CENTRAL BOARD OF SECONDARY EDUCATION

CBSE 2026-27

Social Science – History

Subject Code: 087 | Class X

Question Bank – Set 4

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	1	**20**
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**	**8**	**104**

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. Bismarck led Prussia through three wars over seven years which ended with the victory and unification of Germany. Which countries were involved in these three wars? **[1]**

[SQP 2021-22 Term1; SQP 2016-17]

(a) Austria, Turkey and France (b) Austria, England and France (c) Austria, Denmark and France (d) Austria, Poland and France

Q2. Match the items of Column I with those of Column II and choose the correct option: A. Frederic Sorrieu — 1. Torch of enlightenment B. Statue of Liberty — 2. Shattered remains of absolutist institutions C. Foreground in front of the Statue of Liberty — 3. Democratic and Social Republics D. Sorrieu's utopian vision — 4. French artist **[1]**

[SQP 2025-26]

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

Q3. Match the attributes of the allegory of Germania with their significance and choose the correct option: A. Broken chains — 1. Heroism B. Breast-plate with eagle — 2. Readiness to fight C. Crown of oak leaves — 3. Strength D. Sword with olive branch around it — 4. Being free **[1]**

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

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

Q4. Read the following facts related to the 'Napoleonic Code' carefully and choose the correct option: I. Abolition of privileges based on birth. II. Establishing equality before the law. III. Securing property rights. IV. Imposing manorial dues on the peasants. **[1]**

[BP 2025 32/5-1]

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

Q5. Arrange the following events in chronological order and choose the correct option: I. Treaty of Constantinople II. Habsburg rulers granted more autonomy to Hungary III. Balkan conflict IV. Napoleonic Civil Code **[1]**

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

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

Q6. Arrange the following regions in the order of their inclusion in the unified Italy and choose the correct option: I. Venetia II. Savoy-Sardinia III. Kingdom of the Two Sicilies **[1]**

[BP 2025 32/6-1]

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

Q7. A nineteenth-century painting shows a female figure in a long dress wearing a wreath of oak leaves, holding a sword in one hand, with a shield bearing the German eagle beside her. The painting, hung from the Frankfurt Parliament of 1848, is the allegory of which of the following? **[1]**

[BP 2026 Main 32-2-1; adapted)]

(a) Columbia (b) Marianne (c) Germania (d) Britannia

Q8. An 1814 cartoon shows Napoleon dressed in uniform as a postman riding a horse, with letters falling out of his bag as he rides away. What do the letters falling out of his bag represent? **[1]**

[SQP 2024-25; adapted)]

(a) Territories conquered by him (b) Territories lost by him (c) Letters of congratulation from allies (d) New administrative codes for Europe

Q9. Which treaty of 1832 recognised Greece as an independent nation? **[1]**

[SQP 2020-21]

(a) Treaty of Paris (b) Treaty of Constantinople (c) Treaty of Vienna (d) Treaty of Versailles

Q10. Read the following statements about the Frankfurt Parliament of 1848 and choose the INCORRECT statement: **[1]**

(a) It was an all-German National Assembly elected by middle-class professionals. (b) It met in the Church of St Paul in Frankfurt. (c) It wanted a constitutional monarchy for the German nation. (d) It successfully united Germany and crowned a constitutional monarch in 1848.

Assertion–Reason

Q11. Assertion (A): Giuseppe Mazzini was a revolutionary from Italy.
Reason (R): He founded underground organisations like Young Italy and Young 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.

Q12. Assertion (A): The Frankfurt Parliament of 1848 failed to unite the German nation.
Reason (R): The middle classes dominating the assembly resisted the demands of workers and artisans, and lost mass support. **[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): Artists in France chose the figure of Marianne as the allegory of the nation.
Reason (R): As a popular Christian name, Marianne underlined the idea of a people's nation, and her images were marked on coins and stamps. **[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. Explain Frederic Sorrieu's dream in the context of democratic and social republics in France during 1848. **[2]**

[BP 2023 32/1-1]

Q15. How did women participate in the liberal revolutions of 1848, and what did they gain? **[2]**

