

CBSE CLASS X
Social Science (087)QUESTION PAPER
*AI-generated question paper***Code: UMHKXV****Questions: 37****Maximum Marks: 75****Generated: 2026-06-26 10:24****SELECTIONS USED**

Subject	Social Science
Lessons	3 The Making of a Global World
Level of understanding	Exam-ready
Question selection	CBSE board paper, whole lesson (~80 marks across Sections A-E)
Model	claude-sonnet-4-6

Composition — Difficulty: 13 straightforward · 19 medium · 5 deep | Types: 14 MCQ · 7 Short · 6 Very short · 5 Assertion–reason · 3 Long · 2 Case-based | Sections: A 19Q/19m · B 6Q/12m · C 7Q/21m · D 3Q/15m · E 2Q/8m

Q1. straightforward exam-ready **[1]**

Which of the following ancient civilisations was linked to West Asia through active coastal trade as early as 3000 BCE?

- A Mesopotamian civilisation
- B Indus Valley civilisation
- C Egyptian civilisation
- D Yellow River civilisation

◆ The Making of a Global World**Q2.** straightforward exam-ready **[1]**

[mcq] Cowrie shells from the Maldives were used as currency across a vast trade network. To which of the following regions did these shells travel, serving as a medium of exchange?

- ((A)) China and West Africa
- ((B)) Europe and South America
- ((C)) Central Asia and Australia
- ((D)) The Mediterranean and Scandinavia

- A Rome and Egypt
- B China and East Africa
- C Arabia and Persia
- D Southeast Asia and Europe

◆ The Making of a Global World**Q3.** straightforward exam-ready **[1]**

The Silk Routes linked vast regions of Asia and connected them to Europe and northern Africa. What did Europe primarily send in return for Chinese and Indian goods along these routes?

- A Spices and cotton
- B Pottery and glass
- C Precious metals — gold and silver
- D Wool and wine

◆ The Making of a Global World

Q4. straightforward exam-ready [1]

Which disease was the most deadly weapon used by the Spanish conquerors against the original inhabitants of America?

- A Plague
- B Cholera
- C Smallpox
- D Typhoid

◆ The Making of a Global World

Q5. straightforward exam-ready [1]

What were the laws that restricted the import of corn into nineteenth-century Britain commonly known as?

- A Grain Acts
- B Corn Laws
- C Import Restriction Acts
- D Navigation Acts

◆ The Making of a Global World

Q6. straightforward exam-ready [1]

Rinderpest, the cattle plague that devastated Africa in the late 1880s, was carried by infected cattle imported from which region?

- A South America
- B Eastern Europe
- C British Asia
- D North Africa

◆ The Making of a Global World

Q7. straightforward exam-ready [1]

Indian indentured labourers who travelled to the Caribbean were promised return travel to India after working for their employer for how many years?

- A Three years
- B Five years
- C Seven years
- D Ten years

◆ The Making of a Global World

Q8. medium exam-ready [1]

Henry Ford doubled the daily wage at his Detroit car plant to \$5 in January 1914, yet he later called it the 'best cost-cutting decision' he had ever made. What was the main reason for this?

- A It attracted highly skilled workers who improved product quality.
- B He repeatedly sped up the production line, forcing workers to work ever harder, recovering the higher wages through increased output.
- C The government subsidised the wage increase, so Ford bore no extra cost.
- D Higher wages led workers to buy Ford cars, directly raising company revenue.

◆ The Making of a Global World

Q9. straightforward exam-ready [1]

The Bretton Woods Conference of 1944 established two major international financial institutions. Which of the following correctly identifies them and their primary purposes?

- A IMF — to finance post-war reconstruction; World Bank — to deal with external surpluses and deficits
- B IMF — to deal with external surpluses and deficits; World Bank — to finance post-war reconstruction
- C IMF — to regulate international trade; World Bank — to lend to developing countries only
- D IMF — to manage gold reserves; World Bank — to manage fixed exchange rates

◆ The Making of a Global World

Q10. straightforward exam-ready [1]

Between 1820 and 1914, world trade is estimated to have multiplied by how many times, largely driven by the rapid growth of primary product exports?

- A 5 to 10 times
- B 10 to 15 times
- C 25 to 40 times
- D 50 to 60 times

◆ The Making of a Global World

Q11. straightforward exam-ready [1]

The developing countries that organised themselves to demand a New International Economic Order (NIEO) came to be known as:

- A The G-20
- B The G-7
- C The G-77
- D The G-15

◆ The Making of a Global World

Q12. medium exam-ready [1]

Which of the following was India's single largest export for a period in the nineteenth century, financed by Britain to balance its trade with China?

- A Raw cotton
- B Indigo
- C Opium
- D Jute

◆ The Making of a Global World

Q13. medium exam-ready [1]

The First World War transformed the United States' position in the global financial system. Which of the following best describes that transformation?

- A From a colonial power to a free-trade advocate
- B From an international debtor to an international creditor
- C From an industrial economy to an agricultural economy
- D From a creditor nation to a debtor nation

◆ The Making of a Global World

Q14. straightforward exam-ready

[1]

What technological innovation made it possible to transport meat from America, Australia and New Zealand to Europe at affordable prices in the nineteenth century?

- A Steam-powered cargo ships
- B Refrigerated ships
- C Telegraph communication
- D Lighter steel wagons

◆ The Making of a Global World

Q15. medium exam-ready

[1]

[assertion_reason] Two statements are given below — Assertion (A) and Reason (R). Read both and choose the correct option.

Assertion (A): The introduction of the potato to Europe improved the diet and longevity of the European poor.

Reason (R): The potato was a high-calorie, easily grown crop that could sustain poor families even on small plots of land, making it a reliable source of food through harsh winters.

Options:

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

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

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

((D)) (A) is false, but (R) is true.

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

◆ The Making of a Global World

Q16. medium exam-ready

[1]

Assertion (A): The abolition of the Corn Laws in Britain led to large areas of land being left uncultivated and thousands of agricultural workers losing their jobs. Reason (R): After the Corn Laws were repealed, food could be imported into Britain more cheaply than it could be produced domestically.

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

◆ The Making of a Global World

Q17. medium exam-ready

[1]

Assertion (A): The Great Depression of 1929 severely affected agricultural communities more than urban industrial workers. Reason (R): During the Great Depression, the fall in agricultural prices was greater and more prolonged than the fall in industrial goods prices.

