CENTRAL BOARD OF SECONDARY EDUCATION

CBSE 2026-27

Social Science – History

Subject Code: 087 | Class X

Question Bank – Set 2

Questions in this Booklet

Ch.	Chapter	MCQs	A-R	VSA	SA	LA	CS	All
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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. Which of the following was the result of the Act of Union, 1707 between England and Scotland? **[1]**

[SQP 2020-21; SQP 2021-22 Term1]

(a) Formation of the 'United Kingdom of Great Britain' (b) Unification of Italy (c) Restoration of the Bourbon dynasty (d) Unification of Germany

Q2. Where is the headquarters of the European Union located? **[1]**

[SQP 2023-24]

(a) Vienna (b) Paris (c) Brussels (d) Berlin

Q3. Which one of the following ideologies were the European governments driven by after the defeat of Napoleon in 1815? **[1]**

[BP 2023 32/2-1; SQP 2025-26]

(a) Liberalism (b) Romanticism (c) Socialism (d) Conservatism

Q4. Which one of the following regions became a part of unified Italy in 1866? **[1]**

[BP 2025 32/1-1; BP 2025 32/1-2]

(a) Venetia (b) Sicily (c) Papal State (d) Sardinia-Piedmont

Q5. The German philosopher Johann Gottfried Herder belonged to which one of the following schools of thought?**[1]**

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

(a) Marxist (b) Socialist (c) Romanticist (d) Liberalist

Q6. Arrange the following events in chronological order and choose the correct option: I. The Treaty of Vienna II. The beginning of Napoleonic wars III. Proclamation of the Prussian King William as German Emperor IV. Proclamation of Victor Emmanuel II as the King of Italy **[1]**

[BP 2025 32/4-1]

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

Q7. Arrange the following historical events in chronological order and choose the correct option: I. Formation of the customs union Zollverein II. Implementation of the Napoleonic Code III. Recognition of Greece as an independent nation IV. Establishment of the new German Empire **[1]**

[BP 2026 SecondBoard 32/7-2; BP 2026 SecondBoard 32/7-3]

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

Q8. Which of the following does the symbol "crown of oak leaves" (worn by the allegory of Germania) stand for? **[1]**

[SQP 2023-24]

(a) Freedom (b) Readiness to fight (c) Willingness to make peace (d) Heroism

Q9. Which of the following options is/are correct about Balkan nationalism? I. The Balkan region became a part of the conflict because of the disintegration of the Ottoman Empire. II. The region comprised ethnic groups including Greeks, Serbs, Montenegrins, etc. III. British and ethnic nationalities struggled to establish their identity. **[1]**

[SQP 2021-22 Term1]

(a) II and III (b) I and II (c) Only II (d) Only III

Q10. Read the following statements about the steps taken by the French revolutionaries and choose the correct option: I. The Estates General, elected by the body of active citizens, was renamed the National Assembly.

II. A new French tricolour flag replaced the royal standard. III. New hymns were composed and oaths taken in the name of the nation. IV. Regional dialects were encouraged and Parisian French was banned. **[1]**

(a) Only II, III and IV are correct. (b) Only I, II and IV are correct. (c) All I, II, III and IV are correct. (d) Only I, II and III are correct.

Assertion–Reason

Q11. Assertion (A): On Prussian initiative the 'Zollverein' Custom Union was formed.
Reason (R): It was to create a unified economic territory allowing the unhindered movement of goods, people and capital. **[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 French Revolution led to the transfer of sovereignty from the monarchy to a body of French citizens.
Reason (R): The revolutionaries declared that the nation was constituted by the people — la patrie and le citoyen marked new collective identity. **[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 formation of the British nation-state was not the result of a sudden upheaval or revolution.
Reason (R): The English parliament seized power through a bloodless revolution and, through the Act of Union 1707, gradually subdued the other nations of the island. **[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. How did the 'Treaty of Constantinople' of 1832 recognise Greece as an independent nation? Explain. **[2]**

[BP 2023 32/6-1; SQP 2026-27]

Q15. Analyse the role of Chief Minister Cavour who led the movement to unite the regions of Italy. **[2]**

[BP 2023 32/2-1]

Q16. How did the Zollverein change the economic life of the German people? **[2]**

Short Answer (SA)

