

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

QUESTION PAPER  
*AI-generated question paper*

Code: WNISBo

Questions: 91

Maximum Marks: 268

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**SELECTIONS USED**

Subject	Social Science
Lessons	3 The Making of a Global World
Level of understanding	Thorough understanding
Question selection	Curated chapter coverage (~5 questions per section + 8 synthesis)
Model	claude-sonnet-4-6

Composition — Difficulty: 5 straightforward · 49 medium · 37 deep | Types: 60 Short · 15 Long · 12 MCQ · 3 Very short · 1 Assertion–reason

**Q1.** medium thorough-understanding § Section II Header and Chapter Introduction [3]

Long-distance trade networks and the spread of disease-carrying germs are often cited as evidence of human interconnectedness in pre-modern times. Using any two examples from different domains (such as trade goods, cultural exchange, or disease), explain what this tells us about the nature of globalisation before the sixteenth century.

◆ The Making of a Global World

**Q2.** medium thorough-understanding § 1 The Pre-modern World [3]

European conquest of the Americas in the sixteenth century was not decided primarily by military superiority. What was the single most devastating weapon the Spanish conquerors carried, why were the indigenous Americans so vulnerable to it, and how did it actually enable conquest even before Europeans physically reached many parts of the continent?

◆ The Making of a Global World

**Q3.** deep thorough-understanding § 1 The Pre-modern World [3]

The silk routes carried far more than silk, and their significance extended well beyond commerce. Using specific examples, explain why describing them purely as 'trade routes' gives an incomplete picture of their historical importance.

◆ The Making of a Global World

**Q4.** medium thorough-understanding § 1.1 Silk Routes Link the World [3]

The Silk Routes are often described as arteries of not just commerce but also civilisation. Using evidence from the pre-modern world, explain why the movement of goods across the Silk Routes simultaneously acted as a movement of ideas, faiths, and cultures. Support your answer with at least two specific examples.

◆ The Making of a Global World

**Q5.** medium thorough-understanding § 1.2 Food Travels: Spaghetti and Potato [3]

The introduction of the potato to Europe transformed the lives of the poor, yet the same crop later caused mass starvation. How do you explain this apparent contradiction?

◆ The Making of a Global World

**Q6.** deep thorough-understanding § 1.2 Food Travels: Spaghetti and Potato [3]

What does the uncertainty surrounding the origins of spaghetti and noodles reveal about the nature of cultural exchange in the pre-modern world?

◆ The Making of a Global World

**Q7.** medium thorough-understanding § 1.3 Conquest, Disease and Trade [1]

Which of the following best explains why smallpox was far more deadly to the indigenous peoples of America than to the Spanish conquerors?

A The Spanish had better medical facilities and could treat the disease effectively.

B America's original inhabitants had no immunity against the disease due to their long isolation from the rest of the world.

C Smallpox was a disease that only affected people living in warm, tropical climates.

D The Spanish deliberately spread the disease by using infected weapons in battle.

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**Q8.** medium thorough-understanding § 1.3 Conquest, Disease and Trade [3]

Silver mined in present-day Peru and Mexico played a dual role in the sixteenth-century global economy. Explain what these two roles were and how they were connected to each other.

◆ The Making of a Global World

**Q9.** deep thorough-understanding § 1.3 Conquest, Disease and Trade [3]

Why is it historically significant that smallpox spread deep into the American continent 'ahead even of any Europeans reaching there'? What does this tell us about the nature of European conquest?

◆ The Making of a Global World

**Q10.** deep thorough-understanding § 1.3 Conquest, Disease and Trade [3]

In what sense can germs be described as a more decisive instrument of conquest than military force in the context of the Spanish colonisation of America? Support your answer with evidence from the chapter.

◆ The Making of a Global World

**Q11.** medium thorough-understanding § 1.3 Conquest, Disease and Trade [2]

Before the sixteenth century, the Indian subcontinent was central to Indian Ocean trade. How did the arrival of European sailors change the direction of these existing trade flows?

◆ The Making of a Global World

**Q12.** medium thorough-understanding § 1.3 Conquest, Disease and Trade [3]

What combination of social, economic, and political conditions drove thousands of Europeans to migrate to America from the seventeenth century onwards? Explain with reference to conditions in Europe at that time.

◆ The Making of a Global World

**Q13.** deep thorough-understanding § 1.3 Conquest, Disease and Trade [5]

By the eighteenth century, plantations in America worked by enslaved Africans were producing cotton and sugar for European markets. Considering what you know about why Europeans migrated to America and how conquest had unfolded there, explain why enslaved African labour — rather than local or European labour — became the dominant workforce on these plantations.

◆ The Making of a Global World

**Q14.** deep thorough-understanding § 1.3 Conquest, Disease and Trade [3]

Until the fifteenth century, China and India dominated Asian and global trade. How did China's deliberate withdrawal from active overseas trade from the mid-fifteenth century, combined with the subsequent European colonisation of the Americas, gradually shift the balance of global economic power towards Europe?

◆ The Making of a Global World

**Q15.** deep thorough-understanding § 2 The Nineteenth Century (1815-1914) [5]

Trace the chain of consequences that followed Britain's abolition of the Corn Laws in the mid-nineteenth century. In your answer, explain how this single policy decision connected agricultural change in Britain to patterns of migration, capital investment, and the growth of a global food economy.

◆ The Making of a Global World

**Q16.** medium thorough-understanding § 2.1 A World Economy Takes Shape [3]

Britain's Corn Laws, which restricted grain imports, were abolished in the mid-nineteenth century. How did their abolition reshape British agriculture and the lives of those who depended on it? Explain with reference to the economic forces set in motion by free trade in food.

◆ The Making of a Global World

**Q17.** medium thorough-understanding § 2.1 A World Economy Takes Shape [3]

Clearing new agricultural land in America or Australia was not enough on its own to feed the growing British demand for food. What additional infrastructure and human inputs were necessary, and why did each of them also require capital and labour?