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

◆ The Making of a Global World

Q18. deep exam-ready [1]

Assertion (A): European colonisers successfully used the loss of cattle due to Rinderpest to force Africans into paid labour on their plantations and mines. Reason (R): Control over the scarce resource of cattle gave European colonisers economic leverage over Africans who depended on livestock for their livelihoods.

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

◆ The Making of a Global World

Q19. medium exam-ready [1]

Assertion (A): In the post-war era, world trade grew at over 8 per cent annually between 1950 and 1970, and incomes grew at nearly 5 per cent. Reason (R): The Bretton Woods system, based on fixed exchange rates and stable international monetary cooperation, provided the framework for this unprecedented growth.

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

◆ The Making of a Global World

Q20. medium exam-ready [2]

What is meant by a 'multilateral settlement system' in the context of nineteenth-century world trade? How did India's trade surplus with other countries help Britain in this system?

◆ The Making of a Global World

Q21. straightforward exam-ready [2]

What were the 'Canal Colonies' in Punjab, and why were they established by the British Indian government?

◆ The Making of a Global World

Q22. medium exam-ready [2]

[very_short_answer] How did the collapse of the Bretton Woods system of fixed exchange rates in the early 1970s affect the stability of the global economy and the economic policies of developing countries?

◆ The Making of a Global World

Q23. medium exam-ready [2]

Why did indentured labour migration from India come to be described as a 'new system of slavery'? Give two reasons.

◆ The Making of a Global World

Q24. medium exam-ready [2]

In the 1920s, US prosperity was built on a cycle of mass production, high wages and consumer credit. Explain briefly how this cycle worked.

◆ The Making of a Global World

Q25. straightforward exam-ready [2]

Who were the Shikaripuri Shroffs and Nattukottai Chettiers, and what role did they play in the nineteenth-century global economy?

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- Q26.** medium exam-ready [3]
Explain how the Silk Routes served as channels not only for trade but also for the spread of religion and culture. Give two specific examples to support your answer.
◆ The Making of a Global World
- Q27.** medium exam-ready [3]
Describe the chain of events by which Britain's decision to abolish the Corn Laws led to large-scale migration from Europe to America and Australia.
◆ The Making of a Global World
- Q28.** medium exam-ready [3]
[short_answer] Explain how the First World War changed the role of women in the European economy. How did their contribution during the war affect perceptions of women's work and independence in the post-war period?
◆ The Making of a Global World
- Q29.** medium exam-ready [3]
How did agricultural overproduction and the withdrawal of US loans together cause the Great Depression of 1929? Explain.
◆ The Making of a Global World
- Q30.** medium exam-ready [3]
Describe how the jute farmers of Bengal were affected by the Great Depression. What happened to their prices, debts and livelihoods?
◆ The Making of a Global World
- Q31.** medium exam-ready [3]
Explain the two key lessons that economists and politicians drew from the inter-war economic experience that shaped the design of post-war international institutions.
◆ The Making of a Global World
- Q32.** deep exam-ready [3]
How did the relocation of production by multinational corporations (MNCs) to low-wage Asian countries from the late 1970s onwards transform the world economy? Give reasons why countries like China became attractive destinations.
◆ The Making of a Global World
- Q33.** deep exam-ready [5]
Analyse the role of indentured Indian labour in creating new hybrid cultural forms in the Caribbean and elsewhere. Why are these cultural expressions significant in understanding the making of a global world? Explain with specific examples.
◆ The Making of a Global World
- Q34.** deep exam-ready [5]
'The expansion of trade and markets in the late nineteenth century had a darker side.' Examine this statement by analysing the impact of European colonialism on Africa, with particular reference to land, labour and the role of disease.
◆ The Making of a Global World

Q35. deep exam-ready**[5]**

Trace the transformation of India's position in the global economy from the early nineteenth century to the 1930s. In your answer, discuss the shift from manufactured exports to raw material exports, India's role in Britain's multilateral trade system, and the impact of the Great Depression on Indian society.

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Q36. medium exam-ready**[4]**

Read the following source and answer the questions that follow:

'... in spite of my best efforts, I could not properly do the works that were allotted to me ... In a few days I got my hands bruised all over and I could not go to work for a week for which I was prosecuted and sent to jail for 14 days. ... new emigrants find the tasks allotted to them extremely heavy and cannot complete them in a day. ... Deductions are also made from wages if the work is considered to have been done unsatisfactorily. Many people cannot therefore earn their full wages and are punished in various ways. In fact, the labourers have to spend their period of indenture in great trouble...'
— Testimony of Ram Narain Tewary, an indentured labourer in Demerara, early twentieth century.

- (i) What system of labour does this testimony describe, and from which regions of India were most such workers recruited? (1 mark)
- (ii) Name any two main destinations to which Indian indentured workers were sent in the nineteenth and early twentieth centuries. (1 mark)
- (iii) Based on the testimony and your knowledge, explain why the system of indentured labour was described as a 'new system of slavery'. (2 marks)

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Q37. medium exam-ready**[4]**

Read the following passage and answer the questions that follow:

In the late 1880s, a cattle plague known as Rinderpest swept across Africa 'like forest fire', entering from the east coast and reaching the Atlantic coast in 1892 and the southernmost tip of Africa five years later. Along the way it killed 90 per cent of the cattle. Historically, Africa had abundant land and a relatively small population, and few Africans had any reason to work for a wage. European colonisers had been unable to find enough labour for their plantations and mines. But the destruction of African-owned cattle changed everything.

- (i) From where did Rinderpest originally enter Africa, and what was the immediate cause of its arrival? (1 mark)
- (ii) Before Rinderpest, why were European colonisers unable to find sufficient labour in Africa? (1 mark)
- (iii) Explain how the Rinderpest epidemic enabled European colonisers to gain control over African labour. (2 marks)

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CBSE CLASS X
Social Science (087)

ANSWER KEY

AI-generated question paper

Code: UMHKXV

Questions: 37

Maximum Marks: 75

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Q1. straightforward exam-ready

[1]

Which of the following ancient civilisations was linked to West Asia through active coastal trade as early as 3000 BCE?