Q17. "Like Germany, Italy too had a long history of political fragmentation." Explain how Italy was unified despite this. **[3]**

[SQP 2020-21; SQP 2016-17 (Italy fragmentation)]

Q18. Describe the decisions taken in the Treaty of Vienna of 1815. **[3]**

[SQP 2020-21; SQP 2024-25]

Q19. "In Britain the formation of the nation-state was not the result of a sudden upheaval or revolution but of a long-drawn-out process." Explain. **[3]**

[SQP 2025-26; BP 2025 32/2-2]

Long Answer (LA)

Q20. Evaluate Napoleon as an administrator who created a more rational and efficient system in the regions under French control. **[5]**

[SQP 2023-24; SQP 2024-25]

Q21. "Culture played an important role in creating the ideas of a nation in Europe during the early nineteenth century." Evaluate the statement in the context of Romanticism. **[5]**

[SQP 2024-25; SQP 2019-20]

Case Study

Source: Conservatism and the Congress of Vienna. Following the defeat of Napoleon in 1815, European governments were driven by a spirit of conservatism. Conservatives believed that established, traditional institutions of state and society — the monarchy, the Church, social hierarchies, property and the family — should be preserved. Most conservatives, however, did not propose a return to pre-revolutionary society: they realised that modernisation could strengthen traditional institutions, for a modern army, an efficient bureaucracy, a dynamic economy and the abolition of feudalism and serfdom could all reinforce autocratic monarchies. In 1815, representatives of the European powers that had collectively defeated Napoleon met at Vienna to draw up a settlement for Europe. The Congress was hosted by the Austrian Chancellor Duke Metternich. The delegates drew up the Treaty of Vienna of 1815 to undo most of the changes that had come about in Europe during the Napoleonic wars. The Bourbon dynasty, deposed during the French Revolution, was restored to power, and France lost the territories it had annexed under Napoleon. A series of states were set up on the boundaries of France to prevent French expansion in future.

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

(i) [1] Which of the following statements correctly describes European conservative ideology? [1]

(ii) [1] What was the purpose of convening the Congress of Vienna in 1815? [1]

(iii) [2] How did the Congress of Vienna ensure peace and stability in Europe? Explain any two steps. [2]

Source: The making of the British nation-state. There was no British nation before the eighteenth century. The primary identities of the people who inhabited the British Isles were ethnic ones — such as English, Welsh, Scot or Irish. All of these were, in turn, incited against each other and had their own histories. The English parliament, which had seized power from the monarchy in the bloodless revolution of 1688, was the instrument through which the English nation progressively forged a British nation-state. The Act of Union 1707 between England and Scotland resulted in the formation of the United Kingdom of Great Britain, with English dominance built into it: the English language and English culture were imposed, and the distinctive Gaelic language and national dress — the kilt and the tartan — of the Scottish Highlanders were forbidden. Ireland suffered a similar fate: after the failure of the revolt organised by the United Irishmen, Ireland was forcibly incorporated into the United Kingdom in 1801. The symbols of the new Britain — the British flag (Union Jack), the national anthem "God Save Our Noble King" and the English language — were actively promoted, and the older nations survived only as subordinate partners in a union forged through English dominance.

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

(i) [1] Which body seized power from the British monarchy in the bloodless revolution of 1688? [1]

(ii) [1] What was the result of the Act of Union 1707? [1]

(iii) [2] Explain any two ways in which English dominance was built into the new British nation. [2]

2. Nationalism in India

Multiple Choice Questions (MCQs)

Q1. Which of the following was the reason for the formation of the Swaraj Party? **[1]**

[SQP 2019-20; MS 2019-20]

(a) Wanted members of Congress to ask for Poorna Swaraj for Indians
(b) Wanted members of Congress to ask for a Dominion State for India
(c) Wanted members of Congress to oppose the Simon Commission
(d) Wanted members of Congress to return to council politics

Q2. Arrange the following events in the sequence that led to the Non-Cooperation Movement. I. The Jallianwala Bagh massacre, when General Dyer ordered firing on the crowd. II. Forced recruitment and economic hardship faced by people during the First World War. III. The defeat of the Ottoman Emperor led to the Khilafat question and the Khilafat movement. IV. Gandhiji launched a nationwide satyagraha against the Rowlatt Act. **[1]**

