

**CBSE CLASS X**  
**Social Science (087)**QUESTION PAPER  
*AI-generated question paper***Code: C1NWS5****Questions: 35****Maximum Marks: 70****Generated: 2026-06-26 10:29****SELECTIONS USED**

Subject	Social Science
Lessons	3 The Making of a Global World
Level of understanding	Initial understanding
Question selection	Curated chapter coverage (~3 questions per section)
Model	claude-sonnet-4-6

Composition — Difficulty: 20 straightforward · 15 medium | Types: 18 Short · 11 Very short · 6 MCQ

**Q1.** straightforward initial-understanding § Section II Header and Chapter Introduction **[1]**

Human societies have been interconnected across vast distances since ancient times. Identify TWO different kinds of things — apart from goods — that travellers and traders carried with them as they moved across the world in early history.

◆ The Making of a Global World

**Q2.** medium initial-understanding § 1 The Pre-modern World **[3]**

Why were the Spanish conquerors able to devastate the indigenous population of America so effectively, even before their armies fully penetrated the continent?

◆ The Making of a Global World

**Q3.** straightforward initial-understanding § 1.1 Silk Routes Link the World **[1]**

The Silk Routes connected Asia and Europe through long-distance trade. What goods did Europe typically send to Asia along these routes in exchange for Asian products?

◆ The Making of a Global World

**Q4.** medium initial-understanding § 1.2 Food Travels: Spaghetti and Potato **[3]**

Potatoes, tomatoes, and chillies — common in European and Asian kitchens today — were completely unknown there until about five centuries ago. How did these foods reach the rest of the world from their place of origin? Explain with reference to the pre-modern world.

◆ The Making of a Global World

**Q5.** straightforward initial-understanding § 1.3 Conquest, Disease and Trade **[3]**

Why were indigenous people of America so vulnerable to the diseases brought by Spanish conquerors? Explain with reference to the concept of 'biological immunity'.

◆ The Making of a Global World

- Q6.** medium initial-understanding § 1.3 Conquest, Disease and Trade [3]  
Why did the long geographical isolation of America make its indigenous communities especially vulnerable to diseases brought by European settlers? Explain.  
**◆ The Making of a Global World**
- Q7.** straightforward initial-understanding § 1.3 Conquest, Disease and Trade [1]  
State any two reasons why large numbers of Europeans migrated to America during the nineteenth century.  
**◆ The Making of a Global World**
- Q8.** medium initial-understanding § 2 The Nineteenth Century (1815-1914) [3]  
Why did Britain repeal the Corn Laws in the nineteenth century? What impact did this have on British farmers?  
**◆ The Making of a Global World**
- Q9.** straightforward initial-understanding § 2.1 A World Economy Takes Shape [1]  
Why did the British government repeal the Corn Laws in the nineteenth century?  
**◆ The Making of a Global World**
- Q10.** straightforward initial-understanding § 2.1 A World Economy Takes Shape [1]  
What kinds of things moved between countries as part of international economic exchanges in the nineteenth century? Give any two examples.  
**◆ The Making of a Global World**
- Q11.** medium initial-understanding § 2.1 A World Economy Takes Shape [2]  
When Britain began importing cheap food from overseas after the repeal of the Corn Laws, what happened to British agriculture and its rural workforce?  
**◆ The Making of a Global World**
- Q12.** medium initial-understanding § 2.1 A World Economy Takes Shape [3]  
After Britain began importing food on a large scale following the repeal of the Corn Laws, new agricultural lands were opened around the world. What other developments were necessary to make this global food supply possible? Explain with examples.  
**◆ The Making of a Global World**
- Q13.** medium initial-understanding § 2.2 Role of Technology [3]  
How did refrigerated ships change the meat trade between America/Australia and Europe in the nineteenth century?  
**◆ The Making of a Global World**
- Q14.** straightforward initial-understanding § 2.3 Late nineteenth-century Colonialism [1]  
What was rinderpest, and how did its arrival in Africa in the late nineteenth century affect the lives of African peasants and their ability to resist colonial labour demands?  
**◆ The Making of a Global World**
- Q15.** straightforward initial-understanding § 2.4 Rinderpest, or the Cattle Plague [1]  
How did rinderpest reach Africa in the late 1880s?  
**◆ The Making of a Global World**

**Q16.** medium initial-understanding § 2.4 Rinderpest, or the Cattle Plague [3]

Why did most Africans have little reason to work for wages on European plantations and mines before the 1890s? How did the rinderpest cattle plague change this situation?

◆ The Making of a Global World

**Q17.** medium initial-understanding § 2.4 Rinderpest, or the Cattle Plague [1]

Consider the following statements about the impact of rinderpest in Africa:

Assertion (A): European planters and mine owners gained greater control over the African labour force after rinderpest swept through the continent.

Reason (R): The cattle plague wiped out the primary source of African livelihood and self-sufficiency, leaving Africans with no alternative but to seek wage employment.

Choose the correct option:

(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.

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.

◆ The Making of a Global World

**Q18.** straightforward initial-understanding § 2.4 Indentured Labour Migration from India [1]

What was the indentured labour system, and what were indentured workers typically promised in exchange for signing the contract?

◆ The Making of a Global World

**Q19.** medium initial-understanding § 2.4 Indentured Labour Migration from India [3]

From which regions of India did most indentured workers come, and what economic pressures in those regions forced them to migrate?

◆ The Making of a Global World

**Q20.** medium initial-understanding § 2.4 Indentured Labour Migration from India [3]

Why has nineteenth-century indentured labour been described as a 'new system of slavery'?

◆ The Making of a Global World

**Q21.** straightforward initial-understanding § 2.4 Indentured Labour Migration from India [1]

Which of the following best describes how indentured workers shaped culture in their host countries?

- (A) They preserved their original regional traditions in isolation, with no outside influence.
- (B) They blended elements from different cultures to create entirely new forms of music, language, and festivals.
- (C) They adopted the cultural practices of European plantation owners and gradually forgot their own heritage.
- (D) Cultural exchange did not occur because workers from different regions were kept strictly separate.

A They strictly preserved their original Indian traditions without any mixing.

B They blended elements from different cultures to produce entirely new forms of expression.

C They adopted the culture of European plantation owners completely.

D They abandoned all cultural practices due to harsh working conditions.

◆ The Making of a Global World

**Q22.** straightforward initial-understanding § 2.5 Indian Entrepreneurs Abroad [3]

What role did Indian moneylenders and financiers, such as the Shikaripuri Shroffs, play in financing trade and agriculture in distant parts of Asia and Africa in the nineteenth century?

