CENTRAL BOARD OF SECONDARY EDUCATION

CBSE 2026-27

Social Science – History

Subject Code: 087 | Class X

Question Bank – Set 3

Questions in this Booklet

Ch.	Chapter	MCQs	A-R	VSA	SA	LA	CS	All
1	The Rise of Nationalism in Europe	10	3	3	3	2	2	**23**
2	Nationalism in India	10	3	3	3	2	2	**23**
3	The Making of a Global World	8	3	3	3	2	2	**21**
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 statements is correct with regard to the 'Zollverein'? **[1]**

[SQP 2021-22 Term1]

(a) It was a secret society founded by Mazzini.
(b) It was a coalition of German states formed to manage political alliances.
(c) Its aim was to bind Prussia politically into an association.
(d) It was a Custom Union formed in 1834 at the initiative of Prussia.

Q2. Most conservative regimes set up in 1815 introduced strict censorship laws. What was the primary purpose of these laws? I. To regulate information written about the rulers and their policies. II. To control the growing demand for modernising the army. III. To restrict the spread of ideas of liberty and freedom expressed through newspapers and other publications. IV. To prevent the circulation of views suggesting that modernisation could strengthen traditional institutions. **[1]**

[SQP 2026-27]

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

Q3. Who among the following hosted the Congress of Vienna in 1815? **[1]**

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

(a) Chancellor Duke Metternich
(b) Ernst Renan
(c) William I
(d) Otto von Bismarck

Q4. In reference to the Germania allegory, the "olive branch around the sword" symbolises which one of the following? **[1]**

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

(a) Willingness to make peace
(b) Beginning of a new era
(c) Being freed
(d) Heroism and strength

Q5. Who amongst the following gave the Civil Code of 1804 in France? **[1]**

[BP 2026 32/5-3; BP 2026 32/5-1]

(a) Alexander Charlemont
(b) Napoleon Bonaparte
(c) Maximilian Lafayette
(d) Ferdinand Archduke

Q6. Arrange the following events in chronological order and choose the correct option: I. Defeat of Napoleon in the battle of Leipzig II. Beginning of the struggle for Greek independence III. Formation of the customs union Zollverein IV. Signing of the Treaty of Vienna **[1]**

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

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

Q7. Which one of the following options gives the correct chronological sequence of steps in the unification of Germany? **[1]**

(a) Frankfurt Parliament; Zollverein; three wars; proclamation of William I as Kaiser
(b) Zollverein; three wars; Frankfurt Parliament; proclamation of William I as Kaiser
(c) Zollverein; Frankfurt Parliament; three wars; proclamation of William I as Kaiser
(d) Three wars; Zollverein; Frankfurt Parliament; proclamation of William I as Kaiser

Q8. Which of the following aspects best signifies the allegory of 'Germania' as painted by Philip Veit — a female figure with the crown of oak leaves, holding a sword with an olive branch wrapped around it, and a black-red-gold background? **[1]**

[SQP 2019-20; adapted)]

(a) Heroism and Justice
(b) Folk and Cultural Tradition
(c) Austerity and Asceticism
(d) Revenge and Vengeance

Q9. Why did the weavers in Silesia lead a revolt against their contractors in 1845? Identify the appropriate reason from the following options: **[1]**

[SQP 2021-22 Term1]

(a) Contractors appointed only a few weavers on high posts
(b) Contractors used unfair government policies
(c) Contractors did not pay them their dues
(d) Contractors gave them loans at high rates of interest

Q10. Which one of the following was NOT a political demand of the liberals in nineteenth-century Europe? **[1]**

(a) Inviolability of private property
(b) Government by consent — a constitution and representative government through Parliament
(c) Universal suffrage for all adult men and women alike, immediately
(d) End of autocracy and clerical privileges

