

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

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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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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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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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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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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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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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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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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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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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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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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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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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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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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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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?

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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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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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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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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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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.

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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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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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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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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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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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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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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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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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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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