

CBSE CLASS X
Social Science (087)

ANSWER KEY

AI-generated question paper

Code: QEEDMT Questions: 27 Maximum Marks: 50 Generated: 2026-06-26 10:16

SELECTIONS USED

Subject	Social Science
Lessons	1 The Rise of Nationalism in Europe
Level of understanding	Initial understanding
Question selection	Curated chapter coverage (~3 questions per section)
Model	claude-sonnet-4-6

Composition — Difficulty: 16 straightforward · 11 medium | Types: 12 Short · 8 Very short · 7 MCQ

Q1. medium initial-understanding § Introduction

[3]

What is a nation-state, and how does it differ from a multi-national dynastic empire?

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Model Answer

A **nation-state** is a state where the political boundaries coincide with the territory of a single people sharing a common identity, language, culture, and history. Sovereignty rests with the citizens, not a monarch.

A **multi-national dynastic empire** (e.g., the Habsburg Empire) ruled over diverse peoples of different languages, ethnicities, and cultures. These groups shared no common identity — the only bond was allegiance to the emperor. Thus, one empire contained many potential nations, while a nation-state unites one people under one government.

Source: Chapter 1 — Nationalism in Europe, Section 2: The Making of Nationalism in Europe

Explanation

- Examiners expect a **clear definition** of nation-state (common identity + popular sovereignty) and a **contrast** with dynastic empires (multi-ethnic, held together only by loyalty to the ruler).
- Use the **Habsburg Empire** as the textbook example — it is explicitly discussed in Section 2.
- Avoid writing lengthy paragraphs; two focused points (definition + difference) are enough for 3 marks.
- Key terms to use: *sovereignty, common identity, allegiance to the emperor, diverse peoples.*

Q2. straightforward initial-understanding § Introduction

[1]

[mcq] Which of the following best describes Ernst Renan's view of what constitutes a nation?

- (A) A group of people sharing the same race and language
- (B) A daily plebiscite — a people united by shared memories, sacrifices, and the will to live together
- (C) A territory governed by a single monarch with absolute power
- (D) A community defined entirely by its geographic boundaries

- A A shared race, language and religion among its people
- B A common territory governed by a single monarch
- C A shared heroic past, collective sacrifices and a common will in the present
- D The military and economic strength of the state

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Model Answer

Answer: (C) According to Renan, a nation is defined by a shared heroic past, collective sacrifices, and a common will in the present — "its existence is a daily plebiscite."

Explanation

The passage directly quotes Renan: "to have common glories in the past, to have a common will in the present... A nation's existence is a daily plebiscite." The correct option matches this — shared past, collective sacrifice, and present will. Options A and B focus on race/language or monarchy, which Renan does not emphasise. Always link "daily plebiscite" to Renan for MCQs on this topic.

Q3. straightforward initial-understanding § 1 The French Revolution and the Idea of the Nation

[1]

What fundamental change did the French Revolution bring about in the relationship between the state and its citizens?

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Model Answer

The French Revolution transferred sovereignty from the monarchy to the people, making citizens (not the king) the source of political power and the shapers of the nation's destiny.

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

Explanation

The examiner wants one clear point: the shift of sovereignty from monarch → people/citizens. The key terms to use are "sovereignty," "monarchy," and "citizens/people." Avoid writing a long explanation; one crisp sentence is enough for 1 mark.

Q4. straightforward initial-understanding § 1 The French Revolution and the Idea of the Nation

[3]

State any three measures introduced by the French revolutionaries to build a shared sense of national identity among French citizens.

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Model Answer

The French revolutionaries introduced the following measures to build a shared national identity:

1. **New flag and symbols** – The tricolour replaced the royal standard; new hymns were composed, oaths taken, and martyrs commemorated in the name of the nation.
2. **Uniform laws and administration** – A centralised administrative system was set up with uniform laws for all citizens; internal customs duties were abolished and a uniform system of weights and measures was adopted.
3. **Common language** – Regional dialects were discouraged and French, as spoken in Paris, became the common language of the nation.