Assertion–Reason

Q11. Assertion (A): Regimes of 1815 did not tolerate criticism and dissent.
Reason (R): Conservative regimes were autocratic. **[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 Treaty of Vienna of 1815 drew up a settlement for Europe that checked French expansion.
Reason (R): A series of states — including the Netherlands with Belgium and a strengthened Prussia — were set up on the boundaries of France. **[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): Nationalism, aligned with imperialism, led Europe to disaster in 1914.
Reason (R): The Balkans became an area of intense conflict as the disintegrating Ottoman empire faced jealous Balkan states and rival great powers, finally leading to the First World War. **[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. Examine the ideas of liberal nationalism in Europe during the nineteenth century. **[2]**

[BP 2023 32/2-1; SQP 2018-19]

Q15. Explain the impact of the French Revolution on other European countries. **[2]**

[BP 2024 32/2-3]

Q16. "The 1830s were years of great economic hardship in Europe." Give any two examples supporting this. **[2]**

Short Answer (SA)

Q17. Analyse the process of the German Unification. **[3]**

[BP 2024 32/3-2; BP 2023 Comptt 32-C-3]

Q18. "The first clear expression of nationalism came with the French Revolution in 1789." Explain with examples

how the Revolution created the idea of a nation. **[3]**

[BP 2023 32/5-1; SQP 2022-23]

Q19. Assess the role of the Greek War of Independence in shaping nationalist consciousness among educated Europeans in the nineteenth century. **[3]**

[SQP 2026-27; SQP 2019-20]

Long Answer (LA)

Q20. Analyse the decisions of the conservatives at the Congress of Vienna in 1815 and their significance for Europe. **[5]**

[SQP 2025-26; SQP 2022-23]

Q21. How did nationalism, aligned with imperialism, lead Europe to disaster in 1914? Explain. **[5]**

[SQP 2019-20; SQP 2016-17]

Case Study

Source: La patrie and le citoyen. 1789 was the year of the outbreak of the French Revolution. The political and constitutional changes that it brought about transferred sovereignty from the monarchy to a body of French citizens. The revolution proclaimed that it was the people who would henceforth constitute the nation and shape its destiny. Ideas of la patrie (the fatherland) and le citoyen (the citizen) came to mark a new collective identity and the sovereignty of the people. A new French flag — the tricolour — was chosen to replace the former royal standard of the Bourbons. The Estates General was renamed the National Assembly and elected by a body of active citizens. New hymns were composed, oaths were taken, and martyrs were commemorated — all in the name of the nation. A centralised administrative system was put in place, internal customs duties were abolished, and a uniform system of weights and measures was adopted. Regional dialects were discouraged and the Parisian French became the common language of the nation.

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

(i) [1] What did the ideas of la patrie and le citoyen mark? [1]

(ii) [1] Which new symbol replaced the former royal standard of the Bourbons? [1]

(iii) [2] Explain any two administrative measures by which the revolutionaries created a uniform nation. [2]

Source: The Balkans: powder keg of Europe. By the last quarter of the nineteenth century, nationalism no longer retained its early idealistic liberal-democratic character. It had become a narrow creed with limited aims: nationalist groups became increasingly intolerant of each other and were ever ready to go to war. The major European powers — Russia, Germany, England and Austro-Hungary — manipulated the nationalist aspirations of subject peoples to further their own imperialist aims in the Balkans. The Balkans was a region of geographical and ethnic variation comprising modern-day Romania, Bulgaria, Albania, Greece, Macedonia, Croatia, Bosnia-Herzegovina, Slovenia, Serbia and Montenegro. The inhabitants were mostly Slavs, long ruled by the Ottoman Empire. The disintegration of the Ottoman Empire and the spread of romantic nationalism turned the Balkans into a zone of intense conflict. The Balkan peoples based their claims for independence on nationality, using history to prove they had once been independent before being subjugated by foreign powers. The rebellious nationalities struggled to define their identity, and the Balkan states became fiercely jealous of one another and of the great powers' ambitions over their trade routes and markets. The Balkan wars of 1912-13 and the assassination at Sarajevo in 1914 plunged Europe into the First World War.

