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CLASS X · SOCIAL SCIENCE (087) · HISTORY · CBSE BOARD EXAMINATION 2027

HISTORY · CHAPTER 1

The Rise of Nationalism in Europe

1789
1848
1871

Chapter Practice Booklet · Questions only

17 note blocks + timeline | 24 keyword cards + link chain | 88 practice questions | Model Answer Booklet

INSIDE THIS BOOKLET

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STUDENT DETAILS

NAME _____

CLASS & SECTION _____

ROLL NO. _____

BOOKLET STARTED ON _____

CHAPTER TEST SCORE _____ / 20

1

READ THIS FIRST

Chapter Notes

The whole chapter in short-note form: every event, person, idea and symbol, with the pictures described in words. Revise from here – you should not need the textbook again.

1 Sorrieu's dream (1848) and the idea of a nation

French artist **Frédéric Sorrieu** made a series of four prints in **1848** showing his dream of a world of **"democratic and social Republics"**.

- Peoples of Europe and America, in national costume and with their flags, march in a long line to pay homage to the **Statue of Liberty** – she holds the **torch of Enlightenment** and the **Charter of the Rights of Man**.
- In front lie the broken symbols of **absolutist** rule. The **USA and Switzerland** lead (already nation-states); **France**, with the tricolour, has just reached the statue; **Germany** follows with the black-red-gold flag (not yet united – the flag shows liberal hopes of 1848). Christ, saints and angels look down: **fraternity among nations**.
- **Nation-state:** most of its citizens, not only rulers, share a common identity and a shared history or descent.
- **Ernst Renan** (lecture at the Sorbonne, 1882): a nation grows out of a long past of effort, sacrifice and devotion; it is a large-scale solidarity; its existence is a **daily plebiscite**; nations guarantee liberty.

Absolutism: centralised, militarised, repressive monarchy. **Utopian:** an ideal society unlikely ever to exist. **Plebiscite:** a direct vote of all the people of a region to accept or reject a proposal.

2 The French Revolution (1789) – first clear expression of nationalism

Sovereignty passed from the monarch to the **body of French citizens**. Measures to create a **collective identity**:

- Ideas of **la patrie** (fatherland) and **le citoyen** (citizen) – a united community with equal rights under a constitution.
- A new **tricolour flag** replaced the royal standard. The Estates General, elected by active citizens, was renamed the **National Assembly**.
- New hymns, oaths and martyrs commemorated – all in the name of the nation.
- A centralised administration with **uniform laws** for all; internal customs duties abolished; a **uniform system of weights and measures**.
- Regional dialects discouraged; **French as spoken in Paris** became the common language.

The revolutionaries declared a mission to free Europe from despotism. Students and the educated middle class set up **Jacobin clubs**; French armies carried nationalism into Holland, Belgium, Switzerland and much of Italy in the 1790s.

3 Napoleon and the Civil Code of 1804

Napoleon destroyed democracy in France (he brought back monarchy) but made administration more rational and efficient.

Civil Code of 1804 (Napoleonic Code): ended privileges based on birth, established **equality before the law** and secured the **right to property**.

- Taken to the Dutch Republic, Switzerland, Italy and Germany: simpler administrative divisions, **feudal system abolished**, peasants freed from **serfdom and manorial dues**, guild restrictions removed in towns, better transport and communication.
- Businessmen saw that uniform laws, standard weights and measures and a common currency help trade.
- But enthusiasm turned to **hostility**: higher taxes, **censorship** and **forced conscription** into French armies outweighed the gains.

4 Europe before nation-states (mid-18th century)

- No "Germany", "Italy" or "Switzerland" – only kingdoms, duchies and cantons with their own rulers.
- Eastern and Central Europe: autocratic monarchies ruling many peoples with no collective identity.

- **Habsburg Empire (Austria-Hungary):** German-speaking Alpine regions (Tyrol, Austria, Sudetenland, Bohemia); Italian-speaking **Lombardy and Venetia**; Hungary (half spoke Magyar); Polish-speaking aristocracy in Galicia; also Bohemians, Slovaks, Slovenes, Croats and Roumans. The **only tie was loyalty to the emperor**.
- **Aristocracy:** small but dominant class; owned estates and town houses; spoke **French**; families linked by marriage. **Peasants** were the majority (tenants in the west; **serfs** on large estates in the east).
- Industry and trade (England from the late 18th century; France and German states in the 19th) created towns, a **working class** and a **middle class** of industrialists, businessmen and professionals – the group that took up national unity after aristocratic privileges ended.

5 Liberalism – what the new middle classes wanted

Liberalism (Latin *liber* = free): freedom for the individual and **equality of all before the law**.

- **Political:** government by consent; end of autocracy and clerical privileges; a **constitution** and representative government through **parliament**; private property is inviolable.
- **Limits:** equality did not mean votes for all. In revolutionary France only **property-owning men** could vote; men without property and all women were excluded (all adult men voted only briefly under the Jacobins). The Napoleonic Code brought back limited suffrage and made women subject to fathers and husbands. Women and non-propertied men kept demanding equal political rights.
- **Economic: freedom of markets** and an end to state restrictions on movement of goods and capital.

THE GERMAN EXAMPLE

Napoleon had left a confederation of **39 states**, each with its own currency, weights and measures. A merchant from Hamburg to Nuremberg crossed **11 customs barriers**, paying about **5%** duty at each. The cloth measure **elle** differed from town to town. In **1834** a customs union, the **Zollverein**, was formed at **Prussia's** initiative: tariff barriers abolished, currencies cut from **over 30 to 2**, and railways improved mobility. Economist **Friedrich List**: its aim was to bind the Germans economically into a nation.

6 Conservatism and the Treaty of Vienna (1815)

Conservatism: preserve traditional institutions – **monarchy, Church, social hierarchies, property and family**. Conservatives did not want the old society back; they used modern armies, efficient bureaucracy and an end to feudalism and serfdom to **strengthen** monarchies.

In **1815** Britain, Russia, Prussia and Austria (who had defeated Napoleon) met at **Vienna**, hosted by Austrian Chancellor **Duke Metternich**, to undo the Napoleonic changes:

- **Bourbon dynasty restored** in France; France lost the lands Napoleon had annexed.
- States set up on France's borders to stop future expansion: kingdom of the **Netherlands** (with Belgium) in the north; **Genoa** added to Piedmont in the south.
- **Prussia** got new territory on its western frontier; **Austria** got control of **northern Italy**; Russia got part of **Poland**; Prussia a part of Saxony. The German confederation of 39 states was left untouched.