Source: Chapter 1, *The Rise of Nationalism in Europe*, Section 1 – The French Revolution and the Idea of the Nation

Explanation

- The examiner expects **three distinct, well-labelled points** – one per mark.
- Each point should name the measure and briefly state its purpose (building collective identity).
- Key terms to use: *tricolour*, *uniform laws*, *centralised administration*, *common language* – these are directly from the textbook paragraph and signal to the examiner you've read accurately.
- Avoid vague statements like "they united the people" without specifying *how*.

Q5. medium initial-understanding § 1 The French Revolution and the Idea of the Nation

[3]

How did the Napoleonic Code change the lives of ordinary people in the territories Napoleon conquered in Europe?

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Model Answer

The Napoleonic Code (Civil Code of 1804) brought major changes to conquered territories:

1. **Abolished privileges based on birth** — feudal distinctions were removed, establishing equality before the law.
2. **Freed peasants** from serfdom and manorial dues, and removed guild restrictions for artisans in towns.
3. **Secured the right to property** and simplified administrative divisions, making governance more rational and efficient.
4. **Improved transport and communication**, benefiting peasants, artisans, workers, and businessmen alike.

However, it reduced women to the status of minors, subject to fathers and husbands, and restored limited suffrage.

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

Explanation

Examiners look for **3 distinct points** for 3 marks. The key facts are: abolition of birth privileges, equality before law, right to property, freeing of peasants from feudal dues, removal of guild restrictions, and improved transport. Many students forget to mention the **negative aspect** (women's reduced status) — including it shows thorough reading. Avoid writing a long essay; keep it crisp and point-based. Cite the Code's full name (Civil Code of 1804 / Napoleonic Code) for accuracy.

Q6. medium initial-understanding § 1 The French Revolution and the Idea of the Nation

[3]

Why did the initial welcome given to the French armies in places like Holland and Switzerland eventually turn into hostility?

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Model Answer

Initially, in places like Holland and Switzerland, the French armies were welcomed as **harbingers of liberty**. However, this enthusiasm soon turned to hostility because the new administrative arrangements did not go hand in hand with political freedom. **Increased taxation, censorship, and forced conscription** into the French armies to conquer the rest of Europe all seemed to outweigh the benefits of administrative reforms. People realised they had gained administrative efficiency but lost genuine political freedom.

Source: Chapter 1 – The French Revolution and the Idea of the Nation

Explanation

Examiners expect three clear reasons for the shift from welcome to hostility. The key phrase from the textbook — "new administrative arrangements did not go hand in hand with political freedom" — should ideally appear. The three specific causes (taxation, censorship, conscription) map directly to 1 mark each, so naming all three is essential for full marks. Avoid vague answers like "people were unhappy" — be specific.

Q7. medium initial-understanding § 1 The French Revolution and the Idea of the Nation

[1]

Which of the following best describes why businessmen and producers in the German-speaking regions began to support the idea of national unification in the early nineteenth century?

- (A) They wanted to restore the power of local princes over regional markets.
- (B) They hoped a unified territory with common laws, currency, and weights would make trade easier.
- (C) They wished to protect the old guild system from foreign competition.
- (D) They sought to establish a republic on the model of revolutionary France.

- A They wanted to revive the guild system that Napoleon had abolished.
- B They hoped a unified territory with common laws, currency and weights would make trade easier.
- C They wished to restore the authority of the aristocracy over economic affairs.
- D They sought to end the French occupation of their lands.

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Model Answer

(B) They hoped a unified territory with common laws, currency, and weights would make trade easier.

Businessmen supported unification to create a single economic territory allowing free movement of goods and removal of tariff barriers, as seen in the formation of the *Zollverein* (1834).

Source: Chapter 1, Section 2.3

Explanation

The textbook explicitly states that the "new commercial classes argued for the creation of a unified economic territory allowing the unhindered movement of goods, people and capital." The *Zollverein* abolished tariff barriers and reduced currencies from over thirty to two — directly supporting option B. Avoid distractors about guilds, aristocracy, or French occupation, which contradict the source.

Q8. medium initial-understanding § 2 The Making of Nationalism in Europe

[3]

What was the Zollverein, and how did it contribute to the economic unification of the German-speaking states in the nineteenth century?