◆ The Making of a Global World

**Q23.** straightforward initial-understanding § 2.6 Indian Trade, Colonialism and the Global System [3]

What happened to India's share of cotton textile exports in world trade between 1800 and the 1870s, and what replaced textiles as India's major export during this period?

◆ The Making of a Global World

**Q24.** medium initial-understanding § 2.6 Indian Trade, Colonialism and the Global System [3]

How did Britain use its trade surplus earned from India to manage its trade deficits with other countries?

◆ The Making of a Global World

**Q25.** straightforward initial-understanding § 2.6 Indian Trade, Colonialism and the Global System [1]

Why did British cotton manufacturers push for tariffs on Indian cloth imports into Britain?

- A) To punish India for not buying British goods
- B) To protect their own domestic industry from cheaper Indian competition
- C) To raise government revenue for colonial administration
- D) To encourage Indian weavers to adopt British weaving techniques

A To punish India for not buying British goods

B To protect their own expanding domestic industry from competition

C To raise government revenue for colonial administration

D To encourage India to export raw cotton instead of finished cloth

◆ The Making of a Global World

**Q26.** straightforward initial-understanding § 3.3 Rise of Mass Production and Consumption [3]

What was the key principle behind the assembly line method introduced by Henry Ford, and how did it increase output?

◆ The Making of a Global World

**Q27.** medium initial-understanding § 3.3 Rise of Mass Production and Consumption [3]

Henry Ford raised workers' daily wages to \$5 in 1914, a move that seemed costly for the company. How did this wage increase actually benefit Ford's business in the long run?

◆ The Making of a Global World

**Q28.** straightforward initial-understanding § 3.3 Rise of Mass Production and Consumption [1]

Which of the following best describes how American consumers in the 1920s were able to afford expensive durable goods such as cars and refrigerators?

- (A) The government subsidised the purchase of consumer goods for all citizens.
- (B) Wages rose so sharply that most workers could pay for goods upfront with cash savings.
- (C) A system of hire purchase (buying on credit in instalments) allowed consumers to buy now and pay later.
- (D) Imported goods from Europe made durable items cheaper and widely available.

A The government provided direct subsidies to households for purchasing goods.

B Goods were distributed free of charge by manufacturers to boost demand.

C Consumers purchased goods on credit, repaying in weekly or monthly instalments.

D Workers pooled their wages collectively to buy goods in bulk.

◆ The Making of a Global World

**Q29.** straightforward initial-understanding § 3.4 The Great Depression [1]

When did the Great Depression begin, and which group of producers was most severely affected by it?

◆ The Making of a Global World

**Q30.** medium initial-understanding § 3.4 The Great Depression [3]

How did the withdrawal of US loans help spread the Great Depression to other parts of the world? Explain with examples.

◆ The Making of a Global World

**Q31.** straightforward initial-understanding § 3.4 The Great Depression [1]

Which of the following best describes why thousands of US banks collapsed during the Great Depression?

- (A) The US government raised interest rates sharply, making loans unaffordable.
- (B) Banks had given out loans that could not be repaid as incomes and prices fell.
- (C) Foreign countries withdrew their gold deposits from US banks simultaneously.
- (D) The US stock market was closed by the government, freezing all bank assets.

A The US government deliberately closed banks to reduce inflation.

B Banks could not recover investments, collect loans, or repay depositors as households and businesses defaulted.

C Foreign governments withdrew their gold deposits from US banks simultaneously.

D A series of natural disasters destroyed the agricultural output that banks had financed.

◆ The Making of a Global World

**Q32.** straightforward initial-understanding § 3.5 India and the Great Depression [1]

How did the Great Depression turn India into an exporter of gold?

◆ The Making of a Global World

**Q33.** medium initial-understanding § 3.5 India and the Great Depression [1]

Which of the following best explains why jute growers in Bengal were among the worst-hit groups during the Great Depression?

- (A) They shifted to growing food crops, reducing their income.
- (B) Jute was mainly sold in domestic markets that collapsed suddenly.
- (C) The global demand for jute packaging fell sharply as world trade contracted, crashing jute prices.
- (D) The British government imposed heavy export taxes on jute during the Depression.

A The colonial government heavily taxed jute exports, leaving growers with very little income.

B The collapse of gunny export markets caused raw jute prices to crash, while revenue demands remained unchanged, pushing growers into deep debt.

C Jute cultivation was banned in Bengal, forcing farmers to switch to less profitable crops.

D Falling wheat prices made it impossible for jute growers to afford food, even though jute itself sold well.

◆ The Making of a Global World

**Q34.** straightforward initial-understanding § 4.1 Post-war Settlement and the Bretton Woods Institutions [3]

What were the two institutions established by the Bretton Woods conference, and what was the specific purpose of each?

◆ The Making of a Global World

**Q35.** straightforward initial-understanding § 4.3 Decolonisation and Independence [1]

What was the main demand of the Group of 77 (G-77) developing nations when they called for a 'New International Economic Order'?

◆ The Making of a Global World

---

Available for free from:

<https://cbsegrade10studyguide.com>

<https://github.com/orgs/cbse-free-resources/repositories>

Available for free from:

<https://cbsegrade10studyguide.com>

<https://github.com/orgs/cbse-free-resources/repositories>

CBSE CLASS X

# Social Science (087)

## ANSWER KEY

AI-generated question paper

Code: C1NWS5

Questions: 35

Maximum Marks: 70

Generated: 2026-06-26 10:29

Q1. straightforward initial-understanding § Section II Header and Chapter Introduction

[1]

Human societies have been interconnected across vast distances since ancient times. Identify TWO different kinds of things — apart from goods — that travellers and traders carried with them as they moved across the world in early history.

◆ The Making of a Global World

Generated by claude-sonnet-4-6 • 2026-06-26 13:38 • grounding rag

### Model Answer

Apart from goods, travellers and traders carried **ideas/values/religions** (e.g., Buddhism, Islam spread via silk routes) and **germs/diseases** across the world in early history.

### Explanation

The passage explicitly lists what travellers carried: "goods, money, values, skills, ideas, inventions, and even germs and diseases." The question asks for TWO things *apart from goods*, so pick any two from the remaining list. Mentioning a supporting example (like Buddhism or disease spread) shows understanding and is exam-appropriate. Both points together earn the 1 mark.

**Q2.** medium initial-understanding § 1 The Pre-modern World

[3]

Why were the Spanish conquerors able to devastate the indigenous population of America so effectively, even before their armies fully penetrated the continent?

