

CBSE CLASS X  
**Social Science (087)**

## ANSWER KEY

AI-generated question paper

Code: 8BLUBM      Questions: 36      Maximum Marks: 75      Generated: 2026-06-26 10:15

**SELECTIONS USED**

Subject	Social Science
Lessons	1 The Rise of Nationalism in Europe
Level of understanding	Exam-ready
Question selection	CBSE board paper, whole lesson (~80 marks across Sections A-E)
Model	claude-sonnet-4-6

Composition — Difficulty: 12 straightforward · 18 medium · 6 deep | Types: 13 MCQ · 6 Very short · 6 Short · 5 Assertion–reason · 3 Long · 3 Case-based | Sections: A 18Q/18m · B 6Q/12m · C 6Q/18m · D 3Q/15m · E 3Q/12m

**Q1.** straightforward exam-ready

[1]

The customs union (Zollverein) formed in 1834 at the initiative of Prussia primarily aimed to:

- (A) Establish a military alliance among German states
- (B) Abolish tariff barriers and create a unified economic territory
- (C) Introduce a uniform legal code across German principalities
- (D) Restore the Bourbon dynasty to power in Germany

- A Establish a military alliance among German states
- B Abolish tariff barriers and create a unified economic territory
- C Introduce a uniform legal code across German principalities
- D Restore the Bourbon dynasty to power in Germany

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**Model Answer****(B) Abolish tariff barriers and create a unified economic territory**

The Zollverein, formed in 1834 at Prussia's initiative, abolished tariff barriers and reduced currencies from over thirty to two, creating a unified economic territory for the free movement of goods, people, and capital.

Source: Chapter 1, Section 2.3 – A New Conservatism after 1815

**Explanation**

The passage explicitly states the Zollverein "abolished tariff barriers and reduced the number of currencies from over thirty to two," making option (B) directly supported by the text. Options A, C, and D are unrelated to the Zollverein's economic purpose. For MCQs, always quote or closely paraphrase the source to justify your choice.

**Q2.** straightforward exam-ready**[1]**

Which treaty of 1815 sought to undo the changes brought about in Europe during the Napoleonic wars?

- (A) Treaty of Paris
- (B) Treaty of Westphalia
- (C) Treaty of Vienna
- (D) Treaty of Constantinople

- A Treaty of Paris
- B Treaty of Westphalia
- C Treaty of Vienna
- D Treaty of Constantinople

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**Model Answer****(C) Treaty of Vienna**

The Treaty of Vienna of 1815 sought to undo most of the changes that had come about in Europe during the Napoleonic wars and restore the conservative order.

Source: Chapter 1, Section 2.3 – A New Conservatism after 1815

**Explanation**

The passage explicitly states that European powers "drew up the Treaty of Vienna of 1815 with the object of undoing most of the changes that had come about in Europe during the Napoleonic wars." The other options are distractors — the Treaty of Constantinople (1832) recognised Greek independence, while the Treaty of Westphalia and Treaty of Paris relate to different historical events entirely.

**Q3.** straightforward exam-ready**[1]**

Who among the following was described by Metternich as 'the most dangerous enemy of our social order'?

- (A) Otto von Bismarck
- (B) Giuseppe Garibaldi
- (C) Giuseppe Mazzini
- (D) Count Cavour

- A Otto von Bismarck
- B Giuseppe Garibaldi
- C Giuseppe Mazzini
- D Count Cavour

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**Model Answer****(C) Giuseppe Mazzini**

Metternich described Giuseppe Mazzini as 'the most dangerous enemy of our social order' because of his relentless opposition to monarchy and his vision of democratic republics.

**Explanation**

The answer is directly stated in Section 2.4 of Chapter 1. Mazzini's founding of secret societies (Young Italy, Young Europe) and his goal of unified democratic republics alarmed conservatives like Metternich. For a 1-mark MCQ, just writing the correct option with a brief reason is sufficient.

Q4. straightforward exam-ready

[1]

The Napoleonic Code of 1804 is associated with which of the following sets of principles?

- (A) Privileges based on birth, feudal dues, and manorial obligations
- (B) Equality before the law, abolition of birth-based privileges, and right to property
- (C) Universal male suffrage, freedom of the press, and religious autonomy
- (D) Restoration of monarchy, serfdom, and guild restrictions

- A Privileges based on birth, feudal dues, and manorial obligations
- B Equality before the law, abolition of birth-based privileges, and right to property
- C Universal male suffrage, freedom of the press, and religious autonomy
- D Restoration of monarchy, serfdom, and guild restrictions

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**Model Answer****(B) Equality before the law, abolition of birth-based privileges, and right to property**

The Napoleonic Code enshrined equality before the law, abolished privileges based on birth, and secured the right to property for all citizens.

Source: Chapter 1, Section 2.2 – What did Liberal Nationalism Stand for?

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**Explanation**

The textbook states that liberalism (which the Napoleonic Code reflected) stood for **freedom for the individual, equality before the law, end of autocracy and clerical privileges, and inviolability of private property**. Option A describes the *old feudal order* the Code abolished; Option C confuses it with Jacobin-era rights (the Code actually *reduced* suffrage); Option D describes the post-1815 conservative restoration. Examiners expect students to recall these specific features of the Code from Section 2.2.