◆ The Making of a Global World

**Q18.** deep thorough-understanding § 2.1 A World Economy Takes Shape [3]

Between 1820 and 1914, world trade is estimated to have multiplied 25 to 40 times. Nearly 60 per cent of this trade consisted of primary products. What does this composition of trade reveal about the economic relationship between industrialised countries and the rest of the world during this period?

◆ The Making of a Global World

**Q19.** medium thorough-understanding § 2.1 A World Economy Takes Shape [1]

Consider the following two statements about the nineteenth-century global economy and choose the option that best describes their relationship.

Statement 1: The abolition of Britain's Corn Laws led to a sharp rise in food imports, spurring the clearing of vast new agricultural lands in America and Australia.

Statement 2: Between the 1820s and 1914, roughly 50 million people emigrated from Europe to America and Australia.

Options:

- A) Statement 1 describes a consequence of Statement 2.
- B) Statement 1 describes a development that, along with push factors in Europe, helps explain Statement 2.
- C) Both statements refer to unconnected events in different parts of the world.
- D) Statement 2 is a cause that explains Statement 1.
  - A Statement 1 is a cause that helps explain Statement 2.
  - B Statement 2 is a cause that helps explain Statement 1.
  - C Both statements describe the same event in different words.
  - D The two statements are unrelated facts.

◆ The Making of a Global World

**Q20.** deep thorough-understanding § 2.1 A World Economy Takes Shape [3]

By 1890, the food on a European worker's table was grown thousands of miles away, transported by railway and steamship, and produced by recently arrived migrants on land that had recently been forest. What does this transformation suggest about the relationship between the three flows — trade, labour and capital — in the nineteenth-century global economy?

◆ The Making of a Global World

**Q21.** medium thorough-understanding § 2.2 Role of Technology [3]

Until the 1870s, live animals were shipped from America to Europe for slaughter. How did refrigerated ships change this practice, and what were the economic consequences for ordinary Europeans?

◆ The Making of a Global World

**Q22.** deep thorough-understanding § 2.2 Role of Technology [5]

A historian argues: 'In the nineteenth century, technology was not the original cause of economic change — it was a response to it.' Using the example of railways, steamships or refrigerated ships, do you agree or disagree? Justify your answer.

◆ The Making of a Global World

**Q23.** medium thorough-understanding § 2.2 Role of Technology [1]

[mcq] How did improved transport technology in the nineteenth century contribute to reducing social tensions within European countries?

(A) It allowed European governments to impose higher taxes on goods, reducing inequality.

(B) It enabled millions of poor Europeans to emigrate to America and other regions, easing unemployment and social unrest at home.

(C) It helped European armies suppress peasant revolts more efficiently across the continent.

(D) It led to the rapid industrialisation of rural areas, providing jobs for all unemployed workers.

Options: (A) (B) (C) (D)

A Faster railways allowed European governments to move troops quickly to suppress any unrest.

B Cheaper and more varied food, including affordable meat, improved the living standards of the poor and reduced discontent.

C Steamships enabled faster communication between European governments, allowing them to coordinate responses to protests.

D New technology created industrial jobs that absorbed unemployed agricultural workers, ending poverty.

◆ The Making of a Global World

**Q24.** medium thorough-understanding § 2.3 Late nineteenth-century Colonialism [3]

By the late nineteenth century, several European nations had carved up Africa among themselves. What was the primary economic motivation that drew European powers to Africa, and why did this motivation paradoxically create a labour problem for them?

◆ The Making of a Global World

**Q25.** deep thorough-understanding § 2.3 Late nineteenth-century Colonialism [3]

Rinderpest killed about 90 per cent of Africa's cattle. Explain how the destruction of cattle, which was primarily an animal disease, ended up serving the political and economic interests of European colonisers.

◆ The Making of a Global World

**Q26.** deep thorough-understanding § 2.3 Late nineteenth-century Colonialism [5]

[long\_answer] The late nineteenth century witnessed rapid expansion of world trade and rising prosperity in industrialised nations, yet this growth came at a severe cost to colonised peoples. Using the experience of African societies under European colonialism, explain how the economic gains of one group were built upon losses imposed on another. In your answer, discuss land, labour, and disease as interconnected factors, and assess whether the idea of a 'prosperous global economy' during this period can be considered complete or one-sided.

◆ The Making of a Global World

**Q27.** medium thorough-understanding § 2.4 Rinderpest, or the Cattle Plague [3]

Rinderpest reached Africa's Atlantic coast in 1892 and the Cape only in 1897, yet it had entered the continent from the east in the late 1880s. What does this pattern of spread tell us about how the disease moved, and why was its pace still described as moving 'like forest fire'?

◆ The Making of a Global World

**Q28.** medium thorough-understanding § 2.4 Rinderpest, or the Cattle Plague [3]

Before rinderpest struck, African workers had little incentive to seek wage labour on European plantations and mines. Why was this so, and how did the cattle plague change that situation?

◆ The Making of a Global World

**Q29.** deep thorough-understanding § 2.4 Rinderpest, or the Cattle Plague [5]

The rinderpest epidemic in Africa was ultimately caused by a military decision made thousands of kilometres away. Trace this chain of events, and explain what it reveals about the interconnected nature of the late-nineteenth-century world.

◆ The Making of a Global World

**Q30.** medium thorough-understanding § 2.4 Rinderpest, or the Cattle Plague [3]

European colonisers who set up plantations and mines in Africa in the late nineteenth century found it extremely difficult to recruit local labour. What were the reasons behind this labour shortage, and what does it reveal about pre-colonial African society?

◆ The Making of a Global World

**Q31.** deep thorough-understanding § 2.4 Rinderpest, or the Cattle Plague [3]

Colonial authorities used several measures — heavy taxes, changes to inheritance laws, and confinement in compounds — to force African workers into wage labour, yet historians still identify rinderpest as the most decisive turning point in the colonisation of Africa. Do you agree? Justify your answer with evidence.