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

(i) [1] How did nationalism change its character by the last quarter of the nineteenth century? [1]

(ii) [1] Which empire's disintegration turned the Balkans into a zone of conflict? [1]

(iii) [2] Explain any two reasons why the Balkans became the source of serious nationalist tension in Europe after 1871. [2]

2. Nationalism in India

Multiple Choice Questions (MCQs)

Q1. Arrange the following events of the Indian National Movement in chronological order and choose the correct option. I. Formation of Swaraj Party II. Lahore Session of the Indian National Congress III. Gandhi-Irwin Pact IV. Formation of Depressed Classes Association **[1]**

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

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

Q2. Arrange the following events in the correct chronological order leading up to the Civil Disobedience Movement. 1. Boycott of the Simon Commission 2. Poorna Swaraj resolution passed 3. Letter with 11 demands sent to Viceroy Irwin 4. Salt March **[1]**

[SQP 2024-25]

(a) 4, 3, 2, 1 (b) 1, 2, 3, 4 (c) 2, 1, 3, 4 (d) 1, 4, 3, 2

Q3. Which one of the following pairs is correctly matched? **[1]**

[NEW (pair built on BP 2022 32/4/1; 2026 Main]

(a) Kheda (Gujarat, 1918) - strike by cotton mill workers (b) Ahmedabad (Gujarat, 1918) - revolt of peasants against land revenue (c) Champaran (Bihar, 1917) - satyagraha for indigo cultivators (d) Bardoli (Gujarat, 1928) - Salt Satyagraha

Q4. Match Column I with Column II and choose the correct option. Column I (work or event): a. The song Vande Mataram; b. Picture of Bharat Mata with spiritual qualities; c. Bardoli Satyagraha; d. Poona Pact of 1932 Column II (person linked): i. Sardar Vallabhbhai Patel; ii. Dr B.R. Ambedkar; iii. Abanindranath Tagore; iv. Bankim Chandra Chattopadhyay **[1]**

[BP 2026 Main set Section A]

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

Q5. Which of the following statements about the Non-Cooperation Movement (1920-22) are correct? I. Students left government-controlled schools and colleges. II. Council elections were boycotted in every province, including Madras. III. Lawyers gave up their legal practice. IV. The Khilafat and Swaraj demands were combined in the programme. **[1]**

[NEW (based on MS 2021-22 Term2]

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

Q6. Why did Gandhiji find in salt a powerful symbol that could unite the nation? **[1]**

[NEW (based on MS 2025-26]

(a) Salt was not taxed by the British government (b) Salt was used only by peasants in villages (c) Salt was consumed by all rich and poor alike, so the tax on it was felt by everyone (d) Salt was produced only by rich merchants and was rarely used

Q7. The Congress session held at which place in December 1920 endorsed the Non-Cooperation programme and adopted a new constitution with swaraj as the goal? **[1]**

[SQP 2017-18; MS 2017-18]

(a) Madras (b) Lahore (c) Calcutta (d) Nagpur

Q8. Match Column I with Column II and choose the correct option. Column I: A. Champaran; B. Kheda; C. Ahmedabad; D. Bardoli Column II: 1. Indigo cultivators; 2. Peasants hit by crop failure and revenue demand; 3. Cotton mill workers; 4. Peasants against land revenue hike in 1928 **[1]**

[NEW (matching based on NCERT Champaran, Kheda, Ahmedabad, Bardoli)]

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

Q9. In which year was the Indian Industrial and Commercial Congress set up by Indian business leaders? **[1]**

[MS 2026-27; MS 2022-23]

(a) 1920 (b) 1927 (c) 1930 (d) 1905

Q10. Which inquiry was set up by the government after the Jallianwala Bagh massacre? **[1]**