- A Mesopotamian civilisation
- B Indus Valley civilisation
- C Egyptian civilisation
- D Yellow River civilisation

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Model Answer**Option B – Indus Valley civilisation**

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 under *The Pre-modern World* (Chapter 3): "As early as 3000 BCE an active coastal trade linked the Indus valley civilisations with present-day West Asia." Students must quote or closely paraphrase the textbook line for full marks.

Q2. straightforward exam-ready

[1]

[mcq] Cowrie shells from the Maldives were used as currency across a vast trade network. To which of the following regions did these shells travel, serving as a medium of exchange?

- (A) China and West Africa
 - (B) Europe and South America
 - (C) Central Asia and Australia
 - (D) The Mediterranean and Scandinavia
- A Rome and Egypt
 - B China and East Africa
 - C Arabia and Persia
 - D Southeast Asia and Europe

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Model Answer

(B) China and East Africa

According to the textbook, cowrie shells from the Maldives found their way to **China and East Africa** over more than a millennium.

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

Explanation

The passage explicitly states: "*cowries...from the Maldives found their way to China and East Africa.*" This is a direct factual recall question. Note that the options in the question stem (A–D) differ from the answer options (A–D) given below — always match against the actual answer choices provided. The correct answer choice here is **B: China and East Africa.**

Q3. straightforward exam-ready [1]

The Silk Routes linked vast regions of Asia and connected them to Europe and northern Africa. What did Europe primarily send in return for Chinese and Indian goods along these routes?

- A Spices and cotton
- B Pottery and glass
- C Precious metals — gold and silver
- D Wool and wine

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Model Answer

Option C: Precious metals — gold and silver

Europe primarily sent precious metals — gold and silver — to Asia in return for Chinese pottery, Indian textiles, and spices along the Silk Routes.

Source: *The Making of a Global World, Section 1.1 — Silk Routes Link the World*

Explanation

The passage explicitly states: "*In return, precious metals – gold and silver – flowed from Europe to Asia.*" This is a direct fact-based recall question. Options A and D (spices/cotton, wool/wine) were goods that moved in other directions or contexts, not Europe's primary export along these routes. Option B (pottery/glass) is a distractor — Chinese **pottery** travelled eastward, not westward as a European export.

Q4. straightforward exam-ready [1]

Which disease was the most deadly weapon used by the Spanish conquerors against the original inhabitants of America?

- A Plague
- B Cholera
- C Smallpox
- D Typhoid

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Model Answer

C — Smallpox

The most deadly weapon of the Spanish conquerors was the germ of **smallpox**. America's original inhabitants had no immunity against it, and it killed and decimated whole communities.

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.*" Examiners expect you to recall this specific disease. In MCQs, always justify briefly if space allows — it reinforces your answer and avoids mark loss due to ambiguity.

Q5. straightforward exam-ready

[1]

What were the laws that restricted the import of corn into nineteenth-century Britain commonly known as?

- A Grain Acts
- B Corn Laws
- C Import Restriction Acts
- D Navigation Acts

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Model Answer**Answer: B — Corn Laws**

The laws that restricted the import of corn into nineteenth-century Britain were commonly known as the **Corn Laws**.

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

Explanation

The passage directly states: "The laws allowing the government to do this were commonly known as the 'Corn Laws'." Examiners expect you to recall this exact term. Navigation Acts related to shipping trade rules, not grain imports — do not confuse the two.

Q6. straightforward exam-ready

[1]

Rinderpest, the cattle plague that devastated Africa in the late 1880s, was carried by infected cattle imported from which region?

- A South America
- B Eastern Europe
- C British Asia
- D North Africa

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Model Answer**Answer: C — British Asia**

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

Explanation

The passage explicitly states: "It was carried by infected cattle imported from British Asia to feed the Italian soldiers invading Eritrea." Students must read the source carefully; options like North Africa or South America are distractors. Quote or closely paraphrase the textbook for full credit.

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

Q7. straightforward exam-ready

[1]

Indian indentured labourers who travelled to the Caribbean were promised return travel to India after working for their employer for how many years?

- A Three years
- B Five years
- C Seven years
- D Ten years

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Model Answer**Option B — Five years.**

Indian indentured labourers were hired under contracts which promised return travel to India after working **five years** on their employer's plantation.

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

Explanation

The passage explicitly states: "*indentured labourers were hired under contracts which promised return travel to India after they had worked **five years** on their employer's plantation.*" This is a direct fact-based MCQ — no inference needed. Just recall the exact figure from the text.

Q8. medium exam-ready

[1]

Henry Ford doubled the daily wage at his Detroit car plant to \$5 in January 1914, yet he later called it the 'best cost-cutting decision' he had ever made. What was the main reason for this?

- A It attracted highly skilled workers who improved product quality.
- B He repeatedly sped up the production line, forcing workers to work ever harder, recovering the higher wages through increased output.
- C The government subsidised the wage increase, so Ford bore no extra cost.
- D Higher wages led workers to buy Ford cars, directly raising company revenue.

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Model Answer

The correct answer is **B**.

Ford repeatedly sped up the assembly line, forcing workers to work harder and produce more, thus recovering the higher wages through greatly increased output per worker.

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

Explanation

The passage directly states: "*Henry Ford recovered the high wage by repeatedly speeding up the production line and forcing workers to work ever harder.*" Options A and D describe real effects but were not the *reason* Ford called it a cost-cutting decision. Option C is entirely unsupported by the text. Examiners expect you to pick the answer grounded in the source.

Q9. straightforward exam-ready

[1]

The Bretton Woods Conference of 1944 established two major international financial institutions. Which of the following correctly identifies them and their primary purposes?

- A IMF — to finance post-war reconstruction; World Bank — to deal with external surpluses and deficits
- B IMF — to deal with external surpluses and deficits; World Bank — to finance post-war reconstruction
- C IMF — to regulate international trade; World Bank — to lend to developing countries only
- D IMF — to manage gold reserves; World Bank — to manage fixed exchange rates

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Model Answer**Answer: B**

IMF was established to deal with external surpluses and deficits of member nations; World Bank (IBRD) was set up to finance post-war reconstruction.

Explanation

The source passage explicitly states: *"The Bretton Woods conference established the IMF to deal with external surpluses and deficits... the World Bank was set up to finance post-war reconstruction."* Options A reverses the two roles. Options C and D introduce incorrect purposes not mentioned in the text. Students must memorise the distinct roles of each institution as a common exam fact.

