

Long Answer Questions

Q. 1. Briefly explain the process of unification of Italy.

Ans. (i) Political Fragmentation: Like Germany, Italy was also politically fragmented. During the middle of the 19th century, Italy was divided into seven states, of which only one, Sardinia–Piedmont was ruled by an Italian Prince.

(ii) Role of Mazzini: Giuseppe Mazzini made efforts to unite Italian Republic. He had formed a secret society called ‘Young Italy’ for achieving his goal.

(iii) Role of Count Cavour: He was the chief minister who led the movement to unify Italy. He formed a tactful diplomatic alliance with France and defeated the Austrian forces.

(iv) Role of Giuseppe Garibaldi: Garibaldi also formed armed volunteers. In 1860, they marched into South Italy and the Kingdom of Two Sicilies and succeeded in driving out the Spanish rulers.

In 1861, Victor Emmanuel II was proclaimed King of United Italy.

Q. 2. What conditions led to the development of a new middle class in Europe?

Ans. (i) In Western Europe and parts of Central Europe, the growth of industrial production and trade meant the growth of towns and the emergence of commercial classes whose existence was based on production for the market.

(ii) Industrialisation began in England in the second half of the 18th century, but in France and parts of the German States, it occurred only during the 19th century.

(iii) In its wake, new social groups came into being, a working class population and middle classes made up of industrialists, businessmen and professionals.

(iv) In Central and Eastern Europe, these groups were smaller in numbers till late 19th century.

(v) It was among the educated, liberal middle classes that ideas of national unity following the abolition of aristocratic privileges gained popularity.

Q. 3. Who hosted ‘Vienna Congress’ in 1815? Analyse the main changes brought by the ‘Vienna Treaty.’

[CBSE Delhi 2017]

OR

Describe the main clauses of the Treaty of Vienna of 1815.

Ans. The main clauses of the Treaty of Vienna signed in 1815 were:

Vienna Congress: The Congress was hosted by the Austrian Chancellor “Duke Metternich”.

(i) The Bourbon dynasty which had been deposed during the French Revolution was restored to power.

(ii) France lost the territories it had annexed under Napoleon.

(iii) A series of states were setup on the boundaries of France to prevent French extension in future.

(iv) Kingdom of the Netherlands, included Belgium was setup.

(v) Prussia was given important new territories on its western frontiers.

Q. 4. What was Zollverein? Why was it formed?

Ans. In 1834, the customs union of Zollverein was formed at the initiative of Prussia and was joined by most of the German states.

(i) The union abolished tariff barriers and reduced the number of currencies from over thirty to two.

(ii) The creation of a network of railways further stimulated mobility, harnessing economic interests to national unification.

(iii) A wave of economic nationalism strengthened the wider nationalist sentiments growing at the time.

(iv) Varied currencies and weights and measures were obstacles to economic growth, so the creation of a unified economic territory allowing the unhindered movement of goods, people and capital was needed. So, Zollverein was formed.

Q. 5. What kinds of conservative regimes were set up in 1815? What did liberals think about them?

Ans. Conservative regimes set up in 1815 were autocratic.

(i) They did not tolerate criticism and dissent and sought to curb activities that questioned the legitimacy of tyrannical governments.

(ii) Most of them imposed censorship laws to control what was said in newspapers, books, plays and songs and reflected the ideas of liberty and freedom associated with the French Revolution.

(iii) The memory of the French Revolution nonetheless, continued to inspire liberals.

(iv) One of the major issues taken up by the liberal nationalists (who criticised the new conservative order) was freedom of the press.

Q. 6. Give a brief description of the French Revolution of 1830.

Ans. The first upheaval took place in France in July 1830. The Bourbon kings who had been restored to power during the conservative reaction after 1815, were now overthrown by liberal revolutionaries, who installed a constitutional monarchy with Louis Philippe at its head. Metternich once remarked, "When France sneezes, the rest of Europe catches cold." The July Revolution sparked an uprising in Brussels which led to Belgium breaking away from the United Kingdoms of the Netherlands.

Q. 7. Explain how folklore, folk songs raised the spirit of nationalism in Europe.

Ans. It was through folk songs, folk poetry and folk dances that the true spirit of the nation was popularised. So, collecting and recording these forms of folk culture was essential to the project of nation building. The emphasis on vernacular languages and the collection of local folklore was not just to recover an ancient national spirit, but also to carry the modern nationalist message to large audiences who were mostly illiterate. In Poland, they popularised their language, folk stories, folk songs and folk dances to propagate nationalism among Polish people, who were under the rule of Russia, Prussia and Austria.

Q. 8. How did the Polish language work as a symbol of struggle against Russian dominance?

Ans. Language too played an important role in developing nationalist sentiments.

After Russian occupation, the Polish language was forced out of schools and the Russian language was imposed everywhere. In 1831, an armed rebellion against Russian rule took place which was ultimately crushed. Following this, many members of the clergy in Poland began to use language as a weapon of national resistance. Polish was used for church gathering and all religious instructions. As a result, a large number of priests and bishops were put in jail or sent to Siberia by the Russian authorities as punishment for their refusal to preach in Russia. The use of Polish came to be seen as a symbol of the struggle against Russian dominance.

Q. 9. What do you understand by the term 'allegory'? How did a female figure become an allegory of a nation?

Ans. When an abstract idea is expressed through a person or a thing, it is called an allegory. It is the personification of a country.