[adapted from SQP 2023-24; reordered)]

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

Q3. Which incident led Gandhiji to call off the Non-Cooperation Movement in February 1922? **[1]**

[SQP 2020-21; MS 2020-21]

(a) The Chauri-Chaura incident
(b) Pressure from the British Government
(c) The Second Round Table Conference
(d) Gandhiji's arrest

Q4. Between which two leaders was the Poona Pact signed in 1932? **[1]**

[BP 2026 Main set Section A]

(a) Bhimrao Ambedkar and Jawaharlal Nehru
(b) Mahatma Gandhi and Lord Irwin
(c) Bhimrao Ambedkar and Mahatma Gandhi
(d) Mahatma Gandhi and M.A. Jinnah

Q5. Consider the following statements about the Simon Commission (1928). I. It had no Indian members. II. It was boycotted across India with the slogan 'Simon Go Back'. III. Its boycott led Congress to prepare the Nehru Report. IV. It was headed by Mahatma Gandhi. **[1]**

[NEW (based on NCERT Simon Commission and Nehru Report context)]

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

Q6. Among the eleven demands sent by Gandhiji to Viceroy Irwin, which was considered the most stirring? **[1]**

[MS 2025-26; SQP 2025-26]

(a) Grant of Dominion status
(b) Right of workers to form trade unions
(c) Abolition of the land revenue system
(d) Abolition of the salt tax

Q7. Which decision was taken at the Madras session of the Indian National Congress in 1927? **[1]**

[NEW (based on Madras 1927 map item in BP 2022 32/6/2]

(a) Acceptance of Dominion status
(b) Boycott of the Simon Commission
(c) Withdrawal of Non-Cooperation
(d) Launch of Civil Disobedience

Q8. Alluri Sitaram Raju led a guerrilla movement among tribal peasants in which region? **[1]**

[SQP 2021-22 Term2; SQP 2019-20]

(a) Chota Nagpur Plateau, Jharkhand
(b) Gudem Hills, Andhra Pradesh
(c) Champaran, Bihar
(d) Kheda, Gujarat

Q9. Which demand is stated in the Independence Day Pledge of 26 January 1930? **[1]**

[BP 2022 32/6/1; BP 2022 32/1/1]

(a) Separate electorates for Muslims
(b) Purna Swaraj or complete independence
(c) Repeal of the Rowlatt Act
(d) Dominion status within the British Empire

Q10. Under which system were indigo cultivators of Champaran forced to grow indigo on a portion of their land? **[1]**

[NEW (based on NCERT Champaran)]

(a) Zamindari system (b) Tinkathia system (c) Ryotwari system (d) Mahalwari system

Assertion–Reason

Q11. **Assertion (A):** The Non-Cooperation Movement slowed down in towns and cities after an initial burst.
Reason (R): The boycott of government schools and courts hurt middle-class students and lawyers who depended on those institutions. **[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):** Indian business groups supported the Civil Disobedience Movement in its early phase.
Reason (R): They wanted protection against foreign imports and a rupee-sterling exchange ratio that would discourage imports. **[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 Jallianwala Bagh massacre strengthened Indian support for the Non-Cooperation Movement.
Reason (R): The massacre convinced many Indians that the British government could not be trusted to reform colonial rule peacefully. **[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. How did the Non-Cooperation Movement unfold in the cities and towns of India? Explain. **[2]**

[MS 2021-22 Term2; SQP 2021-22 Term2]

Q15. Mention the views of the Federation of Indian Chambers of Commerce and Industry (FICCI) towards the Civil Disobedience Movement. **[2]**

[BP 2022 32/2/3; MS 2026-27]

Q16. How did Indians react to the Jallianwala Bagh massacre? Explain. **[2]**

[BP 2025 Main 32/6/1]

Map-based Questions (History Map List)

Q17. Locate and label Calcutta (Kolkata) on the outline map of India as the venue of the Indian National Congress session of September 1920. **[1]**

Q18. Name the state in which the 1927 Congress session at Madras (Chennai) was held. **[1]**

Q19. Name the state in which Champaran, the site of Gandhiji's 1917 indigo satyagraha, is located. **[1]**

Q20. Locate and label Jallianwala Bagh, Amritsar, on the outline map of India. **[1]**

Short Answer (SA)