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

Q10. straightforward exam-ready

[1]

Between 1820 and 1914, world trade is estimated to have multiplied by how many times, largely driven by the rapid growth of primary product exports?

- A 5 to 10 times
- B 10 to 15 times
- C 25 to 40 times
- D 50 to 60 times

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Model Answer**Option C: 25 to 40 times.**

Between 1820 and 1914, world trade multiplied by **25 to 40 times**, largely driven by the rapid growth of primary product exports.

Explanation

This fact is a standard data point from Chapter 3 (The Making of a Global World) of the NCERT Class 10 Social Science textbook. It is a commonly tested statistic in MCQs. Note that the source passages provided do not directly state this figure, but the correct answer per the NCERT textbook is **C (25 to 40 times)**. Memorise key trade statistics (e.g., 8% annual growth post-1950 Bretton Woods; 25–40x trade growth 1820–1914) as examiners frequently set one-mark MCQs on them.

Q11. straightforward exam-ready

[1]

The developing countries that organised themselves to demand a New International Economic Order (NIEO) came to be known as:

- A The G-20
- B The G-7
- C The G-77
- D The G-15

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Model Answer**Option C: The G-77**

Developing countries organised themselves as the Group of 77 (G-77) to demand a New International Economic Order (NIEO).

Explanation

The passage in section 4.3 explicitly states: "*they organised themselves as a group – the Group of 77 (or G-77) – to demand a new international economic order (NIEO).*" This is a direct factual recall question; just identify G-77 and briefly state why. Do not confuse with G-7 (wealthy nations) or G-20.

Q12. medium exam-ready

[1]

Which of the following was India's single largest export for a period in the nineteenth century, financed by Britain to balance its trade with China?

- A Raw cotton
- B Indigo
- C Opium
- D Jute

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Model Answer**Answer: C – Opium**

Opium shipments to China grew rapidly from the 1820s and became, for a while, India's single largest export. Britain grew opium in India, exported it to China, and used the earnings to finance its tea imports from China.

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

Explanation

The passage explicitly states: "*opium shipments to China grew rapidly from the 1820s to become for a while India's single largest export.*" The key detail examiners look for is the link between opium → China → financing Britain's tea trade. Don't confuse this with raw cotton (which rose sharply as an export but was not described as the single largest) or indigo (important but secondary).

Q13. medium exam-ready

[1]

The First World War transformed the United States' position in the global financial system. Which of the following best describes that transformation?

- A From a colonial power to a free-trade advocate
- B From an international debtor to an international creditor
- C From an industrial economy to an agricultural economy
- D From a creditor nation to a debtor nation

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Model Answer**Option B: From an international debtor to an international creditor.**

The First World War shifted the USA from owing money to other nations to becoming the primary lender, as it financed war-ravaged European economies.

Explanation

The source passage (Section 3, Inter-war Economy) references the USA's transformed financial position after WWI. Before the war, the USA borrowed from Europe; after it, the USA lent heavily to European nations, making it an international creditor. Option D is the exact opposite; Options A and C are unrelated transformations.

Q14. straightforward exam-ready

[1]

What technological innovation made it possible to transport meat from America, Australia and New Zealand to Europe at affordable prices in the nineteenth century?

- A Steam-powered cargo ships
- B Refrigerated ships
- C Telegraph communication
- D Lighter steel wagons

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Model Answer**B – Refrigerated ships**

Refrigerated ships allowed animals to be slaughtered in America, Australia or New Zealand and transported as frozen meat to Europe, reducing shipping costs and making meat affordable for the poor.

Source: Chapter 3, Section 2.2 – Role of Technology

Explanation

The passage explicitly states: "*the development of a new technology, namely, refrigerated ships, which enabled the transport of perishable foods over long distances.*" Steam-powered ships and railways are mentioned as general innovations, but the **specific** technology for affordable meat transport was refrigeration. Examiners expect the exact term "refrigerated ships" for full marks.

Q15. medium exam-ready

[1]

[assertion_reason] Two statements are given below — Assertion (A) and Reason (R). Read both and choose the correct option.

Assertion (A): The introduction of the potato to Europe improved the diet and longevity of the European poor.

Reason (R): The potato was a high-calorie, easily grown crop that could sustain poor families even on small plots of land, making it a reliable source of food through harsh winters.

Options:

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

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

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

((D)) (A) is false, but (R) is true.

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

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

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

D (A) is false, but (R) is true.

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Model Answer

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

The potato, introduced from the Americas, was nutritious and easy to grow on small plots, improving the diet and lifespan of Europe's poor.

Explanation

The NCERT textbook (Chapter 3 — *The Making of a Global World*) states that the potato improved the diet and longevity of the European poor. The reason correctly explains *why* — it was calorie-rich and grew well on small plots — making (R) a direct explanation of (A). So option (A) is correct.

Q16. medium exam-ready

[1]

Assertion (A): The abolition of the Corn Laws in Britain led to large areas of land being left uncultivated and thousands of agricultural workers losing their jobs. Reason (R): After the Corn Laws were repealed, food could be imported into Britain more cheaply than it could be produced domestically.

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

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Model Answer**Answer: A**

Both (A) and (R) are true and (R) is the correct explanation of (A). After the Corn Laws were scrapped, food could be imported more cheaply, making British domestic agriculture uncompetitive, which led to vast lands being left uncultivated and thousands losing agricultural jobs.

Explanation

The passage from section 2.1 directly states: *"After the Corn Laws were scrapped, food could be imported into Britain more cheaply than it could be produced within the country. Vast areas of land were now left uncultivated, and thousands of men and women were thrown out of work."* This confirms both the Assertion and the Reason, and shows the Reason is the **direct cause** of the Assertion — making Option A correct. Remember: for Option A, the Reason must not just be true but must logically explain *why* the Assertion occurred.

Q17. medium exam-ready

[1]

Assertion (A): The Great Depression of 1929 severely affected agricultural communities more than urban industrial workers. Reason (R): During the Great Depression, the fall in agricultural prices was greater and more prolonged than the fall in industrial goods prices.

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

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Model Answer

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

Agricultural regions were worst affected because the fall in agricultural prices was greater and more prolonged than the fall in industrial goods prices, directly explaining why agricultural communities suffered more.

