

CBSE CLASS X

Social Science (087)

QUESTION PAPER

From previous CBSE Board Exam questions

Code: O22ToY

Questions: 43

Maximum Marks: 66

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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

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

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)

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

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

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)

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

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)

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

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

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

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

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

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

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

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

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

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

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)

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

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

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

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

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

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

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

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

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

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

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

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)

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

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

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

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

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

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)

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

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

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

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

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

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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