The new regimes were **autocratic**: no criticism or dissent; **censorship** of newspapers, books, plays and songs that spoke of the liberty of the French Revolution. **Freedom of the press** became a key liberal demand.

7 The revolutionaries and Giuseppe Mazzini

- Fear of repression drove liberal-nationalists **underground**. **Secret societies** trained revolutionaries and spread ideas.
- Being a revolutionary meant opposing the monarchies set up after 1815 and fighting for liberty and freedom; most saw a **nation-state** as part of that struggle.
- **Giuseppe Mazzini** (born Genoa, 1807): member of the secret society **Carbonari**; exiled in **1831** for an attempted revolution in Liguria; founded **Young Italy** (Marseilles) and **Young Europe** (Berne). He believed God intended nations to be the natural units of mankind, so Italy had to become a **single unified republic**. Similar societies sprang up in Germany, France, Switzerland and Poland. **Metternich** called him "the most dangerous enemy of our social order".

8 The age of revolutions (1830–1848) and the Greek War

- Uprisings were led by **liberal-nationalists of the educated middle class** – professors, schoolteachers, clerks and commercial classes.
- **July 1830, France:** the Bourbon kings were overthrown; a **constitutional monarchy** under **Louis Philippe** was set up. Metternich: "When France sneezes, the rest of Europe catches cold." Soon **Belgium broke away** from the United Kingdom of the Netherlands.
- **Greek War of Independence (from 1821):** Greece had been under the **Ottoman Empire** since the 15th century. Greeks in exile and West Europeans who admired **ancient Greek culture** supported it; poets and artists praised Greece as the **cradle of European civilisation**. English poet **Lord Byron** raised funds and went to fight; he died of fever in **1824**.
- **Treaty of Constantinople, 1832** recognised Greece as an independent nation.

9 The romantic imagination – culture builds the nation

- **Romanticism** criticised the glorification of reason and science and stressed **emotions, intuition and mystical feelings**. It tried to build a **shared collective heritage** – a common cultural past – as the basis of a nation.
- **Johann Gottfried Herder** (German philosopher): true German culture lies among the common people, **das volk**; folk songs, folk poetry and folk dances express the national spirit (**volksgeist**).
- Collecting folklore and using the **vernacular** carried the national message to people who were mostly **illiterate**.
- **Grimm brothers** (Jacob and Wilhelm, Hanau): collected German folktales (published 1812) and worked on the German language, to oppose **French domination** and build a German identity.

10 Poland – music and language as resistance

- At the end of the 18th century Poland was **partitioned** by **Russia, Prussia and Austria** and did not exist as an independent state.
- **Karol Kurpinski** kept national feeling alive through **operas and music**, turning folk dances – the **polonaise** and **mazurka** – into national symbols.
- After Russian occupation, **Polish was forced out of schools** and Russian imposed. An armed rebellion in **1831** was crushed.
- The **clergy** used Polish for Church gatherings and religious teaching; many priests and bishops were **jailed or sent to Siberia** for refusing to preach in Russian. Using Polish became a **symbol of the struggle** against Russian dominance.

11 Hunger, hardship and popular revolt

The 1830s were years of great economic hardship:

- Huge **population growth**; more job-seekers than jobs; rural migrants crowded into city **slums**.
- Small producers faced stiff competition from **cheap machine-made goods from England** (especially textiles).
- Where aristocrats still ruled, peasants carried the burden of **feudal dues**.
- Rising food prices or a bad harvest caused widespread **pauperism**.
- **1845, Silesia:** weavers revolted against contractors who had drastically cut payments for finished cloth.
- **1848, Paris:** food shortages and unemployment brought people onto the streets; barricades went up; **Louis Philippe fled**. The National Assembly proclaimed a **Republic**, gave the vote to **all adult men above 21**, guaranteed the right to work and set up **national workshops** for employment.

12 1848: the revolution of the liberals – the Frankfurt Parliament

- Where nation-states did not exist (Germany, Italy, Poland, Austria-Hungary), the liberal middle classes joined the demand for a **constitution** with **national unification**: a nation-state on parliamentary principles, **freedom of the press** and **freedom of association**.

- German middle-class professionals, businessmen and prosperous artisans voted for an all-German National Assembly. On **18 May 1848**, **831 elected representatives** took their seats in the **Frankfurt Parliament** in the **Church of St Paul**.
- They drafted a constitution for a German nation headed by a **monarchy subject to a parliament**. **Friedrich Wilhelm IV**, King of Prussia, **rejected the crown** and joined other monarchs against the assembly.
- The parliament, dominated by the middle classes, resisted workers' and artisans' demands and **lost their support**; troops were called in and it was **forced to disband**.
- **Women** formed associations, ran newspapers and joined demonstrations, but were **denied the vote**; in St Paul's Church they could only watch from the **visitors' gallery**.
- **Result:** monarchs saw that concessions were needed. **Serfdom and bonded labour were abolished** in the Habsburg lands and Russia; Hungarians got more autonomy in **1867**.

13 The making of Germany (unified 1871)

- After 1848, nationalism moved away from democracy and revolution; **conservatives** used it to increase state power.
- The 1848 liberal attempt was crushed by monarchy and military, backed by Prussia's big landowners, the **Junkers**.
- **Prussia** took the lead. Its chief minister **Otto von Bismarck** was the **architect** of unification, using the **Prussian army and bureaucracy**.
- **Three wars in seven years** – with **Denmark, Austria and France** – ended in Prussian victory.
- **January 1871:** Prussian king **William I** was proclaimed **German Emperor** at **Versailles** (Hall of Mirrors), before German princes, army officers and Prussian ministers including Bismarck.
- The process showed the **dominance of Prussian state power**. The new state modernised **currency, banking, legal and judicial systems**; Prussian practices became the model for the rest of Germany.

