.
Reason (R): Woodblock printing had existed in East Asia for centuries before Gutenberg. **[1]**
(a) Both Assertion (A) and Reason (R) are true and Reason (R) is the correct explanation of Assertion (A).
(b) Both Assertion (A) and Reason (R) are true, but Reason (R) is not the correct explanation of Assertion (A).
(c) Assertion (A) is true, but Reason (R) is false.
(d) Assertion (A) is false, but Reason (R) is true.

Very Short Answer (VSA)

Q14. Why did Gutenberg's printing press make books cheaper? **[2]**

Q15. Why did Martin Luther's pamphlets spread so rapidly? **[2]**

Q16. What were chapbooks? Mention two features. **[2]**

Short Answer (SA)

Q17. Provide evidence to support the claim that print culture had a significant impact on the social lives of women in India. **[3]**

[SQP 2023-24; BP 2023 Comptt 32/C/1]

Q18. Explain three effects of the Vernacular Press Act, 1878, on Indian newspapers. **[3]**

Q19. Explain three reasons why colonial rulers feared the spread of print in India. **[3]**

Long Answer (LA)

Q20. "Not everyone welcomed the printed book, and those who did also had fears about it." Explain the statement with examples from sixteenth-century Europe. **[5]**

[BP 2025 Main 32/3/1; SQP 2017-18]

Q21. Analyse the development journey of print culture in India. **[5]**

[BP 2025 Main 32/3/3]

Case Study

Source: Print Comes to India. The printing press first came to Goa with Portuguese missionaries in the mid-sixteenth century. Jesuit priests learnt Konkani there and printed several religious tracts. By 1674, about 50 books had been printed in Konkani and Kanara languages. Catholic priests printed the first Tamil book in 1579 at Cochin, and the first Malayalam book in 1713. The English-language press grew very late. From 1780, James Augustus Hickey edited the Bengal Gazette, a weekly that described itself as a paper open to all and influenced by none. It marked the beginning of English newspaper printing in India.

Q22. Read the source above and answer the questions that follow: **[4]**

(i) [1] Identify the newspaper that marked the beginning of English newspaper printing in India. [1]

(ii) [1] Explain how James Augustus Hickey showed that his newspaper was independent. [1]

(iii) [2] Evaluate how early printing in regional languages spread knowledge before English newspapers became popular. [2]

Source: Print and the Social Revolution in France. Many historians argue that print created the conditions within which the French Revolution occurred. First, print popularised the ideas of the Enlightenment thinkers. Their writings offered a critical commentary on tradition, superstition and despotism, argued for reason rather than custom, and attacked the sacred authority of the Church and the despotic power of the state. Second, print created a new culture of dialogue and debate. All values, norms and institutions were re-evaluated and discussed by a public that had become aware of the power of reason and recognised the need to question existing ideas and beliefs. Within this public culture, new ideas of social revolution took shape.

Q23. Read the source above and answer the questions that follow: **[4]**

(i) [1] What impact did the ideas of Enlightenment thinkers have on society? [1]

(ii) [1] How did print culture affect religion in France? [1]

(iii) [2] How did print contribute to the social revolution in France? Explain in two points. [2]

Answer Key (MCQs and Assertion–Reason)

Ch. 1: Q1-(d), Q2-(d), Q3-(c), Q4-(d), Q5-(d), Q6-(a), Q7-(b), Q8-(a), Q9-(d), Q10-(b), Q11-(b), Q12-(a), Q13-(a)

Ch. 2: Q1-(d), Q2-(d), Q3-(b), Q4-(b), Q5-(a), Q6-(c), Q7-(a), Q8-(d), Q9-(b), Q10-(b), Q11-(a), Q12-(a), Q13-(a)

Ch. 3: Q1-(b), Q2-(c), Q3-(b), Q4-(d), Q5-(c), Q6-(a), Q7-(c), Q8-(b), Q9-(a), Q10-(a), Q11-(a)

Ch. 4: Q1-(b), Q2-(b), Q3-(a), Q4-(a), Q5-(d), Q6-(a), Q7-(c), Q8-(a)

Ch. 5: Q1-(b), Q2-(a), Q3-(a), Q4-(c), Q5-(c), Q6-(d), Q7-(c), Q8-(d), Q9-(d), Q10-(c), Q11-(a), Q12-(d), Q13-(b)