Source: The Great Depression, Chapter 3, Section 3.4

Explanation

The textbook explicitly states: *"agricultural regions and communities were the worst affected. This was because the fall in agricultural prices was greater and more prolonged than that in the prices of industrial goods."* This means (R) is not just true — it is the **direct causal reason** given in the textbook for (A). So Option A is correct. Students often confuse B with A here; choose A only when R directly and completely explains A, which it does in this case.

Q18. deep exam-ready

[1]

Assertion (A): European colonisers successfully used the loss of cattle due to Rinderpest to force Africans into paid labour on their plantations and mines. Reason (R): Control over the scarce resource of cattle gave European colonisers economic leverage over Africans who depended on livestock for their livelihoods.

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

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Model Answer

Option A is correct. Both (A) and (R) are true and (R) is the correct explanation of (A). After Rinderpest destroyed cattle, colonisers monopolised scarce cattle resources, using this economic leverage to force Africans into wage labour on plantations and mines.

Explanation

The textbook explicitly states that planters and mine owners "successfully monopolised what scarce cattle resources remained... to force Africans into the labour market," and that "control over the scarce resource of cattle enabled European colonisers to conquer and subdue Africa." R directly explains the mechanism behind A, so Option A is correct.

Q19. medium exam-ready

[1]

Assertion (A): In the post-war era, world trade grew at over 8 per cent annually between 1950 and 1970, and incomes grew at nearly 5 per cent. Reason (R): The Bretton Woods system, based on fixed exchange rates and stable international monetary cooperation, provided the framework for this unprecedented growth.

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

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Model Answer

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

The passage states that "The Bretton Woods system inaugurated an era of unprecedented growth of trade and incomes," directly linking fixed exchange rates and stable monetary cooperation to the 8% trade growth and 5% income growth.

Explanation

The source passage explicitly says the Bretton Woods system (based on fixed exchange rates) *inaugurated* the era of high trade and income growth — making (R) a direct and correct explanation of (A). Both statements are factually accurate and causally connected, so option A is correct. Watch for assertion-reason questions where the textbook itself states a causal link — that confirms (R) is the *correct* explanation, not merely a true but unrelated fact.

Q20. medium exam-ready

[2]

What is meant by a 'multilateral settlement system' in the context of nineteenth-century world trade? How did India's trade surplus with other countries help Britain in this system?

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Model Answer

A **multilateral settlement system** is one where trade imbalances between multiple countries are settled together, not just between two countries individually. For example, Britain's deficits with one country were balanced using surpluses earned elsewhere.

India had a **trade surplus** with Britain's trade partners (e.g., USA, Europe). Britain used this surplus to pay its debts to these countries, helping to balance Britain's international accounts and finance its global economic dominance.

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

Explanation

- The key phrase to define is **multilateral** (many-sided) — trade surpluses/deficits are settled across *multiple* countries, not just bilaterally.
- Examiners expect you to connect India's surplus → Britain uses it → pays its own deficits elsewhere. This two-step link earns both marks.
- Do not confuse this with bilateral trade; the "multi" aspect is essential.

Q21. straightforward exam-ready

[2]

What were the 'Canal Colonies' in Punjab, and why were they established by the British Indian government?

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Model Answer

Canal Colonies were areas in the semi-arid regions of Punjab where the British government built a network of irrigation canals, transforming dry wastelands into fertile agricultural land. They were established to boost agricultural production, particularly of wheat and cotton for export, and to settle landless peasants and retired soldiers by allotting them land in these newly irrigated zones.

Explanation

This topic comes from the chapter on Livelihoods, Economies and Societies (Making of a Global World / Colonialism and the City context). Note that the source passages provided do **not** cover Canal Colonies — this is a factual question from your textbook knowledge (Class 10 History, Chapter 3 – *The Making of a Global World*). Key points examiners expect: (1) what they were — irrigated settlements in Punjab's semi-arid tracts, and (2) why established — agricultural expansion, export crops, and settling peasants/soldiers. Keep both points clear and concise for full 2 marks.

Q22. medium exam-ready

[2]

[very_short_answer] How did the collapse of the Bretton Woods system of fixed exchange rates in the early 1970s affect the stability of the global economy and the economic policies of developing countries?

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Model Answer

The collapse of the Bretton Woods fixed exchange rate system led to floating exchange rates, causing global economic instability. Developing countries could no longer rely on IMF/World Bank loans and were forced to borrow from Western commercial banks. This resulted in periodic **debt crises**, lower incomes, and increased poverty, especially in Africa and Latin America.

Source: Chapter 3, Section 4.4 — End of Bretton Woods and the Beginning of 'Globalisation'

Explanation

- The question is 2 marks, so two clear effects are sufficient — one on global stability (floating rates/instability) and one on developing countries (forced borrowing → debt crises/poverty).
- Mention specific regions (Africa, Latin America) to show textbook accuracy — examiners reward this.
- Avoid going into MNCs or China; that is beyond what the question asks and wastes words.

Q23. medium exam-ready

[2]

Why did indentured labour migration from India come to be described as a 'new system of slavery'? Give two reasons.

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Model Answer

Nineteenth-century indentured labour migration was called a 'new system of slavery' because:

1. **Harsh conditions:** On arrival at plantations, labourers found living and working conditions extremely harsh, with heavy tasks, wage deductions, and imprisonment for non-completion of work.
2. **Few legal rights:** Workers had very few legal protections and were bound by strict contracts, making their situation comparable to that of slaves.

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

Explanation

Examiners look for **two distinct points** clearly stated. The key phrases from the chapter are "harsh living and working conditions" and "few legal rights." You can also mention that agents gave **false information** to lure migrants, or that workers faced **severe punishment** if they escaped. Stick to two crisp reasons — one sentence each — to score full marks.

Q24. medium exam-ready

[2]

In the 1920s, US prosperity was built on a cycle of mass production, high wages and consumer credit. Explain briefly how this cycle worked.

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Model Answer

Mass production on assembly lines (e.g., Ford's factories) lowered costs and raised output. To retain workers, employers paid **high wages**, enabling workers to buy consumer goods like cars and refrigerators. Items were purchased on **hire purchase (consumer credit)**. This boosted demand, which drove more production, more employment, and more income — completing the cycle.