14 The making of Italy (1859–1871)

- Italy was split into **seven states**; only **Sardinia-Piedmont** had an Italian princely house. The north was under the **Austrian Habsburgs**, the centre under the **Pope**, the south under the **Bourbon kings of Spain**. Even Italian had many regional forms.
- **Mazzini** planned a unitary republic through **Young Italy**, but the risings of **1831 and 1848** failed. The task passed to Sardinia-Piedmont's king **Victor Emmanuel II** – unification through war.
- **Count Cavour**, the chief minister, was neither a revolutionary nor a democrat; he spoke French better than Italian. His **diplomatic alliance with France** helped defeat **Austria in 1859**.
- **Giuseppe Garibaldi** led armed volunteers into the south and the **Kingdom of the Two Sicilies** in **1860**, won the support of local peasants and drove out the Spanish rulers.
- **1861:** Victor Emmanuel II proclaimed **king of united Italy**. **Venetia** joined in **1866** and the **Papal States (Rome)** in **1870**.
- Most Italians were illiterate and unaware of liberal-nationalist ideas: southern peasants who backed Garibaldi thought "La Talia" was Victor Emmanuel's **wife**!

15 The strange case of Britain

- The British nation-state came through a **long-drawn-out process**, not a sudden revolution. Before the 18th century the identities were **ethnic** – English, Welsh, Scot, Irish.
- The **English parliament**, which had taken power from the monarchy in **1688**, was the instrument that forged a nation with England at the centre.
- **Act of Union, 1707** (England and Scotland) created the **United Kingdom of Great Britain**; English members dominated Parliament. Scotland's culture and institutions were suppressed: Catholic Highland clans were repressed, forbidden to speak **Gaelic** or wear their national dress, and many were driven from their homeland.
- **Ireland:** divided between Catholics and Protestants; the English backed the Protestants. After the failed revolt of **Wolfe Tone** and the United Irishmen (1798), Ireland was forcibly joined to the UK in **1801**.

- Symbols of the new Britain were promoted: the **Union Jack**, the national anthem **God Save Our Noble King** and the **English language**. Older nations survived only as **subordinate partners**.

16 Visualising the nation – allegories

- Artists showed a nation as a **female figure** (an **allegory**: an abstract idea shown through a person or thing). The woman was not a real person; she gave the abstract nation a **concrete form**.
- **France – Marianne:** a popular Christian name, stressing a **people's nation**; she has the **red cap, tricolour and cockade** (signs of Liberty and the Republic). Her statues stood in public squares, and her image was put on **coins and stamps**.
- **Germany – Germania:** wears a **crown of oak leaves** (the German oak = heroism). **Philip Veit's Germania (1848)** hung in St Paul's Church, where the Frankfurt Parliament met. In Lorenz Clasen's painting (1860) she guards the Rhine.
- Other allegories you may see in options: **Britannia** (Britain), **Helvetia** (Switzerland).

17 Nationalism and imperialism – the Balkans

- By the last quarter of the 19th century nationalism became a **narrow creed**: groups grew intolerant and ready for war; big powers used subject peoples' nationalism for their own **imperialist** aims.
- The **Balkans** – modern Romania, Bulgaria, Albania, Greece, Macedonia, Croatia, Bosnia-Herzegovina, Slovenia, Serbia and Montenegro; people broadly called **Slavs** – were the most serious source of tension **after 1871**.
- Why explosive: spread of **romantic nationalism + disintegration of the Ottoman Empire**. One by one the subject nationalities broke away, claiming they were winning back **long-lost independence** (they used history to prove it).
- The Balkan states were **jealous of each other**, each wanting more territory. **Big-power rivalry** – Russia, Germany, England and Austria-Hungary competed over trade, colonies and naval and military might – led to a series of wars and finally the **First World War (1914)**.

- Colonised peoples later built **anti-imperial movements** – nationalist in that each sought an independent nation-state. Each developed its own kind of nationalism, but the idea of the **nation-state** became accepted everywhere.

Symbols in Philip Veit's Germania (1848)

Picture-based MCQs come from here

Symbol in Germania	Meaning
Broken chains	Being freed
Breastplate with eagle	Symbol of the German empire – strength
Crown of oak leaves	Heroism
Sword	Readiness to fight
Olive branch around the sword	Willingness to make peace
Black, red and gold tricolour	Flag of the liberal-nationalists in 1848, banned by the dukes of the German states
Rays of the rising sun	Beginning of a new era

Key terms

1- and 2-mark answers

Nation-state – a state whose citizens share a sense of common identity and history

Absolutism – centralised, militarised and repressive monarchy

Utopian – a vision of an ideal society that is unlikely to exist

Plebiscite – a direct vote of all the people of a region on a proposal

Liberalism – individual freedom, equality before law, government by consent

Conservatism – preserve monarchy, Church, hierarchy, property, family

Suffrage – the right to vote

Zollverein – the 1834 German customs union led by Prussia

Elle – a measure of cloth length that differed by region

Romanticism – a cultural movement stressing emotion, folk culture and a shared past

Das volk / volksgeist – the common people / the spirit of the nation

Junkers – the large landowners of Prussia

Allegory – an abstract idea expressed through a person or thing

Feminist – a person who believes in equal rights for women and men

Ideology – a set of ideas reflecting a particular social and political vision

Ethnic – a common racial, tribal or cultural origin a group identifies with

Timeline to memorise

Chronology MCQs come from here

Year	Event
1789	French Revolution – sovereignty passes to the citizens
1797	Napoleon invades Italy; Napoleonic wars begin
1804	Civil Code (Napoleonic Code)
1814–15	Fall of Napoleon; Congress and Treaty of Vienna
1821	Greek struggle for independence begins
1830	July Revolution in France; Belgium breaks away
1831	Mazzini exiled; Polish rising crushed
1832	Treaty of Constantinople – Greece independent
1834	Zollverein (customs union) formed

Year	Event
1845	Revolt of Silesian weavers
1848	Revolutions; Louis Philippe flees; Frankfurt Parliament (18 May)
1859	Sardinia-Piedmont, with France, defeats Austria
1860	Garibaldi enters the Kingdom of the Two Sicilies
1861	Victor Emmanuel II – king of united Italy
1866 / 1870	Venetia joins Italy / Papal States (Rome) join
1867	Hungarians get more autonomy
1871	William I proclaimed German Emperor at Versailles
1914	First World War

Who's who

Match-the-following MCQs come from here

Person	Remember for
Frédéric Sorrieu	1848 prints: democratic and social republics
Ernst Renan	"What is a Nation?" (1882)
Duke Metternich	Austrian Chancellor; hosted Vienna, 1815
Giuseppe Mazzini	Carbonari; Young Italy, Young Europe
Count Cavour	Piedmont's chief minister; alliance with France
Giuseppe Garibaldi	Volunteers into the south (1860)
Victor Emmanuel II	King of united Italy, 1861
Otto von Bismarck	Prussian chief minister; architect of unity
William I	Prussian king; German Emperor (1871)