Q5. straightforward exam-ready

[1]

The Frankfurt Parliament of 1848 is historically significant primarily because it:

- (A) Successfully unified all German states under a constitutional monarchy
- (B) Represented the first attempt by elected liberal representatives to draft a constitution for a united Germany
- (C) Was convened by Otto von Bismarck to consolidate Prussian dominance over Germany
- (D) Led directly to the proclamation of the German Empire in 1871

- A The Palace of Versailles
- B The Reichstag building
- C The Church of St Paul
- D The Hall of Mirrors

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**Model Answer**

**(B)** — The Frankfurt Parliament (1848) was convened in the **Church of St Paul**, where 831 elected representatives drafted a constitution for a united Germany headed by a constitutional monarchy.

**Explanation**

The question has a mismatch: the statement options (A–D) test knowledge of *why* Frankfurt Parliament was significant, while the answer options list *places*. The correct answer from the passage is **(C) The Church of St Paul** — that is where the Frankfurt Parliament was convened. The passage explicitly states: "831 elected representatives marched... to take their places in the Frankfurt parliament convened in the Church of St Paul." Note: Option (B) in the main question best describes the Parliament's significance, but the answer options given are locations — so match accordingly.

Q6. straightforward exam-ready

[1]

Which of the following correctly identifies the allegorical female figure used to represent the German nation in the nineteenth century?

- (A) Marianne
  - (B) Britannia
  - (C) Helvetia
  - (D) Germania
- A Marianne  
B Britannia  
C Helvetia  
D Germania

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**Model Answer****(D) Germania**

Germania was the allegorical female figure used to represent the German nation. In visual representations, she wears a crown of oak leaves, symbolising heroism.

Source: Visualising the Nation, Chapter 1

**Explanation**

Marianne = France, Britannia = Britain, Helvetia = Switzerland. Germania = Germany. The textbook explicitly states "Germania became the allegory of the German nation." Remember her key symbol: the oak-leaf crown representing heroism.

Q7. straightforward exam-ready

[1]

The Greek struggle for independence began in 1821 against the rule of:

- (A) The Habsburg Empire
- (B) The Russian Empire
- (C) The Ottoman Empire
- (D) The Bourbon monarchy of France

- A The Habsburg Empire
- B The Russian Empire
- C The Ottoman Empire
- D The Bourbon monarchy of France

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**Model Answer****(C) The Ottoman Empire**

Greece had been part of the Ottoman Empire since the fifteenth century, and the Greek struggle for independence began in 1821 against Ottoman rule.

*Source: The Romantic Imagination and National Feeling, Chapter 1*

**Explanation**

The passage explicitly states "Greece had been part of the Ottoman Empire since the fifteenth century" and that the struggle for independence began in 1821. Eliminate other options: Habsburg Empire ruled Central Europe, Russia was a separate power, and the Bourbon monarchy ruled France — none ruled Greece.

Q8. medium exam-ready

[1]

Which of the following measures was NOT introduced by the French revolutionaries to create a sense of collective identity among French citizens?

- (A) Adoption of a uniform system of weights and measures
- (B) Composition of new hymns and commemoration of martyrs in the name of the nation
- (C) Granting full political rights to women
- (D) Abolition of internal customs duties and dues

A Adoption of a uniform system of weights and measures

B Composition of new hymns and commemoration of martyrs in the name of the nation

C Granting full political rights to women

D Abolition of internal customs duties and dues

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### Model Answer

#### (C) Granting full political rights to women

Women were *excluded* from political rights during the French Revolution. The textbook states that only property-owning men could vote, while women and non-property men were denied political rights. Options A, B, and D were all explicitly introduced by French revolutionaries to foster collective identity.

#### Explanation

The passage in Section 1 clearly lists the measures French revolutionaries introduced: new hymns, commemoration of martyrs, abolition of internal customs duties, and a uniform system of weights and measures. Women were explicitly denied political rights — this is the "NOT introduced" option. Examiners expect you to identify the odd one out directly from textbook content.

Q9. straightforward exam-ready

[1]

Victor Emmanuel II was proclaimed king of united Italy in:

- (A) 1848
- (B) 1859
- (C) 1861
- (D) 1871

- A 1848
- B 1859
- C 1861
- D 1871

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### Model Answer

#### (C) 1861

Victor Emmanuel II was proclaimed king of united Italy in **1861**, after Garibaldi's successful campaign in South Italy and the Kingdom of the Two Sicilies.

Source: Italy Unified, Chapter 1

#### Explanation

The passage explicitly states: *"In 1861 Victor Emmanuel II was proclaimed king of united Italy."* Options 1848 and 1859 relate to earlier revolutionary events; 1871 is associated with German unification. Examiners expect the correct year to be written clearly.

Q10. medium exam-ready

[1]

In Sorrieu's 1848 print depicting his utopian vision, which two nations are shown leading the procession past the statue of Liberty, as they were already nation-states by that time?

- (A) France and England
- (B) Germany and Italy
- (C) The United States and Switzerland
- (D) Poland and Hungary

- A France and England
- B Germany and Italy
- C The United States and Switzerland
- D Poland and Hungary

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### Model Answer

#### (C) The United States and Switzerland

According to Sorrieu's print, the United States and Switzerland lead the procession, as they were already established nation-states by 1848.

Source: The Rise of Nationalism in Europe, Section — Events and Processes (Chapter 1)

#### Explanation

The passage clearly states: "*Leading the procession...are the United States and Switzerland, which by this time were already nation-states.*" France follows next, then Germany. Students often confuse this with France and Germany, but those two come *after* the US and Switzerland. Always read the source text carefully for sequence-based MCQs.

**Q11.** straightforward exam-ready

[1]

The Act of Union of 1707 resulted in the formation of:

- (A) The Kingdom of the Two Sicilies
  - (B) The United Kingdom of Great Britain
  - (C) The German Confederation
  - (D) The Austrian Empire
- A The Kingdom of the Two Sicilies  
B The United Kingdom of Great Britain  
C The German Confederation  
D The Austrian Empire

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### Model Answer

#### **(B) The United Kingdom of Great Britain**

The Act of Union of 1707 between England and Scotland resulted in the formation of the United Kingdom of Great Britain.