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

Explanation

The examiner wants three linked ideas: (1) mass production → lower prices, (2) high wages → purchasing power, (3) hire purchase/credit → demand for consumer goods. Show how these feed back into each other to form a *cycle*. Mentioning Ford or specific goods (cars, refrigerators) adds precision. Avoid writing a long essay — 2 marks means two clear, connected points with a brief link.

Q25. straightforward exam-ready

[2]

Who were the Shikaripuri Shroffs and Nattukottai Chettiars, and what role did they play in the nineteenth-century global economy?

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Model Answer

Shikaripuri Shroffs and Nattukottai Chettiars were Indian banking and trading groups who financed export agriculture in Central and Southeast Asia using their own funds or money borrowed from European banks. They had sophisticated systems to transfer money over long distances and developed indigenous forms of corporate organisation.

Source: Chapter 3, Section 2.5 – Indian Entrepreneurs Abroad

Explanation

The question asks two things: **who** they were and **what role** they played. Examiners expect both parts answered. Key phrases to include: "bankers and traders," "financed export agriculture," "Central and Southeast Asia," and "transfer money over large distances." Avoid writing about Hyderabad Sindhi traders — that is a separate group mentioned in the same passage.

Q26. medium exam-ready

[3]

Explain how the Silk Routes served as channels not only for trade but also for the spread of religion and culture. Give two specific examples to support your answer.

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Model Answer

The Silk Routes connected Asia, Europe, and North Africa, serving as pathways for both goods and ideas. Trade and cultural exchange always went hand in hand along these routes.

Example 1: Early Christian missionaries travelled the Silk Routes to spread Christianity across Asia.

Example 2: Buddhism emerged from eastern India and spread in several directions through intersecting points on the Silk Routes. Similarly, Muslim preachers used these routes to spread Islam a few centuries later.

Thus, the Silk Routes were as much corridors of culture and religion as they were of commerce.

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

Explanation

- Examiners expect you to clearly state the dual role of Silk Routes (trade + culture/religion) and then give **two distinct examples** — each named specifically.
- The three examples in the passage are: **Christianity, Islam, and Buddhism**. Pick any two; name the religion and briefly state the direction of spread.
- Do not just say "religion spread" — name the religion. That is where marks are awarded.
- The concluding line ties together the answer neatly, which examiners appreciate in 3-mark responses.

Q27. medium exam-ready

[3]

Describe the chain of events by which Britain's decision to abolish the Corn Laws led to large-scale migration from Europe to America and Australia.

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Model Answer

After the Corn Laws were abolished, cheap food imports made British agriculture uncompetitive. Vast areas of land were left uncultivated and thousands of agricultural workers lost their jobs. They migrated to cities or overseas. To meet Britain's rising food demand, lands were cleared in America and Australia and food production expanded. Railways, ports, and settlements were needed, requiring capital and labour. Since labour was scarce in America and Australia, large-scale migration from Europe was encouraged. Nearly 50 million people emigrated from Europe to America and Australia in the nineteenth century.

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

Explanation

The examiner expects a clear **chain/sequence** of causes and effects: Corn Laws abolished → cheap imports → British agriculture collapses → unemployment → migration from Britain + demand for food overseas → land clearance in America/Australia → need for labour → large-scale European migration. Use connecting words like "therefore," "as a result," "this led to" to show the chain. The figure "50 million emigrants" is a good fact to include.

Q28. medium exam-ready

[3]

[short_answer] Explain how the First World War changed the role of women in the European economy. How did their contribution during the war affect perceptions of women's work and independence in the post-war period?

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Model Answer

During the First World War, women in Europe stepped into roles previously held by men. They worked in factories, offices, and other industries to support the war effort while men served at the front. This large-scale entry of women into the workforce challenged the traditional view that a woman's place was only in the home.

In the post-war period, this contribution changed perceptions: women were seen as capable workers and independent individuals. This helped strengthen demands for women's political rights, such as the right to vote, and greater economic independence.

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

Explanation

- The question has two parts — role during the war AND post-war impact on perception — address both for full 3 marks.
- The source passages don't directly detail women's wartime factory roles, but this is standard Class 10 NCERT content from *The Making of a Global World* (Chapter 3). The answer draws on that prescribed knowledge.
- Key terms to include: war effort, factories, traditional roles, perceptions, political rights/suffrage, independence.
- Keep the answer focused and crisp — examiners award marks for these specific points, not general statements.

Q29. medium exam-ready

[3]

How did agricultural overproduction and the withdrawal of US loans together cause the Great Depression of 1929? Explain.

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Model Answer

The Great Depression of 1929 was caused by two key factors:

Agricultural Overproduction: After World War I, farm output remained very high, causing a glut in markets. As prices fell, farmers produced *more* to maintain income, pushing prices down further. Farm produce rotted for lack of buyers, devastating agricultural incomes worldwide.

Withdrawal of US Loans: Many countries financed investments through US loans. When trouble appeared, US lenders panicked. Overseas loans fell from over \$1 billion (1928) to one-quarter within a year. Countries dependent on these loans faced acute crisis — banks failed, currencies collapsed (e.g., British pound), and agricultural prices crashed further in Latin America and elsewhere.

Together, these factors caused falling incomes, bank failures, unemployment, and a global collapse in trade and production.

Source: Chapter 3, Section 3.4 – The Great Depression

Explanation

- This is a 3-mark "explain" question, so examiners expect **two clear factors** with a brief explanation of each — not just listing.
- The key causal chain must be shown: overproduction → price fall → income decline; and loan withdrawal → bank failure → global crisis.
- Mention the **link** between the two causes in your conclusion to show understanding of "together."
- Avoid adding unrelated points (e.g., India's impact) — stay focused on the causes asked.

Q30. medium exam-ready

[3]

Describe how the jute farmers of Bengal were affected by the Great Depression. What happened to their prices, debts and livelihoods?

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Model Answer

Jute farmers of Bengal were among the worst affected during the Great Depression. They grew raw jute processed into gunny bags for export. As gunny exports collapsed, raw jute prices crashed by **more than 60 per cent**. Despite falling prices, the colonial government refused to reduce revenue demands, forcing peasants deeper into hardship.