Q16. The Germania fresco hung in the Frankfurt Parliament carries several attributes. What do the "broken chains" and the "crown of oak leaves" stand for? **[2]**

Short Answer (SA)

Q17. Explain the role of Otto von Bismarck in the unification of Germany. **[3]**

[BP 2023 32/4-3; SQP 2025-26]

Q18. Describe the 1848 phase of the Revolution of the Liberals in Europe. **[3]**

[SQP 2019-20; SQP 2020-21]

Q19. "Ideas of national unity in early-nineteenth-century Europe were closely allied to the ideology of liberalism." Examine the statement. **[3]**

[SQP 2018-19; SQP 2017-18]

Long Answer (LA)

Q20. Describe the process of the unification of Germany. **[5]**

[SQP 2022-23; SQP 2016-17]

Q21. "In Britain the formation of the nation-state was not the result of a sudden upheaval or revolution but was the result of a long-drawn-out process." Analyse this statement with suitable reasons. **[5]**

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

Case Study

Source: Napoleon's Civil Code of 1804. Napoleon introduced the Civil Code of 1804, also called the Napoleonic Code, which did away with all privileges based on birth and established equality before the law and the right to property. This Code was exported to the regions under French control — the Dutch Netherlands, Switzerland, Italy and Germany — where the French armies moved in as liberators carrying the ideas of the Revolution. In the administrative field, Napoleon incorporated revolutionary principles to make the system more rational and efficient. In the Dutch Netherlands, Switzerland, Italy and Germany, peasants were freed from manorial dues and serfdom, and in towns guild restrictions were removed. Transport and communication were improved. Peasants, artisans, workers and new businessmen enjoyed a new-found freedom. A businessman could move easily from one region of the country to another, goods could be transported without barriers, and a common national currency and standardised weights and measures made exchange easier. But enthusiasm for Napoleon soon turned to hostility: the local populations resented the new taxes, censorship and forced conscription into the French army that his rule brought.

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

(i) [1] Which two principles did the Napoleonic Code establish? [1]

(ii) [1] Why did local populations in the regions under French control become hostile to Napoleon despite his reforms? [1]

(iii) [2] Explain any two administrative changes of Napoleon that made the system more rational and efficient. [2]

Source: Marianne and Germania: allegories of the nation. From the very years of the French Revolution, artists began representing the nation as a female figure — a personification that gave concrete form to the abstract idea of the nation. In France, the allegory was christened Marianne, a popular name drawn from everyday use that underlined the idea of a people's nation. Her characteristics — the red cap of liberty, the tricolour and the cockade — were drawn from those of Liberty and the Republic. Statues of Marianne were erected in public squares as the national symbol of unity, and her images were marked on coins and stamps. In Germany, the female figure was Germania. In 1848, the artist Philip Veit painted a fresco of Germania for the Parliament building of the Frankfurt Parliament, where it was hung. The attributes of Germania were carefully chosen to express nationalist ideals: the crown of oak leaves stood for heroism, the sword for readiness to fight, the breast-plate with eagle for strength, and the broken chains at her feet for freedom — being free. An olive branch around the sword expressed willingness to make peace.

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

(i) [1] Why did the French artists choose the name Marianne for the allegory of the nation? [1]

(ii) [1] What did the crown of oak leaves on Germania's head stand for? [1]

(iii) [2] How did allegories promote nationalism? Explain with any two examples. [2]

2. Nationalism in India

Multiple Choice Questions (MCQs)

Q1. Arrange the following events in chronological order and choose the correct option. I. Second Round Table Conference II. Formation of Depressed Classes Association III. Lahore Session of the Indian National Congress IV. Formation of Awadh Kisan Sabha **[1]**

[BP 2026 Main 32/4/1]

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

Q2. Read the statements and identify the act they describe. I. The Act was passed by the Imperial Legislative Council. II. It gave power to the government to repress political activities. III. It empowered the government to detain political prisoners without trial. **[1]**

[SQP 2023-24; MS 2023-24]

(a) Rowlatt Act (b) Vernacular Press Act (c) Government of India Act (d) Inland Emigration Act

Q3. Which of the following statements about the Jallianwala Bagh massacre is NOT correct? **[1]**

[SQP 2019-20; MS 2019-20]

(a) It took place in Amritsar on 13 April 1919. (b) General Dyer ordered firing on the unarmed crowd. (c) It took place in the Lahore cantonment. (d) Many people in the crowd had come from outside Amritsar and were unaware of martial law.