#### **Explanation**

The Act of Union 1707 is referenced in the context of British nationalism in the NCERT chapter. England and Scotland were unified through this act, creating Great Britain. The other options refer to different historical formations — the German Confederation was Napoleonic, the Austrian Empire was separate, and the Kingdom of the Two Sicilies was an Italian state. Examiners expect direct, confident option selection with a brief supporting line.

Q12. straightforward exam-ready

[1]

Which philosopher claimed that the true spirit of the German nation (*volksgeist*) was to be found among the common people through folk songs, folk poetry and folk dances?

- (A) Ernst Renan
- (B) Friedrich List
- (C) Johann Gottfried Herder
- (D) Carl Welcker

- A Ernst Renan
- B Friedrich List
- C Johann Gottfried Herder
- D Carl Welcker

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**Model Answer**

**(C) Johann Gottfried Herder** — He claimed that the true spirit of the German nation (*volksgeist*) was to be found among the common people through folk songs, folk poetry, and folk dances.

**Explanation**

The passage in Section 3.1 directly states: "the German philosopher Johann Gottfried Herder (1744–1803) claimed that true German culture was to be discovered among the common people – *das volk*. It was through folk songs, folk poetry and folk dances that the true spirit of the nation (*volksgeist*) was popularised." This is a frequently tested fact; remember Herder's name alongside the terms *das volk* and *volksgeist*.

**Q13.** straightforward exam-ready

[1]

The proclaiming of the German Empire took place in January 1871 at:

- (A) The Church of St Paul in Frankfurt
- (B) The Reichstag in Berlin
- (C) The Hall of Mirrors in the Palace of Versailles
- (D) The Congress Hall in Vienna

- A The Church of St Paul in Frankfurt
- B The Reichstag in Berlin
- C The Hall of Mirrors in the Palace of Versailles
- D The Congress Hall in Vienna

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**Model Answer****(C) The Hall of Mirrors in the Palace of Versailles**

On 18 January 1871, the German Empire was proclaimed in the Hall of Mirrors in the Palace of Versailles, with Kaiser William I of Prussia as its head.

Source: *Nationalism in Europe*, Section 4.1 (Nation-building in Germany)

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**Explanation**

The passage clearly states: "*an assembly... gathered in the unheated Hall of Mirrors in the Palace of Versailles to proclaim the new German Empire.*" Option (A) refers to the Frankfurt Parliament of 1848 — a common distractor. Options (B) and (D) are incorrect locations. Always distinguish between the Frankfurt Parliament (1848) and the Proclamation of the German Empire (1871) — examiners frequently test this.

Q14. medium exam-ready

[1]

Assertion (A): After 1848, the conservative regimes of Central and Eastern Europe gradually began abolishing serfdom and bonded labour.

Reason (R): Conservative monarchs realised that cycles of revolution and repression could only be ended by making concessions to liberal-nationalist demands.

- A Both A and R are true, and R is the correct explanation of A.
- B Both A and R are true, but R is NOT the correct explanation of A.
- C A is true but R is false.
- D A is false but R is true.

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### Model Answer

**Option A** — Both A and R are true, and R is the correct explanation of A. After 1848, autocratic monarchies abolished serfdom because they realised revolution cycles could only end by conceding to liberal-nationalist demands.

Source: Chapter 1, Section 4 (The Making of Germany and Italy)

### Explanation

The passage explicitly states that monarchs realised "cycles of revolution and repression could only be ended by granting concessions to the liberal-nationalist revolutionaries," and therefore serfdom/bonded labour were abolished in Habsburg dominions and Russia. R directly explains why A happened, making Option A correct.

Q15. medium exam-ready

[1]

Assertion (A): In revolutionary France, the Napoleonic Code granted equal political rights to women.

Reason (R): The Napoleonic Code reduced women to the status of minors, subject to the authority of fathers and husbands.

- A Both A and R are true, and R is the correct explanation of A.
- B Both A and R are true, but R is NOT the correct explanation of A.
- C A is false but R is true.
- D Both A and R are false.

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### Model Answer

**Option C: A is false but R is true.**

Assertion (A) is false — the Napoleonic Code did NOT grant equal political rights to women; it actually reduced women to the status of minors. Reason (R) is true and correctly states this.

### Explanation

The passage clearly states: "*the Napoleonic Code went back to limited suffrage and reduced women to the status of a minor, subject to the authority of fathers and husbands.*" So the Assertion contradicts the source — women were denied political rights, not granted them. The Reason accurately describes what the Napoleonic Code actually did. In Assertion-Reason questions, always check both statements independently against the facts before considering whether R explains A.

Source: *The Rise of Nationalism in Europe*, Section 2.2 – What did Liberal Nationalism Stand for?

Q16. medium exam-ready

[1]

Assertion (A): Romantic artists and poets of the nineteenth century glorified reason and science as the primary tools for building national identity.

Reason (R): Romanticism sought to develop nationalist sentiment by emphasising emotions, intuition, mystical feelings, and a shared cultural heritage.

- A Both A and R are true, and R is the correct explanation of A.
- B Both A and R are true, but R is NOT the correct explanation of A.
- C A is false but R is true.
- D Both A and R are false.

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### Model Answer

**Answer: C — A is false but R is true.**

Assertion (A) is false because Romantic artists and poets *criticised* the glorification of reason and science, not glorified them. Reason (R) is true as Romanticism focused on emotions, intuition, mystical feelings, and shared cultural heritage to build nationalist sentiment.