Person	Remember for
Friedrich Wilhelm IV	Rejected the Frankfurt crown
J. G. Herder	Das volk, volksgeist
Grimm brothers	German folktales (1812)
Karol Kurpinski	Polish operas; polonaise, mazurka
Lord Byron	Fought for Greece; died 1824
Friedrich List	Aim of the Zollverein
Louis Philippe	King of France 1830; fled 1848
Wolfe Tone	United Irishmen (1798)
Philip Veit	Painted Germania (1848)

Exam snapshot

What the board asks, and how to prepare

SYLLABUS 2026–27

- The French Revolution and the idea of the nation
- The making of nationalism in Europe
- The age of revolutions, 1830–1848
- The making of Germany and Italy
- Visualising the nation
- Nationalism and imperialism

BOARD WEIGHTAGE

20 / 80

History is Section A (Q1–Q9). From 2024 to 2026 the **5-mark History long answer came from this chapter in 9 of the 10 papers** whose History section we checked – in 2026 (32/1/1) both choices of Q7 were from it. It also gives a 1-mark MCQ most years. Expect **6–10 marks**. No map item.

MOST ASKED IN BOARD PAPERS, 2023–2026 (13 PAPERS CHECKED)

How often	Topic / question type	Marks	Papers
★★★	Unification of Germany, Italy and Britain (Bismarck, Mazzini, Cavour, Garibaldi, Act of Union)	1–5	8 of 13
★★★	Liberalism, conservatism, the 1815 settlement and the revolutionaries	1–5	8 of 13
★★☆	Chronology – arrange events in order (MCQ)	1	4 of 13
★★☆	Visualising the nation – Marianne, Germania and their symbols	1–5	3 of 13
★★☆	Romanticism, folk culture, language and music	1–5	3 of 13
★★☆	The Balkans – nationalism and imperialism	1–5	3 of 13
★★☆	Hunger, hardship and the revolutions of 1830–48	2–5	3 of 13
★★☆	French Revolution and the Greek War of Independence	2–5	3 of 13
★☆☆	Napoleon and the Civil Code	1–5	1 of 13 + SQP

ANSWER-WRITING RULES FOR SOCIAL SCIENCE (CBSE 2026–27)

2 marks
Very short answer · up to 40 words · 2 clear points

3 marks
Short answer · up to 60 words · 3 points

4 marks
Case / source based · up to 100 words in all · answer from the source

5 marks
Long answer · up to 120 words · 5 points, with an intro line

Write in points, underline key words, and give one example or date wherever you can. Read every "OR" choice before you start, and attempt only one.

MISTAKES THAT COST MARKS

- Mixing up **Mazzini** (Young Italy, republic) with **Cavour** (diplomat, monarchy of Piedmont).
- Saying Germany was united by revolution – it was united by **Prussia's army and bureaucracy** under Bismarck.
- Writing that liberals gave votes to everyone – suffrage was for **property-owning men**.
- Wrong dates in chronology MCQs: 1804 Code, 1815 Vienna, 1832 Greece, 1834 Zollverein, 1848 Frankfurt, 1861 Italy, 1871 Germany.
- Confusing the **olive branch** (peace) with the **sword** (readiness to fight) in Germania.
- Writing Britain's story as a revolution – it was a **long-drawn-out process** led by the English Parliament.
- Listing facts without links – use **because, as a result, this led to** (Part 2).

HOW TO USE THIS BOOKLET

1. **Day 1:** Read the Chapter Notes twice; learn the key terms and the timeline.
2. **Day 2:** Part 2 Key Words & Links – learn the cards, read the link chain aloud, do the drills.
3. **Next day:** Parts A and B. **Then:** Parts C and D – MUST DO questions first.
4. Check every answer against the **Model Answer Booklet**: same points, same keywords, within the word limit.
5. Write every mistake on the My Mistakes page and redo it after 3 days.

2

READ THIS SECOND · THE THREAD THAT JOINS THE CHAPTER

Key Words & Links

Good students lose History marks because they know the words but not how one topic leads to the next. Learn each word's meaning, its example and its link – then use the link words in every answer.

24 keyword cards

Means · Example · Link →

Nation-state — SORRIEU, RENAN

MEANS a state where most citizens share a common identity and history
EXAMPLE Sorrieu's 1848 prints imagine Europe as a world of nation-states
LINK → the goal of every movement in this chapter → Greece, Italy, Germany

Absolutism — BEFORE 1789

MEANS a centralised, militarised, repressive monarchy
EXAMPLE its broken symbols lie on the ground in Sorrieu's print
LINK → the system LIBERALS FOUGHT and CONSERVATIVES later rebuilt in 1815

La patrie · le citoyen — FRANCE, 1789

MEANS fatherland · citizen
EXAMPLE the revolutionaries used them to make all French people one community
LINK → first clear expression of NATIONALISM → carried abroad by French armies

Civil Code, 1804 — NAPOLEON

MEANS laws ending privileges of birth, giving equality before law and property rights
EXAMPLE taken to Holland, Switzerland, Italy, Germany
LINK → reforms welcomed, but taxes and CONSCRIPTION turned people HOSTILE

Liberalism — MIDDLE CLASS

MEANS freedom of the individual and equality before law (Latin *liber*)
EXAMPLE constitution, parliament, free markets
LINK → linked NATIONAL UNITY with freedom → Zollverein, Frankfurt

Suffrage — 1789–1848

MEANS the right to vote
EXAMPLE only property-owning men; women watched from the gallery in 1848
LINK → shows the LIMITS of liberal equality → feminist demands

Zollverein — 1834, PRUSSIA

MEANS a customs union of German states
EXAMPLE 11 customs posts on one journey; currencies cut from 30+ to 2
LINK → economic unity PREPARED political unity under PRUSSIA

Conservatism — AFTER 1815

MEANS keeping monarchy, Church, hierarchy, property and family
EXAMPLE Treaty of Vienna; Metternich
LINK → brought CENSORSHIP → liberals went UNDERGROUND

Treaty of Vienna — 1815

MEANS settlement of the powers that defeated Napoleon
EXAMPLE Bourbons restored; Austria got northern Italy
LINK → undid Napoleon's changes; set up the AUTOCRATIC regimes of 1815–48

Censorship — 1815–48

MEANS official control over what may be printed or performed
EXAMPLE papers, books, plays and songs on liberty were banned
LINK → made FREEDOM OF THE PRESS a liberal demand (see Print Culture)