Farmers who had borrowed money hoping for better prices or higher incomes faced continuously falling prices and fell **deeper and deeper into debt**. They exhausted their savings, mortgaged lands, and sold jewellery to meet expenses. The traders paid them as little as Rs 5 per maund, making jute cultivation unprofitable and ruining their livelihoods entirely.

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

Explanation

- The examiner expects three clear points: **price crash** (60%+), **rising debt**, and **loss of livelihood/savings** — one for each mark.
- Quote the 60% figure — it's specific and impresses examiners.
- The folk verse in the textbook is a useful memory aid; you may paraphrase it but don't need to quote it verbatim.
- Avoid mixing in unrelated facts (e.g., urban India's situation) — stay focused on jute farmers.

Q31. medium exam-ready

[3]

Explain the two key lessons that economists and politicians drew from the inter-war economic experience that shaped the design of post-war international institutions.

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Model Answer

Economists and politicians drew two key lessons from inter-war economic experiences:

First, an industrial society based on mass production cannot be sustained without mass consumption, which requires high and stable incomes. Stable incomes need full employment, and since markets alone cannot guarantee this, **governments must intervene** to minimise fluctuations in price, output, and employment.

Second, full employment could only be achieved if governments had the power to **control flows of goods, capital, and labour** across borders, recognising the importance of managing a country's external economic links.

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

Explanation

- The examiner expects **both lessons clearly stated** — missing either one costs marks.
- Key phrases to include: "mass production needs mass consumption," "full employment," "government intervention," and "control over flows of goods, capital and labour."
- Don't just list; briefly explain the **reasoning** behind each lesson (e.g., why stable incomes require full employment). This shows understanding and fetches full marks.
- These two lessons directly explain **why** Bretton Woods institutions were designed the way they were — linking them shows higher-order thinking if space allows.

Q32. deep exam-ready**[3]**

How did the relocation of production by multinational corporations (MNCs) to low-wage Asian countries from the late 1970s onwards transform the world economy? Give reasons why countries like China became attractive destinations.

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Model Answer

From the late 1970s, MNCs began shifting production to low-wage Asian countries. This relocation stimulated world trade and capital flows, and transformed the world's economic geography. Countries like India, China and Brazil underwent rapid economic transformation as a result.

China became an attractive destination because:

- Wages were relatively low, reducing production costs.
- MNCs competing to capture world markets found low-cost economies profitable.
- New economic policies in China opened it to foreign investment after years of isolation since its 1949 revolution.

This is reflected in the fact that most TVs, mobile phones and toys sold globally are manufactured in China due to its low-cost structure.

Source: Chapter 3, Section 4.4; Chapter 4

Explanation

- The question has two parts — transformation of world economy AND reasons for China's attractiveness — address both.
- Key facts to include: late 1970s timeline, low wages, stimulated trade and capital flows, China's new economic policies post-revolution isolation.
- Examiners award marks for: (1) effect on world economy, (2) at least two specific reasons for China's attractiveness. Do not write a general essay on globalisation.
- The phrase "low-cost structure, most importantly its low wages" is directly from the textbook — use it.

Q33. deep exam-ready

[5]

Analyse the role of indentured Indian labour in creating new hybrid cultural forms in the Caribbean and elsewhere. Why are these cultural expressions significant in understanding the making of a global world? Explain with specific examples.

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Model Answer

Indentured Indian labourers, recruited from regions like eastern UP, Bihar, and Tamil Nadu, were sent to work on plantations in the Caribbean (Trinidad, Guyana, Surinam), Mauritius, and Fiji under harsh, near-slavery conditions. Facing misery and exploitation, workers created new **hybrid cultural forms** as means of survival and self-expression:

- The Muharram procession was transformed into the riotous carnival '**Hosay**' in Trinidad, with workers of all races participating.
- **Rastafarianism**, linked to Jamaican reggae (Bob Marley), is said to reflect cultural ties with Indian migrants.
- **Chutney music** in Trinidad and Guyana blends Indian and Caribbean traditions, representing post-indenture creativity.

These cultural fusions are significant because they show how globalisation causes things from different places to mix, lose original characteristics, and become entirely new — illustrating the **two-sided nature** of the global world: economic growth alongside coercion, and cultural creation amid suffering.

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

Explanation

- Examiners expect **specific named examples** (Hosay, Rastafarianism, Chutney music) — vague answers lose marks.
- Link the cultural forms back to the question: **why significant for globalisation** — the textbook phrase "things from different places get mixed... become something entirely new" is key.
- Mention the push factors briefly (poverty, harsh conditions) to show *why* workers needed these expressions.
- At 5 marks, 3–4 crisp points with examples + a concluding significance statement is the right structure.

Q34. deep exam-ready

[5]

'The expansion of trade and markets in the late nineteenth century had a darker side.' Examine this statement by analysing the impact of European colonialism on Africa, with particular reference to land, labour and the role of disease.

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Model Answer

The expansion of trade in the late nineteenth century had a darker side for colonised peoples, particularly in Africa.

Land: European powers carved up Africa among themselves (Berlin, 1885), drawing artificial borders. Africans were displaced from their lands through changed inheritance laws — only one family member could inherit land, forcing others into the labour market.

Labour: Africa historically had abundant land and livestock, so Africans had little reason to work for wages. To force them into wage labour, colonial governments imposed heavy taxes payable only through wages, and confined mineworkers in compounds.

Disease: Rinderpest (cattle plague) arrived in the late 1880s, carried by infected cattle from British Asia. It spread westward, killing 90% of cattle. This destroyed African livelihoods. European planters and mine owners monopolised the remaining cattle, using this control to subdue Africans and drive them into the labour market.

Thus, colonialism brought economic ruin, ecological disaster, and loss of freedom.

Source: Chapter 3, Sections 2.3 and 2.4

Explanation

- The question asks you to **examine** — so link each point (land, labour, disease) clearly to the impact of colonialism; don't just list facts.
- Examiners look for **three distinct aspects**: land alienation, forced labour mechanisms, and Rinderpest — all three must appear.
- The Rinderpest detail (90% cattle killed, Italian soldiers/Eritrea connection, 1890s) scores well and shows depth.
- Avoid vague statements; use specific evidence from the textbook (e.g., Berlin 1885, inheritance law change, monopolisation of cattle).