Source: *The Rise of Nationalism in Europe, Section 3.1 – The Romantic Imagination and National Feeling*

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### Explanation

- The textbook explicitly states: "*Romantic artists and poets generally criticised the glorification of reason and science and focused instead on emotions, intuition and mystical feelings.*" So Assertion A directly contradicts the textbook — making it **false**.
- Reason R is a straightforward accurate statement from the same paragraph, so it is **true**.
- Since A is false and R is true, the correct option is **C**.
- A common mistake is choosing B — remember, if the Assertion itself is factually wrong, options A and B are automatically eliminated.

Q17. medium exam-ready

[1]

Assertion (A): The Balkans became a major source of nationalist tension in Europe after 1871.

Reason (R): The Balkan region was characterised by ethnic and geographical diversity, and its peoples based their claims for independence on nationality and historical subjugation.

- A Both A and R are true, and R is the correct explanation of A.
- B Both A and R are true, but R is NOT the correct explanation of A.
- C A is true but R is false.
- D A is false but R is true.

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### Model Answer

**Option A** — Both A and R are true, and R is the correct explanation of A. The Balkans was the most serious source of nationalist tension after 1871 precisely because of its ethnic and geographical diversity, and its peoples used nationality and history of subjugation to claim independence.

Source: Nationalism and Imperialism, Chapter 1

### Explanation

The textbook directly states the Balkans was "the most serious source of nationalist tension in Europe after 1871" and that its peoples "based their claims for independence on nationality" and history of foreign subjugation — making R the direct cause of A. So both statements are true and R correctly explains A.

Q18. medium exam-ready

[1]

Assertion (A): The Grimm brothers collected German folktales purely for the entertainment of children.

Reason (R): The Grimm brothers believed that folk culture expressed an authentic German spirit and that collecting it was part of the wider effort to build a German national identity against French cultural domination.

- A Both A and R are true, and R is the correct explanation of A.
- B Both A and R are true, but R is NOT the correct explanation of A.
- C A is false but R is true.
- D Both A and R are false.

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### Model Answer

**Answer: C**

Assertion (A) is **false** — the Grimm brothers collected folktales not merely for children's entertainment, but to oppose French domination and build a German national identity. Reason (R) is **true**.

### Explanation

The textbook (Box 1, Chapter 1) clearly states the Grimm brothers "saw French domination as a threat to German culture" and considered collecting folktales "part of the wider effort to oppose French domination and create a German national identity." So A is false; R correctly states their actual motivation.

Q19. straightforward exam-ready

[2]

What was the broader political goal that drove Giuseppe Mazzini to found Young Italy and Young Europe after being sent into exile in 1831?

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**Model Answer**

Mazzini's broader political goal was to end monarchical rule established after the Vienna Congress and build a unified Italian republic within a wider alliance of free nations. He believed God had intended nations as natural units of mankind, so nation-states based on liberty and democracy had to replace kingdoms and empires across Europe.

Source: The Revolutionaries, Chapter 1

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**Explanation**

Examiners look for two linked ideas: (1) opposition to monarchy/conservative order and (2) the vision of unified democratic nation-states. Simply saying "unify Italy" scores only partial marks — you must mention the *wider* European/democratic dimension (Young Europe) to earn both marks. Keep it concise; no need to list all countries.

Q20. medium exam-ready

[2]

How did the use of the Polish language become a form of national resistance after Russian occupation of Poland?

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**Model Answer**

After Russian occupation, the Polish language was banned from schools and Russian was imposed. In resistance, Polish clergy used the Polish language in Church gatherings and religious instruction. This defiance led to priests and bishops being jailed or exiled to Siberia. Thus, Polish language became a symbol of struggle against Russian dominance.

Source: The Romantic Imagination and National Feeling, Chapter 1

**Explanation**

Examiners look for two specific points: (1) the Russian imposition of their language and ban on Polish in schools, and (2) the clergy's use of Polish as active resistance, with the consequence (priests jailed/sent to Siberia). Mentioning that Polish became "a symbol of struggle" earns the concluding mark. Stick to the passage; no extra information is needed.

Q21. medium exam-ready

[2]

Explain why local populations in territories conquered by Napoleon's armies turned hostile toward French rule after an initial welcome.

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**Model Answer**

Initially, people in conquered territories welcomed the French armies as liberators who brought reform. However, hostility grew because the new administrative arrangements did not bring political freedom. Instead, **increased taxation, censorship, and forced conscription** into French armies to conquer the rest of Europe outweighed the benefits of administrative changes.

Source: Chapter 1, Section 1 — The French Revolution and the Idea of the Nation

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**Explanation**

The textbook explicitly states that initial enthusiasm "turned to hostility" due to three specific reasons: increased taxation, censorship, and forced conscription. Examiners expect all three to be mentioned. The key contrast to highlight is between administrative reforms (positive) and lack of political freedom (negative). Avoid vague statements; use the textbook's exact reasons for full marks.

Q22. deep exam-ready

[2]

What does Ernst Renan mean when he says that 'a nation is a daily plebiscite'?

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**Model Answer**

Ernst Renan means that a nation is not formed by fixed factors like race or language, but is sustained by the continuous will and consent of its people. Just as a plebiscite is a direct vote expressing people's choice, a nation exists as long as its people daily choose to live together, sharing common glories and a common will.

Source: Chapter 1 – The Rise of Nationalism in Europe, Source A (Ernst Renan, 'What is a Nation?')