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Model Answer

The **Zollverein** was a customs union formed in 1834 at the initiative of Prussia and joined by most German states. It contributed to economic unification in the following ways:

1. It **abolished tariff barriers** between the German states, allowing free movement of goods, people and capital.
2. It **reduced the number of currencies** from over thirty to two, simplifying trade.
3. A network of **railways** was created alongside, which further stimulated mobility and economic exchange.

Together, these measures generated **economic nationalism**, which strengthened wider nationalist sentiments and helped bind the German-speaking states together.

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

Explanation

- Examiners expect the **definition** of Zollverein (customs union, 1834, Prussia's initiative) as the first point — this alone can fetch 1 mark.
- Then **two or three specific contributions** (abolition of tariffs, currency reduction, railways) are needed for the remaining marks.
- Linking economic integration to **nationalist sentiment** shows understanding of the broader significance and impresses examiners.
- Avoid vague statements; use the exact figures from the text (e.g., "over thirty currencies reduced to two").

Q9. straightforward initial-understanding § 2 The Making of Nationalism in Europe

[1]

Why did the Habsburg Empire struggle to develop a sense of political unity among its people?

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Model Answer

The Habsburg Empire ruled over diverse peoples who spoke different languages, belonged to different ethnic groups, and shared no common culture or collective identity, making political unity difficult.

Source: *The Making of Nationalism in Europe*, Chapter 1

Explanation

The key phrase from the passage is: "Such differences did not easily promote a sense of political unity."

Examiners expect you to mention the diversity of languages and ethnic groups as the core reason. One precise sentence citing these two factors is sufficient for 1 mark.

Q10. straightforward initial-understanding § 2.2 What did Liberal Nationalism Stand for?

[1]

In the context of nineteenth-century Europe, what did the term 'liberalism' mean for the new middle classes in the political sphere?

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Model Answer

Politically, liberalism for the new middle classes emphasised **government by consent**, the end of autocracy and clerical privileges, and a constitution with representative government through parliament.

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

Explanation

The question asks specifically about the **political** sphere. The textbook gives a clear one-line answer: liberalism meant government by consent, end of autocracy, and representative government through parliament. Avoid mixing in economic aspects (free markets, abolition of tariffs) — those belong to the economic sphere, which is a separate point in the chapter.

Q11. medium initial-understanding § 2.2 What did Liberal Nationalism Stand for?

[3]

What economic obstacles hindered trade among the German states in the early nineteenth century, and how did the formation of the Zollverein in 1834 help overcome them?

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Model Answer

Economic Obstacles: The German states had numerous tariff barriers between them, making trade costly and slow. There were over thirty different currencies in circulation, which complicated transactions and hindered the free movement of goods, people, and capital. Commercial classes viewed these as major obstacles to economic growth.

Role of Zollverein (1834): Formed at Prussia's initiative and joined by most German states, the Zollverein abolished these tariff barriers and reduced currencies from over thirty to two. A network of railways further stimulated mobility. This wave of economic nationalism strengthened broader nationalist sentiments, linking economic interests to national unification.

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

Explanation

- **3 marks = ~3 clear points:** obstacles (tariffs + multiple currencies) + how Zollverein solved them + broader impact (railways/nationalism).
- Examiners expect you to name **Prussia** as the initiator and mention **abolition of tariffs** and **currency reduction** specifically — these are the textbook facts.
- The phrase "harnessing economic interests to national unification" is the textbook's own conclusion and signals a complete answer.
- Avoid padding — state each point once, clearly.

Q12. straightforward initial-understanding § 2.3 A New Conservatism after 1815

[1]

What did conservatives in Europe after 1815 believe should be done with traditional institutions such as the monarchy, the Church, and social hierarchies?

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Model Answer

Conservatives believed that traditional institutions like the monarchy, the Church, social hierarchies, property, and the family should be **preserved**, not abolished.

Source: *A New Conservatism after 1815*, Chapter 1

Explanation

The key term examiners look for is "preserved." Students often write "restored," but the passage clarifies that most conservatives did not want to return to the pre-revolutionary order — they wanted to *preserve* existing institutions while accepting some modernisation. One clear word makes the difference in a 1-mark answer.