Q4. The image of Bharat Mata as a visual symbol of the Indian nation was first created by which writer? **[1]**

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

(a) Rabindranath Tagore (b) Bal Gangadhar Tilak (c) Bankim Chandra Chattopadhyay (d) Raja Rammohan Roy

Q5. Which of the following was NOT a feature of the Non-Cooperation Movement? **[1]**

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

(a) Boycott of foreign cloth (b) Salt March from Sabarmati to Dandi (c) Picketing of liquor shops (d) Boycott of government schools and courts

Q6. Which agreement led to the suspension of the first phase of the Civil Disobedience Movement in 1931? **[1]**

[NEW (based on NCERT Gandhi-Irwin Pact)]

(a) Poona Pact, 1932 (b) Cripps Mission, 1942 (c) Lucknow Pact, 1916 (d) Gandhi-Irwin Pact, 1931

Q7. Which organisation of Indian businessmen was formed in 1927? **[1]**

[MS 2026-27; SQP 2026-27]

(a) Federation of Indian Chambers of Commerce and Industry (FICCI) (b) Swadeshi Steam Navigation Company (c) All India Trade Union Congress (d) Indian Industrial and Commercial Congress

Q8. Which one of the following pairs is NOT correctly matched? **[1]**

[NEW (incorrect-pair type based on NCERT)]

(a) Chauri Chaura (Sindh) - Salt Satyagraha (b) Champaran - indigo cultivators (c) Ahmedabad - cotton mill workers (d) Jallianwala Bagh (Amritsar) - firing on a peaceful gathering

Q9. Which of the following was a major form of women's participation in the Civil Disobedience Movement? **[1]**

[NEW (based on NCERT women in CDM)]

(a) Serving as members of the Viceroy's Executive Council
(b) Sitting as delegates in the Simon Commission
(c) Attending the First Round Table Conference as official representatives
(d) Picketing liquor and foreign cloth shops and joining salt marches

Q10. What did the Rowlatt Act of 1919 allow the government to do? **[1]**

[SQP 2024-25; MS 2023-24]

(a) Guarantee freedom of the press
(b) Detain political prisoners without trial for up to two years
(c) Introduce universal adult franchise
(d) Create separate electorates for Muslims

Assertion–Reason

Q11. Assertion (A): Gandhiji supported the Khilafat cause and linked it with the Non-Cooperation Movement.
Reason (R): He wanted to bring Hindus and Muslims together in a single anti-colonial movement. **[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 Simon Commission was boycotted by most Indian political groups.
Reason (R): The Commission had no Indian members. **[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): Nationalists in late nineteenth-century India collected folk tales and songs.
Reason (R): They believed that folklore preserved the true culture of the people and restored national pride. **[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 any two causes that led to the Civil Disobedience Movement. **[2]**

[BP 2022 32/2/1]

Q15. Mention the two Satyagrahas of Mahatma Gandhi for the peasantry before 1920. **[2]**

[BP 2022 32/3/3]

Q16. Why did Gandhiji say that 'Satyagraha is pure soul-force'? Give two arguments. **[2]**

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

Map-based Questions (History Map List)

Q17. Locate and label Nagpur on the outline map of India as the venue of the Indian National Congress session of December 1920. **[1]**

Q18. Locate and label Kheda district on the outline map of India, in Gujarat. **[1]**

Q19. Locate and label Ahmedabad on the outline map of India, where Gandhiji led the mill workers' satyagraha in 1918. **[1]**

Q20. Locate and label Dandi, in Navsari district of Gujarat, on the outline map of India. **[1]**

Short Answer (SA)

Q21. Describe the incidence of the Jallianwala Bagh massacre. **[3]**

[SQP 2019-20; MS 2019-20]