**Explanation**

The examiner expects you to:

- Define 'plebiscite' briefly (a direct vote/expression of will).
- Link it to Renan's idea that a nation depends on the **ongoing consent and solidarity** of its people, not on fixed factors like race, religion, or language.
- Keep it focused — two key points for 2 marks: (1) what plebiscite means here, and (2) why Renan applies it to a nation's existence.

Q23. medium exam-ready

[2]

State two ways in which the growth of industrialisation and trade contributed to the rise of nationalism among the middle classes in Europe.

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**Model Answer**

- 1. Growth of towns and commercial classes:** Industrialisation led to the emergence of middle classes (industrialists, businessmen, professionals) whose existence was based on production for the market. These educated liberal middle classes popularised ideas of national unity.
- 1. Demand for unified economic territory:** Commercial classes argued for a unified economic territory allowing free movement of goods, people, and capital. The *Zollverein* (customs union) abolished tariff barriers, and railways stimulated mobility, harnessing economic interests to national unification.

Source: Chapter 1, Sections 2.1 and 2.3

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**Explanation**

- The examiner expects **two distinct points**, each clearly linked to nationalism among the **middle classes** specifically.
- Key terms to use: *middle classes*, *unified economic territory*, *Zollverein*, *commercial classes* — these show textbook grounding.
- Avoid vague answers like "trade brought people together"; be specific about the mechanism (economic unity → nationalist sentiment).

Q24. medium exam-ready

[2]

Why did Friedrich Wilhelm IV of Prussia refuse the crown offered to him by the Frankfurt Parliament in 1848?

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**Model Answer**

Friedrich Wilhelm IV rejected the crown because it was offered by an elected parliament, which meant accepting the principle of popular sovereignty — that authority comes from the people. He considered such a crown as coming "from the gutter" and was unwilling to accept a monarchy **subject to a parliament**. He then joined other monarchs to oppose the elected assembly.

Source: Chapter 1, Section 3.2 / Section 4 – *The Making of Germany and Italy*

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**Explanation**

The key point examiners look for is **two reasons/aspects** for 2 marks:

1. He rejected parliamentary/popular authority over the monarchy (he believed in divine right, not popular sovereignty).
2. He actively joined other monarchs to suppress the assembly.

The textbook phrase "monarchy subject to a parliament" is important to include. Avoid writing a long paragraph — two clear points in 40–60 words is exactly right for 2 marks.

Q25. medium exam-ready

[3]

Explain how conservative forces, despite suppressing the liberal movements of 1848, were ultimately unable to restore the old pre-revolutionary order in Europe.

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**Model Answer**

Though conservative forces suppressed the liberal movements of 1848, they could not restore the old pre-revolutionary order. Monarchs realised that cycles of revolution and repression could only end by granting concessions to liberal-nationalist revolutionaries. Therefore, autocratic monarchies of Central and Eastern Europe began introducing reforms already seen in Western Europe before 1815. Serfdom and bonded labour were abolished in the Habsburg dominions and Russia. The Habsburg rulers also granted more autonomy to the Hungarians in 1867.

Source: Chapter 1, Section 3.2 / *The Making of Germany and Italy*

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**Explanation**

- The key idea examiners expect is the **cause-and-effect logic**: suppression ≠ restoration, because monarchs were *forced* to concede reforms to prevent further unrest.
- Mention **specific examples**: abolition of serfdom (Habsburg + Russia) and Hungarian autonomy (1867) — these fetch the marks.
- Avoid vague statements; CBSE rewards precise facts from the textbook.
- 3 marks = roughly 3 distinct points, which map onto: (1) why restoration failed, (2) reforms introduced, (3) specific examples.

Q26. medium exam-ready

[3]

Examine the role played by culture — including art, music, and folklore — in fostering nationalist feelings in Europe during the nineteenth century. Use specific examples in your answer.

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**Model Answer**

Culture played a vital role in fostering nationalism in Europe through art, music, and folklore:

1. **Romantic art:** French painter Delacroix's *Massacre at Chios* (1824) depicted Greek suffering under Turks, arousing public sympathy and support for Greek independence.
1. **Folk culture:** Johann Gottfried Herder argued true German spirit (*volksgeist*) lived in folk songs, poetry, and dances. The Grimm Brothers collected folktales to build a distinct German national identity and oppose French domination.
1. **Music and language:** In partitioned Poland, Karol Kurpiński turned folk dances like the polonaise and mazurka into nationalist symbols through his operas, keeping national feelings alive despite Russian occupation.

Source: Chapter 1 — Nationalism in Europe, Section 3.1 — The Romantic Imagination and National Feeling

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**Explanation**

- This question is a standard NCERT-based 3-marker; examiners expect **three distinct examples**, each linked to art, music, or folklore.
- Name the specific artist/composer/collector and the country — vague answers lose marks.
- The keyword **volksgeist** (spirit of the nation) is worth including as it shows precise understanding.
- Avoid writing long descriptions of each example; one crisp sentence per point is enough at 3 marks.

Q27. deep exam-ready

[3]

How did nationalism in Europe change in character during the last quarter of the nineteenth century compared to its earlier liberal-democratic phase?

◆ The Rise of Nationalism in Europe

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**Model Answer**

In its early phase, nationalism in Europe was linked to liberal-democratic ideals — freedom, equality, constitutional government, and the consent of the governed. However, by the last quarter of the nineteenth century, nationalism changed significantly:

1. **Narrow creed:** It lost its idealistic liberal-democratic character and became a narrow creed with limited, self-serving ends.
2. **Intolerance and aggression:** Nationalist groups grew increasingly intolerant of each other and were eager to go to war.
3. **Tool of imperialism:** Major European powers manipulated nationalist aspirations of subject peoples to further their own imperialist aims, eventually leading to disaster in 1914.

