

CBSE CLASS X  
**Social Science (087)**

QUESTION PAPER  
*AI-generated question paper*

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**Code: C1NWS5****Questions: 35****Maximum Marks: 70****Generated: 2026-06-26 10:29**

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**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.

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**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?

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**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?

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**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.

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**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'.

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- 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.  
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- 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?  
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- Q15.** straightforward initial-understanding § 2.4 Rinderpest, or the Cattle Plague [1]  
How did rinderpest reach Africa in the late 1880s?  
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**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?

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**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.

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**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?

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**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?

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**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'?

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**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.

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**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?

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**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?

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**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?

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**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

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**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?

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**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?

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**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.

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**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?

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**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.

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**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.

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

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

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**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.

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**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?

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**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'?

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