◆ The Making of a Global World

Generated by claude-sonnet-4-6 • 2026-06-26 13:38 • grounding rag

### Model Answer

The Spanish conquerors devastated America's indigenous population primarily through **disease**, not military force. They carried germs of deadly diseases like **smallpox** on their persons. Since America's original inhabitants had lived in isolation for millions of years, they had **no immunity** against these European diseases. Smallpox spread deep into the continent, ahead of the Spanish armies, killing and decimating whole communities. Unlike guns, which could be captured and used against invaders, diseases could not be countered by the indigenous people, making them an unstoppable weapon of conquest.

Source: *Conquest, Disease and Trade, Chapter 3*

---

### Explanation

- The examiner expects you to identify **disease (smallpox)** as the key weapon — not guns or military superiority.
- Two key points must be mentioned: (1) indigenous people had **no immunity** due to isolation, and (2) disease spread **ahead of the armies**, enabling conquest before soldiers even arrived.
- The contrast with guns ("guns could be captured, but not diseases") is a good point to include if space allows — it shows understanding of *why* disease was so effective.
- Do not write about colonialism generally; stay focused on the specific mechanism asked.

**Q3.** straightforward initial-understanding § 1.1 Silk Routes Link the World

[1]

The Silk Routes connected Asia and Europe through long-distance trade. What goods did Europe typically send to Asia along these routes in exchange for Asian products?

◆ The Making of a Global World

Generated by claude-sonnet-4-6 • 2026-06-26 13:39 • grounding rag

### Model Answer

Europe sent precious metals — gold and silver — to Asia in exchange for Asian products like silk, pottery, and spices along the Silk Routes.

Source: *Chapter 3, Section 1.1 – Silk Routes Link the World*

---

### Explanation

The passage directly states: *"In return, precious metals – gold and silver – flowed from Europe to Asia."*

Examiners expect you to mention **both gold and silver** specifically. Avoid vague answers like "money" or "valuables." One precise sentence is sufficient for 1 mark.

Q4. medium initial-understanding § 1.2 Food Travels: Spaghetti and Potato

[3]

Potatoes, tomatoes, and chillies — common in European and Asian kitchens today — were completely unknown there until about five centuries ago. How did these foods reach the rest of the world from their place of origin? Explain with reference to the pre-modern world.

◆ The Making of a Global World

Generated by claude-sonnet-4-6 • 2026-06-26 13:39 • grounding rag

### Model Answer

Potatoes, tomatoes, and chillies originally belonged to the Americas and were the food of America's original inhabitants — the American Indians. They were completely unknown in Europe and Asia until Christopher Columbus accidentally discovered the Americas about five centuries ago. Before that, in the pre-modern world, traders and travellers played a key role in spreading food crops across continents. They introduced new crops to the lands they travelled through, enabling long-distance cultural exchange. This is how foods from distant regions gradually reached and transformed kitchens across the world.

Source: *Food Travels: Spaghetti and Potato*, Chapter 3

---

### Explanation

- The examiner wants **three clear points**: (1) origin of these foods — the Americas/American Indians, (2) the role of Columbus in connecting the Americas to the rest of the world, and (3) the general mechanism — traders and travellers spreading crops across distances in the pre-modern world.
- Avoid writing about 19th-century trade or colonialism — the question specifically asks about the **pre-modern world**.
- Keep it factual and concise; no unnecessary elaboration needed for 3 marks.

Q5. straightforward initial-understanding § 1.3 Conquest, Disease and Trade

[3]

Why were indigenous people of America so vulnerable to the diseases brought by Spanish conquerors? Explain with reference to the concept of 'biological immunity'.

◆ The Making of a Global World

Generated by claude-sonnet-4-6 • 2026-06-26 13:39 • grounding rag

### Model Answer

The indigenous people of America had been completely isolated from the rest of the world for millions of years. Because of this long isolation, they had never been exposed to European diseases like smallpox. As a result, their bodies had developed **no biological immunity** — that is, no natural resistance — against these diseases.

When Spanish conquerors arrived carrying germs of smallpox on their persons, the disease spread rapidly among the native population. It killed and decimated whole communities. Guns could be captured and used against the conquerors, but diseases could not be fought the same way, since the conquerors were mostly immune while the natives were completely defenceless.

Source: Chapter 3, Section 1.3 — Conquest, Disease and Trade

---

### Explanation

- **Key concept to highlight:** "biological immunity" — the absence of prior exposure = no resistance developed.
- Examiners look for: (1) reason for vulnerability = long isolation, (2) no immunity to European diseases, (3) devastating effect (decimated communities / paved way for conquest).
- The contrast — conquerors were immune, natives were not — is a scoring point worth including.
- Don't over-explain; three clear points at this word count is exactly right for 3 marks.

Q6. medium initial-understanding § 1.3 Conquest, Disease and Trade

[3]

Why did the long geographical isolation of America make its indigenous communities especially vulnerable to diseases brought by European settlers? Explain.

◆ The Making of a Global World

Generated by claude-sonnet-4-6 • 2026-06-26 13:39 • grounding rag

### Model Answer

America was cut off from regular contact with the rest of the world for millions of years before the sixteenth century. Due to this **long geographical isolation**, its indigenous people were never exposed to diseases like smallpox, which were common in Europe and Asia. As a result, they developed **no natural immunity** against these germs. When European settlers arrived carrying these diseases, the diseases spread rapidly deep into the continent, killing and decimating whole communities even before Europeans physically reached those areas. This paved the way for conquest and colonisation.

Source: Chapter 3, Section 1.3 — Conquest, Disease and Trade

---

### Explanation

- The examiner expects three clear points: (1) long isolation → no prior exposure, (2) no immunity developed, (3) rapid spread and mass death enabling conquest.
- Use key textbook phrases: "long isolation," "no immunity," "smallpox," "decimated whole communities," "paved the way for conquest."
- Note the contrast: guns could be captured and turned against invaders, but not diseases — this shows why disease was the *decisive* weapon.
- Avoid padding; 60–90 words is sufficient for 3 marks.

Q7. straightforward initial-understanding § 1.3 Conquest, Disease and Trade

[1]

State any two reasons why large numbers of Europeans migrated to America during the nineteenth century.

◆ The Making of a Global World

Generated by claude-sonnet-4-6 • 2026-06-26 13:39 • grounding rag

### Model Answer

Europeans migrated to America due to (i) widespread poverty and hunger in Europe, and (ii) religious persecution — dissenters fled to escape religious conflicts.

Source: *The Making of a Global World*, Chapter 3, Section 1.3

---

### Explanation

The passage states: "*Until the nineteenth century, poverty and hunger were common in Europe... Religious conflicts were common, and religious dissenters were persecuted. Thousands therefore fled Europe for America.*" For a 1-mark question, two brief points suffice — no elaboration needed. Avoid writing full paragraphs.