Q22. Why did Mahatma Gandhi decide to withdraw the Non-Cooperation Movement? Analyse any three reasons. **[3]**

[BP 2025 Main 32/2/1]

Q23. Why did the Non-Cooperation Movement start slowing down in the cities? Analyse three causes. **[3]**

[BP 2025 Main 32/5/1]

Long Answer (LA)

Q24. How did history and fiction, folklore and songs, popular prints and symbols all play an important part in the making of Indian nationalism in the nineteenth century? Explain. **[5]**

[SQP 2016-17; MS 2016-17]

Q25. Explain with examples the significance of the Non-Cooperation Movement in the Indian national movement. **[5]**

[BP 2025 Main 32/4/1]

Case Study

Source: The Sense of Collective Belonging. The sense of collective belonging came partly through united struggles. There were also cultural processes through which nationalism captured people's imagination: history and fiction, folklore and songs, popular prints and symbols. In the twentieth century, India came to be visually associated with the image of Bharat Mata. This image was first created by Bankim Chandra Chattopadhyay, who in the 1870s had written 'Vande Mataram' as a hymn to the motherland. Abanindranath Tagore later painted Bharat Mata as an ascetic figure, calm, composed, divine and spiritual. Such images were printed, circulated and displayed, so that people could identify with the nation.

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

(i) [1] Who first created the image of Bharat Mata, according to the passage? [1]

(ii) [1] Who painted Bharat Mata as a calm, spiritual ascetic figure? [1]

(iii) [2] Explain how prints, songs and symbols helped create a sense of collective belonging. [2]

Source: Salt as a symbol of resistance. In 1930 Gandhiji chose salt as the symbol of resistance to colonial rule. Salt was consumed by rich and poor alike, and the salt tax was resented by all. His eleven demands to Viceroy Irwin, sent in January 1930, included the abolition of the salt tax. When Irwin refused to negotiate, Gandhiji set out on 12 March 1930 from the Sabarmati Ashram with a band of followers, walking towards the coastal village of Dandi. On 6 April he broke the salt law by picking up salt from the sea shore. Across the country people made salt, picketed government salt depots, refused to pay taxes and boycotted foreign cloth.

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

(i) [1] Why did Gandhiji choose salt as a symbol of resistance? [1]

(ii) [1] Name the coastal village that Gandhiji reached to break the salt law. [1]

(iii) [2] Explain two ways in which people across the country joined the Salt Satyagraha beyond the march. [2]

3. The Making of a Global World

Multiple Choice Questions (MCQs)

Q1. Why was the silk route considered a good example of vibrant pre-modern trade? Choose the most appropriate option. **[1]**

[BP 2025 Main 32/4/1]

(a) Due to movement of silk cargoes (b) Due to trade and cultural exchange (c) Due to flow of silver and gold (d) Due to linkage of China with Australia

Q2. Which of the following pairs is correctly matched? **[1]**

(a) Hernan Cortes - Aztec empire of Mexico (b) Marco Polo - Spanish conquest of Peru (c) Francisco Pizarro - Aztec empire of Mexico (d) Hernan Cortes - Inca empire of Peru

Q3. Choose the correct option to fill in the blank. _____ from India and Southeast Asia travelled through the Silk Route to other parts of the world. **[1]**

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

(a) Grain and pulses (b) Iron and other metals (c) Gold and silver ornaments (d) Clothes and spices

Q4. The author of 'Book of Marvels' is: **[1]**

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

(a) Columbus (b) Vasco da Gama (c) Marco Polo (d) Alfred Crosby

Q5. Consider the statements given below and choose the correct answer. I. Smallpox was spread in America by Europeans and killed large numbers of Americans. II. Native American populations had no immunity to diseases brought from Europe. **[1]**

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

Q6. Match List I with List II and choose the correct option. List I: a. Aztec empire; b. Inca empire; c. El Dorado List II: 1. Peru; 2. Mexico; 3. Legendary city of gold **[1]**

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

Q7. Consider the statements given below and choose the correct answer. I. Columbus discovered the Americas while searching for a sea route to Asia. II. The crops that reached Europe after Columbus's voyage were mainly from Asia. **[1]**