Secret society — CARBONARI

MEANS an underground group training revolutionaries
EXAMPLE Mazzini's Young Italy and Young Europe
LINK → kept nationalism alive under repression → the risings of 1831 and 1848

Romanticism — EARLY 1800S

MEANS valued emotion, intuition and a shared cultural past
EXAMPLE Herder, Grimm brothers, Kurpinski
LINK → made CULTURE the base of the nation

Das volk · volksgeist — HERDER

MEANS the common people · the spirit of the nation
EXAMPLE folk songs, poetry and dances
LINK → led to collecting FOLKLORE in the VERNACULAR

Vernacular — POLAND

MEANS the everyday language of a region
EXAMPLE Polish priests preached in Polish under Russian rule
LINK → language became a WEAPON OF RESISTANCE

Pauperism — 1830S
MEANS extreme poverty of large numbers of people
EXAMPLE slums, cheap English goods, feudal dues, bad harvests
LINK → hunger fed the REVOLUTIONS OF 1848

Frankfurt Parliament — 18 MAY 1848
MEANS the all-German National Assembly in St Paul's Church
EXAMPLE 831 deputies; constitution under a monarchy subject to parliament
LINK → its failure showed liberals could not unite Germany → PRUSSIA took over

Junkers — PRUSSIA
MEANS the large landowners of Prussia
EXAMPLE backed the monarchy and army that crushed 1848
LINK → support base for BISMARCK'S unification from above

Unification from above — 1859–1871
MEANS a nation built by kings, ministers and armies rather than people's risings
EXAMPLE Bismarck's three wars; Cavour's alliance with France
LINK → nationalism moved from DEMOCRACY to STATE POWER

Act of Union — 1707, 1801
MEANS laws joining Scotland (1707) and Ireland (1801) to England
EXAMPLE Gaelic and Highland dress banned; Union Jack promoted
LINK → Britain = a nation made by ENGLISH DOMINANCE, not revolution

Allegory — 1789–1848
MEANS an abstract idea shown through a person or thing
EXAMPLE Marianne (France), Germania (Germany)
LINK → gave the nation a FACE → Bharat Mata in India

Plebiscite — RENAN
MEANS a direct vote of all the people of a region
EXAMPLE Renan: a nation's existence is a 'daily plebiscite'
LINK → a nation rests on the CONSENT of its people

Ottoman Empire — BALKANS
MEANS the Turkish empire that ruled Greece and the Balkans
EXAMPLE Greece broke free in 1832; Slav nations followed
LINK → its DISINTEGRATION made the Balkans explosive

Imperialism — LATE 1800S
MEANS big powers controlling other lands and peoples
EXAMPLE Russia, Germany, England, Austria-Hungary in the Balkans
LINK → turned nationalism into a road to the FIRST WORLD WAR

Anti-imperial nationalism — COLONIES
MEANS colonised peoples' struggle for their own nation-state
EXAMPLE inspired by European nationalism
LINK → leads straight to NATIONALISM IN INDIA

The link chain – the whole chapter as one story

Read top to bottom; the orange line is the link

1789–1848: the idea of the nation spreads

1789 **French Revolution**: la patrie, le citoyen, tricolour, one language

▼ *French armies carry the idea abroad*

1804 **Civil Code**: equality before law, feudalism ends

▼ *taxes and conscription make people hostile*

1815 **Treaty of Vienna**: conservatives restore monarchies; censorship

▼ *liberals are driven underground*

1815–30s **Secret societies**; Mazzini's Young Italy; liberalism and the Zollverein

▼ *culture spreads the national idea*

1820s–30s **Romanticism**: Herder, Grimms, Polish music and language; Greece free (1832)

▼ *hunger adds anger*

1830s–1848 **Pauperism**; Silesian weavers (1845); Paris rising

▼ *middle classes demand a constitution*

1848 **Frankfurt Parliament** fails; women denied the vote; serfdom abolished

1848–1914: nation-states and their dangers

after 1848 Nationalism shifts from **democracy** to **conservative state power**

▼ *Piedmont and Prussia take the lead*

1859–1870 **Italy**: Cavour + France (1859), Garibaldi (1860), king (1861), Rome (1870)

▼ *Germany too is united from above*

1864–1871 **Germany**: Bismarck's three wars → William I, Emperor (1871)

▼ *Britain had taken a different road*

1688–1801 **Britain**: Parliament, Act of Union (1707), Ireland joined (1801)

▼ *nations are now shown as women*

1848 on **Allegories**: Marianne, Germania

▼ *nationalism narrows into intolerance*

after 1871 **Balkans**: Ottoman decline + romantic nationalism + big-power rivalry

▼ *a spark sets off war*

1914 **First World War**; later, colonies build **anti-imperial** nationalism

Cross-chapter links

Words that come back in other chapters

Board answers score higher when you connect chapters. Learn these 12 bridges.

Key word	In this chapter	Comes back in	A link sentence for your answer
French Revolution	first clear expression of nationalism (1789)	**Print Culture**: print spread Enlightenment ideas that prepared 1789	*"Books helped make 1789, and 1789 gave Europe the idea of the nation."*
Censorship	post-1815 regimes banned writings on liberty	**Print Culture**: Index of Prohibited Books (1558); Vernacular Press Act (1878)	*"Rulers who feared new ideas tried to control the printed word."*
Folklore	Herder and the Grimms collected folk tales	**Nationalism in India**: folk songs and legends revived (Natesa Sastri, Tagore)	*"Both Germany and India rediscovered the nation in village tales."*
Allegory	Marianne and Germania	**Nationalism in India**: Abanindranath Tagore's Bharat Mata	*"A nation becomes visible when it is drawn as a mother or a woman."*
Limited suffrage	women and the propertyless could not vote	**Gender, Religion and Caste**: feminist movements for equal rights	*"The struggle for women's votes began in 1848 and is not over."*
Cheap English goods	1830s small producers ruined by machine textiles	**Age of Industrialisation**: Manchester goods flood India	*"The same English cloth that hurt Silesian weavers hurt Indian weavers."*
Hunger and migration	1830s pauperism; rural migrants in slums	**Making of a Global World**: Irish famine and mass migration in the 1840s	*"Hunger pushed Europeans to cities – and across oceans."*
Customs union	Zollverein removed internal tariffs	**Making of a Global World**: Corn Laws, tariffs and free trade	*"Removing trade barriers can unite an economy – or open it to the world."*
Language	Polish used against Russian rule; Gaelic banned	**Power Sharing**: Sri Lanka's 1956 Act made Sinhala the only official language	*"Forcing one language on others breeds resentment."*
Dominance of one group	England dominated Scots and Irish	**Power Sharing**: majoritarianism in Sri Lanka vs accommodation in Belgium	*"Britain's union rested on one group's dominance – the opposite of Belgium's model."*
Imperialism	big powers used Balkan nationalism	**Nationalism in India**: the colonial state and anti-colonial movement	*"The nationalism that fed imperialism in Europe fought it in the colonies."*
Equality before law	Napoleonic Code	**Outcomes of Democracy**: dignity and freedom of the individual	*"The 1804 Code began the idea that every citizen is equal before law."*