**Q8.** medium initial-understanding § 2 The Nineteenth Century (1815-1914)

[3]

Why did Britain repeal the Corn Laws in the nineteenth century? What impact did this have on British farmers?

◆ The Making of a Global World

Generated by claude-sonnet-4-6 · 2026-06-26 13:39 · grounding rag

### Model Answer

Britain repealed the Corn Laws because industrialists and urban dwellers were unhappy with high food grain prices caused by restricted imports. Population growth had increased demand for food, pushing up prices. These groups pressurised the government to abolish the laws so that cheaper food could be imported.

**Impact on British farmers:** After the Corn Laws were scrapped, food could be imported more cheaply than it could be produced domestically. British agriculture could not compete with cheap imports. Vast areas of land were left uncultivated, and thousands of men and women were thrown out of work. Many migrated to cities or emigrated overseas.

Source: Chapter 3, Section 2.1 — A World Economy Takes Shape

---

### Explanation

- The question has **two parts** — reason for repeal + impact on farmers — so address both clearly. Examiners will check for both.
- Key terms to use: **Corn Laws, import restrictions, food prices, industrialists/urban dwellers, competition, uncultivated land, migration.**
- Don't mix up the global impact (lands cleared in America/Australia) with the impact **on British farmers** — the question asks specifically about British farmers.
- For 3 marks: ~2 sentences on reason + ~3 sentences on impact is the right balance.

**Q9.** straightforward initial-understanding § 2.1 A World Economy Takes Shape

[1]

Why did the British government repeal the Corn Laws in the nineteenth century?

◆ The Making of a Global World

Generated by claude-sonnet-4-6 · 2026-06-26 13:39 · grounding rag

### Model Answer

The Corn Laws were repealed because industrialists and urban dwellers were unhappy with high food prices caused by restricted grain imports, and they pressurised the government to abolish these laws.

Source: Chapter 3, Section 2.1

### Explanation

The examiner wants one specific reason: public/industrial pressure due to high food prices. Mention that the Corn Laws restricted food imports, driving up prices, and that industrialists and urban dwellers forced their abolition. One clear sentence is enough for 1 mark.

**Q10.** straightforward initial-understanding § 2.1 A World Economy Takes Shape

[1]

What kinds of things moved between countries as part of international economic exchanges in the nineteenth century? Give any two examples.

◆ The Making of a Global World

Generated by claude-sonnet-4-6 • 2026-06-26 13:39 • grounding rag

### Model Answer

Three types of things moved between countries: (1) **trade in goods** (e.g., cloth, wheat), (2) **labour/migration** of people seeking employment, and (3) **capital** for short- or long-term investments.

Source: *The Nineteenth Century (1815–1914)*, Section 2, Chapter 3

### Explanation

The question asks for **any two** examples from the three flows identified in the passage (trade, labour, capital). Name the flow and give the example in brackets. Examiners expect textbook terminology ("flows"/"trade in goods"/"capital"). Since it's 1 mark, two correct examples suffice — don't over-explain.

**Q11.** medium initial-understanding § 2.1 A World Economy Takes Shape

[2]

When Britain began importing cheap food from overseas after the repeal of the Corn Laws, what happened to British agriculture and its rural workforce?

◆ The Making of a Global World

Generated by claude-sonnet-4-6 • 2026-06-26 13:39 • grounding rag

### Model Answer

After the repeal of the Corn Laws, cheap food imports made British agriculture unable to compete. Vast areas of land were left uncultivated, and thousands of men and women were thrown out of work. They either flocked to the cities or migrated overseas in search of better livelihoods.

Source: Chapter 3, Section 2.1 — A World Economy Takes Shape

### Explanation

The examiner expects two clear points: (1) agricultural land fell out of cultivation, and (2) the rural workforce lost jobs and was forced to migrate. Both points together earn full marks. Use the textbook's exact phrases like "vast areas of land were left uncultivated" and "thrown out of work" to show you've read the source carefully.

**Q12.** medium initial-understanding § 2.1 A World Economy Takes Shape

[3]

After Britain began importing food on a large scale following the repeal of the Corn Laws, new agricultural lands were opened around the world. What other developments were necessary to make this global food supply possible? Explain with examples.

◆ The Making of a Global World

Generated by claude-sonnet-4-6 • 2026-06-26 13:39 • grounding rag

### Model Answer

After the repeal of the Corn Laws, simply clearing new agricultural lands was not enough. Several other developments were essential:

1. **Railways** were needed to link agricultural regions to ports (e.g., in America, Australia, and Eastern Europe).
2. **New harbours** had to be built or expanded to ship large cargoes.
3. **Capital** was required and flowed from financial centres like London to fund these projects.
4. **Labour and migration** were necessary — nearly 50 million people emigrated from Europe to America and Australia to settle and cultivate the new lands.

Together, these developments created a global agricultural economy by 1890.

Source: Chapter 3, Section 2.1 — A World Economy Takes Shape

---

### Explanation

Examiners expect students to identify **at least 3 distinct developments** beyond simply clearing land: transport (railways), infrastructure (ports/harbours), capital (London financial centres), and labour/migration. Each point should be brief but specific. Giving examples (America, Australia, Eastern Europe) shows you've read the passage carefully. Avoid vague statements like "technology improved" — name the specific development. 3 marks = roughly 3 distinct points.

Q13. medium initial-understanding § 2.2 Role of Technology

[3]

How did refrigerated ships change the meat trade between America/Australia and Europe in the nineteenth century?

◆ The Making of a Global World

Generated by claude-sonnet-4-6 • 2026-06-26 13:39 • grounding rag

### Model Answer

Before the 1870s, animals were shipped **live** from America to Europe and slaughtered on arrival. This was wasteful — animals took up large ship space, many died or lost weight during the voyage, making meat an **expensive luxury** beyond the reach of the European poor.

The invention of **refrigerated ships** allowed animals to be slaughtered at the starting point — in America, Australia, or New Zealand — and transported as **frozen meat**. This reduced shipping costs and **lowered meat prices** in Europe. As a result, the European poor could now add meat, butter, and eggs to their earlier monotonous diet of bread and potatoes.

Source: *The Making of a Global World, Section 2.2 — Role of Technology*

---

### Explanation

- The examiner expects **two clear stages**: the old system (live animals) and the new system (refrigerated/frozen meat) — each with its consequences.
- Key terms to use: *refrigerated ships, frozen meat, shipping costs, meat prices, European poor*.
- Don't just describe the technology; always link it to the **social impact** (improved diet of the poor) — that's where many students lose marks.
- 3 marks = roughly 3 distinct points, which map to: (1) problem with old method, (2) how refrigeration changed it, (3) impact on European diet/society.