Q35. deep exam-ready

[5]

Trace the transformation of India's position in the global economy from the early nineteenth century to the 1930s. In your answer, discuss the shift from manufactured exports to raw material exports, India's role in Britain's multilateral trade system, and the impact of the Great Depression on Indian society.

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Model Answer

Early 19th Century – Shift in Export Pattern:

Historically, India exported fine cotton textiles to Europe. With British industrialisation, tariffs were imposed on Indian cloth entering Britain, and Indian textiles lost international markets too. The share of cotton textile exports fell from ~30% (1800) to below 3% (1870s). India shifted from exporting manufactures to exporting raw materials — raw cotton's share rose from 5% (1812) to 35% (1871); opium and indigo also became major exports.

India's Role in Multilateral Trade:

Britain had a trade surplus with India. This surplus helped Britain balance its trade deficits with other countries, making India central to the 19th-century multilateral settlement system. It also funded 'home charges' — remittances, pensions, and debt interest paid by India to Britain.

Impact of the Great Depression:

India's exports and imports nearly halved (1928–1934); wheat prices fell 50%. Peasants suffered most — revenues were not reduced, debts mounted, and lands were mortgaged. Bengal jute growers were devastated. India began exporting gold, helping Britain's recovery but not Indian peasants. Rural unrest led Gandhi to launch the Civil Disobedience Movement (1931). Urban dwellers with fixed incomes fared better; industrial investment grew due to tariff protection.

Source: Chapter 3, Sections 2.6 and 3.5

Explanation

- The examiner expects **three distinct parts** addressed in order: export shift, multilateral trade role, and Depression impact.
- Use **specific data** (percentages, years) — these earn marks and show textbook knowledge.
- For the Depression, contrast **rural vs. urban** impact — that distinction is explicitly in the source and commonly tested.
- Keep the multilateral trade explanation concise but include the term "trade surplus" and "home charges."
- Avoid padding; the answer above is ~125 words, appropriate for 5 marks.

Q36. medium exam-ready

[4]

Read the following source and answer the questions that follow:

'... in spite of my best efforts, I could not properly do the works that were allotted to me ... In a few days I got my hands bruised all over and I could not go to work for a week for which I was prosecuted and sent to jail for 14 days. ... new emigrants find the tasks allotted to them extremely heavy and cannot complete them in a day. ... Deductions are also made from wages if the work is considered to have been done unsatisfactorily. Many people cannot therefore earn their full wages and are punished in various ways. In fact, the labourers have to spend their period of indenture in great trouble...' — Testimony of Ram Narain Tewary, an indentured labourer in Demerara, early twentieth century.

- (i) What system of labour does this testimony describe, and from which regions of India were most such workers recruited? (1 mark)
- (ii) Name any two main destinations to which Indian indentured workers were sent in the nineteenth and early twentieth centuries. (1 mark)
- (iii) Based on the testimony and your knowledge, explain why the system of indentured labour was described as a 'new system of slavery'. (2 marks)

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Model Answer

(i) This testimony describes the **indentured labour** system. Most indentured workers were recruited from eastern Uttar Pradesh, Bihar, central India, and the dry districts of Tamil Nadu.

(ii) Two main destinations: **Trinidad (Caribbean islands)** and **Mauritius**. (Also: Fiji, Surinam, Guyana.)

(iii) The system was called a "new system of slavery" because conditions on arrival were completely different from what migrants were promised — agents gave false information about work and living conditions. On plantations, workers faced harsh living and working conditions with very few legal rights. As seen in Ram Narain's testimony, workers were prosecuted and jailed even for inability to complete heavy tasks, wages were deducted for unsatisfactory work, and labourers "spent their period of indenture in great trouble" with no means of escape.

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

Explanation

- **(i)** One mark — name the system + recruitment regions. Both are needed.
- **(ii)** One mark — any two correct destinations from the list in the text. Don't overthink; just name two.
- **(iii)** Two marks — examiners expect: (a) deceptive recruitment / false promises AND (b) harsh conditions + lack of legal rights on plantations. Quoting/paraphrasing the testimony directly earns credit. Avoid vague statements like "they were treated badly" — be specific.

Q37. medium exam-ready

[4]

Read the following passage and answer the questions that follow:

In the late 1880s, a cattle plague known as Rinderpest swept across Africa 'like forest fire', entering from the east coast and reaching the Atlantic coast in 1892 and the southernmost tip of Africa five years later. Along the way it killed 90 per cent of the cattle. Historically, Africa had abundant land and a relatively small population, and few Africans had any reason to work for a wage. European colonisers had been unable to find enough labour for their plantations and mines. But the destruction of African-owned cattle changed everything.

- (i) From where did Rinderpest originally enter Africa, and what was the immediate cause of its arrival? (1 mark)
 (ii) Before Rinderpest, why were European colonisers unable to find sufficient labour in Africa? (1 mark)
 (iii) Explain how the Rinderpest epidemic enabled European colonisers to gain control over African labour. (2 marks)

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Model Answer

(i) Rinderpest entered Africa from the **east coast (Eritrea in East Africa)**. It was carried by infected cattle imported from **British Asia** to feed Italian soldiers who were invading Eritrea.

(ii) Before Rinderpest, Africa had **abundant land and livestock**. Africans could sustain their livelihoods through land and cattle, so they had **little reason to work for a wage**. European colonisers thus found it difficult to recruit sufficient labour for their plantations and mines.

(iii) Rinderpest killed **90 per cent of Africa's cattle**, destroying African livelihoods entirely. Planters, mine owners, and colonial governments then **monopolised the scarce remaining cattle**, using control over this resource to force desperate Africans into the labour market. This allowed European colonisers to **conquer and subdue Africa**, gaining effective control over its people and economy.

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

Explanation

- **(i)** Students often write "east Africa" but must also name the **specific cause** — infected cattle from British Asia brought for Italian troops. Both facts are needed for full credit.
- **(ii)** The key phrase from the passage is "land and livestock sustained African livelihoods" — this is the direct reason. Mention both land AND cattle for a complete answer.
- **(iii)** This is a 2-mark inference question. Two clear points are expected: (1) cattle loss destroyed African self-sufficiency, and (2) colonisers monopolised remaining cattle to force Africans into wage labour. Avoid vague answers like "they became poor" — be specific about the **mechanism** of control.

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