

CBSE CLASS X

Social Science (087)

ANSWER KEY

From previous CBSE Board Exam questions

Code: O22ToY Questions: 43 Maximum Marks: 66 Generated: 2026-06-15 13:05

SELECTIONS USED

Source	Previous-year board
Subject	Social Science
Lessons	The Making of a Global World
Year	2022-2026
Questions selected	43

Composition — Types: 21 MCQ · 13 Very short · 5 Short · 4 Assertion–reason

Q1. § 1 The First World War, Khilafat and Non-Cooperation

[3]

How did the First World War create a new economic situation in India ? Explain.

Previously asked in: 2022 32/4/1 Q6(b)

♦ Nationalism in India

Economic Impact of the First World War on India

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Model Answer

The First World War created a new economic situation in India in the following ways:

- 1. Rise in defence expenditure:** The war led to a huge increase in defence expenditure, financed through war loans and higher taxes. Customs duties were raised and income tax was introduced.
- 1. Rising prices:** Prices doubled between 1913 and 1918, causing extreme hardship to common people.
- 1. Forced recruitment:** Villages were forced to supply soldiers, causing widespread anger in rural areas.
- 1. Food shortages and epidemic:** Crop failures in 1918–19 and 1920–21 led to acute food shortages, accompanied by an influenza epidemic. Around 12–13 million people perished due to famines and the epidemic.

Source: *The First World War, Khilafat and Non-Cooperation, Chapter 2*

Explanation

- This is a **3-mark "explain" question**, so examiners expect **3 distinct points** — each clearly stated.
- All four points above come directly from the source passage; stick to these.
- Avoid writing lengthy descriptions — one sentence per point is sufficient.
- Key terms like "war loans," "customs duties," "income tax," "forced recruitment," and "influenza epidemic" fetch marks, so use them precisely.

Q2. § 1 The Pre-modern World § 1.3 Conquest, Disease and Trade § 2.4 Rinderpest, or the Cattle Plague

[2]

△ The Making of a Global World > 2.4 Rinderpest, or the Cattle Plague — Internal project only — not in the Board exam (per CBSE 2026-27 curriculum) Only sub-topics 1–1.3 (The Pre-modern World) are in the Board exam; sub-topics 2–4.4 are the internally-assessed interdisciplinary project. [source: Course Structure — History, Chapter III (Subtopics 1 to 1.3 evaluated in Board)]

How did trade and long distance travel contribute to the spread of diseases during ancient period ? Explain.

Previously asked in: 2026 32/5/1 Q5(b)

♦ The Making of a Global World Spread of diseases through trade and long-distance travel in the ancient period

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Model Answer

Traders, travellers, priests, and pilgrims moved across vast distances carrying not only goods and ideas but also **germs and diseases**. The long-distance spread of disease-carrying germs can be traced back to the seventh century. For example, when Spanish conquerors reached America, they unknowingly carried smallpox germs, which wiped out entire indigenous communities that had no immunity against it.

Source: Chapter 3 – The Making of a Global World, Sections 1 and 1.3

Explanation

The examiner expects two points: (1) the general idea that trade/travel spread germs alongside goods, and (2) a specific example (smallpox in America is the strongest one from the chapter). Keep the example crisp. Mentioning the 7th-century reference shows textbook awareness. Avoid over-explaining — 2 marks = ~2 key points.

Q3. § 2 The Nineteenth Century (1815-1914) § 4 Rebuilding a World Economy: The Post-war Era § 4.2 The Early Post-war Years

[1]

△ The Making of a Global World › 2 The Nineteenth Century (1815-1914) — Internal project only — not in the Board exam (per CBSE 2026-27 curriculum) Only sub-topics 1–1.3 (The Pre-modern World) are in the Board exam; sub-topics 2–4.4 are the internally-assessed interdisciplinary project. [\[source: Course Structure — History, Chapter III \(Subtopics 1 to 1.3 evaluated in Board\)\]](#)

△ The Making of a Global World › 4.2 The Early Post-war Years — Internal project only — not in the Board exam (per CBSE 2026-27 curriculum) Only sub-topics 1–1.3 (The Pre-modern World) are in the Board exam; sub-topics 2–4.4 are the internally-assessed interdisciplinary project. [\[source: Course Structure — History, Chapter III \(Subtopics 1 to 1.3 evaluated in Board\)\]](#)

△ The Making of a Global World › 4 Rebuilding a World Economy: The Post-war Era — Internal project only — not in the Board exam (per CBSE 2026-27 curriculum) Only sub-topics 1–1.3 (The Pre-modern World) are in the Board exam; sub-topics 2–4.4 are the internally-assessed interdisciplinary project. [\[source: Course Structure — History, Chapter III \(Subtopics 1 to 1.3 evaluated in Board\)\]](#)

There were three important developments that greatly shrank the pre-modern world. Identify the incorrect one from the following options :

- (a) The flow of trade
- (b) The flow of labour
- (c) The flow of capital
- (d) The flow of technology

Previously asked in: 2023 32/4/1 Q3

♦ **The Making of a Global World**

Pre-modern world and factors that shrank it (trade, migration, technology)

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Model Answer

The incorrect option is **(d) The flow of technology**.

The three flows are: trade in goods, migration of labour, and movement of capital for investment — not technology.

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

Explanation

The passage clearly states the three types of flows as **(1) flow of trade, (2) flow of labour, and (3) flow of capital**. Technology is not listed as one of these three flows. Examiners expect you to directly identify the odd one out by recalling this specific list from the textbook.

Q4. § 1 The Pre-modern World

[2]

How did trade help to spread diseases during the pre-modern world ? Explain.

Previously asked in: 2026 32/1/1 Q5 (B)

♦ The Making of a Global World

Spread of diseases through trade in the pre-modern world

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Model Answer

Traders and travellers carried disease-causing germs along with goods across long distances. When European sailors arrived in America, they unknowingly brought germs like **smallpox**. America's original inhabitants had no immunity against these diseases, so smallpox spread rapidly, killing entire communities and paving the way for European conquest.

Explanation

The examiner expects you to link trade/travel directly to disease spread with a specific example. Mention of smallpox in America (no immunity → decimated populations) is the key point from the chapter. Two marks = one clear mechanism + one example. Avoid writing about Rinderpest here as that relates to colonialism/cattle, not trade spreading disease.

Q5. § 1.1 Silk Routes Link the World

[1]

Choose the correct option to fill in the blank.

_____ from India and Southeast Asia travelled through 'Silk Route' to other parts of the world.

- (A) Gold and silver ornaments
- (B) Clothes and spices
- (C) Grain and pulses
- (D) Iron and other metals

Previously asked in: 2024 32/4/1 Q2

♦ The Making of a Global World

Silk Routes and Trade Networks

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Model Answer**(B) Clothes and spices**

Textiles and spices from India and Southeast Asia travelled through the Silk Route to other parts of the world.

Explanation

The passage from Chapter 3 explicitly states: "*Chinese pottery also travelled the same route, as did **textiles and spices** from India and Southeast Asia.*" Note that gold and silver flowed in the **opposite** direction — from Europe **to** Asia. Students must read carefully to avoid choosing option (A).

Q6. § 1 The Pre-modern World § 1.1 Silk Routes Link the World**[1]**

Choose the correct option to fill in the blank.

The Indus Valley Civilization was linked to the _____ region through coastal trade as early as 3000 BCE.

- (A) North America
- (B) South America
- (C) West Asia
- (D) South Australia

Previously asked in: 2026 32/3/1 Q3

♦ The Making of a Global World

Early Trade Links: Indus Valley Civilization and Coastal Trade (3000 BCE)

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Model Answer**(C) West Asia**

As early as 3000 BCE, an active coastal trade linked the Indus Valley Civilisation with present-day **West Asia**.

Explanation

The answer is directly stated in the passage from Chapter 3 ("The Pre-modern World"): "*As early as 3000 BCE an active coastal trade linked the Indus valley civilisations with present-day West Asia.*" Students must read source passages carefully; the other options (North America, South America, South Australia) have no connection to ancient Indus trade routes.