◆ The Making of a Global World

**Q32.** medium thorough-understanding § 2.4 Indentured Labour Migration from India [3]

Indentured labourers who migrated to distant colonies in the nineteenth century came from specific regions of India facing particular hardships. Identify these regions and explain the economic conditions that made migration appear to be a viable option for them.

◆ The Making of a Global World

**Q33.** medium thorough-understanding § 2.4 Indentured Labour Migration from India [3]

Indentured labour contracts promised workers a return passage to India after five years, yet the system was condemned as a 'new system of slavery'. What specific features of indentured labour justified this comparison?

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**Q34.** medium thorough-understanding § 2.4 Indentured Labour Migration from India [3]

What conditions in colonial India allowed recruitment agents to deceive prospective indentured labourers so effectively about the nature and destination of their work? Explain any three such conditions.

◆ The Making of a Global World

**Q35.** medium thorough-understanding § 2.4 Indentured Labour Migration from India [1]

Which of the following best explains why indentured workers developed cultural forms such as 'Hosay' and 'Chutney music' in the Caribbean?

- (A) They were required by plantation owners to perform cultural activities to keep morale high.
- (B) They blended elements from their own traditions and new surroundings as a way of asserting identity and surviving harsh conditions.
- (C) They replicated Indian festivals exactly as they existed, preserving culture unchanged.
- (D) They adopted the cultural practices of European colonisers to gain better treatment on plantations.

- A They were required by plantation owners to perform cultural activities to keep morale high.
- B They blended elements from their own traditions and new surroundings as a way of asserting identity and surviving harsh conditions.
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- D They adopted the cultural practices of European colonisers to gain better treatment on plantations.

◆ The Making of a Global World

**Q36.** deep thorough-understanding § 2.4 Indentured Labour Migration from India [3]

The Muharram festival brought to the Caribbean by Indian indentured labourers gradually transformed into the carnival 'Hosay', celebrated by workers of diverse races and religions. What does this transformation reveal about the social world that indentured labourers created in their new environment?

◆ The Making of a Global World

**Q37.** deep thorough-understanding § 2.4 Indentured Labour Migration from India [5]

Critically analyse why the system of indentured labour migration was eventually abolished in 1921. In your answer, explain both the nature of the opposition to it and the conditions that made that opposition effective.

◆ The Making of a Global World

**Q38.** deep thorough-understanding § 2.4 Indentured Labour Migration from India [5]

Both African workers (affected by rinderpest) and Indian indentured labourers were forced into wage labour during the nineteenth century, but through very different mechanisms. Compare these two processes, explaining how each group lost its economic independence.

◆ The Making of a Global World

**Q39.** medium thorough-understanding § 2.5 Indian Entrepreneurs Abroad [3]

Indian banking and trading groups such as the Shikaripuri Shroffs and Nattukottai Chettiars played a vital role in financing export agriculture in Central and Southeast Asia. Why were such indigenous financiers necessary, rather than peasant farmers simply borrowing from European banks directly?

◆ The Making of a Global World

**Q40.** deep thorough-understanding § 2.5 Indian Entrepreneurs Abroad [3]

Hyderabadi Sindhi traders ventured beyond European colonies to set up emporia at busy ports worldwide, while many other Indian traders followed European colonisers into Africa. What does this contrast reveal about the relationship between Indian entrepreneurial expansion and European colonial power in the late nineteenth century?

◆ The Making of a Global World

**Q41.** medium thorough-understanding § 2.6 Indian Trade, Colonialism and the Global System [3]

Between 1800 and the 1870s, India's cotton textile exports fell from about 30% to below 3% of total exports, while raw cotton exports rose from 5% to 35%. What does this dramatic shift reveal about the nature of India's economic relationship with Britain under colonialism?

◆ The Making of a Global World

**Q42.** medium thorough-understanding § 2.6 Indian Trade, Colonialism and the Global System [3]

Britain consistently exported more to India than it imported from India, giving it a trade surplus with India. How did this surplus help Britain manage its trade relationships with other countries?

◆ The Making of a Global World

**Q43.** straightforward thorough-understanding § 2.6 Indian Trade, Colonialism and the Global System [1]

[mcq] Britain grew opium in India and exported it to China. Which of the following best explains Britain's primary purpose in doing so?

- (A) To introduce a new cash crop to Indian farmers and improve their incomes
- (B) To earn silver from China and use it to finance Britain's trade deficit with Asia
- (C) To reduce opium consumption within Britain by exporting surplus stocks
- (D) To establish diplomatic trade relations with the Qing dynasty

(Answer: B)

- A To discourage Chinese merchants from trading directly with India
- B To earn money that could finance Britain's imports of tea and other goods from China
- C To reduce India's trade surplus with China and stabilise exchange rates
- D To replace indigo as India's main export commodity

◆ The Making of a Global World

**Q44.** deep thorough-understanding § 2.6 Indian Trade, Colonialism and the Global System [5]

British manufacturers successfully lobbied their government to impose tariffs on imported Indian cloth. How did this single policy decision set off a chain of consequences that reshaped India's entire export structure over the nineteenth century?

◆ The Making of a Global World

**Q45.** deep thorough-understanding § 2.6 Indian Trade, Colonialism and the Global System [3]

The 'home charges' that India was required to pay to Britain included items such as pensions of British officials and interest on India's external debt. In what sense were these charges a hidden economic drain on India, beyond what is captured by simply comparing the value of goods traded between the two countries?

◆ The Making of a Global World

**Q46.** deep thorough-understanding § 3 The Inter-war Economy [5]

The Great Depression of 1929 did not affect all sections of Indian society equally — urban dwellers with fixed incomes were relatively better off, while peasants were devastated. Using the specific economic conditions of the period, explain why this unequal impact occurred, and connect it to India's broader role in the global economy at the time.

