

Generated Question Paper

Okay, here's the finalized question paper, incorporating the feedback and structured according to Bloom's Taxonomy: ****Question Paper**** ****Total Marks: 100****

****Instructions:**** * All questions are compulsory. * Marks for each question are indicated in brackets. * Answer all questions clearly and concisely. ****Section A: Short Answer Questions (2 Marks Each, Total 20 Marks)**** *Focus: Remembering and Understanding*

1. What is the prime factorization of 156? (Remembering) 2. State the formula relating HCF and LCM of two numbers. (Remembering) 3. Define an irrational number. (Remembering) 4. Name two key figures in the Italian unification movement. (Remembering) 5. What were the symbols of France and Germany? (Remembering) 6. Explain why the product of three numbers is not always equal to the product of their HCF and LCM. (Understanding) 7. If a prime number p divides a^2 , what can be said about p and a ? (Understanding) 8. Briefly describe the role of women in nationalist struggles. (Understanding) 9. What was the significance of the Frankfurt Parliament? (Understanding) 10. What is the Fundamental Theorem of Arithmetic? (Understanding) ****Section B: Long Answer Questions (10 Marks Each, Total 40 Marks)**** *Focus: Evaluating and Creating*

1. Analyze the effectiveness of the methods used by the French revolutionaries to create a sense of collective identity, considering both their successes and limitations. How do these methods compare to the symbols of nationalism found in the provided examples of pictures, posters, or music? (Evaluating) 2. Evaluate the significance of the roles of Giuseppe Mazzini and Count Camillo de Cavour in the context of Italian unification. To what extent were their approaches complementary or contradictory? (Evaluating) 3. Critically assess the impact of Napoleon's administrative reforms on the territories he ruled. Did these reforms primarily serve to benefit the conquered populations or to consolidate his own power? (Evaluating) 4. Develop a step-by-step guide for proving that $\sqrt{3}$ is irrational, using the same logic and theorems as used in the text for proving $\sqrt{2}$ is irrational. Explain each step clearly and justify your reasoning. (Creating) ****Section C: Diagram & Scenario-Based Questions (10 Marks Each, Total 40 Marks)**** *Focus: Applying and Creating*

1. ****Scenario:**** Two friends, Sonia and Ravi, are running around a circular track. Sonia takes 18 minutes to complete one round, while Ravi takes 12 minutes. If they start at the same point and at the same time, in the same direction, after how many minutes will they meet again at the starting point? Show your working. (Applying) 2. ****Scenario:**** A group of people from different backgrounds are trying to establish a shared national identity. What symbols, narratives, and strategies might they employ, and what challenges might they face? Describe at least three specific examples of symbols or narratives and explain their potential impact. (Creating) 3. ****Diagram:**** Draw a diagram illustrating the prime factorization of 72. Explain how this diagram can be used to find the HCF and LCM of 72 and another number, say 120. (Applying) 4. ****Scenario:**** Imagine you are a historian tasked with explaining the process of German unification to a group of students. Create a timeline of key events and explain the significance of each event in the unification process. (Creating) This question paper is designed to assess a range of cognitive skills, from basic recall to higher-order thinking, and covers both historical and mathematical concepts from the provided text.