Q7. § 1.1 Silk Routes Link the World**[1]**

Which one of the following religions emerged from eastern India and spread in several directions through intersecting points on the 'silk routes' ?

- (A) Hinduism
- (B) Christianity
- (C) Buddhism
- (D) Jainism

Previously asked in: 2024 32/5/1 Q2

♦ The Making of a Global World

Silk Routes and spread of Buddhism from eastern India

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Model Answer**(C) Buddhism**

Buddhism emerged from eastern India and spread in several directions through intersecting points on the silk routes.

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

Explanation

The passage directly states: "*Buddhism emerged from eastern India and spread in several directions through intersecting points on the silk routes.*" This is a direct-recall MCQ; simply identify and state option (C).

Hinduism and Jainism also originated in India but are not mentioned in this context; Christianity spread from West Asia, not eastern India.

Q8. § 1 The Pre-modern World § 2 The Nineteenth Century (1815-1914) § 2.3 Late nineteenth-century Colonialism

[3]

△ The Making of a Global World > 2 The Nineteenth Century (1815-1914) — Internal project only — not in the Board exam (per CBSE 2026-27 curriculum) Only sub-topics 1–1.3 (The Pre-modern World) are in the Board exam; sub-topics 2–4.4 are the internally-assessed interdisciplinary project. [\[source: Course Structure — History, Chapter III \(Subtopics 1 to 1.3 evaluated in Board\)\]](#)

△ The Making of a Global World > 2.3 Late nineteenth-century Colonialism — Internal project only — not in the Board exam (per CBSE 2026-27 curriculum) Only sub-topics 1–1.3 (The Pre-modern World) are in the Board exam; sub-topics 2–4.4 are the internally-assessed interdisciplinary project. [\[source: Course Structure — History, Chapter III \(Subtopics 1 to 1.3 evaluated in Board\)\]](#)

"Trade and cultural exchange went hand-in-hand during pre-modern times." Explain the statement with any two examples.

Previously asked in: 2026 32/4/1 Q5(b)

◆ The Making of a Global World

Pre-modern world: trade and cultural exchange (Silk Routes)

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Model Answer

Trade and cultural exchanges were deeply interconnected in pre-modern times.

Example 1: From as early as 3000 BCE, active coastal trade linked the Indus Valley Civilisation with West Asia. Traders and travellers carried not only goods but also values, skills, and ideas, spreading culture across regions.

Example 2: For over a millennium, cowrie shells from the Maldives travelled to China and East Africa, serving as currency. This trade route also facilitated the exchange of cultural practices among distant civilisations.

Thus, trade routes doubled as channels for cultural transmission.

Source: *The Making of a Global World, Section 1 – The Pre-modern World*

Explanation

- The examiner expects **two distinct examples**, each clearly linking **trade with cultural exchange**. Stating the example alone (trade only) will lose marks.
- Key facts to use: Indus Valley–West Asia coastal trade (3000 BCE), cowrie shells (Maldives → China/East Africa), and the role of traders/priests/pilgrims carrying "goods, money, values, skills, ideas."
- The phrase from the textbook — "*travellers, traders, priests and pilgrims... carried goods, money, values, skills, ideas, inventions*" — is the core evidence. Weave it in naturally.
- Do **not** write about 19th-century colonialism here; the question is specifically about *pre-modern* times.

Q9. § 1.1 Silk Routes Link the World

[3]

How was the 'Silk Route' an example of vibrant pre-modern trade ? Explain.

Previously asked in: 2024 32/2/1 Q25(a)

♦ The Making of a Global World

Silk Route as an example of pre-modern trade and cultural exchange

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Model Answer

The Silk Route is an example of vibrant pre-modern trade because:

- Historians have identified several silk routes — over **land and by sea** — linking vast regions of Asia with Europe and northern Africa, existing since before the Christian Era till the fifteenth century.
- **Multiple goods** were exchanged: Chinese silk and pottery, Indian and Southeast Asian textiles and spices travelled westward, while **gold and silver** flowed from Europe to Asia.
- Trade and **cultural exchange** went together — Christian missionaries, Muslim preachers, and Buddhist ideas all spread through these routes, showing that the Silk Route was not merely commercial but also a channel of civilisational exchange.

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

Explanation

Examiners expect **three distinct points** for 3 marks. Cover: (1) the geographical spread of the routes, (2) the variety of goods exchanged in both directions, and (3) the cultural/religious exchange alongside trade. Avoid vague statements — name specific goods (silk, pottery, spices, gold, silver) and specific groups (Christian missionaries, Muslim preachers, Buddhism). The phrase "Trade and cultural exchange always went hand in hand" is a key textbook line worth echoing.

Q10. § 1.1 Silk Routes Link the World**[1]**

Why was the silk route considered a good example of vibrant pre-modern trade ? Choose the most appropriate option from the following :

- (a) Due to movement of silk cargoes
- (b) Due to flow of silver and gold
- (c) Due to linkage of China with Australia
- (d) Due to trade and cultural exchange

Previously asked in: 2025 32/4/1 Q1

♦ The Making of a Global World

Silk Routes as Pre-Modern Trade and Cultural Links

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Model Answer**(d) Due to trade and cultural exchange**

The silk routes enabled not only movement of goods like silk, spices, and precious metals, but also exchange of ideas, religions, and culture between Asia, Europe, and Africa.

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

Explanation

The passage explicitly states: "*Trade and cultural exchange always went hand in hand*" on the silk routes. While silk cargoes (a) and gold/silver flow (b) are mentioned, they are only partial reasons. Option (c) is factually wrong — the route linked Asia with Europe and Africa, not Australia. Option (d) best captures the **complete** reason as stated in the source. In MCQs, always pick the **most comprehensive** option.

Q11. § 1.1 Silk Routes Link the World

[1]

'Buddhism emerged from eastern India and spread in several directions.' Read the following reasons for its spread and choose the correct option.

- I. Due to Cultural exchange
- II. Due to Silk route
- III. Due to trade & travellers
- IV. Due to European efforts

- (A) Only I, II and IV are correct.
- (B) Only II, III and IV are correct.
- (C) Only I, II and III are correct.
- (D) Only I, III and IV are correct.

Previously asked in: 2024 32/3/1 Q6

♦ The Making of a Global World

Spread of Buddhism - Silk Routes, Trade and Cultural Exchange

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Model Answer

(C) Only I, II and III are correct.

Buddhism spread through cultural exchange, silk routes, and trade & travellers. European efforts had no role in its spread; this option is incorrect.

Explanation

The textbook (Chapter 3, Section 1.1) states: "*Buddhism emerged from eastern India and spread in several directions through intersecting points on the silk routes.*" The silk routes facilitated trade, travel, and cultural exchange simultaneously — so reasons I, II, and III are valid. Reason IV (European efforts) is not mentioned anywhere in the context of Buddhism's spread and is historically inaccurate for this period.

Q12. § 1.1 Silk Routes Link the World**[2]**

"The Silk route was a good example of vibrant pre-modern trade and cultural links between distant parts of the world." Explain the statement with any two examples.

Previously asked in: 2024 32/1/1 Q21

♦ The Making of a Global World

The Silk Route – Pre-modern trade and cultural links

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Model Answer

The Silk Route connected Asia, Europe, and northern Africa through land and sea networks, enabling both trade and cultural exchange.

1. **Trade Example:** Chinese silk, pottery, and Indian textiles and spices travelled westward, while precious metals like gold and silver flowed from Europe to Asia.
1. **Cultural Example:** Early Christian missionaries and Muslim preachers travelled these routes to spread their faiths. Buddhism also spread from eastern India to several regions through the Silk Routes.

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

Explanation

- The question asks for **two examples** — one trade and one cultural is the ideal combination, though two of either type also works.
- Examiners look for specific items mentioned: silk, pottery, spices, gold/silver (trade); Buddhism, Christianity, Islam (cultural).
- Avoid vague answers like "goods were exchanged" — name the specific commodities or religions for full marks.
- Each example should be one clear, precise sentence.