◆ The Making of a Global World

**Q47.** medium thorough-understanding § 3.1 Wartime Transformations [1]

[mcq] The First World War is described as the 'first modern industrial war'. Which of the following features of this war most directly justifies that label?

- (A) The war was fought across multiple continents simultaneously.
- (B) Mass-produced weapons such as machine guns, tanks, and poison gas caused unprecedented casualties on an industrial scale.
- (C) Governments raised war funds through international loans for the first time.
- (D) Civilians were forced to migrate away from war zones in large numbers.

A It was fought between two large power blocs for the first time in history.

B It relied on weapons such as machine guns, tanks, aircraft and chemical weapons produced by large-scale industry.

C It lasted more than four years, far longer than any previous war.

D Millions of soldiers were recruited from colonies across Asia and Africa.

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**Q48.** medium thorough-understanding § 3.1 Wartime Transformations [3]

Explain how the First World War fundamentally changed the financial relationship between Britain and the United States.

◆ The Making of a Global World

**Q49.** deep thorough-understanding § 3.1 Wartime Transformations [3]

[short\_answer] During the First World War, women in many countries took over jobs previously done only by men. What specific wartime development made this necessary, and what does it reveal about how a 'total war' reorganises society beyond just the armed forces? Explain with reference to any two examples.

◆ The Making of a Global World

**Q50.** deep thorough-understanding § 3.2 Post-war Recovery [3]

After the First World War, Britain struggled to recapture its dominant position in the Indian market while also carrying a heavy burden of external debt. How were these two problems connected to the war itself, and what does this reveal about the cost of being the world's leading economy during a major conflict?

◆ The Making of a Global World

**Q51.** medium thorough-understanding § 3.2 Post-war Recovery [3]

Wheat producers in Canada, America and Australia dramatically expanded production during the First World War to fill the gap left by disrupted Eastern European supplies. Why did this expansion, which seemed beneficial during the war, turn into a serious economic problem once the war ended?

◆ The Making of a Global World

**Q52.** deep thorough-understanding § 3.3 Rise of Mass Production and Consumption [5]

The 1920s economic boom in the United States has been described as a 'self-reinforcing cycle of prosperity'. Analyse how this cycle operated and explain the factors that made it unsustainable, eventually contributing to the Great Depression of 1929.

◆ The Making of a Global World

**Q53.** medium thorough-understanding § 3.3 Rise of Mass Production and Consumption [3]

Most consumer durables in the US during the 1920s — refrigerators, washing machines, cars — were bought on 'hire purchase'. What does this tell us about the relationship between mass production and income levels at the time?

◆ The Making of a Global World

**Q54.** medium thorough-understanding § 3.3 Rise of Mass Production and Consumption [2]

Henry Ford adapted the idea of the assembly line from an unlikely source in a completely different industry. Identify the source of his inspiration and explain what this reveals about how technological and organisational innovations can spread across industries to transform production methods.

◆ The Making of a Global World

**Q55.** medium thorough-understanding § 3.4 The Great Depression [3]

During the Great Depression, why did farmers increase their production even as prices were already falling? What unintended consequence did this have?

◆ The Making of a Global World

**Q56.** straightforward thorough-understanding § 3.4 The Great Depression [1]

The agricultural sector suffered far more acutely during the Great Depression than the industrial sector. Explain why falling commodity prices hit farmers harder and with less relief than factory workers or industrial producers.

◆ The Making of a Global World

**Q57.** medium thorough-understanding § 3.4 The Great Depression [3]

How did the sudden withdrawal of US loans from overseas countries in 1928–29 trigger a chain of economic crises across the world? Trace the sequence of events in your answer.

◆ The Making of a Global World

**Q58.** deep thorough-understanding § 3.4 The Great Depression [3]

The economic boom of the 1920s in the United States was built on a web of interconnections among construction, consumer credit, manufacturing and employment. Using these same interconnections, explain how the US economy spiralled into collapse during the Great Depression.

◆ The Making of a Global World

**Q59.** deep thorough-understanding § 3.4 The Great Depression [3]

Consider two groups in India during the Great Depression: a jute-growing peasant in Bengal and a salaried government clerk in Calcutta. Which person's economic situation worsened and which improved? Justify your answer.

◆ The Making of a Global World

**Q60.** deep thorough-understanding § 3.4 The Great Depression [3]

When the US doubled its import duties during the Great Depression to protect its own economy, what effect did this have on world trade, and why does this illustrate the danger of every country acting in its own narrow interest during a global crisis?

◆ The Making of a Global World

**Q61.** medium thorough-understanding § 3.4 The Great Depression [1]

Which of the following best explains why the Great Depression had such a severe impact on countries that had borrowed heavily from the US during the mid-1920s?

- (A) These countries had used US loans exclusively to import American goods, so when US exports fell, these countries lost their main source of income.
- (B) When US banks recalled their overseas loans, these countries could no longer finance their economies, leading to bank failures, falling currencies and collapsing commodity prices.
- (C) The US imposed heavy tariffs specifically on goods from debtor nations, shutting out their exports and leaving them unable to repay or refinance their debts.
- (D) These countries had borrowed in gold, but falling gold prices meant the real value of their debt doubled, making repayment impossible.

A These countries had spent US loans on consumer goods rather than productive investment, leaving them with nothing to show for the debt.

B When US loans dried up, these countries could no longer finance their economies, leading to bank failures, currency collapses and commodity price slumps.

C The US demanded immediate full repayment of all loans, forcing these countries to sell their gold reserves and causing deflation.

D These countries had tied their currencies directly to the US dollar, so when the dollar collapsed, their economies collapsed too.

◆ The Making of a Global World

**Q62.** straightforward thorough-understanding § 3.5 India and the Great Depression [1]

Between 1928 and 1934, wheat prices in India fell by 50 per cent, yet the colonial government refused to reduce revenue demands on peasants. What was the immediate consequence of this combination for the peasant economy?