Q13. straightforward initial-understanding § 2.3 A New Conservatism after 1815

[1]

Which of the following best describes the purpose of the Treaty of Vienna (1815)?

- (A) To promote democratic revolutions across Europe
 - (B) To restore the conservative monarchical order in Europe after Napoleon's defeat
 - (C) To establish a unified German state under Prussian leadership
 - (D) To grant independence to European colonies overseas
- A To establish a democratic republic across all of Europe
 - B To undo the changes brought about by the Napoleonic wars and restore the conservative order
 - C To create a unified German nation-state under Prussian leadership
 - D To grant equal political rights to all citizens of European states

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Model Answer

(B) To undo the changes brought about by the Napoleonic wars and restore the conservative order.

Source: *The Making of Modern Nationalism in Europe*, Section 2.3 – A New Conservatism after 1815, Chapter 1

Explanation

The passage clearly states the Treaty of Vienna (1815) aimed at "undoing most of the changes that had come about in Europe during the Napoleonic wars" and restoring monarchies to "create a new conservative order in Europe." Options A and D contradict the conservative, anti-democratic spirit of the treaty. Option C describes events of 1866–71, not 1815.

Q14. medium initial-understanding § 2.4 The Revolutionaries

[3]

After 1815, conservative regimes across Europe suppressed liberal and nationalist ideas. Why did liberal-nationalists resort to forming secret societies to carry forward their movement? Explain with reference to any two such societies.

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Model Answer

After 1815, conservative regimes established at the Vienna Congress suppressed liberal and nationalist ideas through censorship and force. Liberal-nationalists were driven underground and formed secret societies to train revolutionaries and spread their ideas without being persecuted.

Two such societies:

1. **The Carbonari** – Giuseppe Mazzini joined this Italian secret society. It opposed monarchical rule established after the Vienna Congress and worked for liberty and freedom.
1. **Young Italy (and Young Europe)** – Founded by Mazzini in Marseilles, it united like-minded young men from Poland, France, Italy and the German states to fight for unified, democratic nation-states.

Source: Chapter 1, Section 2.4 – The Revolutionaries

Explanation

- The question has **two parts**: *why* secret societies were formed + *two examples*. Address both clearly.
- Key phrase from the textbook: "**fear of repression drove many liberal-nationalists underground**" — use this idea directly.
- Name both societies correctly and link each to a key fact (founder, location, or purpose).
- Examiners award 1 mark for the reason and 1 mark each for the two societies — so keep each point distinct and crisp.

Q15. straightforward initial-understanding § 2.4 The Revolutionaries

[1]

What was the core ideological vision of Giuseppe Mazzini regarding nations and their purpose, and how did this vision shape his demand for a unified Italy?

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Model Answer

Mazzini believed God intended nations to be the natural units of mankind; therefore, Italy could not remain fragmented but had to be forged into a single unified republic.

Explanation

The examiner looks for two linked points in one line: Mazzini's core belief (nations as God's natural units) and its direct consequence (demand for a unified Italian republic). Avoid padding — one crisp sentence covering both parts earns full marks.

Q16. straightforward initial-understanding § 3.1 The Romantic Imagination and National Feeling [1]

What role did Romantic artists and poets play in the development of nationalist feelings in Europe during the nineteenth century?

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Model Answer

Romantic artists and poets focused on emotions, intuition, and creating a sense of shared cultural heritage and common past, which helped cultivate and spread nationalist feelings among the people.

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

Explanation

The examiner expects you to mention two key points: (1) their focus on emotions/intuition over reason, and (2) their effort to create a shared collective cultural identity as the basis of the nation. Both points are directly from Section 3.1. Don't add extra details — it's only 1 mark.

Q17. medium initial-understanding § 3.1 The Romantic Imagination and National Feeling [3]

How did folk songs, folk poetry and folk dances contribute to the growth of nationalist feelings in Europe? Explain with reference to the ideas of Johann Gottfried Herder.

