

## **CBSE 10th Social Science (History)**

### **Competency-Based Questions 2024-25**

**Q: 1 What impact did the storming of the Bastille by the French have on Europe?**

1. People across Europe got inspired to fight against the rule of the monarch.
2. Made monarchs from different parts of Europe abdicate from the throne.
3. Inspired nations across Europe to colonise other countries of the world.
4. People in Europe started to fear the French revolutionaries.

**Answer. 1**

**Q: 2 There are two statements given below, marked as Assertion (A) and Reason (R).  
Read the statements and choose the correct option.**

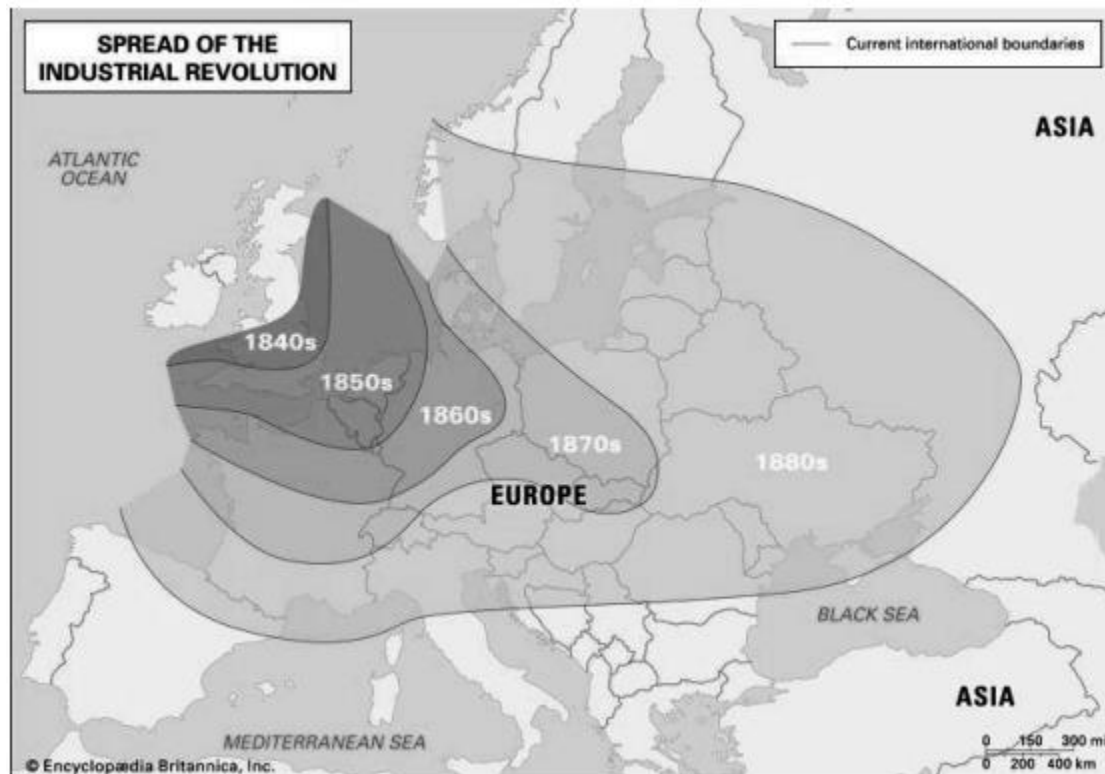
Assertion (A): Napoleon's French army brought democracy and accountability in governance across Europe by 1804.

Reason (R): Napoleon simplified administrative divisions, abolished the feudal system, and freed peasants from serfdom and manorial dues.

1. A is true but R is false.
2. A is false but R is true.
3. Both A and R are true and R explains A.
4. Both A and R are true but R does not explain A.

**Answer. 2**

Q: 3 Observe the image below.



Which of the following is FALSE based on the above map?

1. Industrialisation first started in England.
2. Nations from eastern Europe were industrialised by the late 19th century.
3. All European nations reaped the benefits of industrialisation at the same time.
4. Most factories were set up in western Europe during the initial phase of industrialisation.

Answer. 3

Q: 4 There are two statements given below, marked as Assertion (A) and Reason (R).