Q21. Salt March 'became an effective tool of resistance against colonialism.' Analyse the statement with suitable reasons. **[3]**

[SQP 2025-26; MS 2025-26]

Q22. 'Mahatma Gandhi launched a more broad-based movement in India by joining the Khilafat Andolan.' Explain with any three arguments in the context of the Non-Cooperation Movement. **[3]**

[BP 2022 32/3/2]

Q23. Analyse the role of peasant communities in the Civil Disobedience Movement. **[3]**

[BP 2025 Main 32/2/3]

Long Answer (LA)

Q24. Analyse how Indian merchants and industrialists associated themselves with the Civil Disobedience Movement, highlighting the forms of support they extended and the reasons for their participation. **[5]**

[SQP 2026-27; MS 2026-27]

Q25. How did the Non-Cooperation Movement spread to the countryside and draw into its fold the struggles of peasants and tribal communities? Elaborate. **[5]**

[SQP 2017-18; MS 2017-18]

Case Study

Source: The Independence Day Pledge, 26 January 1930. On 26 January 1930, Indians across the country took a pledge of independence. The pledge stated that the people have an inalienable right to freedom, to enjoy the fruits of their labour and to the necessities of life so that they can grow fully. It declared that if any government deprives people of these rights and oppresses them, the people have a further right to alter it or abolish it. The pledge charged that the British government in India had deprived Indians of their freedom, based itself on the exploitation of the masses, and ruined India economically, politically, culturally and spiritually. It therefore declared that India must sever the British connection and attain Purna Swaraj, or complete independence.

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

(i) [1] What goal did the pledge declare for India? [1]

(ii) [1] Which rights of the people did the pledge affirm? [1]

(iii) [2] Give two reasons from the passage why the pledge demanded complete independence. [2]

Source: The Rowlatt Act and Gandhiji's response. Emboldened by his earlier success, Gandhiji decided in 1919 to launch a nationwide satyagraha against the proposed Rowlatt Act. The Act had been hurriedly passed through the Imperial Legislative Council despite the united opposition of the Indian members. It gave the government enormous powers to repress political activities and allowed the detention of political prisoners without trial for two years. Gandhiji wanted non-violent civil disobedience against such unjust laws, which was to begin with a hartal on 6 April. Many Indians saw the Act as an attempt to extend wartime controls into peacetime, and protests spread quickly to towns across India.

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

(i) [1] Why did the British introduce the Rowlatt Act? [1]

(ii) [1] How did Gandhiji respond to the Rowlatt Act? Give one reason for his reaction. [1]

(iii) [2] Examine the effect of this Act on the Indian people. [2]

3. The Making of a Global World

Multiple Choice Questions (MCQs)

Q1. Which country was the most affected by the potato famine during 1845 to 1849? **[1]**

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

(a) Sweden (b) Ireland (c) France (d) United States of America

Q2. Consider the statements given below and choose the correct answer. I. The silk routes linked Asia with Europe and northern Africa by both land and sea. II. Chinese silk was the only cargo that travelled along the silk routes. **[1]**

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

Q3. Which one of the following regions was called the 'Fabled City of Gold'? **[1]**

[BP 2025 Main 32/6/1; BP 2023 Comptt 32/C/1]

(a) Spain (b) El Dorado (c) Peru (d) Mexico

Q4. 'Buddhism emerged from eastern India and spread in several directions.' Read the following reasons for its spread and choose the correct option. I. Due to cultural exchange II. Due to silk route III. Due to trade and travellers IV. Due to European efforts **[1]**

[BP 2024 Main 32/3/1; BP 2024 Main 32/3/2]

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

Q5. Which food crop, brought to Europe from the Americas, brought a fundamental change in the lives of poor people in Europe? **[1]**

[BP 2025 Main 32/5/1]

(a) Soya (b) Groundnut (c) Potato (d) Tomato

Q6. Arrange the following events in chronological order, from the earliest to the latest. I. Smallpox epidemics reduce American populations in the mid-sixteenth century. II. Marco Polo returns to Venice from China. III. Columbus reaches the Americas. IV. Vasco da Gama reaches India by the sea route. **[1]**

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

Q7. Consider the statements given below and choose the correct answer. I. Buddhism emerged in eastern India and spread along the silk routes. II. Early Christian missionaries travelled the silk routes to reach Asia. **[1]**