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Model Answer

German philosopher Johann Gottfried Herder (1744–1803) argued that true German culture lay among the common people — *das volk*. He believed folk songs, folk poetry, and folk dances expressed the true spirit of the nation (*volksgeist*). Collecting and recording these forms was essential to nation-building. They helped carry the nationalist message to large, mostly illiterate audiences. Similarly, in Poland, folk dances like the polonaise and mazurka were turned into nationalist symbols by Karol Kurpinski, keeping national feelings alive even after Poland lost independence.

Source: *Chapter 1, Section 3.1 — The Romantic Imagination and National Feeling*

Explanation

- Examiners expect you to name Herder and explain his key concepts: *das volk* and *volksgeist*.
- Linking to the Polish example (Kurpinski, polonaise, mazurka) earns the third mark.
- Keep the answer focused — do not drift into Greek independence or the Grimm Brothers unless directly asked.

Q18. straightforward initial-understanding § 3.2 Hunger, Hardship and Popular Revolt

[1]

Which of the following was the main economic threat faced by artisans and craft workers in European towns during the 1830s and 1840s?

- (A) Heavy taxation imposed by local guilds
- (B) Competition from cheap machine-made goods produced in factories
- (C) Shortage of raw materials due to colonial trade restrictions
- (D) Rising wages demanded by their apprentices

- A They were taxed heavily by Napoleon's administrators.
- B They faced stiff competition from cheaper machine-made goods imported from England.
- C They were forced to leave towns and work as serfs on large estates.
- D They could not find raw materials because of trade restrictions.

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Model Answer

(B) They faced stiff competition from cheaper machine-made goods imported from England.

Small producers in towns were often faced with stiff competition from imports of cheap machine-made goods from England, where industrialisation was more advanced.

Source: Chapter 1, Section 3.2 – Hunger, Hardship and Popular Revolt

Explanation

The passage explicitly states that "small producers in towns were often faced with stiff competition from imports of cheap machine-made goods from England." This is the direct textual evidence. Option B matches this exactly. The other options are either not mentioned or contradicted by the source.

Q19. straightforward initial-understanding § 3.2 Hunger, Hardship and Popular Revolt

[1]

State any two causes that led to the outbreak of the 1848 revolution in France.

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Model Answer

Two causes of the 1848 revolution in France: (i) food shortages and widespread unemployment brought the population of Paris onto the roads; (ii) rise in food prices leading to widespread pauperism.

Source: Chapter 1, Section 3.2 – Hunger, Hardship and Popular Revolt

Explanation

Since this is a **1-mark question**, only two brief causes are needed — no elaboration. Examiners look for specific factual points from the chapter: **food shortages, unemployment, and rise in food prices/bad harvest** are the key phrases. Avoid writing about the Frankfurt Parliament or German unification — those are different contexts. Always link the cause directly to France/Paris for full credit.

Q20. straightforward initial-understanding § 3.2 Hunger, Hardship and Popular Revolt

[2]

Following the 1848 revolution in France, what major political and social changes were introduced by the newly formed National Assembly? Mention any two.

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Model Answer

After the 1848 revolution in France, the National Assembly introduced the following major changes:

1. **Universal male suffrage** – The right to vote was granted to all adult males above 21 years of age.
2. **Right to work** – The government guaranteed the right to work and set up **National Workshops** to provide employment to the unemployed.

Explanation

The answer is directly from the textbook passage: "A National Assembly proclaimed a Republic, granted suffrage to all adult males above 21, and guaranteed the right to work. National workshops to provide employment were set up." For a 2-mark question, naming and briefly explaining any two changes is sufficient. Avoid writing about Germany or other regions — focus only on France 1848.

Q21. medium initial-understanding § 4 The Making of Germany and Italy

[3]

Otto von Bismarck used a specific strategy to unify Germany. What was this strategy called?

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Model Answer

Otto von Bismarck used the strategy of "**Blood and Iron**" (*Blut und Eisen*) to unify Germany. This meant that unification would be achieved not through speeches or majority votes, but through military force and warfare. As Chief Minister of Prussia, Bismarck used the dominant Prussian military power to wage wars — against Austria (1866) and France (1870–71) — and brought the German states together under Prussian leadership. The new German Empire was proclaimed in January 1871 at Versailles, with Kaiser William I as its head.