◆ The Making of a Global World

**Q63.** medium thorough-understanding § 3.5 India and the Great Depression [3]

Jute growers in Bengal were among the worst-hit during the Great Depression. Explain the chain of events — from the collapse of global demand to the condition of the individual peasant — that made their situation so severe.

◆ The Making of a Global World

**Q64.** medium thorough-understanding § 3.5 India and the Great Depression [3]

During the Great Depression, India became a net exporter of gold. Why did Indian peasants sell their gold at this time, and why did this export help Britain's recovery more than India's own peasants?

◆ The Making of a Global World

**Q65.** medium thorough-understanding § 3.5 India and the Great Depression [2]

The Great Depression did not affect all sections of Indian society equally. Compare the impact of the Depression on Indian peasants with its impact on urban salaried workers, and explain the economic reasons for the difference.

◆ The Making of a Global World

**Q66.** medium thorough-understanding § 3.5 India and the Great Depression [1]

Which of the following best explains why Indian peasants producing for the world market suffered more during the Great Depression than those producing mainly for local consumption?

- (A) World-market producers had to pay higher taxes, while subsistence farmers were exempt from revenue demands.
- (B) Their incomes fell sharply with collapsing global prices, but their fixed obligations – rent, loans, and revenue – remained unchanged.
- (C) Colonial authorities deliberately directed relief funds only to subsistence farmers during the Depression.
- (D) World-market producers had borrowed more from foreign banks, which charged higher interest rates than local moneylenders.

A World-market producers had taken larger loans from British banks and had higher repayments.

B Their incomes depended on international commodity prices that crashed, while colonial revenue demands stayed fixed, squeezing them from both sides.

C The colonial government imposed extra export duties specifically on cash crops during the depression.

D Local-market producers received government subsidies that world-market producers were denied.

◆ The Making of a Global World

**Q67.** medium thorough-understanding § 4 Rebuilding a World Economy: The Post-war Era [3]

The Bretton Woods system was built on two key lessons drawn from the inter-war economic crisis. Explain these two lessons and show how the institutions created at Bretton Woods were designed to put them into practice.

◆ The Making of a Global World

**Q68.** deep thorough-understanding § 4 Rebuilding a World Economy: The Post-war Era [3]

The Group of 77 (G-77) developing nations demanded a 'New International Economic Order'. What specific grievances led them to make this demand, and in what ways did the very institutions meant to help them fall short of their needs?

◆ The Making of a Global World

**Q69.** medium thorough-understanding § 4 Rebuilding a World Economy: The Post-war Era [1]

[mcq] From the mid-1970s onwards, which of the following best describes the chain of events through which the collapse of the Bretton Woods fixed exchange-rate system contributed to a debt crisis in many developing countries?

- (A) Floating exchange rates lowered the value of oil, reducing export revenues for oil-producing nations and triggering global deflation that hurt developing economies.
- (B) After the oil shock, petrodollars were recycled through Western banks as cheap loans to developing nations; when the US raised interest rates, repayments soared and a debt crisis followed.
- (C) The IMF immediately stopped lending to developing countries after Bretton Woods collapsed, leaving them without any source of foreign exchange.
- (D) Developing nations voluntarily withdrew from international trade to protect their currencies, leading to falling export revenues and mounting debt.

A Floating exchange rates made currencies worthless, so developing countries stopped trading with industrial nations altogether.

B Without fixed rates, the IMF and World Bank shut down, leaving developing countries with no source of funds.

C Developing countries were forced to borrow from Western commercial banks instead of international institutions, leading to periodic debt crises and lower incomes.

D The US regained confidence as the world's principal currency, causing developing countries to lose export markets.

◆ The Making of a Global World

**Q70.** medium thorough-understanding § 4.1 Post-war Settlement and the Bretton Woods Institutions [3]

Post-war planners concluded that governments must intervene to maintain full employment rather than leaving it entirely to market forces. What specific economic experience from the inter-war period most directly led them to this conclusion?

◆ The Making of a Global World

**Q71.** deep thorough-understanding § 4.1 Post-war Settlement and the Bretton Woods Institutions [3]

The Bretton Woods system was built on fixed exchange rates, with national currencies pegged to the US dollar, which was itself anchored to gold. Why was anchoring the entire system to the US dollar — rather than any other currency — a logical choice in 1944?

◆ The Making of a Global World

**Q72.** medium thorough-understanding § 4.1 Post-war Settlement and the Bretton Woods Institutions [1]

Two statements are given below as Assertion (A) and Reason (R). Choose the correct option.

Assertion (A): The post-war international economic order prioritised stable exchange rates and capital controls over free movement of capital across borders.

Reason (R): Unrestricted capital flows during the inter-war period had destabilised economies and contributed to the Great Depression.

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

**Q73.** deep thorough-understanding § 4.1 Post-war Settlement and the Bretton Woods Institutions [5]

The IMF and the World Bank are often called the 'Bretton Woods twins', yet they were designed with distinct functions. Distinguish between the specific purpose for which each institution was created, and explain why both were considered necessary for post-war economic stability.

◆ The Making of a Global World

**Q74.** medium thorough-understanding § 4.2 The Early Post-war Years [3]

Between 1950 and 1970, world trade grew at over 8 per cent annually and per-capita incomes rose sharply in most industrial countries. Yet this prosperity was uneven. Analyse how developing countries were both contributing to and being shaped by the post-war economic boom. Why did many newly independent nations prioritise importing industrial plant and equipment during this period, and what risks did this strategy carry for their long-term economic development?

◆ The Making of a Global World

**Q75.** medium thorough-understanding § 4.3 Decolonisation and Independence [3]

The Bretton Woods institutions — the IMF and the World Bank — were established primarily to address the post-war reconstruction needs of Europe and Japan. How and why did these institutions gradually shift their focus towards the economic needs of newly decolonised developing countries from the late 1950s onwards? Explain.

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**Q76.** medium thorough-understanding § 4.3 Decolonisation and Independence [3]

Even after gaining political independence, many newly free nations found themselves in a position somewhat similar to their colonial past. What factors continued to limit their economic autonomy, and why did this situation arise?