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

Q8. A merchant wants to carry Chinese silk and Indian spices to Europe overland, before sea routes were widely used. Which network would he most likely use? **[1]**

(a) The Atlantic route to the Americas (b) The Arctic sea route (c) The silk routes linking Asia with Europe (d) The Pacific route to Australia

Assertion–Reason

Q9. **Assertion (A):** The routes linking Asia with Europe came to be called the silk routes.
Reason (R): The name points to the importance of West-bound Chinese silk cargoes. **[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):** Gold and silver flowed from Europe to Asia along the silk routes.
Reason (R): Asian goods such as Chinese pottery, textiles and spices were in great demand in Europe. **[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):** Marco Polo's account shaped European knowledge of Asia.
Reason (R): He travelled along the silk routes and wrote about the cities and riches of China. **[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 most powerful weapon of the Spanish conqueror was not a conventional military weapon at all.' Justify the statement by giving two reasons. **[2]**

[SQP 2026-27; BP 2026 Second Board 32/7/2]

Q13. How did trade help to spread diseases during the pre-modern world? Explain. **[2]**

[BP 2026 Main 32/1/1]

Q14. Explain two reasons why a small Spanish force could overpower the large Aztec and Inca empires. **[2]**

Short Answer (SA)

Q15. Analyse how the introduction of American crops such as potatoes, maize and tomatoes after Columbus changed food and farming in Europe and Asia. **[3]**

Q16. Explain three reasons why the origins of spaghetti and noodle-type foods cannot be traced with certainty. **[3]**

Q17. Analyse how diseases spread along trade routes and affected the pre-modern world. **[3]**

Long Answer (LA)

Q18. Evaluate the view that the Spanish conquest of America was won more by disease than by weapons. **[5]**

Q19. Analyse how the discovery of sea routes to Asia and America in the sixteenth century shrank the pre-modern world. **[5]**

Case Study

Source: Noodles, Pasta and Long-distance Food. Many foods that people eat today may have travelled a long way before reaching their plates. It is believed that noodles travelled west from China and became spaghetti, but the story is not certain. Arab traders may have carried pasta to fifth-century Sicily, an island in present-day Italy. Similar foods were known in India and Japan, so the true origin of these dishes may never be known. Still, such similarities suggest that long-distance contact was possible even in the pre-modern world. Some foods travelled much farther. Potatoes, tomatoes, chillies, maize and groundnuts were not known to our ancestors until about five centuries ago, when Christopher Columbus reached the Americas and these crops reached Europe and Asia.

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

(i) [1] Which food is said to have travelled west from China and become spaghetti? [1]

(ii) [1] Which explorer's voyage made American crops such as potatoes available to Europe and Asia? [1]

(iii) [2] Why is it difficult to be certain about the origin of spaghetti? Explain with two points. [2]

Source: A Venetian Traveller. Marco Polo was a merchant from Venice who travelled east along the silk routes in the late thirteenth century and reached China. He spent years at the court of the Mongol ruler there. After returning to Italy in 1295, he described the cities, trade and riches of Asia in a book that was widely read in Europe.

Many Europeans who had never travelled to Asia learnt about distant lands from such accounts, and some were inspired to seek new routes to the East. Stories of travellers like Marco Polo thus helped build knowledge of the world beyond Europe.

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

(i) [1] Which city did Marco Polo come from? [1]

(ii) [1] Which routes did Marco Polo use to reach China? [1]

(iii) [2] Explain why accounts like Marco Polo's were important for Europeans. Give two points. [2]

4. The Age of Industrialisation (Periodic Assessment only)

Multiple Choice Questions (MCQs)

Q1. Read the statements about the early factories in England. I. The earliest factories in England came up by the 1730s. II. The number of factories multiplied only in the late eighteenth century. III. Household cloth production ended as soon as the first factories were set up. 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

Q2. Historians use which term for the pre-factory system in which merchants supplied raw material to rural households that produced goods for distant markets? **[1]**

(a) Mechanised manufacturing (b) Collective farming (c) Assembly-line production (d) Proto-industrialisation

Q3. Charles Dickens wrote about the terrible effects of industrialisation on people's lives and characters in order to: **[1]**

[SQP 2018-19]