Q13. § 1.2 Food Travels: Spaghetti and Potato

[3]

"Food offered many examples of long distance cultural exchange during pre-modern times." Explain the statement with any two examples.

Previously asked in: 2026 32/4/1 Q5(a)

♦ The Making of a Global World

Food and cultural exchange in the pre-modern world

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Model Answer

Food offered many examples of long-distance cultural exchange in pre-modern times:

1. **Spaghetti and Noodles:** It is believed that noodles travelled west from China and became spaghetti in Italy. Arab traders may have carried pasta to fifth-century Sicily, showing cultural exchange between Asia and Europe.
1. **Potato and other crops:** Foods like potatoes, maize, tomatoes, and chillies were unknown to Europe and Asia until Christopher Columbus reached the Americas. These crops were then introduced globally, transforming diets across continents.

Source: *Food Travels: Spaghetti and Potato*, Chapter 3, Section 1.2

Explanation

- Examiners expect **two distinct, developed examples** — one example alone will not fetch full marks.
- Name the food item, its **place of origin**, and where/how it travelled — that three-part detail earns the mark for each example.
- The concluding idea (these show "long-distance cultural contact in the pre-modern world") ties the answer to the exact wording of the question — a good habit for board exams.

Q14. § 1.2 Food Travels: Spaghetti and Potato

[3]

How did food promote long-distance cultural contacts in the pre-modern world ? Explain.

Previously asked in: 2024 32/2/1 Q25(b)

♦ The Making of a Global World

Food and Long-Distance Cultural Contacts in the Pre-Modern World

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Model Answer

Food promoted long-distance cultural contacts in several ways:

1. **Traders and travellers** introduced new crops to the lands they visited. For example, noodles are believed to have travelled from China westward to become spaghetti, possibly carried by Arab traders to Sicily.
1. **Similar foods across distant regions** — noodles/pasta-like foods were known in India, Japan, and Italy, suggesting ancient cross-cultural connections.
1. **New World crops** like potatoes, maize, tomatoes, and chillies were introduced to Europe and Asia after Columbus reached the Americas, transforming diets worldwide.

Thus, the movement of food items reflects the possibilities of long-distance cultural contact even in the pre-modern world.

Source: Chapter 3, Section 1.2 — Food Travels: Spaghetti and Potato

Explanation

- The examiner expects **three distinct points** for 3 marks — traders spreading crops, common food origins linking distant cultures, and the Columbian exchange (New World crops).
- Always name specific examples: noodles/spaghetti (China → Sicily), potato/maize/tomato (Americas → Europe/Asia).
- The phrase "**pre-modern world**" from the question should appear in your answer to show you've addressed it directly.
- Avoid over-writing; three crisp points with examples are enough.

Q15. § 1.3 Conquest, Disease and Trade**[1]**

Two statements are given below. They are Assertion (A) and Reason (R). Read both the statements carefully and choose the correct option :

Assertion (A) : The discovery of sea routes to Asia and America shrank the pre-modern world in the sixteenth century.

Reason (R) : During this period European entry into Indian ocean expanded trade.

- 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.

Previously asked in: 2026 32/5/1 Q2

♦ The Making of a Global World

Discovery of sea routes and shrinking of the pre-modern world

European entry into the Indian Ocean and expansion of trade

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Model Answer

Option B — Both (A) and (R) are true, but (R) is not the correct explanation of (A).

The world shrank because sea routes were discovered connecting continents. European entry into the Indian Ocean expanded trade, but this does not explain why the world shrank.

Explanation

- **(A) is true:** The textbook states "the pre-modern world shrank greatly in the sixteenth century after European sailors found a sea route to Asia and also successfully crossed the western ocean to America."
- **(R) is true:** European entry did expand/redirect trade flows toward Europe.
- **But (R) does not explain (A):** The shrinking refers to the discovery of sea routes connecting previously isolated regions — not to trade expansion in the Indian Ocean. These are two separate facts, so **(B)** is correct.

Q16. § 1.3 Conquest, Disease and Trade § 2.3 Late nineteenth-century Colonialism

[2]

△ The Making of a Global World > 2.3 Late nineteenth-century Colonialism — Internal project only — not in the Board exam (per CBSE 2026-27 curriculum) Only sub-topics 1–1.3 (The Pre-modern World) are in the Board exam; sub-topics 2–4.4 are the internally-assessed interdisciplinary project. [source: Course Structure — History, Chapter III (Subtopics 1 to 1.3 evaluated in Board)]

Why did many Europeans migrate to America after sixteenth century ? Explain.

Previously asked in: 2026 32/5/1 Q5(a)

♦ The Making of a Global World

European Migration to America after the Sixteenth Century

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Model Answer

Many Europeans migrated to America after the sixteenth century due to the following reasons:

1. **Poverty and hunger** were widespread in Europe; cities were overcrowded and deadly diseases were common.
2. **Religious persecution** — religious dissenters fled Europe seeking freedom.
3. **Search for wealth** — legends of El Dorado (the fabled city of gold) attracted many seeking riches in the Americas.

Source: Conquest, Disease and Trade, Chapter 3

Explanation

The question asks for reasons, so a brief list-style answer is ideal for 2 marks. Examiners expect at least **two clear reasons**. The key points from the passage are: poverty/hunger/overcrowding, religious conflicts/persecution, and the lure of wealth/El Dorado. Mention any two well for full marks. Avoid writing long paragraphs — two or three crisp points are sufficient.

Q17. § 1.3 Conquest, Disease and Trade

[1]

Which of the following deadly disease spread in America through Portugal and Spain in mid-sixteenth century ?

- A Yellow fever
- B Smallpox
- C Malaria
- D Cholera

Previously asked in: 2026 32/2/1 Q6

♦ The Making of a Global World

Spread of deadly diseases in America through European colonisers (Portugal and Spain) in the mid-sixteenth century

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Model Answer**Answer: B — Smallpox**

Smallpox, carried by Spanish and Portuguese conquerors, spread through America in the mid-sixteenth century, killing and decimating whole communities as native inhabitants had no immunity against it.

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

Explanation

The passage clearly states: "*the most powerful weapon of the Spanish conquerors was not a conventional military weapon at all. It was the germs such as those of smallpox.*" It spread deep into the continent, killing entire communities. The other options (yellow fever, malaria, cholera) are not mentioned in this context.

Q18. § 1.3 Conquest, Disease and Trade

[1]

The germs of which disease paved the way for Europe's conquest of America in the later half of the sixteenth century?

- A Cholera
- B Smallpox
- C Jaundice
- D Malaria

Previously asked in: 2025 32/3/1 Q17

♦ The Making of a Global World

European conquest of America and the role of smallpox

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Model Answer**Answer: B – Smallpox**

The germs of **smallpox** paved the way for Europe's conquest of America. Native Americans had no immunity against it; it spread rapidly, killing entire communities, making conquest easier for the Spanish.

Source: *Chapter 3, Section 1.3 – Conquest, Disease and Trade*

Explanation

The passage explicitly states: "*the most powerful weapon of the Spanish conquerors was not a conventional military weapon at all. It was the germs such as those of smallpox.*" Smallpox killed whole communities before Europeans even arrived, directly enabling conquest. Examiners expect the correct option (B) and may award the mark only for that — no partial marks in MCQs.

Q19. § 1.3 Conquest, Disease and Trade

[2]

(B) How did the 'small pox' prove as the most powerful weapon of the Spanish conquerors in the mid-sixteenth century? Explain.

Previously asked in: 2023 32/4/1 Q21 (B)

♦ The Making of a Global World

Smallpox as a weapon of Spanish conquest in the Americas (mid-16th century)

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Model Answer

Smallpox proved the most powerful weapon because America's original inhabitants had been isolated for millions of years and had **no immunity** against this European disease. Once introduced, smallpox spread deep into the continent even before Europeans arrived there. It **killed and decimated whole communities**, paving the way for Spanish conquest and colonisation.