Read the statements and choose the correct option.

**A:** Many artists and poets within Europe made paintings and wrote poems to highlight the plight of Greeks under the Ottoman empire.

**R:** Many Europeans had sympathies for ancient Greek culture and supported the work of Greek nationalists.

1. A is true but R is false.
2. A is false but R is true.

3. Both A and R are true and R explains A.
4. Both A and R are true but R does not explain A.

**Answer.** 3

**Q: 5 Omar wanted to learn more about the Ottoman Empire. Which of the following European countries he should visit?**

1. France
2. Austria
3. Bulgaria
4. Switzerland

**Answer.** 3

**Q: 6 Who would Rico be fighting against if he was a volunteer in the Red Army which was led by Garibaldi in 1867?**

**Answer.** The Papal troops

**Q: 7 Write one key feature of constitutional monarchy.**

**Answer.** The monarch exercises authority according to a written or unwritten constitution.

**Q: 8 Oliver Kahn ran a business that spread across Germany, the Dutch Republic, and Italy when the Napoleonic Code of 1804 was implemented.**

**What were the five key changes Mr. Kahn experienced due to the Napoleonic Code of 1804?**

**Answer.** Award 1 mark each to the following points or any other relevant point:

- 1) He was able to run his entire business in one currency as the same currency was used across all locations.
- 2) He was able to transport his goods and capital from one region to another as transport was improved.
- 3) He along with his other business partners and customers came under one uniform law.

4) He was able to use standardised weights and measures across locations 5) He was no longer required to pay taxes to any aristocrat.

**Q: 9 State any two characteristics of a utopian society.**

**Answer.** Award 0.5 marks each to the following points or any other relevant points:

- 1) There would be no crime in society.
- 2) It would be a classless society with no hierarchy.
- 3) Citizens embrace social and moral ideals. Individuality and innovation are welcomed.
- 4) Citizens are truly free to think independently.
- 5) Citizens have no fear of the outside world.

**Q: 10 The French revolutionaries introduced the French flag as a measure to create a sense of collective identity amongst the French people.**

Similarly, name two nation-states that had adopted a national flag for their respective nations by 1848.

**Answer.** Award 0.5 marks each to any two following points or any other relevant points:

- 1) Switzerland
- 2) Greece
- 3) the United States of America

**Q: 11'Folk dances and their association with national identity have made their vehicles for government propaganda. In Nazi Germany in the 1930s and 1940s, the government used charming folk dances to embody the mystique of an idyllic Germany. Similarly, in the present scenario certain governments, for example, those of North Korea and China have used dance in mass performances to symbolize the people's support of their political systems.'**

**Source (edited): Joann W. Kealiinohomoku (October 2020) 'Trends into the 21st century: Political uses of folk dance'. Encyclopedia Britannica, Inc**

**Give a similar example of how dance forms helped in developing nationalist sentiments among people from 19th century Europe.**

**Answer.** Award 1 mark to any one of the following points or any other relevant point:

1. In Poland, folk dances were used to unite people.

2. Karol Kurpinski, a Polish man, used folk dances like the polonaise and mazurka to unite the people of Poland.

**Q: 12 Explain any five challenges which the Silesian weavers faced in 1845 when contractors reduced their payments?**

**Answer.** Award 1 mark each to the following points or any other relevant points:

- 1) Forced many weavers into poverty.
- 2) Fear of being unemployed increased.
- 3) Weavers faced food shortages for themselves and their respective families as money was limited.
- 4) Food shortages meant poor health conditions for the Silesian weavers and their respective families.
- 5) Inaction from the Silesian king against the contractors ensured continuous exploitation of weavers in the hands of contractors.

**Q: 13 Write any five expectations which the monarch of the Bourbon dynasty would have had from the French people after he was restored to power in 1815.**

**Answer.** Award 1 mark each to any five of the following points or any other relevant points:

- 1) to follow the Catholic church
- 2) to write books, plays, and songs that are in favour of the government
- 3) to work in the government's army and follow the orders of the monarch
- 4) to discourage friends, family, or anyone from critiquing the government
- 2) to not indulge in any activity at an individual level that questions the authority of the government
- 6) to not criticise any law which is implemented by the government like censorship on press freedom