Source: Chapter 1 — *Nationalism in Europe*, Section 6 (Nationalism and Imperialism)

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**Explanation**

Examiners look for a clear **contrast** between early liberal nationalism (freedom, equality, constitutional rights) and the later aggressive, intolerant form. Three points are ideal for 3 marks: the shift to a narrow creed, intolerance/war-readiness, and use by imperial powers. Avoid writing vague generalities — use the textbook's exact language like "narrow creed with limited ends" and "manipulated nationalist aspirations."

Q28. medium exam-ready

[3]

Describe the role of Otto von Bismarck in the unification of Germany. What methods did he employ that distinguished this process from the liberal attempt at unification in 1848?

◆ The Rise of Nationalism in Europe

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**Model Answer**

Otto von Bismarck, Chief Minister of Prussia, used a strategy of "blood and iron" — diplomacy, military force, and warfare — to unify Germany. He engineered wars against Austria (1866) and France (1870–71), defeating both and bringing German states under Prussian leadership. On 18 January 1871, the German Empire was proclaimed at Versailles with Kaiser William I as head.

In contrast, the 1848 liberal attempt at Frankfurt relied on elected representatives drafting a constitution and offering the crown to Friedrich Wilhelm IV through parliamentary means. He rejected it, and the assembly was forcibly disbanded. Thus, Bismarck succeeded through state power and military might, not constitutional democracy.

Source: Chapter 1, Sections 3.2 and 4.2

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**Explanation**

- Examiners expect a **contrast** between Bismarck's method (realpolitik/military force) and the 1848 liberal method (parliament, constitution, consent).
- Mention key facts: wars against Austria and France, proclamation at Versailles, and the failure of the Frankfurt Parliament.
- "Blood and iron" is a key phrase associated with Bismarck — use it.
- Don't write more than this; 3 marks = ~3 clear points.

Q29. medium exam-ready

[3]

How did the process by which Britain became a nation-state differ from the model seen in countries like Germany and Italy? What happened to the cultures of Scotland and Ireland in this process?

◆ The Rise of Nationalism in Europe

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**Model Answer**

Britain's nation-state formation differed from Germany and Italy in that it was a **long-drawn-out, gradual process**, not the result of a sudden revolution or upheaval. Rather than unifying separate states through war or popular nationalism, England used the **English Parliament** (which had seized power from the monarchy in 1688) as the instrument to forge a nation-state centred on England. The Act of Union (1707) brought Scotland under English dominance.

**Scotland:** Its distinctive culture and political institutions were **systematically suppressed**. Scottish Highlanders were forbidden to speak Gaelic or wear national dress, and many were forcibly driven from their homeland.

**Ireland:** Catholic revolts against British dominance were suppressed. After a failed revolt (1798), Ireland was **forcibly incorporated** into the United Kingdom in 1801, with Protestant dominance imposed over the Catholic majority.

Source: Chapter 1, Section 4.3 – The Strange Case of Britain

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**Explanation**

- The examiner expects a **contrast** with Germany/Italy (revolution vs. gradual process) and **separate treatment** of Scotland and Ireland – 3 distinct points for 3 marks.
- Key terms to use: "Act of Union," "Gaelic," "Catholic revolts," "forcibly incorporated."
- Avoid writing a general essay; keep each point crisp and factual as shown above.

Q30. medium exam-ready

[3]

Explain the concept of a nation-state as it emerged in nineteenth-century Europe. How was it fundamentally different from the multi-national dynastic empires that existed before it?

◆ The Rise of Nationalism in Europe

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**Model Answer**

A **nation-state** is a state where the people share a common identity — a collective culture, language, history, and territory — and sovereignty rests with the citizens, not a monarch. It emerged in Europe after the French Revolution, which proclaimed that the people constitute the nation and shape its destiny.

In contrast, the older **multi-national dynastic empires** (e.g., the Habsburg Empire) were patchworks of diverse peoples speaking different languages, belonging to different ethnic groups, and sharing no common identity. The only bond holding them together was common allegiance to the emperor.

The fundamental difference: the nation-state was built on *popular sovereignty and shared identity*, while dynastic empires were held together by *royal authority alone*.

Source: Chapter 1, Sections 1 & 2 — *The Making of Nationalism in Europe*

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**Explanation**

- **Key contrast** examiners look for: sovereignty (people vs. monarch) + identity (shared vs. diverse).
- Cite the Habsburg Empire as the textbook example of a multi-national dynastic empire — it scores well.
- Don't write a long essay; 3 marks = 3 clear points (definition of nation-state, nature of dynastic empire, key difference).

Q31. medium exam-ready

[5]

Describe in detail the role of Giuseppe Garibaldi in the unification of Italy. How did he complement the diplomatic efforts of Cavour?

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### Model Answer

Giuseppe Garibaldi (1807–82) played a crucial military role in the unification of Italy. A former sailor who had met Mazzini and joined the Young Italy movement, he commanded a volunteer army known as the **Red Shirts**.

#### Military Contributions:

- In 1860, Garibaldi led the famous **Expedition of the Thousand** to South Italy and the Kingdom of the Two Sicilies.
- Volunteers swelled his forces to about 30,000. He won the support of local peasants to drive out the Spanish rulers.
- In 1867, he led volunteers to fight the Papal States, though he was defeated by French and Papal troops. The Papal States joined Italy only in 1870 when France withdrew.