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

Explanation

- The key point is **lack of immunity** among Native Americans due to long isolation — mention this explicitly.
- Note that smallpox spread *ahead* of the Europeans themselves — this is a distinctive detail examiners look for.
- Contrast with guns: guns could be captured and turned against invaders, but diseases could not be countered — this shows *why* smallpox was more powerful than conventional weapons.
- Do not write more than 4-5 lines for a 2-mark answer.

Q20. § 1.3 Conquest, Disease and Trade**[1]**

Two statements labelled as Assertion (A) and Reason (R) are given below. Read both the statements carefully and choose the correct option :

Assertion (A) : The Portuguese and Spanish conquest and colonisation of America was decisively under way by the mid-sixteenth century.

Reason (R) : The Spanish conquerors had the most powerful conventional weapons.

- (A) Both Assertion (A) and Reason (R) are true and Reason (R) is the correct explanation of Assertion (A).
- (B) Both Assertion (A) and Reason (R) are true, but Reason (R) is not the correct explanation of Assertion (A).
- (C) Assertion (A) is true, but Reason (R) is false.
- (D) Assertion (A) is false, but Reason (R) is true.

Previously asked in: 2026 32/3/1 Q2

♦ The Making of a Global World

Conquest and Colonisation of America by Portuguese and Spanish

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Model Answer

(C) Assertion (A) is true, but Reason (R) is false.

The passage clearly states that the most powerful weapon of the Spanish conquerors was **not** a conventional military weapon, but **germs** such as smallpox.

Explanation

The textbook explicitly says: *"the most powerful weapon of the Spanish conquerors was not a conventional military weapon at all. It was the germs such as those of smallpox."* So Assertion (A) is correct (colonisation was underway by mid-sixteenth century), but Reason (R) is false because it wrongly credits conventional weapons. Option (C) is correct.

Q21. § 1.3 Conquest, Disease and Trade**[1]**

In the 17th century the city El Dorado in South America became famous as which one of the following ?

- A City of Diversity
- B City of Gold
- C Small pox City
- D Trading City

Previously asked in: 2025 32/6/1 Q9

♦ The Making of a Global World

El Dorado – Myth of the City of Gold in South America

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Model Answer

The correct answer is **B: City of Gold.**

In 17th-century Europe, legends spread about El Dorado — the fabled city of gold in South America, and many expeditions set off in search of it.

Explanation

The passage directly states: *"Legends spread in seventeenth-century Europe about South America's fabled wealth. Many expeditions set off in search of El Dorado, the fabled city of gold."* Examiners expect you to identify the key phrase "city of gold" linked to El Dorado.

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

Q22. § 1.3 Conquest, Disease and Trade**[1]**

Two statements are given below. They are Assertion (A) and Reason (R). Read both the statements and choose the correct option.

Assertion (A) : Silver from Peru and Mexico enhanced Europe's wealth in the sixteenth century.

Reason (R) : Europe used this silver to finance its trade with Asia.

- (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.

Previously asked in: 2026 32/4/1 Q2

♦ The Making of a Global World

Precious metals (silver) from the Americas and European trade with Asia

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Model Answer

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

Silver from Peru and Mexico did enhance Europe's wealth, and Europe used this silver specifically to finance its trade with Asia — (R) directly explains (A).

Source: Chapter 3 (The Making of a Global World), Section 1.3 — Conquest, Disease and Trade

Explanation

The textbook passage explicitly states: "*Precious metals, particularly silver, from mines located in present-day Peru and Mexico also enhanced Europe's wealth and **financed its trade with Asia.***" This single sentence confirms both (A) and (R), and shows a direct causal link — making (R) the correct explanation of (A). Option (A) is therefore the right choice.

Q23. § 1.3 Conquest, Disease and Trade**[1]**

In the mid-16th century, diseases like smallpox reached America through which of the following ?

- A Spanish soldiers
- B French merchants
- C Portuguese sailors
- D British tourists

Previously asked in: 2025 32/2/1 Q3

♦ The Making of a Global World

Spread of diseases to America in the mid-16th century

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Model Answer**Answer: A — Spanish soldiers**

Smallpox reached America through Spanish soldiers (conquerors), whose germs decimated native populations that had no immunity against European diseases.

Source: *The Making of a Global World*, Section 1.3 — Conquest, Disease and Trade

Explanation

The passage clearly states: "the most powerful weapon of the Spanish conquerors was...the germs such as those of smallpox that they carried on their person." The key word is **Spanish conquerors/soldiers** — not French, Portuguese, or British. Examiners look for this specific detail.

Q24. § 1.3 Conquest, Disease and Trade § 2.5 Indian Entrepreneurs Abroad § 2.6 Indian Trade, Colonialism and the Global System **[1]**

△ The Making of a Global World > 2.5 Indian Entrepreneurs Abroad — Internal project only — not in the Board exam (per CBSE 2026-27 curriculum) Only sub-topics 1–1.3 (The Pre-modern World) are in the Board exam; sub-topics 2–4.4 are the internally-assessed interdisciplinary project. [\[source: Course Structure — History, Chapter III \(Subtopics 1 to 1.3 evaluated in Board\)\]](#)

△ The Making of a Global World > 2.6 Indian Trade, Colonialism and the Global System — Internal project only — not in the Board exam (per CBSE 2026-27 curriculum) Only sub-topics 1–1.3 (The Pre-modern World) are in the Board exam; sub-topics 2–4.4 are the internally-assessed interdisciplinary project. [\[source: Course Structure — History, Chapter III \(Subtopics 1 to 1.3 evaluated in Board\)\]](#)

Two statements are given below. They are Assertion (A) and Reason (R). Read both the statements and choose the correct option :

Assertion (A) : The Indian subcontinent was a crucial point in 'Indian Ocean trade flows' during sixteenth century.

Reason (R) : Its geographical location connected East-West Asia and Europe.

- (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.

Previously asked in: 2026 32/1/1 Q2

◆ **The Making of a Global World**

Pre-modern trade and the Indian Ocean trade flows

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Model Answer

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

India's central geographical position in the Indian Ocean connected East Asia, West Asia, and Europe, making it a crucial node in sixteenth-century trade flows.

Explanation

The Assertion is correct — India was a vital hub in Indian Ocean trade. The Reason correctly explains *why*: its geographical location acted as a bridge between East Asia, West Asia, and Europe. Since R directly and logically explains A, option (A) is the right choice. In Assertion-Reason questions, always check if R is not just true but also the *cause* of A.

Q25. § 1.3 Conquest, Disease and Trade § 2 The Nineteenth Century (1815-1914) § 2.3 Late nineteenth-century Colonialism

[1]

△ The Making of a Global World > 2.3 Late nineteenth-century Colonialism — Internal project only — not in the Board exam (per CBSE 2026-27 curriculum) Only sub-topics 1–1.3 (The Pre-modern World) are in the Board exam; sub-topics 2–4.4 are the internally-assessed interdisciplinary project. [source: Course Structure — History, Chapter III (Subtopics 1 to 1.3 evaluated in Board)]

△ The Making of a Global World > 2 The Nineteenth Century (1815-1914) — Internal project only — not in the Board exam (per CBSE 2026-27 curriculum) Only sub-topics 1–1.3 (The Pre-modern World) are in the Board exam; sub-topics 2–4.4 are the internally-assessed interdisciplinary project. [source: Course Structure — History, Chapter III (Subtopics 1 to 1.3 evaluated in Board)]

Why did Europeans flee to America in 19th century ? Identify the correct reason from the following options :

- (A) Poverty and diseases
- (B) Due to gold rush
- (C) To escape from the French Revolution
- (D) As an aftermath of the Vietnam War

Previously asked in: 2023 32/6/1 Q4

♦ The Making of a Global World

European migration to America in the 19th century

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Model Answer

(A) Poverty and diseases

Until the nineteenth century, poverty and hunger were common in Europe, cities were crowded, deadly diseases were widespread, and religious dissenters were persecuted. Thousands therefore fled to America.