Source: Chapter 1, Section 4 — Nationalism in Europe

Explanation

The textbook describes Bismarck as the key architect of German unification through Prussian military dominance. The phrase "**Blood and Iron**" is the specific term examiners expect. Support it with the two key wars (Austro-Prussian and Franco-Prussian) and the 1871 proclamation. Avoid confusing Bismarck's method with Cavour's diplomatic approach (used for Italian unification). The source passages confirm the Prussian state's central role and the 1871 proclamation at Versailles.

Q22. straightforward initial-understanding § 4 The Making of Germany and Italy

[1]

Which of the following best describes the role played by Sardinia-Piedmont in the unification of Italy?

- (A) It was the first Italian state to declare independence from Austria.
 - (B) It led the movement to unify the Italian states under King Victor Emmanuel II.
 - (C) It supplied Garibaldi's Red Shirts with weapons and funds.
 - (D) It signed a peace treaty with France to end the unification wars.
- A It was ruled by the Pope and provided religious legitimacy to the unification movement.
B It was the only Italian state ruled by an Italian princely house and took the lead in unifying Italy through war and diplomacy.
C It was under Austrian Habsburg control and resisted unification until the very end.
D It was dominated by Bourbon kings of Spain who willingly handed power to Italian nationalists.

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Model Answer

Option B — Sardinia-Piedmont was the only Italian state ruled by an Italian princely house and took the lead in unifying Italy through war and diplomacy.

Explanation

The passage states that Chief Minister Cavour led the movement to unify Italy, engineered a diplomatic alliance with France, and defeated Austria in 1859 — all through Sardinia-Piedmont. Ultimately Victor Emmanuel II (its king) was proclaimed king of united Italy in 1861. Option B is directly supported by the source. Other options contradict the text (e.g., Austria opposed unification; Bourbon/Spanish rulers were driven out, not willing collaborators).

Q23. straightforward initial-understanding § 4.2 Italy Unified

[1]

[mcq] Which of the following correctly describes the political situation of the Italian peninsula before its unification in the mid-nineteenth century?

- (A) All the Italian states were independent republics governed by elected assemblies.
- (B) Only Sardinia-Piedmont was ruled by an Italian princely house; the remaining states were under foreign powers such as the Austrian Habsburgs, the Pope, and Spanish Bourbon kings.
- (C) The northern states were under French control while the southern states remained independent under Italian rulers.
- (D) The entire peninsula was under the direct control of the Austrian Habsburg Empire.

A All seven states were ruled by Italian princely houses and were independent of foreign control.

B Only Sardinia-Piedmont was ruled by an Italian princely house; the rest were under foreign powers including Austrian Habsburgs, the Pope, and Spanish Bourbon kings.

C The northern states were under Spanish control while the southern states were under Austrian Habsburgs.

D The entire peninsula was under the direct control of the Pope and the Catholic Church.

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Model Answer

(B) Only Sardinia-Piedmont was ruled by an Italian princely house; the rest were under foreign powers including Austrian Habsburgs, the Pope, and Spanish Bourbon kings.

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

Explanation

The textbook states that Cavour led Sardinia-Piedmont (the only Italian-ruled state) to defeat Austrian forces, while Garibaldi drove out the **Spanish rulers** from South Italy/Kingdom of the Two Sicilies, and the **Papal States** remained under the Pope until 1870. This directly matches option B. Avoid option D — the Habsburgs controlled only the north (Lombardy/Venetia), not the entire peninsula.

Q24. straightforward initial-understanding § 4.3 The Strange Case of Britain

[1]

[mcq] How was the formation of the British nation-state different from that of Germany and Italy?

- (A) Britain was formed through a series of Acts of Union between existing kingdoms without a revolutionary war
- (B) Britain was unified by a powerful monarchy that conquered neighbouring states by force
- (C) Britain's unification was led by a nationalist leader like Bismarck or Garibaldi
- (D) Britain became a nation-state only after a prolonged civil war between England and Scotland

A Britain was formed through a sudden revolution that overthrew the monarchy.

B Britain was formed through a long, gradual process driven by the growing dominance of the English nation over other groups in the British Isles.