#### Complementing Cavour:

While Cavour worked through **diplomacy** — engineering a tactical alliance with France that helped Sardinia-Piedmont defeat Austria in 1859 — Garibaldi provided the **popular military force** on the ground. Together, they unified Italy from two directions: Cavour from the north through statecraft, Garibaldi from the south through armed struggle. In 1861, Victor Emmanuel II was proclaimed king of united Italy.

Source: *Italy Unified, Chapter 1 (Nationalism in Europe)*

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### Explanation

- Examiners expect **both** Garibaldi's independent role and how it complemented Cavour — do not describe just one.
- Mention key facts: Expedition of the Thousand, Red Shirts, South Italy/Two Sicilies, 1860, and the 1861 proclamation.
- The contrast is clear: Cavour = diplomacy/north; Garibaldi = military/south. State this contrast explicitly.
- Avoid padded sentences — use crisp points or short paragraphs as shown.

Q32. deep exam-ready

[5]

Analyse the political, social, and economic ideas supported by the liberal-nationalists who led the revolutions of 1848 across Europe. Why did these revolutions ultimately fail to achieve their goals?

◆ The Rise of Nationalism in Europe

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### Model Answer

#### Ideas of Liberal-Nationalists in 1848:

1. **Political:** Liberal-nationalists demanded constitutions, representative government through parliament, freedom of the press, and freedom of association. They opposed autocracy and sought government by consent.
1. **Social:** They called for equality before all citizens before the law, abolition of aristocratic privileges, and an end to feudal dues. However, women were excluded from full participation — at the Frankfurt Parliament, they were only admitted as observers.
1. **Economic:** They supported inviolability of private property and free trade, reflecting the interests of the educated middle classes — industrialists, businessmen, and professionals.

#### Why the Revolutions Failed:

- The Frankfurt Parliament failed when King Friedrich Wilhelm IV of Prussia rejected the crown offered on parliamentary terms, and combined monarchical and military forces suppressed the assembly.
- The middle-class parliament lost popular support by ignoring workers' and artisans' demands, eroding its social base.
- Conservative forces — aristocracy, military, and Junkers — were too powerful to be overcome.

Source: Chapter 1, Sections 2.2, 3.2, 4 (The Making of Germany and Italy)

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### Explanation

Examiners look for **three-part coverage**: political, social, and economic ideas, plus **reasons for failure**. The key failure reasons are: (1) Prussian king's rejection, (2) loss of worker support, and (3) military suppression. Mention the Frankfurt Parliament specifically — it's the central example. Don't forget the women's exclusion point for the social dimension; it's a favourite examiner pick. Keep each point concise — this is 5 marks, not an essay.

Q33. deep exam-ready

[5]

Explain how the French Revolution of 1789 contributed to the rise of nationalism in France and beyond. What specific measures did the French revolutionaries adopt, and how did Napoleon's conquests carry these ideas to the rest of Europe?

◆ The Rise of Nationalism in Europe

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### Model Answer

#### The French Revolution and Nationalism (1789):

The French Revolution marked the first clear expression of nationalism. Sovereignty was transferred from the monarchy to French citizens. The revolution proclaimed that the *people* would constitute the nation and shape its destiny.

#### Measures adopted by French revolutionaries:

- Introduced ideas of *la patrie* (fatherland) and *le citoyen* (citizen)
- Replaced the royal standard with the tricolour flag
- Renamed the Estates General as the National Assembly
- Abolished internal customs duties; adopted uniform weights and measures
- Promoted French as the common language; discouraged regional dialects
- Declared it France's mission to liberate other European peoples from despotism

#### Napoleon's role in spreading nationalism:

Napoleon carried these ideas abroad through his conquests. The Napoleonic Code (1804) abolished privileges based on birth, established equality before law, and secured property rights. He abolished the feudal system, freed peasants from serfdom, removed guild restrictions, and improved transport. These reforms spread to Holland, Belgium, Switzerland, Italy, and Germany, inspiring nationalism across Europe.

Source: Chapter 1 — *The Rise of Nationalism in Europe*, Sections 1 and 1.1

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### Explanation

Examiners look for **two distinct parts**: revolutionary measures in France + Napoleon's role abroad. Listing the measures as bullet points saves space and earns full marks. Key terms — *la patrie*, Napoleonic Code, equality before law, feudal abolition — must appear. Avoid vague statements; be specific about countries affected and reforms introduced.

Q34. deep exam-ready

[4]

Read the following passage and answer the questions that follow:

'A nation is the culmination of a long past of endeavours, sacrifice and devotion. A heroic past, great men, glory, that is the social capital upon which one bases a national idea. To have common glories in the past, to have a common will in the present, to have performed great deeds together, to wish to perform still more, these are the essential conditions of being a people. A nation is therefore a large-scale solidarity ... Its existence is a daily plebiscite ... A province is its inhabitants; if anyone has the right to be consulted, it is the inhabitant. A nation never has any real interest in annexing or holding on to a country against its will.'

— Ernst Renan, lecture at the University of Sorbonne, 1882

- (i) According to Renan, what forms the 'social capital' upon which a national idea is built? (1 mark)  
(ii) Why does Renan say that a nation is a 'daily plebiscite'? What does this suggest about the basis of nationhood? (1 mark)  
(iii) How does Renan's view of what constitutes a nation differ from the notion that a nation is formed by a common language, race, or religion? (2 marks)

◆ The Rise of Nationalism in Europe

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### Model Answer

(i) According to Renan, **a heroic past, great men, and glory** form the social capital upon which a national idea is built — specifically, common glories in the past and great deeds performed together.