[NEW (based on NCERT Jallianwala aftermath)]

(a) Hunter Commission (b) Simon Commission (c) Nehru Committee (d) Lytton Commission

Assertion–Reason

Q11. **Assertion (A):** Peasants of Kheda demanded remission of land revenue in 1918.
Reason (R): Crop failure and plague had made it impossible for them to pay the revenue demand. **[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):** Gandhiji withdrew the Non-Cooperation Movement in February 1922.
Reason (R): Violence at Chauri Chaura showed him that the movement was not yet ready for mass non-violent action. **[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 Congress agreed to attend the Second Round Table Conference in 1931.
Reason (R): The Gandhi-Irwin Pact had suspended the Civil Disobedience Movement and provided for the Congress's participation. **[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 Indian merchants and industrialists support the Civil Disobedience Movement? Explain. **[2]**

[BP 2022 32/1/1; BP 2022 32/1/3]

Q15. Mention the views of Mahatma Gandhi on Satyagraha. **[2]**

[BP 2022 32/3/1]

Q16. Explain how the anti-colonial movement contributed to the rise of modern nationalism in India. **[2]**

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

Map-based Questions (History Map List)

Q17. Identify the place marked on the outline map of India where the Indian National Congress held its session in December 1920, which endorsed the Non-Cooperation programme and adopted a new constitution. **[1]**

Q18. Identify the place marked on the outline map of India where Gandhiji organised a peasant satyagraha in 1918 against crop failure and the revenue demand. **[1]**

Q19. Identify the city marked on the outline map of India where Gandhiji organised a satyagraha for cotton mill workers in 1918. **[1]**

Q20. Identify the coastal village marked on the outline map of India where Gandhiji ended the Salt March and broke the salt law in April 1930. **[1]**

Short Answer (SA)

Q21. 'Tribal peasants interpreted the message of Mahatma Gandhi and the idea of swaraj in another way and participated in the Non-Cooperation Movement differently.' Justify the statement. **[3]**

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

Q22. 'Workers too had their own understanding of Mahatma Gandhi's thoughts and the notion of Swaraj.' Explain the statement with the example of Assam. **[3]**

[BP 2022 32/2/3; BP 2025 Main 32/1/2]

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

[BP 2025 Main 32/2/2; BP 2024 Main 32/5/1]

Long Answer (LA)

Q24. The Civil Disobedience Movement saw the participation of different social classes and groups. Give reasons for the participation of: (a) rich peasants (b) poor peasants (c) business classes (d) industrial working classes (e) women. **[5]**

[SQP 2018-19; MS 2018-19]

Q25. 'The Gandhian idea of Satyagraha emphasised the power of truth and struggle against injustice.' Explain the statement with examples. **[5]**

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

Case Study

Source: Nationalism in India. Modern nationalism in Europe was linked with the formation of nation-states. In India, and in many other colonies, the growth of modern nationalism was closely connected with the anti-colonial movement. People began discovering their unity in the course of their struggle against colonialism. The sense of being oppressed under colonial rule provided a shared bond that tied many different groups together. Colonial economic policies, such as heavy taxes and forced cultivation, hit peasants, artisans and workers alike. Their common experience of oppression helped them see themselves as members of one nation. Movements such as Non-Cooperation and Civil Disobedience drew together people of different castes, regions and religions.

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

(i) [1] What connected the growth of modern nationalism in India with the anti-colonial movement? [1]

(ii) [1] Name one colonial policy that hit the people of India in the passage. [1]

(iii) [2] Explain how the shared experience of oppression helped create a sense of national identity. [2]

Source: The Civil Disobedience Movement in the countryside. When the Civil Disobedience Movement was relaunched in the early 1930s, the countryside joined in ways that went beyond salt. In the United Provinces, rich peasants like Sardar Patel's fellow bardoli satyagrahis and the peasants of the Ghadhay and Dhara villages, in the North Western Provinces, were among the more active supporters of the movement. For them the fight for swaraj was a struggle against high revenues. Many peasants had cultivated their fields for generations, but the government refused to cancel their revenue demands when the harvest failed and prices fell. They hoped that swaraj would bring an end to their grievances, so when the movement was called off in 1931 without the revenue rates being revised, they were deeply disappointed.