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

Q8. Historians describe the Spanish conquest of America as a form of biological warfare. Which statement best explains this? **[1]**

(a) The Spanish used chemical weapons in battle (b) Diseases from Europe killed populations who had no immunity to them (c) American armies were defeated in open battles (d) The Spanish poisoned the water supplies of American cities

Assertion–Reason

Q9. **Assertion (A):** Buddhism spread from India to many parts of Asia along the silk routes.
Reason (R): Trade and cultural exchange went hand in hand along the silk routes. **[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):** Ireland's poorest peasants suffered mass starvation in the mid-1840s.
Reason (R): They depended heavily on potatoes for food, and disease destroyed the potato crop. **[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):** New crops reached distant lands through traders and travellers.
Reason (R): Seeds and plants travelled with merchants and were adopted in the lands they reached. **[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. How did food promote long-distance cultural contacts in the pre-modern world? Explain with any two examples. **[2]**

[BP 2024 Comptt 32/S/1 OR (b); BP 2024 Comptt 32/S/2 OR (b)]

Q13. How had globalisation begun long before the sixteenth century? Explain. **[2]**

[BP 2026 Main 32/1/1]

Q14. Why did early Christian missionaries and later Muslim preachers use the silk routes? Explain. **[2]**

Short Answer (SA)

Q15. How did food promote long-distance cultural contacts in the pre-modern world? Explain. **[3]**

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

Q16. Evaluate the view that the silk routes were merely trade routes. **[3]**

Q17. Explain how Marco Polo's travels illustrate cultural exchange between Europe and Asia. Give three points. **[3]**

Long Answer (LA)

Q18. Examine the statement 'Trade and cultural exchange went hand in hand in the pre-modern world' with five examples. **[5]**

Q19. Illustrate with examples that food offers many opportunities of long-distance cultural exchange. **[5]**

[SQP 2017-18; MS 2017-18]

Case Study

Source: The Humble Potato. The potato reached Europe from the Americas after Columbus's voyages. Over time it became an important food crop. Europe's poor began to eat better and live longer with the potato, which gave a cheap and nutritious food.
Some communities became dangerously dependent on it. The poorest peasants of Ireland relied so heavily on potatoes that when disease destroyed the potato crop in the mid-1840s, hundreds of thousands of them died of starvation. The episode shows that a new crop can significantly affect survival and well-being, both for better

and for worse.

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

(i) [1] Where did the potato originally come from? [1]

(ii) [1] Which country's poorest peasants suffered mass starvation in the mid-1840s? [1]

(iii) [2] Explain the two contrasting effects of the potato on the lives of Europe's poor, as described in the passage. [2]

4. The Age of Industrialisation (Periodic Assessment only)

Multiple Choice Questions (MCQs)

Q1. Match the inventions in Column I with the inventors in Column II and choose the correct option. Column I: I. Spinning jenny; II. Water frame; III. Spinning mule; IV. Power loom Column II: a. Samuel Crompton; b. Richard Arkwright; c. James Hargreaves; d. Edmund Cartwright **[1]**

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

Q2. Who created the cotton mill in which spinning and other processes were brought together under one roof? **[1]**

(a) James Watt (b) Samuel Crompton (c) Richard Arkwright (d) Edmund Cartwright

Q3. Which of the following was NOT a reason why Victorian industrialists preferred hand labour to machines in some industries? **[1]**

(a) Machines needed huge capital investment and were costly to set up (b) Machines were easier and cheaper to repair than human labour (c) Labour was available at low wages (d) Seasonal industries needed labour only for part of the year

Q4. Why did Manchester imports into India decline during the First World War? **[1]**

(a) India banned all imports of cloth (b) Indian weavers stopped buying cloth (c) British mills were busy producing war goods for the army (d) Britain closed the Suez Canal to trade

Q5. Which of the following statements about James Watt's steam engine is correct? **[1]**

(a) It was used to spin yarn in Bombay mills before 1850. (b) It was improved by Samuel Crompton. (c) It freed factories from depending on flowing rivers for power. (d) It was the first engine that used water power.