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

Explanation

The textbook explicitly states: *"Until the nineteenth century, poverty and hunger were common in Europe. Cities were crowded and deadly diseases were widespread... Thousands therefore fled Europe for America."*

Option (B) refers to the California Gold Rush (not the primary reason stated in the text), Option (C) relates to an earlier period, and Option (D) is completely anachronistic (Vietnam War is 20th century). Always quote the textbook reason directly in MCQ justifications if asked to explain.

Q26. § 1.3 Conquest, Disease and Trade § 2 The Nineteenth Century (1815-1914) § 2.3 Late nineteenth-century Colonialism

[2]

△ The Making of a Global World > 2.3 Late nineteenth-century Colonialism — Internal project only — not in the Board exam (per CBSE 2026-27 curriculum) Only sub-topics 1–1.3 (The Pre-modern World) are in the Board exam; sub-topics 2–4.4 are the internally-assessed interdisciplinary project. [\[source: Course Structure — History, Chapter III \(Subtopics 1 to 1.3 evaluated in Board\)\]](#)

△ The Making of a Global World > 2 The Nineteenth Century (1815-1914) — Internal project only — not in the Board exam (per CBSE 2026-27 curriculum) Only sub-topics 1–1.3 (The Pre-modern World) are in the Board exam; sub-topics 2–4.4 are the internally-assessed interdisciplinary project. [\[source: Course Structure — History, Chapter III \(Subtopics 1 to 1.3 evaluated in Board\)\]](#)

Why did Europeans flee to America in the 19th century ? Explain.

Previously asked in: 2023 32/5/1 Q21

♦ The Making of a Global World

European migration to America in the 19th century

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Model Answer

Europeans fled to America in the 19th century due to poverty and hunger, which were widespread in Europe. Cities were overcrowded and deadly diseases were common. Religious conflicts were frequent, and religious dissenters faced persecution. These hardships pushed thousands to seek a better life in America.

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

Explanation

The answer is directly from the passage: "Until the nineteenth century, poverty and hunger were common in Europe. Cities were crowded and deadly diseases were widespread. Religious conflicts were common, and religious dissenters were persecuted. Thousands therefore fled Europe for America." For 2 marks, cover all three reasons (poverty/hunger, disease/overcrowding, religious persecution) briefly. No extra elaboration needed.

Q27. § 2.1 A World Economy Takes Shape § 3.2 Post-war Recovery § 3.4 The Great Depression

[1]

△ The Making of a Global World › 3.4 The Great Depression — Internal project only — not in the Board exam (per CBSE 2026-27 curriculum) Only sub-topics 1–1.3 (The Pre-modern World) are in the Board exam; sub-topics 2–4.4 are the internally-assessed interdisciplinary project. [\[source: Course Structure — History, Chapter III \(Subtopics 1 to 1.3 evaluated in Board\)\]](#)

△ The Making of a Global World › 2.1 A World Economy Takes Shape — Internal project only — not in the Board exam (per CBSE 2026-27 curriculum) Only sub-topics 1–1.3 (The Pre-modern World) are in the Board exam; sub-topics 2–4.4 are the internally-assessed interdisciplinary project. [\[source: Course Structure — History, Chapter III \(Subtopics 1 to 1.3 evaluated in Board\)\]](#)

△ The Making of a Global World › 3.2 Post-war Recovery — Internal project only — not in the Board exam (per CBSE 2026-27 curriculum) Only sub-topics 1–1.3 (The Pre-modern World) are in the Board exam; sub-topics 2–4.4 are the internally-assessed interdisciplinary project. [\[source: Course Structure — History, Chapter III \(Subtopics 1 to 1.3 evaluated in Board\)\]](#)

Which country was the most affected by the potato famine during 1845 – 1849 ?

- A France
- B United States of America
- C Ireland
- D Sweden

Previously asked in: 2026 32/2/1 Q1

◆ The Making of a Global World The Great Irish Potato Famine and its global impact

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Model Answer

Option C — Ireland

Ireland was the most affected by the potato famine during 1845–1849, which led to mass starvation and large-scale emigration of Irish people to America and Australia.

Source: *A World Economy Takes Shape*, Chapter 3

Explanation

The source passage references Irish emigrants leaving for the US (Fig. 7) in the context of mass migration caused by hardship, indicating Ireland as the country most severely affected. The potato famine causing mass Irish emigration is a well-known historical fact supported by the textbook context. Examiners expect the direct, correct option — no elaboration needed for 1 mark.

Q28. § 2.1 A World Economy Takes Shape § 2.3 Late nineteenth-century Colonialism

[1]

△ The Making of a Global World > 2.1 A World Economy Takes Shape — Internal project only — not in the Board exam (per CBSE 2026-27 curriculum) Only sub-topics 1–1.3 (The Pre-modern World) are in the Board exam; sub-topics 2–4.4 are the internally-assessed interdisciplinary project. [\[source: Course Structure — History, Chapter III \(Subtopics 1 to 1.3 evaluated in Board\)\]](#)

△ The Making of a Global World > 2.3 Late nineteenth-century Colonialism — Internal project only — not in the Board exam (per CBSE 2026-27 curriculum) Only sub-topics 1–1.3 (The Pre-modern World) are in the Board exam; sub-topics 2–4.4 are the internally-assessed interdisciplinary project. [\[source: Course Structure — History, Chapter III \(Subtopics 1 to 1.3 evaluated in Board\)\]](#)

In the early years of the 19th century the production of which of the following food items brought about a fundamental change in the lives of poor people in Europe ?

- (A) Tomato
- (B) Potato
- (C) Soya
- (D) Groundnut

Previously asked in: 2025 32/5/1 Q3

◆ The Making of a Global World Impact of food production (potato) on the lives of the poor in Europe in the 19th century

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Model Answer

(B) Potato

In the early 19th century, the production of **potato** brought a fundamental change in the lives of poor people in Europe.

Explanation

The passage from Chapter 3 mentions that the poor in Europe earlier survived on a monotonous diet of **bread and potatoes**. This implies potato was the key staple food that had already transformed poor people's diets and lives in the early 19th century. The examiner expects a direct one-word/one-line answer. No explanation is needed for a 1-mark MCQ.

Q29. § 2 The Nineteenth Century (1815-1914) § 2.1 A World Economy Takes Shape § 2.3 Late nineteenth-century Colonialism

[2]

△ The Making of a Global World › 2.1 A World Economy Takes Shape — Internal project only — not in the Board exam (per CBSE 2026-27 curriculum) Only sub-topics 1–1.3 (The Pre-modern World) are in the Board exam; sub-topics 2–4.4 are the internally-assessed interdisciplinary project. [\[source: Course Structure — History, Chapter III \(Subtopics 1 to 1.3 evaluated in Board\)\]](#)

△ The Making of a Global World › 2.3 Late nineteenth-century Colonialism — Internal project only — not in the Board exam (per CBSE 2026-27 curriculum) Only sub-topics 1–1.3 (The Pre-modern World) are in the Board exam; sub-topics 2–4.4 are the internally-assessed interdisciplinary project. [\[source: Course Structure — History, Chapter III \(Subtopics 1 to 1.3 evaluated in Board\)\]](#)

△ The Making of a Global World › 2 The Nineteenth Century (1815-1914) — Internal project only — not in the Board exam (per CBSE 2026-27 curriculum) Only sub-topics 1–1.3 (The Pre-modern World) are in the Board exam; sub-topics 2–4.4 are the internally-assessed interdisciplinary project. [\[source: Course Structure — History, Chapter III \(Subtopics 1 to 1.3 evaluated in Board\)\]](#)

"Until the nineteenth century, poverty and hunger were common in Europe." Analyse the statement.

Previously asked in: 2024 32/4/1 Q21

♦ The Making of a Global World

Poverty and Hunger in Pre-19th Century Europe

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Model Answer

Until the nineteenth century, poverty and hunger were widespread in Europe due to the following reasons:

1. The first half of the nineteenth century saw an enormous increase in population, creating more job seekers than employment opportunities.
2. Rural population migrated to cities, leading to overcrowded slums.
3. Small producers faced stiff competition from cheap machine-made imports from England.
4. Peasants struggled under feudal dues, and bad harvests caused widespread pauperism.