Drill 1 · Explain how X led to Y

2 marks each · 40 words

Use a chain: **cause → what changed → result**. Join the steps with link words:

as a result · this led to · because · therefore · in turn · this made it possible to · on the other hand · however

L1. Explain how the **French Revolution** led to the **spread of nationalism** in Europe. [2]

L2. Explain how **Napoleon's rule** led to **hostility** in the conquered areas. [2]

L3. Explain how **conservative repression after 1815** led to **secret societies**. [2]

L4. Explain how **trade barriers** led to the **Zollverein**. [2]

L5. Explain how **economic hardship in the 1830s** led to the **revolt of 1848 in Paris**. [2]

L6. Explain how the **failure of the Frankfurt Parliament** led to **unification under Prussia**. [2]

L7. Explain how **Russian rule** led to **language becoming a weapon** in Poland. [2]

L8. Explain how the **break-up of the Ottoman Empire** led to the **First World War**. [2]

Drill 2 · Use all three words in one answer

3 marks each · 60 words

Underline the three words in your answer. Each must be used with its correct meaning.

L9. Write a 60-word answer using: **Herder · volksgeist · Grimm**. [3]

L10. Write a 60-word answer using: **Bismarck · Junkers · Versailles**. [3]

L11. Write a 60-word answer using: **Cavour · Garibaldi · Two Sicilies**. [3]

L12. Write a 60-word answer using: **Act of Union · Gaelic · Union Jack**. [3]

Drill 3 · Fill the missing link

1 mark each

L13. Write the missing step: [1]

Napoleon is defeated (1815) → ? → Liberals go underground

L14. Write the missing step: [1]

Frankfurt Parliament offers the crown (1848) → ? → Assembly disbanded by troops

L15. Write the missing step: [1]

Piedmont and France defeat Austria (1859) → ? → Victor Emmanuel II king of Italy (1861)

Drill 4 · Odd one out

1 mark each

L16. Find the odd one out and give the link that joins the other three: **Mazzini · Cavour · Garibaldi · Bismarck** [1]

A

PART A · NCERT PRACTICE

Textbook Check

Every section of the chapter and every NCERT exercise idea, asked in new words. Model answers for all of these are in the Model Answer Booklet.

The idea of the nation and the French Revolution

A1. Name the artist of the 1848 prints showing peoples of Europe and America marching towards the Statue of Liberty. What did he dream of? [2]

A2. According to Ernst Renan, what makes a nation? Give two points. [2]

A3. Explain three measures taken by the French revolutionaries to create a sense of collective identity among the French people. MUST DO [3]

A4. "The Civil Code of 1804 made administration efficient, yet people in the conquered areas soon turned hostile." Explain both parts. MUST DO [3]

Liberalism, conservatism and the revolutionaries

A5. What did liberalism stand for in politics and in economics? Why did liberal equality not mean votes for all? [3]

A6. List three decisions of the Treaty of Vienna, 1815. What was its main aim? MUST DO [3]

A7. Who was Giuseppe Mazzini? Give two facts about his role. [2]

A8. Why did the Greek War of Independence win support in Western Europe? Give two reasons. [2]

A9. What was the Frankfurt Parliament? Why did it fail? [2]

A10. What role did women play in the liberal movement of 1848? How were they treated? [2]

Culture, hardship and 1848

A11. Give three examples to show how culture helped build national feeling in Europe. MUST DO [3]

A12. Why were the 1830s years of great economic hardship in Europe? What happened in Paris in 1848? [3]

Making of Germany, Italy and Britain

A13. Trace the steps by which Germany was unified under Prussian leadership. MUST DO [3]

A14. How was Italy unified? Bring out the roles of Mazzini, Cavour, Garibaldi and Victor Emmanuel II. MUST DO [5]

A15. Why is the making of the British nation-state called a “strange case”? [3]

Visualising the nation and the Balkans

A16. What is an allegory? How did Marianne and Germania represent their nations? [3]

A17. Why did the Balkans become the most serious source of nationalist tension in Europe after 1871? MUST DO [3]

A18. Explain the terms (a) absolutism (b) plebiscite. [2]

B

PART B · SECTION A STYLE

Objective Practice

The MCQ types used in the board paper: statements, chronology, picture-based, matching and assertion–reason.

ASSERTION–REASON: HOW TO ANSWER

(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.

Multiple choice

1 mark each

B1. Which of the following was **not** a step taken by the French revolutionaries to build a collective identity? [1]

(a) Ideas of la patrie and le citoyen
(b) A new tricolour flag
(c) Encouraging regional dialects
(d) Uniform weights and measures

B2. Read the statements about the Treaty of Vienna, 1815: [1]
I. The Bourbon dynasty was restored in France. II. The German confederation of 39 states was broken up.
III. Austria got control of northern Italy. IV. Russia got part of Poland.
Which statements are correct?