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

(i) [1] Why did rich peasants support the Civil Disobedience Movement? [1]

(ii) [1] What had the peasants demanded from the government when the harvest failed? [1]

(iii) [2] Why were rich peasants disappointed when the movement was called off in 1931? [2]

3. The Making of a Global World

Multiple Choice Questions (MCQs)

Q1. Which of the following food products came to Europe and Asia after Christopher Columbus's discovery of America? **[1]**

[BP 2025 Comptt 32/S/1; BP 2025 Comptt 32/S/2]

(a) Brinjal (b) Wheat (c) Potatoes (d) Rice

Q2. Consider the statements given below and choose the correct answer. I. It is believed that noodles travelled west from China and became spaghetti. II. Potatoes were grown in Europe long before Columbus reached the Americas. **[1]**

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

Q3. In the mid-16th century, diseases like smallpox reached America through which of the following? **[1]**

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

(a) Spanish soldiers (b) French merchants (c) Portuguese sailors (d) British tourists

Q4. Which one of the following was NOT carried along the silk routes in the pre-modern world? **[1]**

(a) Refrigerated cargo and frozen meat (b) Silk cloth and Chinese pottery (c) Textiles and spices (d) Gold and silver precious metals

Q5. Which of the following crops was NOT introduced to Europe and Asia from the Americas? **[1]**

(a) Chilli (b) Potato (c) Wheat (d) Tomato

Q6. Match List I with List II and choose the correct option. List I: a. Silk routes; b. Marco Polo; c. El Dorado; d. Potato List II: 1. Venetian traveller to China; 2. Land and sea routes linking Asia with Europe and North Africa; 3. Crop from the Americas that fed Europe's poor; 4. Legendary city of gold in South America **[1]**

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

Q7. Consider the statements given below and choose the correct answer. I. The silk routes existed before the Christian era and thrived till about the fifteenth century. II. The silk routes ceased to function in the thirteenth century after the fall of the Mongol empire. **[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

Q8. A historian finds Chinese pottery in European trading towns, and European gold and silver in Asian markets. Which conclusion is best supported? **[1]**

(a) Europe and Asia had no trade contact in the pre-modern world (b) Precious metals came to Asia only from the Americas (c) The silk routes carried goods and precious metals in both directions (d) Chinese pottery was made in Europe

Assertion–Reason

Q9. **Assertion (A):** Smallpox was a decisive factor in the Spanish conquest of America.
Reason (R): The Americans had no immunity against diseases brought from 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.

Q10. **Assertion (A):** The potato transformed the diet of Europe's poor.
Reason (R): It gave a cheap and nutritious food that could feed large numbers of people from a small area of

land. **[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): Diseases spread quickly along trade routes in the pre-modern world.
Reason (R): Traders and travellers moved in large groups through cities and caravan stops. **[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. 'Trade and cultural exchange went hand in hand during pre-modern times.' Explain the statement with two examples. **[2]**

[BP 2024 Main 32/3/2; BP 2026 Main 32/4/1 (b)]

Q13. Explain the contribution of ancient 'silk routes' in the spread of Buddhism. **[2]**

[BP 2026 Second Board 32/8/1]

Q14. Explain how Marco Polo's account helped shape European knowledge of Asia. Give two points. **[2]**

Short Answer (SA)

Q15. How was the 'Silk Route' an example of vibrant pre-modern trade? Explain. **[3]**

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

Q16. Explain the role of the search for gold and silver in the Spanish conquest of America. Give three points. **[3]**