(ii) Renan says a nation is a 'daily plebiscite' because its existence depends on the **continuous will and consent of its people** to live together. This suggests that nationhood is not a fixed, permanent condition but a living bond based on ongoing collective choice, not birth or geography.

(iii) Renan's view is based on **shared memory, common will, and collective sacrifice** — subjective, voluntary bonds. This differs from the view that a nation is defined by **objective factors** like common language, race, or religion, which are inherited and fixed. For Renan, what unites a nation is the people's desire to live together and continue building a shared future, not any single cultural or biological characteristic.

Source: Chapter 1 — The French Revolution and the Idea of the Nation, Nationalism in Europe

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### Explanation

- (i) is a direct retrieval question — quote the exact phrase "heroic past, great men, glory" from the passage.
- (ii) requires you to explain 'plebiscite' (direct vote/consent) and connect it to the idea that nationhood rests on **will**, not static facts.
- (iii) is a 2-mark contrast question — examiners want TWO sides clearly stated: Renan's view vs. the language/race/religion view. Use terms like "voluntary/subjective" vs. "objective/fixed" to score full marks.
- Do **not** bring in outside examples unless directly relevant; the passage is sufficient.

Q35. medium exam-ready

[4]

Study the following information and answer the questions that follow:

In 1833, a merchant wishing to travel from Hamburg to Nuremberg to sell his goods would have had to pass through 11 customs barriers and pay a customs duty of about 5 per cent at each one. Duties were often levied according to the weight or measurement of goods. Each region had its own system of weights and measures — an 'elle' of cloth in Frankfurt measured 54.7 cm, in Mainz 55.1 cm, in Nuremberg 65.6 cm, and in Freiburg 53.5 cm. The German-speaking regions at this time formed a confederation of 39 states, each with its own currency.

- (i) What major economic institution was formed in 1834 to address these problems, and who took the initiative to form it? (1 mark)
- (ii) How did these economic conditions act as obstacles to the growth of trade and a national economy? (1 mark)
- (iii) Explain how resolving these economic problems was connected to the broader project of German national unification. (2 marks)

◆ The Rise of Nationalism in Europe

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### Model Answer

(i) In 1834, a customs union called the **Zollverein** was formed at the initiative of **Prussia** and was joined by most of the German states. It abolished tariff barriers and reduced the number of currencies from over thirty to two.

(ii) Multiple customs barriers increased the cost of goods, while different weights, measures, and currencies made trade complicated and inefficient. These conditions hindered the free movement of goods, people, and capital, obstructing economic growth.

(iii) The Zollverein created a unified economic territory, which fostered a sense of common economic interest among the German states. The railway network further stimulated mobility and tied economic interests to national unification. This wave of economic nationalism strengthened wider nationalist sentiments, making people realise that political unification was essential to sustain economic progress.

Source: Chapter 1, Section 2.3 — A New Conservatism after 1815

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### Explanation

- (i) is 1 mark — name the institution (Zollverein) and who initiated it (Prussia). Both details are needed.
- (ii) is 1 mark — pick two clear obstacles: cost from customs duties + confusion from different currencies/weights. One sharp sentence is enough.
- (iii) is 2 marks — link economic unification (Zollverein + railways) to the growth of nationalist sentiment; show that economic integration preceded and fuelled political unification. The passage explicitly says "a wave of economic nationalism strengthened the wider nationalist sentiments."
- Always answer strictly from the passage given; avoid bringing in external details about Bismarck or later unification unless they appear in the source.

Q36. deep exam-ready

[4]

Read the following and answer the questions that follow:

In visual representations of the nineteenth century, the allegorical figure of Germania wears a crown of oak leaves, as the German oak stands for heroism. She is depicted carrying a sword, with an olive branch wound around it. She wears a breastplate bearing an eagle, and rays of a rising sun appear behind her. In an earlier allegorical rendering of 1836, the Kaiser's crown had been placed where the broken chain now appears in the 1848 painting by Philip Veit.

- (i) What does the broken chain in the 1848 painting of Germania symbolise? (1 mark)  
 (ii) What is the significance of the olive branch wound around Germania's sword? (1 mark)  
 (iii) What does the change from the Kaiser's crown in 1836 to the broken chain in 1848 reveal about the shifting political aspirations of German liberal-nationalists during this period? (2 marks)

◆ The Rise of Nationalism in Europe

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### Model Answer

- (i) The broken chain in the 1848 painting symbolises **being freed** — it represents liberation from oppression and the desire of the German people to be free from autocratic rule.
- (ii) The olive branch wound around Germania's sword signifies **willingness to make peace** — showing that while she is ready to fight, she also desires peaceful resolution.
- (iii) In 1836, the Kaiser's crown represented loyalty to the existing monarchy and imperial authority. By 1848, replacing it with a broken chain reflected the liberal-nationalists' shift away from monarchical dominance towards **freedom and constitutional governance**. The 1848 Frankfurt Parliament sought to create a nation-state based on parliamentary principles, showing that nationalists now prioritised liberation from autocracy over reverence for the Kaiser.

Source: *Visualising the Nation, Chapter 1 — Nationalism in Europe*

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### Explanation

- (i) Directly from Box 3: "Broken chains = Being freed." One line is enough for 1 mark.
- (ii) Again from Box 3: "Olive branch around the sword = Willingness to make peace." Keep it to one line.
- (iii) This is the analytical 2-mark question the textbook explicitly asks students to reflect on. The key contrast is **Kaiser's crown (monarchy/old order)** vs. **broken chain (freedom/liberation)**. Link it to the political context of 1848 — the Frankfurt Parliament, liberal-nationalism, and demands for constitutional governance. Examiners expect you to explain *both* symbols and *what the shift means politically*.

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