Q14. straightforward initial-understanding § 2.3 Late nineteenth-century Colonialism

[1]

What was rinderpest, and how did its arrival in Africa in the late nineteenth century affect the lives of African peasants and their ability to resist colonial labour demands?

◆ The Making of a Global World

Generated by claude-sonnet-4-6 • 2026-06-26 13:39 • grounding rag

### Model Answer

Rinderpest was a devastating cattle plague that swept across Africa in the 1890s, killing 90% of cattle. This destroyed African livelihoods, forcing peasants into the colonial labour market as they lost their primary means of sustenance and independence.

Source: *Chapter 3, Section 2.4 — Rinderpest, or the Cattle Plague*

### Explanation

For a 1-mark question, examiners expect: (1) a brief definition of rinderpest, and (2) its key consequence — loss of cattle forced Africans into wage labour. Avoid writing more than 1–2 lines. The critical link is: cattle loss → destroyed livelihoods → Africans compelled to work for colonisers.

**Q15.** straightforward initial-understanding § 2.4 Rinderpest, or the Cattle Plague

[1]

How did rinderpest reach Africa in the late 1880s?

◆ The Making of a Global World

Generated by claude-sonnet-4-6 • 2026-06-26 13:39 • grounding rag

### Model Answer

Rinderpest arrived in Africa in the late 1880s carried by infected cattle imported from British Asia to feed Italian soldiers invading Eritrea in East Africa.

Source: Chapter 3, Section 2.4 – Rinderpest, or the Cattle Plague

---

### Explanation

This is a direct factual question. The examiner expects two key points in one line: (1) the carrier — infected cattle from British Asia, and (2) the occasion — to feed Italian soldiers invading Eritrea. Both details are needed for full marks. Avoid vague answers like "it came from Asia."

**Q16.** medium initial-understanding § 2.4 Rinderpest, or the Cattle Plague

[3]

Why did most Africans have little reason to work for wages on European plantations and mines before the 1890s? How did the rinderpest cattle plague change this situation?

◆ The Making of a Global World

Generated by claude-sonnet-4-6 • 2026-06-26 13:39 • grounding rag

### Model Answer

**Before 1890s:** Africa had abundant land and livestock, which sustained African livelihoods for centuries. Very few consumer goods were available that wages could buy. Since Africans possessed enough land and cattle, they had little need to work for wages on European plantations and mines.

**After Rinderpest:** Rinderpest arrived in the late 1880s, killing 90% of Africa's cattle. This destroyed African livelihoods completely. European planters, mine owners and colonial governments then monopolised the scarce remaining cattle, forcing Africans — who had lost their main source of sustenance — into the labour market to earn wages for survival.

Source: Chapter 3, Section 2.4 – Rinderpest, or the Cattle Plague

---

### Explanation

- This is a **two-part question** (before + after), so address both clearly.
- The key cause-and-effect logic: cattle = livelihood = independence → no need for wages. Loss of cattle = loss of livelihood = forced into wage labour.
- Mention **90% cattle killed** and **monopolisation by Europeans** — these are scoring details examiners look for.
- Keep it structured; dividing into two mini-paragraphs (as above) makes the answer clear and scorable.

**Q17.** medium initial-understanding § 2.4 Rinderpest, or the Cattle Plague

[1]

Consider the following statements about the impact of rinderpest in Africa:

Assertion (A): European planters and mine owners gained greater control over the African labour force after rinderpest swept through the continent.

Reason (R): The cattle plague wiped out the primary source of African livelihood and self-sufficiency, leaving Africans with no alternative but to seek wage employment.

Choose the correct option:

- (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.

- 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.

◆ The Making of a Global World

Generated by claude-sonnet-4-6 • 2026-06-26 13:39 • grounding rag

### Model Answer

**(A) Both (A) and (R) are true and (R) is the correct explanation of (A).**

Rinderpest destroyed 90% of Africa's cattle, ruining African livelihoods and self-sufficiency, which forced Africans into wage labour on European plantations and mines.

### Explanation

The textbook clearly states that "the loss of cattle destroyed African livelihoods" and that "planters, mine owners and colonial governments now successfully monopolised what scarce cattle resources remained... to force Africans into the labour market." Both statements are true and R directly explains why A happened — loss of cattle (R) led to European control over labour (A).

**Q18.** straightforward initial-understanding § 2.4 Indentured Labour Migration from India

[1]

What was the indentured labour system, and what were indentured workers typically promised in exchange for signing the contract?

◆ The Making of a Global World

Generated by claude-sonnet-4-6 • 2026-06-26 13:39 • grounding rag

### Model Answer

Indentured labour was a system where labourers were hired under contracts (bonds) to work for an employer. Workers were promised **return travel to India** after completing five years on their employer's plantation.

Source: Chapter 3, Section 2.4 – Indentured Labour Migration from India

### Explanation

The question has two parts in one: (1) define the system, (2) state what was promised. Both must be addressed in one line. The key promise from the passage is "return travel to India after five years" — mention this explicitly. Do not confuse with false promises made by agents; the question asks about the contract promise.

**Q19.** medium initial-understanding § 2.4 Indentured Labour Migration from India [3]

From which regions of India did most indentured workers come, and what economic pressures in those regions forced them to migrate?

◆ The Making of a Global World

Generated by claude-sonnet-4-6 · 2026-06-26 13:40 · grounding rag

### Model Answer

Most indentured workers came from **eastern Uttar Pradesh, Bihar, central India, and the dry districts of Tamil Nadu.**

In the mid-nineteenth century, these regions faced severe economic hardships: cottage industries declined, land rents rose, and lands were cleared for mines and plantations. As a result, the poor could not pay their rents, fell deeply into debt, and were forced to migrate in search of work.

Source: Chapter 3, Section 2.4 — Indentured Labour Migration from India

---

### Explanation

- The examiner expects **two parts**: (1) the specific regions, and (2) the economic reasons — both are needed for full marks.
- List the four regions clearly; vague answers like "north India" will lose marks.
- The three economic pressures (decline of cottage industries, rising rents, land clearance) are directly from the textbook — mention all three for full credit.
- Avoid writing about destinations or working conditions; the question is only about origins and push factors.

**Q20.** medium initial-understanding § 2.4 Indentured Labour Migration from India [3]

Why has nineteenth-century indentured labour been described as a 'new system of slavery'?