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**Q77.** straightforward thorough-understanding § 4.3 Decolonisation and Independence [1]

Which of the following best explains why developing nations formed the Group of 77 (G-77)?

- (A) To establish a military alliance against colonising powers
- (B) To demand a New International Economic Order that gave them greater control over their natural resources and fairer terms of trade
- (C) To negotiate membership in the Bretton Woods institutions on equal terms with developed nations
- (D) To create a common currency for trade among newly independent countries

A To compete with the military power of Western industrial nations

B To demand fairer control over their resources, more development aid, and better market access for their goods

C To replace the IMF and World Bank with new financial institutions they controlled

D To form a trading bloc that would exclude Western economies from Asian and African markets

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**Q78.** deep thorough-understanding § 4.3 Decolonisation and Independence [3]

A student argues: 'Since the Bretton Woods institutions provided loans and assistance to developing countries, decolonised nations had equal power and opportunity in the post-war global economy.' Using your understanding of how these institutions operated and who controlled them, explain why this argument is flawed.

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**Q79.** deep thorough-understanding § 4.3 Decolonisation and Independence [5]

The post-war decades saw rapid economic growth in Western nations and Japan, yet most newly independent developing countries remained on the margins of this prosperity. Analyse how this unequal growth shaped the political and economic demands that developing nations made on the international order. In your answer, refer to the role of international institutions, trade structures, and any collective initiatives taken by these countries.

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**Q80.** medium thorough-understanding § 4.4 End of Bretton Woods and the Beginning of 'Globalisation' [3]

The Bretton Woods system of fixed exchange rates, established in 1944, collapsed by the early 1970s. Explain the economic pressures – both within the United States and in the wider global economy – that made this system impossible to sustain.

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**Q81.** medium thorough-understanding § 4.4 End of Bretton Woods and the Beginning of 'Globalisation' [3]

After the Bretton Woods system broke down, developing countries could no longer rely on international institutions for loans and had to borrow from Western commercial banks instead. Why did this shift make developing countries more economically vulnerable than before?

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**Q82.** straightforward thorough-understanding § 4.4 End of Bretton Woods and the Beginning of 'Globalisation' [1]

Which of the following best explains why countries like China became attractive destinations for MNCs relocating their production operations from the 1970s onwards?

- (A) China had accumulated large financial reserves by exporting goods to Europe since the 1950s.
- (B) The decline of the Soviet Union left China as the sole dominant global manufacturing power.
- (C) Low wages in China allowed MNCs to reduce production costs and compete more effectively in world markets.
- (D) China eliminated all trade barriers, making it the most open economy in Asia.

A China had rejoined the world economy after 1949 and built up large financial reserves.

B The collapse of the Soviet Union made China the dominant global power.

C Low wages in China allowed MNCs to reduce costs and compete more effectively in world markets.

D China imposed high import tariffs, forcing MNCs to manufacture locally.

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**Q83.** deep thorough-understanding § 4.4 End of Bretton Woods and the Beginning of 'Globalisation' [5]

The Bretton Woods era (1950–1970) brought stable growth and near-full employment to Western industrial nations, yet the system still collapsed within decades. Analyse the internal contradictions and external pressures that made the Bretton Woods system unsustainable in the long run, and assess the consequences of its collapse for the developing world.

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**Q84.** deep thorough-understanding § (whole-chapter synthesis) [5]

Trace how disease functioned as a tool of conquest and economic control across two different periods covered in this chapter – the sixteenth-century colonisation of the Americas and nineteenth-century colonial Africa.

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**Q85.** medium thorough-understanding § (whole-chapter synthesis) [3]

The nineteenth-century global economy was built on three interconnected flows. Explain how the abolition of the Corn Laws in Britain set off a chain reaction that affected all three of these flows, with specific reference to regions beyond Britain.

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**Q86.** medium thorough-understanding § (whole-chapter synthesis) [3]

Both indentured Indian labourers in the nineteenth century and African workers in colonial Africa were compelled to enter the wage-labour market against their will. Compare the methods used by colonial authorities to force each group into wage labour.

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**Q87.** medium thorough-understanding § (whole-chapter synthesis) [1]

[mcq] Which of the following best explains why the Great Depression had a more severe impact on Indian peasants than on urban salaried employees in India?

- (A) Peasants had to pay fixed cash rents and repay loans even as crop prices collapsed, while salaried employees retained steady income.
- (B) Peasants were taxed at higher rates than urban workers by the colonial government during the Depression years.
- (C) Peasants lost access to foreign markets while salaried employees benefited from increased domestic demand.
- (D) The colonial government provided relief funds to urban employees but withheld them from rural communities.

A Urban employees depended on world commodity prices, whereas peasants did not export any goods.

B Peasants' income fell with crashing agricultural prices while revenue demands continued, but urban salaried incomes remained fixed and prices of goods fell, improving real purchasing power.

C The colonial government deliberately protected urban workers by raising their salaries during the depression.

D Peasants refused to sell their produce, causing greater losses, while urban workers adapted by switching industries.

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**Q88.** deep thorough-understanding § (whole-chapter synthesis) [5]

The Bretton Woods institutions were set up to prevent a repeat of the inter-war economic crisis. Identify the two core lessons that economists drew from the inter-war period, and explain how the design of the IMF and the World Bank specifically addressed each lesson.

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**Q89.** medium thorough-understanding § (whole-chapter synthesis) [3]

[short\_answer] From the pre-modern silk routes to the post-war Bretton Woods era, the movement of goods across regions has rarely been limited to economic exchange alone. Using evidence from at least two different periods covered in this chapter, explain how the flow of trade has consistently carried cultural, social, or political consequences alongside it.

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**Q90.** deep thorough-understanding § (whole-chapter synthesis) [1]

China's withdrawal from overseas trade from around the fifteenth century and the US withdrawal of overseas loans in 1928–29 are separated by centuries, yet both triggered major shifts in the global economic order. What common principle about interconnected economies do these two episodes illustrate?