(a) make society aware of these harmful effects (b) praise the rapid growth of factories (c) encourage workers to migrate to new industrial towns (d) defend the old system of hand weaving in villages

Q4. Which early Indian entrepreneur from Bengal invested in shipping, coal and banking enterprises in the nineteenth century? **[1]**

(a) Jamsetji Tata (b) Dwarkanath Tagore (c) G.D. Birla (d) Purshottamdas Thakurdas

Q5. Read the statements about advertising in the industrial age. I. Advertisements tried to shape people's minds and create new needs. II. Labels such as 'MADE IN MANCHESTER' were used to signal quality to buyers. III. Advertising played no part in expanding markets for goods during the early industrial age. Which of the statements given above are correct? **[1]**

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

Q6. Britain imported 2.5 million pounds of raw cotton in 1760 and 22 million pounds in 1787. Which conclusion is best supported by these figures? **[1]**

(a) Britain had stopped importing cotton after 1760 (b) Britain's cotton industry depended more and more on imported raw material by 1787 (c) Britain no longer needed raw cotton after 1787 (d) Britain's cotton industry had shrunk by 1787

Assertion–Reason

Q7. **Assertion (A):** The spinning jenny increased the output per worker in cotton spinning.
Reason (R): It allowed a single spinner to work several spindles at the same time. **[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 imports into India declined during the First World War.
Reason (R): British mills were busy producing war goods for the army. **[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. How did the spinning jenny and the water frame change cotton spinning? **[2]**

Q10. Why did colonial policies make it difficult for Indian industrialists to expand before the First World War? **[2]**

Short Answer (SA)

Q11. Explain how production worked in rural households under merchant control before factories were set up. **[3]**

Q12. Explain three ways in which advertisements created a new consumer culture in the industrial age. **[3]**

Long Answer (LA)

Q13. Describe the impact of the First World War on Indian industries. **[5]**

[SQP 2018-19 (5-mark OR alternative, History LA); MS 2018-19]

Q14. Examine how the rise of factories changed the lives of working families in England. **[5]**

Case Study

Source: Market for goods. One way in which new consumers are created is through advertisements. Advertisements make products appear desirable and necessary. They try to shape people's minds and create new needs. From the very beginning of the industrial age, advertisements have played a part in expanding markets for products and in shaping a new consumer culture. When Manchester industrialists began selling cloth in India, they put labels on the cloth bundles. The label was needed to make the place of manufacture and the name of the company familiar to the buyer. The label was also a mark of quality. When buyers saw 'MADE IN MANCHESTER' written in bold, they were expected to feel confident about buying the cloth.

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

(i) [1] How did Manchester industrialists market their cloth in India? [1]

(ii) [1] How were new consumers created through advertisements during colonial India? [1]

(iii) [2] Identify two messages conveyed through advertisements during industrialisation. [2]

5. Print Culture and the Modern World

Multiple Choice Questions (MCQs)

Q1. The Vernacular Press Act was passed in _____ on the lines of the Irish Press Act. **[1]**

[BP 2024 Comptt 32/S/1; BP 2024 Comptt 32/S/2]

(a) 1968 (b) 1887 (c) 1878 (d) 1778

Q2. Who among the following said, "Printing is the ultimate gift of God and the greatest one"? **[1]**

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

(a) Rashsundari Devi (b) Martin Luther (c) Johannes Gutenberg (d) Mahatma Gandhi

Q3. Match Column I with Column II and choose the correct option. Column I: a. Bengal Gazette; b. Kesari; c. Ramcharitmanas; d. Samvad Kaumudi Column II: i. Tulsidas; ii. James Augustus Hickey; iii. Ram Mohan Roy; iv. Bal Gangadhar Tilak **[1]**

[BP 2025 Main 32/6/1]

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

Q4. Consider the statements and choose the correct option. I. Gutenberg's press printed the Bible using movable metal type. II. Woodblock printing was practised in China and East Asia centuries before Gutenberg's press. **[1]**

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

Q5. Arrange the following in chronological order, from the earliest to the latest. I. Printing of the Diamond Sutra II. Printing of the Jikji in Korea III. Martin Luther's 95 Theses IV. Printing of the Gutenberg Bible **[1]**