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

B3. The Zollverein of 1834 was: [1]

(a) a secret society of revolutionaries
(b) the German parliament at Frankfurt
(c) a customs union led by Prussia
(d) a treaty between Austria and France

B4. Arrange in chronological order: [1]
I. Treaty of Constantinople II. July Revolution in France III. Zollverein formed IV. Frankfurt Parliament meets

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

B5. Arrange in chronological order: [1]
I. Germany unified II. Napoleon invades Italy III. Greek struggle for independence begins IV. Revolutions across Europe

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

B6. *Picture described:* a woman wears a crown of oak leaves and a breastplate with an eagle; she holds a sword wrapped in an olive branch and a black, red and gold flag. She stands for: [1]

(a) Marianne **(b)** Germania **(c)** Britannia **(d)** Helvetia

B7. In the figure described in B6, the broken chains stand for: [1]

(a) heroism
(b) readiness to fight
(c) a new era
(d) being freed

B8. Match the leaders with their roles: [1]
(a) Mazzini (b) Cavour (c) Garibaldi (d) Victor Emmanuel II
(i) king of united Italy, 1861 (ii) chief minister who allied with France (iii) founded Young Italy (iv) led volunteers into the south

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

B9. When Victor Emmanuel II became king of Italy in 1861, which two regions were still outside his kingdom? [1]

(a) Sicily and Naples (b) Venetia and the Papal States
(c) Piedmont and Lombardy (d) Sardinia and Genoa

B10. "When France sneezes, the rest of Europe catches cold." Who said this? [1]

(a) Mazzini (b) Bismarck (c) Metternich (d) Garibaldi

B11. Herder said true German culture was found among the common people. He called them: [1]

(a) das volk (b) Junkers (c) Carbonari (d) le citoyen

B12. The Act of Union of 1707 was between: [1]

(a) England and Ireland (b) Scotland and Wales
(c) Britain and France (d) England and Scotland

B13. The cloth measure 'elle' differed from town to town in the German confederation. This example shows: [1]

(a) that Germany was already united (b) the strength of the Prussian army
(c) the success of Napoleon's reforms (d) how different measures hindered trade

B14. Which group led the revolutions of 1830–1848? [1]

(a) The aristocracy
(b) Liberal-nationalists of the educated middle class
(c) Peasants and serfs
(d) Industrial workers

B15. Statements: I. Germany and Italy were nation-states in the mid-18th century. II. The Habsburg Empire was held together only by loyalty to the emperor. Choose: [1]

(a) Only I is correct (b) Only II is correct
(c) Both are correct (d) Neither is correct

B16. The Silesian weavers revolted in 1845 because: [1]

(a) they were denied the vote (b) Polish was banned in schools
(c) contractors drastically cut their payments (d) they were forced into the army

Assertion–Reason

1 mark each

B17. ASSERTION–REASON [1]
Assertion (A): Many priests in Poland were jailed or sent to Siberia.
Reason (R): They refused to preach in Russian and used Polish for Church work.

B18. ASSERTION–REASON [1]

Assertion (A): The Frankfurt Parliament lost the support of workers and artisans.

Reason (R): It was dominated by the middle classes, who resisted the demands of workers and artisans.

B19. ASSERTION–REASON [1]

Assertion (A): The Balkans became very explosive in the late 19th century.

Reason (R): The British Parliament passed the Act of Union in 1707.

B20. ASSERTION–REASON [1]

Assertion (A): The Napoleonic Code gave the right to vote to all men and women.

Reason (R): The Code did away with privileges based on birth.

C

PART C · BOARD PATTERN

Board Pattern Practice

Written-answer questions grouped by topic. ★★★ = asked in 5 or more of 13 papers · ★★ = 3–4 papers · ★ = 0–2 papers.

Unification of Germany, Italy and Britain

★★★ 8 of 13 papers · 1–5 marks

C1. Explain how Germany was unified under Prussia. Why is it said that the new state showed the dominance of Prussian state power? MUST DO [5]

C2. "The unification of Italy was the work of many hands." Support the statement with the roles of four persons. MUST DO [5]

C3. Southern Italian peasants who backed Garibaldi had never heard of "Italia". What does this show about Italian unification? [2]

C4. Why was the formation of the nation-state in Britain different from the rest of Europe? Explain. MUST DO [5]

Liberalism, conservatism and the revolutionaries

★★★ 7 of 13 papers · 1–5 marks

C5. Describe the political, social and economic ideas of liberalism in early nineteenth-century Europe. MUST DO [5]

C6. Explain the link between the idea of national unity and liberalism in early nineteenth-century Europe. MUST DO [5]

C7. "The conservative regimes set up in 1815 were autocratic." Support with three examples. [3]

C8. Why did many liberal-nationalists go underground after 1815? What did it mean to be a revolutionary then? MUST DO [3]

C9. How did the Zollverein help the economic unification of Germany? Give two points. [2]

Visualising the nation

★★☆ 3 of 13 papers · 1–5 marks

C10. Why did artists show nations as female figures? Explain with the example of Marianne. [3]

C11. Explain the meaning of any four symbols in Philip Veit's Germania. [2]

Romanticism and culture

★★☆ 3 of 13 papers · 1–5 marks

C12. "Culture played an important role in creating the idea of the nation in Europe." Explain. [5]
MUST DO

The Balkans

★★☆ 3 of 13 papers · 1–5 marks

C13. "Nationalism, aligned with imperialism, led Europe to disaster in 1914." Analyse with reference to the Balkans. [5]

Hunger, hardship and 1848

★★☆ 3 of 13 papers · 2–5 marks

C14. Explain why the 1830s were years of great economic hardship in Europe. MUST DO [3]

C15. How did the liberal middle classes try to create a German nation-state in 1848? Why did they fail? [3]

C16. What changes did the monarchies of Central and Eastern Europe introduce after 1848, and why? [2]

French Revolution, Napoleon and the Greek War

★★☆ 3 of 13 papers · 2–5 marks

C17. How did the Greek War of Independence stir nationalist feelings among the educated elite of Europe? [3]

C18. Why is the French Revolution called the first clear expression of nationalism? Give two reasons. [2]

C19. Explain any three changes Napoleon introduced in the territories under his control. [3]

D

PART D · SOURCE-BASED (Q8 STYLE)

Source-Based Questions

Each source carries 4 marks (1 + 1 + 2), as in Q8 of the board paper. Answer from the source and your notes.

D1. Source-Based · Eleven Customs Posts [4]

In the 1820s a cloth merchant travelling from Hamburg to Nuremberg had to stop at eleven customs posts and pay about five per cent duty at each. Duty was worked out by weight or length, and every region had its own measures, so the same piece of cloth was a different number of "elles" in different towns. Coins changed from state to state. Merchants and manufacturers began to argue that one economic territory, with goods, people and capital moving freely, was a necessity. In 1834 a customs union was formed under Prussian leadership. Tariff barriers fell, currencies were cut from more than thirty to two, and new railways linked the region.