Source: Chapter 1, Section 3.2 – Hunger, Hardship and Popular Revolt

Explanation

This is a 2-mark analytical question. Examiners expect 2 clear, specific points drawn directly from the textbook passage. Avoid vague statements — mention specific causes like population growth, unemployment, competition from English imports, feudal burdens, and food price rise. No need to give examples of revolts (like 1848 Paris or Silesia) unless you have space; the causes are the focus here.

Q30. § 2.1 A World Economy Takes Shape § 3.2 Post-war Recovery § 3.4 The Great Depression

[1]

△ The Making of a Global World › 3.2 Post-war Recovery — Internal project only — not in the Board exam (per CBSE 2026-27 curriculum) Only sub-topics 1–1.3 (The Pre-modern World) are in the Board exam; sub-topics 2–4.4 are the internally-assessed interdisciplinary project. [\[source: Course Structure — History, Chapter III \(Subtopics 1 to 1.3 evaluated in Board\)\]](#)

△ The Making of a Global World › 2.1 A World Economy Takes Shape — Internal project only — not in the Board exam (per CBSE 2026-27 curriculum) Only sub-topics 1–1.3 (The Pre-modern World) are in the Board exam; sub-topics 2–4.4 are the internally-assessed interdisciplinary project. [\[source: Course Structure — History, Chapter III \(Subtopics 1 to 1.3 evaluated in Board\)\]](#)

△ The Making of a Global World › 3.4 The Great Depression — Internal project only — not in the Board exam (per CBSE 2026-27 curriculum) Only sub-topics 1–1.3 (The Pre-modern World) are in the Board exam; sub-topics 2–4.4 are the internally-assessed interdisciplinary project. [\[source: Course Structure — History, Chapter III \(Subtopics 1 to 1.3 evaluated in Board\)\]](#)

'Potato famine' was related to which of the following countries ?

- A England
- B Ireland
- C Finland
- D Scotland

Previously asked in: 2025 32/2/1 Q1

♦ The Making of a Global World The Great Potato Famine and Irish Migration

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Model Answer

B) Ireland

The 'Potato Famine' (1845–49) occurred in **Ireland**, where potato crop failure caused mass starvation and emigration.

Explanation

The Irish Potato Famine (also called the Great Famine) is mentioned in the context of 19th-century European hardships and migrations discussed in Class 10 History. Potato was the staple food of the Irish poor; when blight destroyed the crop, about one million died and another million emigrated. This is a standard factual question — remember the country is **Ireland**, not England or Scotland.

Q31. § 2 The Nineteenth Century (1815-1914)

[1]

△ The Making of a Global World › 2 The Nineteenth Century (1815-1914) — Internal project only — not in the Board exam (per CBSE 2026-27 curriculum) Only sub-topics 1–1.3 (The Pre-modern World) are in the Board exam; sub-topics 2–4.4 are the internally-assessed interdisciplinary project. [source: Course Structure — History, Chapter III (Subtopics 1 to 1.3 evaluated in Board)]

Read the following reasons of migration of people from Europe to America till the 19th century and choose the correct option :

- I. Poverty and hunger
- II. Slaves for sale
- III. Wide spread of diseases
- IV. Religious conflicts and persecution

- (A) Only I, II and III are correct.
- (B) Only II, III and IV are correct.
- (C) Only I, III and IV are correct.
- (D) Only I, II and IV are correct.

Previously asked in: 2025 32/1/1 Q2

♦ The Making of a Global World

Migration from Europe to America: Causes (poverty, disease, religious persecution)

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Model Answer

(C) Only I, III and IV are correct.

Poverty/hunger, widespread diseases, and religious conflicts/persecution drove European migration to America. Slaves were *brought from Africa to America*, not a reason for European migration.

Explanation

The key is to identify why **Europeans** migrated to America. Slave trade (option II) was movement of Africans to America forcibly, not a reason Europeans migrated. Options I, III, and IV — poverty, disease-driven desperation, and religious persecution — are the historically accepted push factors for European migration. Eliminate II to get option (C).

Q32. § 2.3 Late nineteenth-century Colonialism

[2]

△ The Making of a Global World › 2.3 Late nineteenth-century Colonialism — Internal project only — not in the Board exam (per CBSE 2026-27 curriculum) Only sub-topics 1–1.3 (The Pre-modern World) are in the Board exam; sub-topics 2–4.4 are the internally-assessed interdisciplinary project. [source: Course Structure — History, Chapter III (Subtopics 1 to 1.3 evaluated in Board)]

How had globalization begun long before sixteenth century ? Explain.

Previously asked in: 2026 32/1/1 Q5 (A)

♦ The Making of a Global World

Pre-modern world: early trade, travel and exchange before the sixteenth century

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Model Answer

Globalisation began long before the sixteenth century because human societies have been interlinked since ancient times. Traders, travellers, priests, and pilgrims travelled vast distances carrying goods, money, ideas, and even diseases. For example, as early as 3000 BCE, coastal trade linked the Indus Valley civilisation with West Asia, and cowries from the Maldives reached China and East Africa.

Source: *The Making of a Global World, Section 1 – The Pre-modern World*

Explanation

- The question asks you to **explain** with examples — so one or two specific historical examples (Indus Valley trade, cowrie shells) are essential.
- Key idea: globalisation is not modern; it has roots in ancient trade, migration, and movement of people/goods/ideas.
- Examiners expect both the general statement (long history of trade and migration) and at least one concrete example. Avoid writing about 16th century or later events.

Q33. § 2.4 Indentured Labour Migration from India

[2]

△ The Making of a Global World › 2.4 Indentured Labour Migration from India — Internal project only — not in the Board exam (per CBSE 2026-27 curriculum) Only sub-topics 1–1.3 (The Pre-modern World) are in the Board exam; sub-topics 2–4.4 are the internally-assessed interdisciplinary project. [source: Course Structure — History, Chapter III (Subtopics 1 to 1.3 evaluated in Board)]

(A) Explain any two methods that were used by the Europeans for the recruitment of the indentured labours.

Previously asked in: 2023 32/4/1 Q21 (A)

♦ The Making of a Global World

Recruitment of Indentured Labour

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Model Answer

Recruitment of indentured labourers was done by agents engaged by employers. Two methods used were:

1. **False Information:** Agents tempted prospective migrants by providing false information about destinations, nature of work, and living conditions to lure them.
2. **Forcible Abduction:** Sometimes agents even forcibly abducted less willing migrants who were unwilling to go voluntarily.

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

Explanation

- The question asks for **two methods** — name each clearly and explain briefly.
- Both points come directly from the passage: "agents also tempted... by providing false information" and "sometimes agents even forcibly abducted less willing migrants."
- At 2 marks, one sentence per method is sufficient. Avoid writing lengthy descriptions.
- Mentioning that agents were paid a commission can serve as background but is not a "method of recruitment" itself — focus on false information and abduction.

Q34. § 2.6 Indian Trade, Colonialism and the Global System**[1]**

△ The Making of a Global World > 2.6 Indian Trade, Colonialism and the Global System — Internal project only — not in the Board exam (per CBSE 2026-27 curriculum) Only sub-topics 1–1.3 (The Pre-modern World) are in the Board exam; sub-topics 2–4.4 are the internally-assessed interdisciplinary project. [source: [Course Structure — History, Chapter III \(Subtopics 1 to 1.3 evaluated in Board\)](#)]

For which of the following markets were cotton and sugar primarily exported from America in the 18th Century ?

- (A) For American Market
- (B) For European Market
- (C) For Asian Market
- (D) For Australian Market

Previously asked in: 2025 32/5/1 Q2

♦ The Making of a Global World

Trade of cotton and sugar from America to European markets in the 18th Century

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Model Answer**(B) For European Market**

Cotton and sugar were primarily exported from America in the 18th century for the **European market**.