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**Q91.** deep thorough-understanding § (whole-chapter synthesis) [3]

[short\_answer] Using the examples of refrigerated ships and railways as covered in this chapter, explain how economic needs and social conditions shaped the development and adoption of these technologies. What does this suggest about the relationship between technology and globalisation?

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

## ANSWER KEY

AI-generated question paper

Code: WNISBo

Questions: 91

Maximum Marks: 268

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Q1. medium thorough-understanding § Section II Header and Chapter Introduction [3]

Long-distance trade networks and the spread of disease-carrying germs are often cited as evidence of human interconnectedness in pre-modern times. Using any two examples from different domains (such as trade goods, cultural exchange, or disease), explain what this tells us about the nature of globalisation before the sixteenth century.

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**Model Answer**

Pre-modern globalisation shows that human interconnectedness existed long before the modern era, through both trade and disease.

**Trade example:** Cowrie shells from the Maldives circulated as currency across China and East Africa for over a millennium, demonstrating established long-distance trade networks linking distant civilisations as early as 3000 BCE.

**Disease example:** The spread of disease-carrying germs can be traced back to the seventh century. Spanish conquerors carried smallpox to America, wiping out indigenous populations who had no immunity, which ultimately enabled European colonisation.

These examples show that globalisation before the sixteenth century was already real and consequential — involving the movement of goods, people, and germs across continents — though it lacked the speed and scale of modern interconnectedness.

Source: *The Pre-modern World; Conquest, Disease and Trade — Chapter 3*

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**Explanation**

- Examiners expect **two distinct examples from different domains** — one trade-based, one disease-based works perfectly here.
- Cite specific details (cowries, smallpox, dates) to show textbook grounding — this is what earns marks over vague answers.
- End with a **brief inference** about the *nature* of pre-modern globalisation — the question explicitly asks "what does this tell us," so don't skip it.
- Do **not** over-write; 3 marks = ~70 words in the answer body. The structure above hits that target efficiently.

Q2. medium thorough-understanding § 1 The Pre-modern World

[3]

European conquest of the Americas in the sixteenth century was not decided primarily by military superiority. What was the single most devastating weapon the Spanish conquerors carried, why were the indigenous Americans so vulnerable to it, and how did it actually enable conquest even before Europeans physically reached many parts of the continent?

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### Model Answer

The single most devastating weapon the Spanish conquerors carried was **germs**, particularly those causing **smallpox**. Indigenous Americans were so vulnerable because of their long isolation from the rest of the world — they had no prior exposure to these diseases and therefore had **no immunity** against them. Smallpox proved especially deadly as it spread deep into the continent ahead of the Europeans themselves, killing and decimating whole communities before conquerors physically arrived, thereby weakening resistance and paving the way for conquest.

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

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### Explanation

- Examiners expect three clear points for 3 marks: (1) identify the weapon — germs/smallpox, (2) explain vulnerability — isolation = no immunity, (3) explain how it enabled conquest — spread ahead of Europeans, wiped out communities.
- Avoid vague answers like "disease was dangerous." Be specific: *smallpox, no immunity due to isolation, spread before Europeans arrived.*
- The phrase "paving the way for conquest" directly echoes the textbook — use it.

Q3. deep thorough-understanding § 1 The Pre-modern World

[3]

The silk routes carried far more than silk, and their significance extended well beyond commerce. Using specific examples, explain why describing them purely as 'trade routes' gives an incomplete picture of their historical importance.

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### Model Answer

Calling the silk routes merely 'trade routes' is incomplete because they were equally channels of **cultural and religious exchange**. While goods like Chinese silk, Indian spices, textiles, and European gold and silver did flow along these routes, ideas and faiths travelled too. Early Christian missionaries used the silk routes to reach Asia. Muslim preachers followed centuries later. Most significantly, Buddhism spread from eastern India across Asia through intersecting points on these routes. Trade and cultural exchange always went hand in hand, making the silk routes a network of civilisational contact, not just commerce.

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

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### Explanation

- The examiner wants **specific examples** – name the goods AND the cultural/religious exchanges (Buddhism, Christianity, Islam). Mentioning only trade will cost marks.
- The key phrase from the textbook is "**Trade and cultural exchange always went hand in hand**" – quote or paraphrase it.
- For 3 marks: one point on trade goods + two distinct points on cultural/religious transmission = full marks.
- Avoid vague statements like "many things were exchanged." Be specific.

Q4. medium thorough-understanding § 1.1 Silk Routes Link the World

[3]

The Silk Routes are often described as arteries of not just commerce but also civilisation. Using evidence from the pre-modern world, explain why the movement of goods across the Silk Routes simultaneously acted as a movement of ideas, faiths, and cultures. Support your answer with at least two specific examples.

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### Model Answer

The Silk Routes were not merely trade corridors but channels through which civilisations interacted. Trade and cultural exchange always went hand in hand along these routes.

**Example 1 – Spread of Religion:** Early Christian missionaries travelled the Silk Routes to Asia, and Muslim preachers followed centuries later. Buddhism, emerging from eastern India, spread in several directions through intersecting points on the Silk Routes.

**Example 2 – Movement of Goods carrying Cultural Influence:** Chinese silk, Chinese pottery, Indian textiles, and spices moved westward, while precious metals like gold and silver flowed eastward — each exchange building lasting economic and cultural ties between Asia, Europe, and North Africa.

Thus, goods, faiths, and ideas travelled together, making the Silk Routes true arteries of civilisation.

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

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### Explanation

- Examiners expect **two specific examples** with named goods, religions, or people — vague answers lose marks.
- Key phrase from the textbook: "**Trade and cultural exchange always went hand in hand**" — quoting or paraphrasing this shows textual grounding.
- For a 3-mark answer, one mark typically goes to the introductory concept, and one mark each to the two examples. Keep examples distinct (one on religion, one on goods/culture works well).
- Avoid padding — the answer above is tight and focused, which is what CBSE rewards.