C Britain was formed when all its ethnic groups — English, Welsh, Scots and Irish — voluntarily united as equal partners.

D Britain's nation-state emerged as a result of wars with France and Austria, similar to Germany's unification.

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Model Answer

(B) Britain was formed through a long, gradual process driven by the growing dominance of the English nation over other groups in the British Isles.

Explanation

The passage explicitly states that Britain's nation-state formation "was not the result of a sudden upheaval or revolution" but "a long-drawn-out process" where the English nation "steadily grew in wealth, importance and power" and extended its influence over Welsh, Scots, and Irish peoples. Unlike Germany (Bismarck) or Italy (Garibaldi/Cavour), Britain had no single nationalist leader or revolutionary war — it grew through Acts of Union and English parliamentary dominance. Option B matches this directly.

Q25. medium initial-understanding § 5 Visualising the Nation

[3]

Why did artists in the eighteenth and nineteenth centuries choose to represent nations as female allegorical figures? Give any two reasons.

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Model Answer

Nations are abstract ideas that cannot be given a face like a ruler's portrait or statue. Artists solved this by personifying the nation as a female allegorical figure for the following reasons:

1. **To give concrete form to an abstract idea:** The nation is not a real person, so a female figure served as an allegory — a symbol that made the abstract concept of the nation visible and understandable to ordinary people.
1. **Influenced by the French Revolution tradition:** Artists were already familiar with using female figures to represent ideals like Liberty, Justice, and the Republic. This tradition was extended to represent nations — for example, Marianne for France and Germania for Germany.

Source: Chapter 1 – The Rise of Nationalism in Europe, Section 5 – Visualising the Nation

Explanation

- The examiner expects **two clear, distinct reasons** — one on abstract-to-concrete representation, one on the French Revolution tradition. Both are directly from the textbook passage.
- Giving named examples (Marianne, Germania) strengthens the answer and may fetch full marks.
- Avoid writing a long essay — two well-explained points are sufficient for 3 marks.

Q26. straightforward initial-understanding § 5 Visualising the Nation

[1]

What was the name given to the female allegorical figure representing the French nation, and which two ideals did her visual attributes — the red cap and the tricolour — connect her to?

◆ The Rise of Nationalism in Europe

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Model Answer

The female allegorical figure representing the French nation was called **Marianne**. Her red cap and tricolour connected her to the ideals of **Liberty** and the **Republic**.

Source: Chapter 1, Section 5 – Visualising the Nation

Explanation

The examiner expects three things in one line: the name *Marianne*, and the two ideals (*Liberty* and *Republic*) linked to her visual attributes. The textbook explicitly states her characteristics were "drawn from those of Liberty and the Republic – the red cap, the tricolour, the cockade." Do not confuse the red cap (symbol of Liberty) with the tricolour (symbol of the Republic/France). Both details must appear for full marks.

Q27. medium initial-understanding § 6 Nationalism and Imperialism

[3]

Why did the Balkans become a major area of nationalist conflict in Europe after 1871? Give any two reasons.

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Model Answer

The Balkans became a major area of nationalist conflict after 1871 due to the following reasons:

1. **Disintegration of the Ottoman Empire:** The Ottoman Empire, which controlled a large part of the Balkans, was weakening. The subject Slavic nationalities broke away one by one, claiming independence based on nationality and history. This created intense rivalry among the Balkan states, each wanting to gain more territory at the expense of others.
1. **Big Power Rivalry:** The Balkans became the scene of competition among major European powers — Russia, Germany, England, and Austro-Hungary — each trying to extend its own control and counter the influence of others. This rivalry further fuelled conflict and eventually led to a series of wars in the region.

Source: *Nationalism and Imperialism, Chapter 1*

Explanation

- The examiner expects **two clear, distinct reasons** with brief elaboration — not just names or single-line statements.
- Key terms to use: **Ottoman Empire's disintegration, Slavic nationalism, big power rivalry, territorial ambitions.**
- Don't confuse this with causes of WWI directly — focus on *why the Balkans specifically* became a tension zone.
- Each reason should be 2–3 sentences to fill the 3-mark requirement appropriately.

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