Explanation

This is a direct factual question from the chapter on industrialisation and trade. The context of the source passages discusses how raw materials like cotton were exported to fuel European (especially British) industries. The answer is (B). In board exams, for MCQs, simply stating the correct option with one supporting line is sufficient.

Q35. § 2 The Nineteenth Century (1815-1914) § 2.5 Indian Entrepreneurs Abroad § 2.6 Indian Trade, Colonialism and the Global System [2]

△ The Making of a Global World › 2.5 Indian Entrepreneurs Abroad — Internal project only — not in the Board exam (per CBSE 2026-27 curriculum) Only sub-topics 1–1.3 (The Pre-modern World) are in the Board exam; sub-topics 2–4.4 are the internally-assessed interdisciplinary project. [\[source: Course Structure — History, Chapter III \(Subtopics 1 to 1.3 evaluated in Board\)\]](#)

△ The Making of a Global World › 2.6 Indian Trade, Colonialism and the Global System — Internal project only — not in the Board exam (per CBSE 2026-27 curriculum) Only sub-topics 1–1.3 (The Pre-modern World) are in the Board exam; sub-topics 2–4.4 are the internally-assessed interdisciplinary project. [\[source: Course Structure — History, Chapter III \(Subtopics 1 to 1.3 evaluated in Board\)\]](#)

△ The Making of a Global World › 2 The Nineteenth Century (1815-1914) — Internal project only — not in the Board exam (per CBSE 2026-27 curriculum) Only sub-topics 1–1.3 (The Pre-modern World) are in the Board exam; sub-topics 2–4.4 are the internally-assessed interdisciplinary project. [\[source: Course Structure — History, Chapter III \(Subtopics 1 to 1.3 evaluated in Board\)\]](#)

Why was the Indian subcontinent central to the flows of the trading network before the sixteenth century ? Explain.

Previously asked in: 2024 32/5/1 Q21

♦ The Making of a Global World

India's Central Role in Pre-Sixteenth Century Trade Networks

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Model Answer

The Indian subcontinent was central to the pre-sixteenth century trading network because Indian silk and cotton textiles dominated the international market. Fine cotton and silk goods were exported via overland camel routes through northwest passes to Central Asia and Persia, and by sea through ports like Surat, Masulipatam, and Hoogly to West Asia and Southeast Asia.

Source: Chapter 4, Section 3.1 – The Age of Indian Textiles

Explanation

Examiners expect two clear points: (1) India's dominance in textile production (especially fine varieties), and (2) the existence of both land and sea trade routes connecting India to multiple regions. Mentioning specific ports and routes adds precision and earns full marks. Keep it within 2–3 sentences for a 2-mark answer.

Q36. § 1.3 Conquest, Disease and Trade § 2.5 Indian Entrepreneurs Abroad § 2.6 Indian Trade, Colonialism and the Global System **[2]**

△ The Making of a Global World > 2.6 Indian Trade, Colonialism and the Global System — Internal project only — not in the Board exam (per CBSE 2026-27 curriculum) Only sub-topics 1–1.3 (The Pre-modern World) are in the Board exam; sub-topics 2–4.4 are the internally-assessed interdisciplinary project. [\[source: Course Structure — History, Chapter III \(Subtopics 1 to 1.3 evaluated in Board\)\]](#)

△ The Making of a Global World > 2.5 Indian Entrepreneurs Abroad — Internal project only — not in the Board exam (per CBSE 2026-27 curriculum) Only sub-topics 1–1.3 (The Pre-modern World) are in the Board exam; sub-topics 2–4.4 are the internally-assessed interdisciplinary project. [\[source: Course Structure — History, Chapter III \(Subtopics 1 to 1.3 evaluated in Board\)\]](#)

Why was the Indian subcontinent significant to trade networks before European intervention ? Explain.

Previously asked in: 2025 32/4/1 Q21

♦ The Making of a Global World

India's role in pre-colonial trade networks

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Model Answer

Before European intervention, the Indian subcontinent was a central hub in global trade networks. Indian fine cotton textiles were in great demand in Europe and beyond. Surat was a major centre of overseas trade in the western Indian Ocean. Traders from France, Dutch, Portugal, and local merchants all competed in Indian markets to secure goods.

Source: Chapter 3, Section 2.6; Chapter 4, Section 3.2

Explanation

The question asks *why* India was significant — focus on two points: (1) high demand for Indian fine textiles in Europe, and (2) India's geographic position as a trade hub (Surat, western Indian Ocean routes). The source passages explicitly mention these. Avoid writing about post-colonial decline; the question is about the *pre-European-dominance* period. Examiners expect specific textual evidence — naming Surat and fine cottons earns marks.

Q37. § 1.3 Conquest, Disease and Trade § 2.5 Indian Entrepreneurs Abroad § 2.6 Indian Trade, Colonialism and the Global System **[2]**

△ The Making of a Global World > 2.5 Indian Entrepreneurs Abroad — Internal project only — not in the Board exam (per CBSE 2026-27 curriculum) Only sub-topics 1–1.3 (The Pre-modern World) are in the Board exam; sub-topics 2–4.4 are the internally-assessed interdisciplinary project. [\[source: Course Structure — History, Chapter III \(Subtopics 1 to 1.3 evaluated in Board\)\]](#)

△ The Making of a Global World > 2.6 Indian Trade, Colonialism and the Global System — Internal project only — not in the Board exam (per CBSE 2026-27 curriculum) Only sub-topics 1–1.3 (The Pre-modern World) are in the Board exam; sub-topics 2–4.4 are the internally-assessed interdisciplinary project. [\[source: Course Structure — History, Chapter III \(Subtopics 1 to 1.3 evaluated in Board\)\]](#)

How was the Indian subcontinent crucial for the trade network during the sixteenth century ? Explain.

Previously asked in: 2024 32/3/1 Q21

♦ **The Making of a Global World**

Role of the Indian Subcontinent in Pre-modern Trade Networks (16th Century)

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Model Answer

During the sixteenth century, India was central to the international trade network. Fine silk and cotton textiles from India dominated global markets. Armenian and Persian merchants carried goods from Punjab through Afghanistan to Central Asia by land. Surat connected India to Gulf and Red Sea ports, while Masulipatam and Hoogly linked India to Southeast Asian ports by sea.

Source: *The Age of Indian Textiles, Chapter 4*

Explanation

The question asks specifically about the **sixteenth century trade network**, so focus on:

- India as a supplier of dominant textiles (silk and cotton)
- **Land routes** (north-west frontier → Central Asia)
- **Sea routes** (Surat → West Asia; Masulipatam/Hoogly → Southeast Asia)

Avoid writing about the decline under colonial rule — that's a different question. Examiners expect both land and sea trade links to be mentioned for full marks.

Q38. § 3 The Inter-war Economy § 3.1 Wartime Transformations**[1]**

△ The Making of a Global World > 3 The Inter-war Economy — Internal project only — not in the Board exam (per CBSE 2026-27 curriculum) Only sub-topics 1–1.3 (The Pre-modern World) are in the Board exam; sub-topics 2–4.4 are the internally-assessed interdisciplinary project. [\[source: Course Structure — History, Chapter III \(Subtopics 1 to 1.3 evaluated in Board\)\]](#)

△ The Making of a Global World > 3.1 Wartime Transformations — Internal project only — not in the Board exam (per CBSE 2026-27 curriculum) Only sub-topics 1–1.3 (The Pre-modern World) are in the Board exam; sub-topics 2–4.4 are the internally-assessed interdisciplinary project. [\[source: Course Structure — History, Chapter III \(Subtopics 1 to 1.3 evaluated in Board\)\]](#)

Choose the correct option from the following regarding Central Powers in the First World War :

- (a) Germany, Austria-Hungary and Ottoman Turkey
- (b) Britain, France and Russia
- (c) Italy, Japan and Russia
- (d) France, Austria-Hungary and China

Previously asked in: 2023 32/2/1 Q2

♦ The Making of a Global World

Central Powers in the First World War

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Model Answer

The correct option is **(a) Germany, Austria-Hungary and Ottoman Turkey.**

Explanation

The textbook (Chapter 3, Section 3.1) explicitly states: "on the opposite side were the Central Powers – Germany, Austria-Hungary and Ottoman Turkey." Option (b) describes the Allies, not the Central Powers. Students must not confuse the two blocs.