Q6. What attracted job-seekers such as Will Thorne to London in the late nineteenth century? **[1]**

(a) The availability of job opportunities in London's factories and works (b) A government order requiring rural workers to move to cities (c) Guaranteed free housing for all migrant workers (d) The closure of gas works in other British cities

Assertion–Reason

Q7. **Assertion (A):** Victorian industrialists preferred hand labour to machines in seasonal industries.
Reason (R): Seasonal industries needed workers only for part of the year, and hand labour could be hired cheaply and released easily. **[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):** James Watt's steam engine allowed factories to be set up away from flowing rivers.
Reason (R): Steam engines produced power without depending on flowing water. **[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. Give two reasons why western India, especially Bombay, became a favourable place for cotton mills. **[2]**

Q10. Why did some Victorian industrialists prefer hand labour to machines in seasonal industries? **[2]**

Short Answer (SA)

Q11. Explain three effects of mechanisation on the British cotton industry in the eighteenth century. **[3]**

Q12. Analyse three ways in which railway expansion from the 1840s affected British industry. **[3]**

Long Answer (LA)

Q13. Evaluate the view that colonial policies alone explain the slow growth of Indian industries before the First World War. **[5]**

Q14. Analyse why rural household production continued alongside factories in the nineteenth century. **[5]**

Case Study

Source: The first cotton mills in India. The first cotton mill in Bombay came up in 1854 and it went into production two years later. By 1862, four mills were at work with 94,000 spindles and 2,150 looms. Around the same time, jute mills came up in Bengal, the first being set up in 1855 and another seven years later, in 1862. In north India, the Elgin Mill was started in Kanpur in the 1860s, and a year later the first cotton mill of Ahmedabad was set up. By 1874, the first spinning and weaving mill of Madras began production.

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

(i) [1] When was the first cotton mill set up in India? [1]

(ii) [1] Name any two early industrialists of India. [1]

(iii) [2] How did many Indian entrepreneurs survive despite tight economic controls imposed by the British Government? Explain. [2]

5. Print Culture and the Modern World

Multiple Choice Questions (MCQs)

Q1. Louis-Sebastien Mercier proclaimed: "Tremble, therefore, tyrants of the world! Tremble before the virtual writer!" Who are referred to as the tyrants in this context? **[1]**

[SQP 2025-26; BP 2026 Second Board 32/8/1]

(a) Authors of the new books
(b) Printing press
(c) Educated classes who wanted to change the society
(d) Absolutist institutions like monarchy and church

Q2. Which one of the following areas in Calcutta was devoted to the printing of popular books in the nineteenth century? **[1]**

[BP 2026 Main 32/4/1; BP 2026 Main 32/4/2]

(a) Baranagar
(b) Jadavpur
(c) Alipore
(d) Batala

Q3. State an important characteristic of the oldest Japanese book, the Diamond Sutra. **[1]**

[SQP 2017-18; MS 2017-18]

(a) It was printed with movable metal type in Germany
(b) It was written on palm leaves in Sanskrit
(c) It contained six sheets of text with woodcut illustrations
(d) It was a text written without any illustrations

Q4. Which of the following was NOT an effect of print on the Protestant Reformation? **[1]**

(a) The Church gave up its control over what was printed
(b) Luther's ideas spread quickly through cheap pamphlets
(c) The Bible was translated into vernacular languages and read by ordinary people
(d) Ordinary readers could read and debate religious texts for themselves

Q5. Match Column I with Column II and choose the correct option. Column I: A. Rashsundari Debi; B. Tarabai Shinde; C. Raja Ravi Varma; D. Johannes Gutenberg Column II: i. Amar Jiban; ii. Stri Purush Tulana; iii. Chromolithographic prints for mass circulation; iv. Printing with movable metal type **[1]**

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

Q6. Who wrote Amar Jiban (1876), the first full-length autobiography published in the Bengali language? **[1]**

(a) Kailashbashini Debi
(b) Tarabai Shinde
(c) Pandita Ramabai
(d) Rashsundari Debi