Q17. Explain the claim that the discovery of sea routes to Asia and America shrank the pre-modern world in the sixteenth century. Give three points. **[3]**

Long Answer (LA)

Q18. Analyse the consequences of the Columbian exchange for food, population and agriculture across the world. **[5]**

Q19. Analyse the role of Buddhism, Christianity and Islam in the cultural exchange along the silk routes. **[5]**

Case Study

Source: Germs and Conquest. When Spanish conquerors reached the American mainland in the early sixteenth century, they were not the only agents of change. Diseases such as smallpox travelled ahead of them, spreading deep into the continent before any European could reach the region. The original inhabitants of America had no immunity to diseases that came from Europe. Whole communities were wiped out and resistance collapsed.
Historians describe this as a form of biological warfare. In the mid-sixteenth century, it made it much easier for the Spanish to overpower the Americans, even though the conquerors were few in number.

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

(i) [1] Name the disease that spread ahead of the Spanish conquerors in America. [1]

(ii) [1] Why did this disease prove so destructive in America? [1]

(iii) [2] Explain how this disease helped the Spanish conquest. Give two points. [2]

Source: Trade Carries More Than Goods. Those who travelled the trade routes of the pre-modern world carried more than goods. They also carried germs. Traders often moved in large groups through cities and caravan stops, so diseases could spread quickly. Travellers also introduced new crops to the lands they visited, and seeds moved with merchants across regions.
The consequences were uneven. Some communities gained new foods and wealth, while others, having no resistance to unfamiliar diseases, suffered heavy losses. Such contrasting effects show that long-distance contact was never simply a matter of gain.

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

(i) [1] Apart from goods, what else did traders carry according to the passage? Name one. [1]

(ii) [1] Why did disease spread quickly along trade routes? [1]

(iii) [2] Explain the uneven effects of long-distance contact described in the passage. [2]

4. The Age of Industrialisation (Periodic Assessment only)

Multiple Choice Questions (MCQs)

Q1. Arrange the following events in chronological order, from the earliest to the latest. I. Manchester imports into India decline as British mills turn to war production. II. The earliest factories come up in England. III. The first cotton mill in Bombay begins production. IV. James Watt's improved steam engine is patented. Choose the correct option: **[1]**

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

Q2. Read the statements about merchants in seventeenth and eighteenth century Europe. I. Merchants moved from towns to the countryside, supplying money and raw material to peasants and artisans. II. Urban craft guilds encouraged merchants to expand production inside towns. III. Rulers granted guilds monopoly rights to produce and trade specific goods, making it hard for new merchants to set up in towns. Which of the statements given above are correct? **[1]**

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

Q3. Which of the following industries increased with the expansion of railways in England from the 1840s to the 1860s? **[1]**

[BP 2023 Main 32/6/1]

(a) Jute and cotton (b) Aluminium and bauxite (c) Copper and steel (d) Iron and steel

Q4. Jamsetji Tata is associated with the establishment of which enterprise? **[1]**

(a) Hindustan Aeronautics Limited (b) Tata Iron and Steel Company (c) Indian Railways (d) Reserve Bank of India

Q5. Why did Manchester industrialists put labels on the cloth bundles sent to India? **[1]**

(a) To hide the origin of the cloth from colonial officials (b) To name the place of manufacture and the company, and to signal quality to buyers (c) To meet a legal requirement for weaving standards in India (d) To show that the cloth had been made by Indian workers

Q6. Which of the following was a constraint faced by Indian industrialists under colonial rule before the First World War? **[1]**

(a) The government gave full tariff protection to Indian mills (b) Colonial policies did not protect Indian industries from foreign competition (c) Foreign capital was freely available to Indian entrepreneurs (d) Britain guaranteed markets for all Indian goods