(i) What problem did a merchant face while trading in the German confederation? [1]

(ii) Name the customs union formed in 1834. [1]

(iii) How did these economic demands support the idea of national unity? Give two points. [2]

D2. Source-Based · The Church of St Paul, 1848 [4]

On a spring day in 1848 a festive procession of 831 elected deputies entered a church in Frankfurt. Most were lawyers, teachers, officials and businessmen. They wrote a constitution for a German nation headed by a king who would answer to a parliament, and offered the crown to the King of Prussia. He refused it. Workers and artisans, whose demands the deputies had ignored, gave them no support. Women who had marched, written and organised for the cause could only watch the debates from the visitors' gallery. In the end troops were sent in and the assembly broke up.

(i) Who refused the crown offered by the assembly? [1]

(ii) Why did workers and artisans not support the assembly? [1]

(iii) What do the experiences of women in this source tell us about the liberal movement of 1848? Give two points. [2]

D3. Source-Based · A Language Behind Bars [4]

After Poland was divided among three powerful neighbours, the Polish state disappeared from the map – but not from people's hearts. A composer wrote operas and music that celebrated the national struggle and turned village dances into national symbols. When the Russian rulers pushed Polish out of schools, priests carried on teaching religion and holding services in Polish. Many of them paid with prison or exile to Siberia.

(i) Which three powers had partitioned Poland? [1]

(ii) Name the composer and one dance he made a national symbol. [1]

(iii) Explain how language became a weapon of resistance in Poland. Give two points. [2]

D4. Source-Based · The Powder Keg of Europe [4]

By the end of the nineteenth century, small nations in south-eastern Europe were breaking away one by one from a weakening empire. Each claimed it was only winning back an independence it had lost long ago, and each wanted more land than its neighbours. Great powers watched closely: one wanted access to warm seas, another wanted to keep its own subject peoples quiet, others wanted trade and naval power. A single spark in this region set off the First World War in 1914.

(i) Name the empire that was weakening in this region. [1]

(ii) How did the Balkan peoples justify their claims to independence? [1]

(iii) Explain two reasons why big-power rivalry made the region explosive. [2]

D5. Source-Based · A Woman on Every Coin [4]

The French Republic needed a face. Artists chose a woman with a popular Christian name, so that people would see the nation as their own. She wore a red cap and was surrounded by the tricolour and the cockade. Statues of her were put up in public squares to remind people of the nation, and her picture was stamped on coins and postage stamps. Across the Rhine, another woman with a crown of oak leaves became the face of a nation that did not yet exist as one state.

(i) Name the two female figures described in the source. [1]

(ii) Why was a popular Christian name chosen for France's figure? [1]

(iii) Why did artists use such allegories? Give two reasons. [2]

E

PART E · REAL BOARD QUESTIONS

Board PYQ Index

Real questions from recent Social Science board papers, by topic. Open the official paper and attempt the listed questions.

Frequency	Topic	Marks	Where asked (year: paper code, question number)	Practise here
★★★	**Unification of Germany, Italy, Britain**	1–5	**2026:** 32/1/1 Q7(A) (Britain); 32/1/3 Q7(A); 32/5/3 Q7(a), Q7(b) · **2025:** 32/1/1 Q1; 32/1/3 Q6 · **2024:** 32/1/1 Q1, Q30(B); 32/5/1 Q30(a), Q30(b) · **2023:** 32/4/3 Q25; Outside Delhi Set 1 Q1; Set 2 Q21	A13–A15, B8–B9, B12, C1–C4, D1, L10–L12
★★★	**Liberalism, conservatism, 1815, revolutionaries**	1–5	**2026:** 32/1/1 Q7(B) (liberalism and unity); 32/5/2 Q7(a), Q7(b) · **2025:** 32/1/1 Q30(B); 32/3/1 Q34 (source) · **2024:** 32/1/1 Q30(A); 32/5/1 Q1 · **2023:** 32/4/1 Q25; Outside Delhi Set 3 Q21	A5–A7, B2–B3, C5–C9, D1, L3–L4
★★☆	**Chronology of events**	1	**2025:** 32/2/1 Q2; 32/2/3 Q14 · **2024:** 32/1/1 Q3; official set† Q10 · **2023:** 32/4/1 Q1	B4–B5, timeline
★★☆	**Visualising the nation, allegories**	1–5	**2026:** 32/4/2 Q7(b); 32/5/2 Q2; 32/5/3 Q2 · **2025:** 32/3/1 Q18	A16, B6–B7, C10–C11, D5
★★☆	**Romanticism, culture, language**	1–5	**2025:** 32/1/3 Q30(a); 32/2/3 Q30(b) · **2024:** Outside Delhi Set 2 Q10	A11, B11, C12, D3, L7, L9
★★☆	**The Balkans**	1–5	**2026:** 32/4/2 Q7(a) · **2025:** 32/1/3 Q30(b) · **2024:** 32/1/1 Q2 (A–R)	A17, B19, C13, D4, L8
★★☆	**Hunger, hardship, 1848**	2–5	**2026:** 32/1/3 Q7(B) · **2025:** 32/2/3 Q30(a) · **2024:** official set† Q23	A9–A10, A12, B16, B18, C14–C16, D2, L5–L6
★★☆	**French Revolution, Greek War**	2–5	**2024:** official set† Q33(a), Q33(b) · **2023:** 32/4/2 Q25; Outside Delhi Set 1 Q21	A3, A8, B1, C17–C18, L1
★☆☆	**Napoleon and the Civil Code**	1–5	**2025:** 32/1/1 Q30(A) (Napoleonic Code, 5 marks) · **Sample Paper 2026–27:** Q1 (censorship after 1815), Q6 (Marianne / Greek War).	A4, B20, C19, L2

Papers checked (13): 2026 – 32/1/1, 32/1/3, 32/4/2, 32/5/2, 32/5/3 · 2025 – 32/1/1, 32/1/3, 32/2/1, 32/2/3, 32/3/1 · 2024 – 32/1/1, 32/5/1, official set†, Outside Delhi Sets 1–2 · 2023 – 32/4/1, 32/4/2, 32/4/3, Outside Delhi Sets 1–3. Sets of one code family share most questions, so they count as one paper. † Code not printed on the copy we used. From 2026 the History section is Q1–Q9. Download official papers from cbse.gov.in → Previous Year Question Papers.

F

PART F · YOUR RECORD

My Mistakes

Write down each mistake from this chapter, including the Sunday Chapter Test.

Every wrong answer is a free lesson. Write it here, find the point you missed, and redo the question after three days.

Date	Part & Q No.	What went wrong	Correct point or fact	Redone ✓