◆ The Making of a Global World

Generated by claude-sonnet-4-6 · 2026-06-26 13:40 · grounding rag

### Model Answer

Nineteenth-century indentured labour has been described as a 'new system of slavery' for the following reasons:

- Workers were recruited under false pretences — agents provided misleading information about destinations, nature of work, and living conditions; some migrants were even forcibly abducted.
- On arrival at plantations, living and working conditions were extremely harsh.
- Workers had very few legal rights.
- They were bound by a contract (indenture) and had no freedom to leave for five years.

Thus, though technically not enslaved, indentured workers were trapped in conditions of coercion and misery similar to slavery.

Source: Chapter 3, Section 2.4 — Indentured Labour Migration from India

---

### Explanation

Examiners expect three clear, distinct points for 3 marks. The key points are: **deceptive/forced recruitment, harsh living and working conditions, and absence of legal rights / bonded contract.** Mentioning all three earns full marks. Avoid writing a long essay — bullet points or short sentences are ideal here.

**Q21.** straightforward initial-understanding § 2.4 Indentured Labour Migration from India

[1]

Which of the following best describes how indentured workers shaped culture in their host countries?

- (A) They preserved their original regional traditions in isolation, with no outside influence.  
(B) They blended elements from different cultures to create entirely new forms of music, language, and festivals.  
(C) They adopted the cultural practices of European plantation owners and gradually forgot their own heritage.  
(D) Cultural exchange did not occur because workers from different regions were kept strictly separate.
- A They strictly preserved their original Indian traditions without any mixing.  
B They blended elements from different cultures to produce entirely new forms of expression.  
C They adopted the culture of European plantation owners completely.  
D They abandoned all cultural practices due to harsh working conditions.

◆ The Making of a Global World

Generated by claude-sonnet-4-6 · 2026-06-26 13:40 · grounding rag

### Model Answer

#### Answer: (B)

Indentured workers blended elements from different cultures to produce entirely new forms of expression, such as 'Hosay' carnival, Rastafarianism, and 'Chutney music' in the Caribbean.

Source: *Indentured Labour Migration from India, Chapter 3*

#### Explanation

The passage explicitly states that workers "developed new forms of individual and collective self-expression, blending different cultural forms, old and new." Examples like Hosay, Rastafarianism, and Chutney music show cultural fusion — not isolation, not abandonment, not complete adoption of European culture. Examiners expect you to identify the key idea of **cultural blending/fusion** and support it with at least one example from the text.

**Q22.** straightforward initial-understanding § 2.5 Indian Entrepreneurs Abroad

[3]

What role did Indian moneylenders and financiers, such as the Shikaripuri Shroffs, play in financing trade and agriculture in distant parts of Asia and Africa in the nineteenth century?

◆ The Making of a Global World

Generated by claude-sonnet-4-6 • 2026-06-26 13:40 • grounding rag

### Model Answer

Indian moneylenders and financiers like the Shikaripuri Shroffs and Nattukottai Chettiars played a crucial role in financing export agriculture in Central and Southeast Asia. They used their own funds or money borrowed from European banks to provide credit to small peasants who could not access formal banks. They had a sophisticated system to transfer money over large distances and developed indigenous forms of corporate organisation. Indian traders and moneylenders also followed European colonisers into Africa, financing trade and commerce in distant regions.

Source: Chapter 3, Section 2.5 – Indian Entrepreneurs Abroad

### Explanation

The examiner looks for three key points (one per mark): (1) who they were and what they financed, (2) the source of their funds, and (3) their system/reach (money transfer system + Africa). Naming at least one group (Shikaripuri Shroffs or Nattukottai Chettiars) is important. Avoid generic statements — stick to what the passage says.

**Q23.** straightforward initial-understanding § 2.6 Indian Trade, Colonialism and the Global System

[3]

What happened to India's share of cotton textile exports in world trade between 1800 and the 1870s, and what replaced textiles as India's major export during this period?

◆ The Making of a Global World

Generated by claude-sonnet-4-6 • 2026-06-26 13:40 • grounding rag

### Model Answer

India's share of cotton textile exports in world trade declined sharply — from about **30% around 1800** to **15% by 1815**, and further to **below 3% by the 1870s**. This decline happened because Britain imposed tariff barriers on Indian textiles, and British manufacturers flooded both British and international markets with cheap machine-made cloth.

As textile exports fell, **raw materials** replaced them as India's major export. Raw cotton exports rose from 5% to 35% of India's total exports between 1812 and 1871. Indigo (used for dyeing) and opium (shipped to China) were other important exports, with opium becoming India's single largest export for a period.

Source: Chapter 3, Section 2.6 – Indian Trade, Colonialism and the Global System

---

### Explanation

- The examiner wants **two parts**: (1) the decline in textile export share with figures, and (2) what replaced textiles.
- Always quote the **statistics** (30% → 15% → below 3%; raw cotton 5% → 35%) — these are direct from the textbook and fetch marks.
- Mention all three replacement exports: raw cotton, indigo, opium. Raw cotton is most important.
- Do not confuse *exports from India* with *imports into India* — a common student error.

**Q24.** medium initial-understanding § 2.6 Indian Trade, Colonialism and the Global System

[3]

How did Britain use its trade surplus earned from India to manage its trade deficits with other countries?

◆ The Making of a Global World

Generated by claude-sonnet-4-6 · 2026-06-26 13:40 · grounding rag

### Model Answer

Britain had a **trade surplus** with India because the value of British exports to India was much higher than the value of British imports from India. Britain used this surplus to balance its trade deficits with other countries — that is, countries from which Britain was importing more than it was selling to. This is called a **multilateral settlement system**, where one country's deficit with another country is settled by its surplus with a third country. Thus, India played a crucial role in supporting Britain's position in the late-nineteenth-century world economy.

Source: *Indian Trade, Colonialism and the Global System, Chapter 3*

---

### Explanation

- The key concept here is **multilateral settlement** — examiners expect this term to appear in your answer.
- Remember the logic: India → surplus with Britain → Britain uses it to cover deficits elsewhere.
- Also note the secondary use: the surplus paid 'home charges' (pensions, remittances, debt interest) — you can add this for extra precision in a 3-mark answer.
- Avoid writing too broadly; stick to the trade surplus mechanism as described in the passage.

**Q25.** straightforward initial-understanding § 2.6 Indian Trade, Colonialism and the Global System

[1]

Why did British cotton manufacturers push for tariffs on Indian cloth imports into Britain?

- A) To punish India for not buying British goods
- B) To protect their own domestic industry from cheaper Indian competition
- C) To raise government revenue for colonial administration
- D) To encourage Indian weavers to adopt British weaving techniques

- A To punish India for not buying British goods
- B To protect their own expanding domestic industry from competition
- C To raise government revenue for colonial administration
- D To encourage India to export raw cotton instead of finished cloth

◆ The Making of a Global World

Generated by claude-sonnet-4-6 • 2026-06-26 13:40 • grounding rag

### Model Answer

**Answer: B** — To protect their own expanding domestic industry from competition.

British cotton industrialists pressurised the government to impose import duties on Indian cotton textiles so that Manchester goods could sell in Britain without facing cheaper Indian competition.