While it is easy enough to represent a ruler through a portrait or a statue, it is difficult to give a face to a nation. Artists in the 18th and 19th centuries found a way out by personifying a nation. In other words, they represented a country as if it were a person. Nations were then portrayed as female figures. The female form that was chosen to personify the nation did not stand for any particular woman in real life, rather it would give an abstract idea of the nation in concrete form. This is how the female figure became an allegory of the nation.

Q. 10. What conditions of Balkan areas led to World War I?

Ans. (i) As the different Slavic nationalities struggled to define their identity and independence, the Balkan area became an area of intense conflict.

(ii) The Balkan states were fiercely jealous of each other and each hoped to gain more territory at the expense of others.

(iii) During this period, there was intense rivalry among the European powers over trade and colonies as well as army and naval might.

(iv) These rivalries were very evident in the way the Balkan problems unfolded.

(v) Each power—Russia, Germany, England, Austria-Hungary—was keen on countering the hold of other powers over the Balkans and extending its own control over the area. This led to a series of wars in the region and finally the First World War.

Q. 11. Explain the Napoleonic Code.

OR

What were the advantages and disadvantages of the Napoleonic code?

Ans. Advantages:

(i) Established equality before law.

(ii) Abolished all privileges based on birth.

(iii) Simplified administrative divisions.

(iv) Granted the right to property to French citizens.

(v) Abolished feudal system and freed peasants from serfdom.

(vi) Eliminated restrictions on guilds in town.

(viii) Made efforts to improve transport and communication.

Disadvantages:

But this initial enthusiasm soon turned into hostility and opposition when it became visible that the new administrative arrangements do not go hand in hand with the political freedom. Censorship, taxation, forced conscription into the French armies required to conquer the rest of Europe, all seemed to outweigh the advantages of the administrative changes.

Q. 12. Explain the nation building process of Germany. [CBSE Sample Paper 2017]

OR

Examine the 'Nation State Building' process in Germany after 1848.

[CBSE (F) 2017, CBSE (Comptt.) 2017]

Ans. German Unification

(i) After 1848, nationalism in Europe moved away from its association with democracy and revolution.

(ii) Nationalist sentiments were often mobilized by conservatives for promoting state power and achieving political domination over Europe.

(iii) Nationalist feelings were widespread among middle-class Germans in 19 century.

(iv) In 1848 they tried to unite the different regions of the German confederation into a nation state governed by an elected parliament.

(v) This liberal initiative to nation-building was repressed by the combined forces of the monarchy and the military, supported by the large landowners (called Junkers) of Prussia.

(vi) Prussia took on the leadership of Otto von Bismarck, who became the architect of this process.

(vii) Three wars over seven years – with Austria, Denmark and France – ended in Prussian victory and completed the process of unification.

(viii) In January 1871, the Prussian king, William I, was proclaimed German Emperor.

Q. 13. Analyse the measures and practices introduced by the French revolutionaries to create a sense of collective identity amongst the French people. [CBSE Delhi 2016]

Ans. Measures and practices introduced by the French revolutionaries for collective identity:

(i) The ideas of la patrie and le citoyen emphasized.

(ii) A new French flag, the tricolor was chosen.

(iii) The Estate General was elected by the active citizens.

(iv) The elected body of active citizens renamed as National Assembly.

(v) New hymns were composed.

(vi) Oaths were taken.

(vii) Martyrs commemorated.

(viii) A centralized administrative system was implemented.

(ix) Formulated uniform laws.

(x) A uniform system of weights and measures were adopted.

(xi) French became the common language of the nation.

Q. 14. In Britain, the formation of the nation-state was not the result of a sudden upheaval or revolution. Validate the statement with relevant arguments.

[CBSE Sample Paper 2016]

Ans. In Britain, the formation of the nation-state was not the result of a sudden upheaval or revolution. It was the result of a long-drawn-out process.

Role of ethnic groups: their cultural identities

Steady growth of the English nation steadily in case of wealth, importance and power, it was able to extend its influence over the other nations of the islands.

The Act of Union 1707—between England and Scotland.

The growth of the British identity.

Language and religious policies.

Q. 15. “Napoleon had destroyed democracy in France but in the administrative field he had incorporated revolutionary principles in order to make the whole system more rational and efficient.” Analyse the statement with arguments.

[CBSE (AI) 2016]

Ans. Napoleon had destroyed democracy in France but in administrative field he had incorporated revolutionary principles in order to make the whole system more rational and efficient.

(i) All privileges based on birth were removed.

(ii) He had established equality before law.

(iii) Right to property was given.

(iv) Simplified administrative divisions were made.

(v) Feudal system was abolished and freed peasants from serfdom and manorial dues.

(vi) Guild restrictions were removed.

(vii) Transport and communication systems were improved.

Q. 16. “Nationalism no longer retained its idealistic liberal democratic sentiment by the last quarter of the nineteenth century in Europe.” Analyse the statement with examples. [CBSE (F) 2016]

Ans. Nationalism in Europe- The Balkans:

(i) During this period, nationalist groups become increasingly intolerant of each other.

(ii) Manipulations of the nationalist aspirations were there.

(iii) The Balkan was under the control of the Ottoman Empire.

(iv) Ideas of romantic nationalism spread in the Balkan.

(v) They claimed for independence or political rights on nationality and used history to prove that they had once been independent but had subsequently been subjugated by foreign domination.

(vi) Russia, Germany, England, Austria-hungary were keen on countering the hold of other powers over the Balkans.

(vii) This led to a series of wars in the region and finally the First World War.