Source: Chapter 3, Section 3.1 – Wartime Transformations

Q39. § 3 The Inter-war Economy § 3.2 Post-war Recovery

[2]

△ The Making of a Global World > 3 The Inter-war Economy — Internal project only — not in the Board exam (per CBSE 2026-27 curriculum) Only sub-topics 1–1.3 (The Pre-modern World) are in the Board exam; sub-topics 2–4.4 are the internally-assessed interdisciplinary project. [source: Course Structure — History, Chapter III (Subtopics 1 to 1.3 evaluated in Board)]

△ The Making of a Global World > 3.2 Post-war Recovery — Internal project only — not in the Board exam (per CBSE 2026-27 curriculum) Only sub-topics 1–1.3 (The Pre-modern World) are in the Board exam; sub-topics 2–4.4 are the internally-assessed interdisciplinary project. [source: Course Structure — History, Chapter III (Subtopics 1 to 1.3 evaluated in Board)]

Mention any two economic impacts of the First World War on India.

Previously asked in: 2025 32/3/1 Q21

♦ The Making of a Global World Economic Impact of the First World War on India

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Model Answer

Two economic impacts of the First World War on India:

1. **Industrial growth (war boom):** India's industries developed during the war years as Britain was preoccupied with fighting, leading to increased demand and production.
1. **Difficult post-war recovery:** After the war, Britain found it difficult to recapture its dominant position in the Indian market, signalling a shift in India's economic relations.

Source: *The Making of a Global World*, Chapter 3, Section 3.2

Explanation

- The question is worth 2 marks, so two distinct points are needed — one per mark.
- The source passages focus more on Britain's post-war crisis; for India specifically, the examiner expects reference to **industrial development during the war** and **Britain losing dominance in the Indian market**.
- Avoid writing about the Great Depression here — that is a separate event.
- Keep each point crisp; one sentence per point is sufficient.

Q40. § 3.3 Rise of Mass Production and Consumption

[1]

△ The Making of a Global World > 3.3 Rise of Mass Production and Consumption — Internal project only — not in the Board exam (per CBSE 2026-27 curriculum) Only sub-topics 1–1.3 (The Pre-modern World) are in the Board exam; sub-topics 2–4.4 are the internally-assessed interdisciplinary project. [source: [Course Structure — History, Chapter III \(Subtopics 1 to 1.3 evaluated in Board\)](#)]

In which of the following countries was mass production an important feature in the 1920s ?

- (a) United States of America
- (b) Poland
- (c) France
- (d) Japan

Previously asked in: 2023 32/2/1 Q3

♦ The Making of a Global World

Mass Production in the USA in the 1920s

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Model Answer**(a) United States of America**

Mass production was an important feature of the US economy in the 1920s, with Henry Ford pioneering the assembly line method for car manufacturing in Detroit.

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

Explanation

The passage explicitly states: *"One important feature of the US economy of the 1920s was mass production."* Henry Ford's assembly line at Detroit is the key example. For MCQs, just selecting the correct option with a one-line justification is sufficient. No other country listed is mentioned in connection with mass production as a defining feature.

Q41. § 4.1 Post-war Settlement and the Bretton Woods Institutions § 4.3 Decolonisation and Independence

[1]

△ The Making of a Global World > 4.1 Post-war Settlement and the Bretton Woods Institutions — Internal project only — not in the Board exam (per CBSE 2026-27 curriculum) Only sub-topics 1–1.3 (The Pre-modern World) are in the Board exam; sub-topics 2–4.4 are the internally-assessed interdisciplinary project. [\[source: Course Structure — History, Chapter III \(Subtopics 1 to 1.3 evaluated in Board\)\]](#)

△ The Making of a Global World > 4.3 Decolonisation and Independence — Internal project only — not in the Board exam (per CBSE 2026-27 curriculum) Only sub-topics 1–1.3 (The Pre-modern World) are in the Board exam; sub-topics 2–4.4 are the internally-assessed interdisciplinary project. [\[source: Course Structure — History, Chapter III \(Subtopics 1 to 1.3 evaluated in Board\)\]](#)

Arrange the following in chronological order and choose the correct option : I. The Bretton Woods conference established the International Monetary Fund. II. The Second World War broke out between the Axis and Allied groups. III. A car manufacturer Henry Ford adopted the 'Assembly Line Method' for production. IV. The Western economies organized themselves as a group – 'The Group of 77'.

- A III, II, I and IV
- B I, II, III and IV
- C IV, III, II and I
- D IV, II, III and I

Previously asked in: 2023 32/1/1 Q4

♦ The Making of a Global World

Chronological ordering of key events – Bretton Woods, World War II, Ford's Assembly Line, Group of 77

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Model Answer

The correct answer is **A: III, II, I and IV**

Henry Ford adopted the Assembly Line (1910s) → WWII broke out (1939) → Bretton Woods conference established IMF (1944) → G-77 formed by developing countries (1960s).

Explanation

Recall the sequence: Ford's assembly line was a feature of the **1920s** (early mass production era); WWII began in **1939**; Bretton Woods conference was held in **July 1944**; G-77 was formed in the **1960s** by newly independent developing nations demanding NIEO. This makes III → II → I → IV the correct chronological order.

Q42. § 4.2 The Early Post-war Years

[1]

△ The Making of a Global World > 4.2 The Early Post-war Years — Internal project only — not in the Board exam (per CBSE 2026-27 curriculum) Only sub-topics 1–1.3 (The Pre-modern World) are in the Board exam; sub-topics 2–4.4 are the internally-assessed interdisciplinary project. [source: Course Structure — History, Chapter III (Subtopics 1 to 1.3 evaluated in Board)]

Which one of the following aspects was the base of the Bretton Woods system ?

- (a) Military system
- (b) Cultural system
- (c) Economic system
- (d) Historical system

Previously asked in: 2023 32/5/1 Q1

♦ The Making of a Global World

Bretton Woods System and Post-War International Economic Order

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Model Answer

(c) Economic system

The Bretton Woods system was based on an **economic system** — specifically fixed exchange rates, aimed at ensuring economic stability and full employment in the industrial world.

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

Explanation

The passage clearly states that the Bretton Woods system was built on fixed exchange rates and economic goals (full employment, price stability). The IMF and World Bank — its key institutions — are economic bodies.

Options (a), (b), and (d) have no support in the text.

Q43. § 1.2 Food Travels: Spaghetti and Potato § 1.3 Conquest, Disease and Trade § 2 The Nineteenth Century (1815-1914)

[1]

△ The Making of a Global World > 2 The Nineteenth Century (1815-1914) — Internal project only — not in the Board exam (per CBSE 2026-27 curriculum) Only sub-topics 1–1.3 (The Pre-modern World) are in the Board exam; sub-topics 2–4.4 are the internally-assessed interdisciplinary project. [source: Course Structure — History, Chapter III (Subtopics 1 to 1.3 evaluated in Board)]

The author of 'The Columbian Exchange' is :

- (A) Marco Polo
- (B) Columbus
- (C) Vasco da Gama
- (D) Alfred Crosby

Previously asked in: 2025 32/1/1 Q3

♦ The Making of a Global World

The Columbian Exchange and its author Alfred W. Crosby

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Model Answer

(D) Alfred Crosby is the author of *The Columbian Exchange* (referenced in *Ecological Imperialism* cited in the chapter).

Explanation

The passage in Box 1 cites Alfred Crosby's *Ecological Imperialism*, and he is well known for coining the term "Columbian Exchange." The other options — Marco Polo, Columbus, and Vasco da Gama — were explorers, not authors of this work. For MCQs, always link the name to its specific work as mentioned in the textbook.

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