Source: *Manchester Comes to India, Chapter 4*

### Explanation

The passage in **Section 3.3** clearly states: "*industrial groups began worrying about imports from other countries. They pressurised the government to impose import duties on cotton textiles so that Manchester goods could sell in Britain without facing any competition from outside.*" This directly supports Option B. Options A, C, and D are not mentioned in the source — they are distractors. Always link your MCQ answer to the textbook reasoning, especially if explanation is asked.

**Q26.** straightforward initial-understanding § 3.3 Rise of Mass Production and Consumption

[3]

What was the key principle behind the assembly line method introduced by Henry Ford, and how did it increase output?

◆ The Making of a Global World

Generated by claude-sonnet-4-6 · 2026-06-26 13:40 · grounding rag

### Model Answer

The key principle behind Henry Ford's assembly line method was making each worker repeat a **single, mechanical task continuously** at a pace dictated by the conveyor belt — such as fitting one specific part to the car.

This increased output in two ways:

- Workers could not slow down, take breaks, or be distracted, which **speeded up the pace of work**.
- As a result, Ford's cars rolled off the line at **three-minute intervals**, far faster than previous methods, making the T-Model Ford the world's first mass-produced car.

By increasing output per worker and lowering production costs, mass production made goods cheaper and more affordable.

*Source: Chapter 3, Section 3.3 — Rise of Mass Production and Consumption*

---

### Explanation

#### What examiners look for (3 marks):

- 1 mark: Correctly stating the principle (one task, mechanically repeated, conveyor-belt pace).
- 1 mark: How it increased output (workers couldn't slow down → higher output per worker).
- 1 mark: A supporting fact (3-minute intervals / T-Model Ford / first mass-produced car).

**Key tip:** Don't just say "faster production" — explain *why* it was faster (no breaks, no delays, conveyor-belt controls pace). The 3-minute interval is a great specific detail to include.

Q27. medium initial-understanding § 3.3 Rise of Mass Production and Consumption

[3]

Henry Ford raised workers' daily wages to \$5 in 1914, a move that seemed costly for the company. How did this wage increase actually benefit Ford's business in the long run?

◆ The Making of a Global World

Generated by claude-sonnet-4-6 · 2026-06-26 13:40 · grounding rag

### Model Answer

Henry Ford doubled workers' wages to \$5 in 1914 to stop workers from quitting in large numbers due to the stress of assembly line work. He then recovered the high wage cost by **repeatedly speeding up the production line**, forcing workers to work harder. Ford himself described this as the "**best cost-cutting decision**" he ever made.

Additionally, higher wages meant workers could now afford to purchase consumer goods like cars, boosting overall demand. Car production in the US rose from 2 million in 1919 to over 5 million in 1929, which greatly benefited Ford's business.

Source: *Rise of Mass Production and Consumption, Chapter 3, Section 3.3*

---

### Explanation

Examiners look for **two distinct benefits** here:

1. **Internal/production benefit** — Ford recovered wages by speeding up the assembly line (cost-cutting).
2. **External/market benefit** — Higher wages increased workers' purchasing power, expanding the consumer market for cars.

Many students mention only one side. Mentioning Ford's own quote ("best cost-cutting decision") adds precision and shows textbook familiarity. Avoid writing a general essay on mass production — keep it focused on *how the wage hike specifically helped Ford's business*.

**Q28.** straightforward initial-understanding § 3.3 Rise of Mass Production and Consumption [1]

Which of the following best describes how American consumers in the 1920s were able to afford expensive durable goods such as cars and refrigerators?

- (A) The government subsidised the purchase of consumer goods for all citizens.
- (B) Wages rose so sharply that most workers could pay for goods upfront with cash savings.
- (C) A system of hire purchase (buying on credit in instalments) allowed consumers to buy now and pay later.
- (D) Imported goods from Europe made durable items cheaper and widely available.

A The government provided direct subsidies to households for purchasing goods.

B Goods were distributed free of charge by manufacturers to boost demand.

C Consumers purchased goods on credit, repaying in weekly or monthly instalments.

D Workers pooled their wages collectively to buy goods in bulk.

◆ The Making of a Global World

Generated by claude-sonnet-4-6 • 2026-06-26 13:40 • grounding rag

### Model Answer

**Option C** — Consumers purchased goods on credit, repaying in weekly or monthly instalments.

In the 1920s, Americans bought durable goods like cars and refrigerators through a "hire purchase" system — buying on credit and repaying in weekly or monthly instalments.

Source: Chapter 3, Section 3.3 — Rise of Mass Production and Consumption

---

### Explanation

The passage explicitly states: *"there was a spurt in the purchase of refrigerators, washing machines, radios... all through a system of 'hire purchase' (i.e., on credit repaid in weekly or monthly instalments)."* Examiners expect you to identify the hire purchase/instalment credit system as the key mechanism. Options A, B, and D are not supported by the passage.

**Q29.** straightforward initial-understanding § 3.4 The Great Depression [1]

When did the Great Depression begin, and which group of producers was most severely affected by it?

◆ The Making of a Global World

Generated by claude-sonnet-4-6 • 2026-06-26 13:40 • grounding rag

### Model Answer

The Great Depression began around **1929**. **Agricultural regions and communities** were the most severely affected, as the fall in agricultural prices was greater and more prolonged than that in industrial goods prices.

Source: Chapter 3, Section 3.4 — The Great Depression

---

### Explanation

This is a 1-mark question, so one crisp sentence (or two very short ones) is sufficient. Examiners look for **two specific facts**: the start year (1929) and the worst-affected group (agricultural regions/communities). The reason (fall in agricultural prices being steeper) adds value but keep it brief. Avoid writing a full paragraph.

**Q30.** medium initial-understanding § 3.4 The Great Depression

**[3]**

How did the withdrawal of US loans help spread the Great Depression to other parts of the world? Explain with examples.

◆ The Making of a Global World

Generated by claude-sonnet-4-6 · 2026-06-26 13:40 · grounding rag

### Model Answer

In the mid-1920s, many countries financed their investments through US loans. When trouble appeared, US overseas lenders panicked and withdrew these loans — from over \$1 billion in 1928 to one-quarter of that amount just a year later.

This withdrawal affected the world in different ways:

- **In Europe**, it caused major bank failures and the collapse of currencies like the British pound sterling.
- **In Latin America and elsewhere**, it intensified the slump in agricultural and raw material prices.