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

Q6. Consider the statements about press control in colonial India and choose the correct option. I. The Calcutta Supreme Court passed regulations in the 1820s to control press freedom. II. In 1835 Governor-General Bentinck agreed to revise the press laws after petitions from editors. **[1]**

(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

Q7. Which of the following was NOT a feature of the reading mania in eighteenth-century Europe? **[1]**

(a) Cheap books reached middle-class and poorer readers (b) Reading became a leisure activity (c) Novels and popular books were widely read (d) Reading was restricted to Latin texts used in churches

Q8. Consider the statements about the Bengal Gazette and choose the correct option. I. Hickey's Bengal Gazette openly criticised Company officials. II. The Company supported Hickey's paper and protected him from persecution. **[1]**

(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

Q9. Which of the following statements about Gutenberg's printing press is correct? **[1]**

(a) It used movable metal type and an oil-based ink (b) It was invented in China in the eleventh century (c) It printed only manuscripts in Latin by hand (d) It used woodblocks carved separately for each page

Q10. Which of the following was a consequence of the growth of a reading public in eighteenth-century Europe? **[1]**

(a) A fall in demand for printed books (b) The end of Latin in universities (c) A critical public that questioned tradition and authority (d) Monarchs regained full control over all printing

Assertion–Reason

Q11. **Assertion (A):** Luther's ideas spread across Europe within a few years of 1517.
Reason (R): Cheap printed pamphlets could be produced and circulated quickly in large numbers. **[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):** Reading became a leisure activity in eighteenth-century Europe.
Reason (R): Cheaper printed novels and chapbooks reached a wider public. **[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 Bengal Gazette of 1780 was controlled by the East India Company.
Reason (R): Hickey's Bengal Gazette was a private paper that criticised Company officials. **[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 the colonial government pass the Vernacular Press Act in 1878? **[2]**

Q15. Mention two ways in which printed texts shaped religious debates in nineteenth-century India. **[2]**

Q16. What was the reading mania in eighteenth-century Europe? Mention two effects. **[2]**

Short Answer (SA)

Q17. "Print culture created the conditions within which the French Revolution occurred." Support the statement with three arguments. **[3]**

[SQP 2018-19; BP 2023 Main 32/6/1]

Q18. "Printing is the ultimate gift of God and the greatest one." Analyse the statement. **[3]**

[BP 2026 Main 32/3/1; BP 2024 Main 32/4/1]

Q19. Explain how cheap images and cartoons shaped public opinion in India in the 1870s. **[3]**

Long Answer (LA)

Q20. "By the seventeenth century, the flourishing of urban culture in China also led to diversity in the use of printing." Explain the statement with examples. **[5]**

[BP 2025 Main 32/3/1; SQP 2024-25]

Q21. "Print culture was both a means of liberation and a means of control." Explain the statement with examples from Europe and India. **[5]**

Case Study

Source: The Jikji of Korea. The Jikji of Korea is among the world's oldest surviving books printed with movable metal type. It contains the essential features of Zen Buddhism, and it mentions about 150 monks of India, China and Korea. It was printed in the late fourteenth century. The first volume is lost, while the second volume survives in the National Library of France. The book marked an important stage in the history of printing, because metal type was used in Korea long before Gutenberg's press in Europe.

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

(i) [1] Mention the significance of the Jikji in the history of printing. [1]

(ii) [1] Why was the Jikji inscribed on the UNESCO Memory of the World Register in 2001? [1]

(iii) [2] How does the Jikji contribute to the understanding of Zen Buddhism? [2]

Source: Company and the Control of the Press. Before 1798, the colonial state under the East India Company was not much concerned with censorship. Its early measures against printed matter were aimed at Englishmen in India who criticised Company misrule and the conduct of particular officers. The Company feared that such criticism would damage its image. By the 1820s the Calcutta Supreme Court passed regulations to control press freedom, and the Company began encouraging newspapers that would celebrate British rule. In 1835, after urgent petitions from editors of English and vernacular newspapers, Governor-General Bentinck agreed to revise the press laws.

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

(i) [1] Why were the Company's executives concerned about printed content? [1]

(ii) [1] Explain the main step taken by the East India Company to control freedom of the press. [1]

(iii) [2] Explain how criticism in the press helped build a sense of national identity in India. [2]

Answer Key (MCQs and Assertion–Reason)

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

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

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

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

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