Assertion–Reason

Q7. **Assertion (A):** Richard Arkwright's cotton mill brought spinning and other processes under one roof.
Reason (R): Costly new machines could be purchased, set up and maintained only in a mill. **[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):** Jute mills were the earliest textile mills set up in India.
Reason (R): The first cotton mill in Bombay came up in 1854. **[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. Mention two advantages of steam power for industry. **[2]**

Q10. Explain how labels such as 'MADE IN MANCHESTER' helped to create consumers for British cloth in India. **[2]**

Short Answer (SA)

Q11. Explain three reasons why factories came to replace home production in Britain by the late eighteenth century. **[3]**

Q12. Describe three conditions that factory workers commonly faced in nineteenth-century Britain. **[3]**

Long Answer (LA)

Q13. Analyse the factors that made Manchester the centre of Britain's cotton industry in the eighteenth and nineteenth centuries. **[5]**

Q14. Evaluate the view that advertisements only reflected existing consumer demand and did not create new consumers. **[5]**

Case Study

Source: The First World War and Indian industry. Till the First World War, industrial growth in India was slow. The war created a dramatically new situation. With British mills busy with war production to meet the needs of the army, Manchester imports into India declined. Suddenly, Indian mills had a vast home market to supply. As the war prolonged, Indian factories were called upon to supply war needs: jute bags, cloth for army uniforms, tents, leather boots and saddles. New factories were set up and old ones ran multiple shifts. Many new workers were employed and everyone was made to work longer hours. After the war, Manchester could never recapture its old position in the Indian market. Britain's economy crumbled, cotton production collapsed, and local industrialists captured the home market.

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

(i) [1] Why did Manchester imports into India decline? [1]

(ii) [1] Why could Manchester never recapture its old position in the Indian market after the First World War? [1]

(iii) [2] Identify two ways in which the war helped Indian industries. [2]

5. Print Culture and the Modern World

Multiple Choice Questions (MCQs)

Q1. How did print culture contribute to the development of a sense of Indian nationalism? Choose the most appropriate option. **[1]**

[BP 2025 Comptt 32/S/1; BP 2025 Comptt 32/S/2]

(a) By providing a platform for shared feelings of oppression (b) By propagating the supremacy of imperialism (c) By providing a platform to western culture (d) By propagating European languages

Q2. Assume you are doing research on 15th-century print culture. Which of the following would be the most significant advantage for your research? **[1]**

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

(a) Easier access to rare manuscripts (b) Reduced need for libraries (c) Increase in the ability to copy text by hand (d) Increased speed and accuracy of print

Q3. Arrange the following historical events in chronological order and choose the correct option. I. Publication of Bengal Gazette II. Publication of Diamond Sutra III. Publication of Bible by Johann Gutenberg IV. Return of Marco Polo to Italy from China **[1]**

[BP 2026 Main 32/2/1]

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

Q4. Consider the statements about the Vernacular Press Act, 1878, and choose the correct option. I. The Act was modelled on the Irish Press Laws. II. The Act allowed the government to seize printing presses and demand securities 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

Q5. Match Column I with Column II and choose the correct option. Column I: A. Jikji; B. Gutenberg Bible; C. Bengal Gazette; D. Kesari Column II: i. Calcutta; ii. Pune; iii. Korea; iv. Germany **[1]**

(a) A-iv, B-iii, C-ii, D-i (b) A-i, B-ii, C-iii, D-iv (c) A-iii, B-iv, C-i, D-ii (d) A-ii, B-i, C-iv, D-iii

Q6. Which of the following was NOT a feature of the Vernacular Press Act, 1878? **[1]**

(a) It targeted newspapers printed in Indian languages (b) It was modelled on the Irish Press Laws (c) It applied only to newspapers printed in English (d) It gave the government power to seize printing presses

Q7. Which nineteenth-century innovation allowed printing in large numbers at high speed? **[1]**

(a) Hand-copied manuscripts (b) Chromolithography alone (c) The rotary printing press developed by Richard M. Hoe (d) Woodblock printing