Q7. Martin Luther translated the Bible into which language, making it accessible to ordinary German readers? **[1]**

(a) Hebrew
(b) German
(c) Latin
(d) Greek

Q8. Which of the following was NOT a reason for colonial fear of vernacular newspapers after 1857? **[1]**

(a) They publicised nationalist opinions widely
(b) They were becoming assertively nationalist and critical of British rule
(c) They reached large audiences in Indian languages
(d) They were printed mainly in English for British officials

Q9. Which of the following best explains why colonial censorship of the press increased after 1857? **[1]**

(a) Vernacular newspapers were becoming assertively nationalist
(b) English newspapers were printing too many advertisements
(c) Indian readers had stopped buying newspapers
(d) The Company wanted to close all printing presses in India

Q10. Which statement best illustrates the two-sided nature of print in colonial India? **[1]**

(a) Print was used only by monarchs and the Church
(b) Print was banned throughout India from its arrival
(c) Print had no political effect on the public
(d) Print spread reform and nationalist ideas, but it also led to censorship laws

Assertion–Reason

Q11. **Assertion (A):** The Vernacular Press Act of 1878 was aimed mainly at newspapers printed in Indian languages.
Reason (R): The colonial government saw vernacular newspapers as more critical and nationalist than English newspapers. **[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):** Print gave some women in nineteenth-century India access to new ideas and writing.
Reason (R): Printed books and magazines allowed women to read and publish their own writings. **[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):** Printing in India began with European missionaries.
Reason (R): Missionaries needed printed texts in local languages to spread their religious teachings. **[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 Jesuit priests and Dutch Protestant missionaries print books in Indian languages? **[2]**

Q15. Explain two ways in which print helped create a new public in eighteenth-century France. **[2]**

Q16. Explain any two effects of the spread of print culture on poor people in nineteenth-century India. **[2]**

[BP 2023 Comptt 32/C/3]

Short Answer (SA)

Q17. Explain the role of Johann Gutenberg in the spread of print culture in Europe. **[3]**

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

Q18. Explain how print helped spread scientific ideas among readers in seventeenth- and eighteenth-century Europe. **[3]**

[NEW (theme from SQP 2019-20]

Q19. Explain three ways in which print challenged traditional authority in Europe. **[3]**

Long Answer (LA)

Q20. Analyse the contribution of Johann Gutenberg in the development of the printing press. **[5]**

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

Q21. Analyse the significant changes in printing technology during the nineteenth century in the world. **[5]**

[BP 2025 Main 32/6/1; BP 2026 Main 32/5/1]

Case Study

Source: Print Comes to India: Hickey's Paper. From 1780, James Augustus Hickey edited the Bengal Gazette, a weekly that described itself as a commercial paper open to all but influenced by none. It was private English enterprise, proud of its independence from colonial influence, that began English printing in India. Hickey published many advertisements, including those for the import and sale of slaves. He also criticised Company officials in his columns, and for this he was persecuted by the authorities. Later, the colonial government began to encourage newspapers that would support British rule.

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

(i) [1] In which language was the Bengal Gazette edited by James Augustus Hickey published? [1]

(ii) [1] Why was James Augustus Hickey persecuted? [1]

(iii) [2] Which newspapers were encouraged by the colonial government later, and why? Explain in two points. [2]

Source: The Gutenberg Bible. Gutenberg printed about 180 copies of his Bible, and no more than 50 have survived. These pages were not just products of new technology. The text was printed on the new Gutenberg press with metal type, but the borders were carefully designed, painted and illuminated by hand by artists. No two copies were the same, and every page of each copy was different. Colour within some letters was also added by hand to highlight the holy words and to add colour to the page. Gutenberg printed the text in black and left spaces for the coloured initials that artists then completed.

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

(i) [1] Mention the contribution of Gutenberg in the field of printing. [1]

(ii) [1] How were the book's borders painted and illuminated? [1]

(iii) [2] Why were no two copies of the Gutenberg Bible exactly the same? Explain in two points. [2]

Answer Key (MCQs and Assertion–Reason)

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

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

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

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

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