Additionally, the US doubled import duties to protect its own economy, dealing a further blow to world trade.

Source: The Great Depression, Chapter 3, Section 3.4

---

### Explanation

- The examiner wants a **cause** → **mechanism** → **examples** structure: why loans were withdrawn → what happened as a result → specific regional examples.
- Always name the two regions given in the textbook (Europe and Latin America) with their specific effects — this earns the split marks.
- The import duty point is a bonus detail that strengthens the answer without padding it.
- Avoid vague phrases like "it affected many countries badly" — be specific as the textbook is.

**Q31.** straightforward initial-understanding § 3.4 The Great Depression

[1]

Which of the following best describes why thousands of US banks collapsed during the Great Depression?

- (A) The US government raised interest rates sharply, making loans unaffordable.
- (B) Banks had given out loans that could not be repaid as incomes and prices fell.
- (C) Foreign countries withdrew their gold deposits from US banks simultaneously.
- (D) The US stock market was closed by the government, freezing all bank assets.

A The US government deliberately closed banks to reduce inflation.

B Banks could not recover investments, collect loans, or repay depositors as households and businesses defaulted.

C Foreign governments withdrew their gold deposits from US banks simultaneously.

D A series of natural disasters destroyed the agricultural output that banks had financed.

◆ The Making of a Global World

Generated by claude-sonnet-4-6 • 2026-06-26 13:40 • grounding rag

### Model Answer

#### Answer: (B)

Banks could not recover investments, collect loans, or repay depositors as households and businesses defaulted due to falling incomes and prices, forcing thousands of banks into bankruptcy.

Source: *The Great Depression, Chapter 3, Section 3.4*

#### Explanation

The passage directly states: "Unable to recover investments, collect loans and repay depositors, thousands of banks went bankrupt." This happened because falling incomes caused households and businesses to default on loans. Options A, C, and D are not supported by the passage — the government did not close banks, foreign gold withdrawal is not mentioned as a cause, and natural disasters are irrelevant here.

**Q32.** straightforward initial-understanding § 3.5 India and the Great Depression

[1]

How did the Great Depression turn India into an exporter of gold?

◆ The Making of a Global World

Generated by claude-sonnet-4-6 • 2026-06-26 13:40 • grounding rag

### Model Answer

As agricultural prices crashed, Indian peasants fell into debt and sold their jewellery and precious metals to meet expenses, turning India into an exporter of gold during the depression years.

Source: *Chapter 3, Section 3.5 – India and the Great Depression*

---

#### Explanation

The key causal chain examiners expect: falling prices → peasant debt → sale of gold/jewellery → India becomes a gold exporter. Mentioning Keynes's comment is optional for 1 mark but adds value if space allows. Do not confuse this with agricultural exports.

**Q33.** medium initial-understanding § 3.5 India and the Great Depression

[1]

Which of the following best explains why jute growers in Bengal were among the worst-hit groups during the Great Depression?

- (A) They shifted to growing food crops, reducing their income.
  - (B) Jute was mainly sold in domestic markets that collapsed suddenly.
  - (C) The global demand for jute packaging fell sharply as world trade contracted, crashing jute prices.
  - (D) The British government imposed heavy export taxes on jute during the Depression.
- A The colonial government heavily taxed jute exports, leaving growers with very little income.  
B The collapse of gunny export markets caused raw jute prices to crash, while revenue demands remained unchanged, pushing growers into deep debt.  
C Jute cultivation was banned in Bengal, forcing farmers to switch to less profitable crops.  
D Falling wheat prices made it impossible for jute growers to afford food, even though jute itself sold well.

◆ The Making of a Global World

Generated by claude-sonnet-4-6 • 2026-06-26 13:40 • grounding rag

### Model Answer

**Option B** — The collapse of gunny export markets caused raw jute prices to crash (by over 60%), while revenue demands remained unchanged, pushing growers into deep debt.

### Explanation

The textbook (Section 3.5) explicitly states that as gunny exports collapsed, raw jute prices crashed more than 60%, yet the colonial government refused to reduce revenue demands. Option B directly reflects this. The question's correct answer (C) addresses *why* globally, but among the given **options A–D**, Option B matches the textbook's specific explanation for Bengal jute growers' distress.

**Q34.** straightforward initial-understanding § 4.1 Post-war Settlement and the Bretton Woods Institutions [3]

What were the two institutions established by the Bretton Woods conference, and what was the specific purpose of each?

◆ The Making of a Global World

Generated by claude-sonnet-4-6 • 2026-06-26 13:40 • grounding rag

### Model Answer

The Bretton Woods Conference (1944) established two institutions:

- 1. International Monetary Fund (IMF):** It was set up to deal with the external surpluses and deficits of its member nations, thereby ensuring international monetary stability.
- 1. International Bank for Reconstruction and Development (World Bank):** It was established to finance post-war reconstruction of economies damaged by the Second World War.

Both institutions commenced financial operations in 1947 and are together called the "Bretton Woods twins."

Source: Chapter 3, Section 4.1 – Post-war Settlement and the Bretton Woods Institutions

---

### Explanation

- The examiner expects **both institutions named correctly** (full names score better than abbreviations alone) — that's 1 mark each.
- The **specific purpose of each** must be stated distinctly — do not merge them into one sentence.
- The phrase "Bretton Woods twins" is a useful bonus term but not mandatory.
- Avoid writing about the IMF's voting structure or the Gold Standard unless directly asked — it wastes time and marks are not awarded for unrequested information.

**Q35.** straightforward initial-understanding § 4.3 Decolonisation and Independence [1]

What was the main demand of the Group of 77 (G-77) developing nations when they called for a 'New International Economic Order'?

◆ The Making of a Global World

Generated by claude-sonnet-4-6 • 2026-06-26 13:40 • grounding rag

### Model Answer

The G-77 demanded real control over their natural resources, more development assistance, fairer prices for raw materials, and better access for their manufactured goods in developed countries' markets.

Source: Section 4.3, The Making of a Global World (Chapter 3)

---

### Explanation

The examiner expects you to directly quote/paraphrase the four key demands listed in the textbook for the NIEO. Even in a 1-mark question, mentioning at least 2–3 of these specific demands (natural resources control, fairer prices, better market access) scores full marks. Avoid vague phrases like "equality" or "economic justice" — use the textbook's exact terms.

Available for free from:

<https://cbsegrade10studyguide.com>

<https://github.com/orgs/cbse-free-resources/repositories>

Available for free from:

<https://cbsegrade10studyguide.com>

<https://github.com/orgs/cbse-free-resources/repositories>