Q8. Consider the statements about print and reform in early nineteenth-century Bengal and choose the correct option. I. Ram Mohan Roy's Samvad Kaumudi (1821) used print to argue for social and religious reform. II. Orthodox groups also printed tracts to defend old religious practices. **[1]**

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

Q9. Which of the following was NOT an effect of print on women's lives in nineteenth-century India? **[1]**

(a) Women's magazines discussed reform and women's rights (b) Some women wrote autobiographies that were published (c) Women were barred from every kind of reading (d) Women read at home and gained access to education

Q10. Which reformer started the newspaper Samvad Kaumudi in 1821? **[1]**

(a) Bal Gangadhar Tilak (b) Tulsidas (c) James Augustus Hickey (d) Ram Mohan Roy

Assertion–Reason

Q11. **Assertion (A):** Print culture helped create the conditions for the French Revolution.
Reason (R): Print popularised Enlightenment ideas that questioned the authority of the monarchy and the Church. **[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 colonial government in India tried to regulate the press through laws.
Reason (R): It feared that printed nationalist ideas would weaken its control over the people. **[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 East India Company encouraged newspapers that celebrated British rule in the 1820s.
Reason (R): The Company wanted to build public support for its rule through the press. **[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. Mention two fears of religious authorities and monarchs about printed texts in sixteenth-century Europe. **[2]**

Q15. How did Raja Ravi Varma's images and cheap prints contribute to visual culture in India? **[2]**

Q16. Why did the East India Company encourage newspapers that celebrated British rule in the 1820s? **[2]**

Short Answer (SA)

Q17. Evaluate the role of Buddhist missionaries in printing culture. **[3]**

[BP 2026 Main 32/4/1 Q(b); BP 2026 Main 32/4/2 Q(b)]

Q18. Explain the implication of print culture on religious reforms in India during the nineteenth century. **[3]**

[BP 2023 Main 32/1/1]

Q19. Explain three ways in which the print revolution changed the nature of knowledge in Europe. **[3]**

Long Answer (LA)

Q20. How did the printing press contribute to the emergence of new genres of writing in the eighteenth century? Explain. **[5]**

[BP 2025 Main 32/3/2 Q(b)]

Q21. Analyse the changes in Indian printing by the end of the nineteenth century. **[5]**

[BP 2025 Main 32/6/1]

Case Study

Source: Print and Censorship. After the revolt of 1857, the attitude of the colonial government towards freedom of the press changed. English officials demanded a clamp down on the native press as vernacular newspapers became openly nationalist. In 1878 the Vernacular Press Act was passed, modelled on the Irish Press Laws. It gave the government wide rights to censor newspapers and to seize presses that printed seditious material. Printers and publishers had to furnish securities, and many papers were warned or forced to tone down their criticism of British rule. The Act was aimed at the vernacular press, not at English-language newspapers.

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

(i) [1] Which Act was the inspiration of the Vernacular Press Act? [1]

(ii) [1] Why was the colonial government not in favour of freedom of the press? [1]

(iii) [2] Which two powers were given by the Vernacular Press Act to the colonial government? [2]

Source: Reading with Passion. Louis-Sebastien Mercier described the effect of reading in one of his books. He wrote that anyone who saw him reading would have compared him to a man dying of thirst who was gulping down fresh, pure water. Lighting his lamp with great care, he threw himself eagerly into his book. Its easy and lively eloquence carried him from one page to the next, and he did not notice the clock striking the hours in the silence of the night. Mercier believed that a reader, carried along by the words of others, could think and judge like a writer, and he called such a reader a virtual writer.

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

(i) [1] How does the passage reflect the immersive nature of Mercier's reading? [1]

(ii) [1] Why did Mercier describe himself as a virtual writer? [1]

(iii) [2] How did reading influence Mercier's intellectual capacity and engagement with new concepts? Explain in two points. [2]

Answer Key (MCQs and Assertion–Reason)

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

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

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

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

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