Q5. medium thorough-understanding § 1.2 Food Travels: Spaghetti and Potato

[3]

The introduction of the potato to Europe transformed the lives of the poor, yet the same crop later caused mass starvation. How do you explain this apparent contradiction?

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### Model Answer

The potato, introduced to Europe from the Americas after Columbus's voyages, initially improved the lives of Europe's poor by providing cheap, nutritious food, enabling them to eat better and live longer.

However, this benefit became a danger when people grew overly dependent on a single crop. Ireland's poorest peasants relied almost entirely on potatoes for survival. When a disease destroyed the potato crop in the mid-1840s, hundreds of thousands died of starvation, as they had no alternative food source to fall back on.

Thus, the potato's benefits turned into catastrophe because of extreme dependency on a single crop, showing that over-reliance on one food source is dangerous.

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

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### Explanation

- The examiner wants you to **explain both sides** of the contradiction using facts from the textbook.
- Key points: (1) Potato helped Europe's poor eat better and live longer. (2) Irish peasants became *totally dependent* on it. (3) When disease struck the crop in the 1840s, mass starvation followed.
- The word "contradiction" in the question is your clue to **contrast** the two outcomes clearly.
- Always cite the crop disease and Ireland specifically — vague answers lose marks.

Q6. deep thorough-understanding § 1.2 Food Travels: Spaghetti and Potato

[3]

What does the uncertainty surrounding the origins of spaghetti and noodles reveal about the nature of cultural exchange in the pre-modern world?

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### Model Answer

The uncertainty about whether spaghetti originated in China, Arabia, or elsewhere reveals that pre-modern cultural exchange was widespread, informal, and largely unrecorded. Similar foods appeared independently in India, Japan, and the Mediterranean, suggesting multiple overlapping trade and travel routes. As the passage notes, "the truth about their origins may never be known," yet this very uncertainty confirms the possibilities of long-distance cultural contact — through traders, travellers, and merchants — long before the modern era.

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

### Explanation

Examiners look for three points (one per mark): (1) uncertainty reflects unrecorded/informal exchange, (2) multiple regions sharing similar foods shows overlapping contact, (3) it proves long-distance cultural links existed in pre-modern times. Ground every point in the passage — don't add outside knowledge. Avoid vague phrases like "shows globalisation"; be specific about traders, travellers, and the example of noodles/spaghetti.

Q7. medium thorough-understanding § 1.3 Conquest, Disease and Trade

[1]

Which of the following best explains why smallpox was far more deadly to the indigenous peoples of America than to the Spanish conquerors?

- A The Spanish had better medical facilities and could treat the disease effectively.
- B America's original inhabitants had no immunity against the disease due to their long isolation from the rest of the world.
- C Smallpox was a disease that only affected people living in warm, tropical climates.
- D The Spanish deliberately spread the disease by using infected weapons in battle.

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### Model Answer

**Option B** is correct. America's original inhabitants had no immunity against smallpox because of their long isolation from the rest of the world, making it a deadly killer that decimated whole communities.

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

### Explanation

The passage explicitly states: "*Because of their long isolation, America's original inhabitants had no immunity against these diseases that came from Europe.*" The Spanish had been exposed to smallpox in Europe over generations and had developed immunity. Option A is wrong as no medical treatment is mentioned; C is wrong as smallpox was a European disease; D is wrong as the passage says it spread naturally, not deliberately through weapons.

**Q8.** medium thorough-understanding § 1.3 Conquest, Disease and Trade

**[3]**

Silver mined in present-day Peru and Mexico played a dual role in the sixteenth-century global economy. Explain what these two roles were and how they were connected to each other.

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### Model Answer

Silver mined in Peru and Mexico played two key roles in the sixteenth-century global economy:

1. **Enhancing Europe's wealth:** The precious metals extracted from these American mines greatly increased Europe's economic resources and power.
1. **Financing trade with Asia:** This accumulated wealth was then used to fund and expand Europe's trade with Asia.

These two roles were directly connected — American silver first enriched Europe, and that wealth then enabled European merchants to purchase Asian goods, making Europe the new centre of world trade.

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

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### Explanation

The passage explicitly states: "*Precious metals, particularly silver, from mines located in present-day Peru and Mexico also enhanced Europe's wealth and financed its trade with Asia.*" — so both roles and their connection come directly from this one sentence. Examiners expect you to identify the two roles clearly (wealth enhancement + financing Asian trade) and state how they link (one enabled the other). Avoid adding information not in the passage.

Q9. deep thorough-understanding § 1.3 Conquest, Disease and Trade

[3]

Why is it historically significant that smallpox spread deep into the American continent 'ahead even of any Europeans reaching there'? What does this tell us about the nature of European conquest?

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### Model Answer

The fact that smallpox spread deep into America *before* Europeans physically arrived there is historically significant because it shows that disease alone — not just military force — destroyed entire indigenous communities. America's original inhabitants had no immunity due to their long isolation, making them fatally vulnerable. This reveals that European conquest was not simply a result of superior firepower. The real weapon was biological: germs carried by Europeans decimated whole populations, clearing the way for colonisation and making conquest far easier than it would otherwise have been.

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

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### Explanation

- The key insight examiners want is the **two-part argument**: (1) why it is significant (disease spread faster than Europeans → wiped out populations before military contact), and (2) what it reveals about conquest (not primarily military superiority, but biological advantage).
- Quote or closely paraphrase the textbook: "paving the way for conquest" and "not a conventional military weapon."
- Avoid padding — 3 marks = ~60–90 words. Don't repeat points.
- The phrase "long isolation" explains *why* indigenous people had no immunity — include it for full marks.

**Q10.** deep thorough-understanding § 1.3 Conquest, Disease and Trade

[3]

In what sense can germs be described as a more decisive instrument of conquest than military force in the context of the Spanish colonisation of America? Support your answer with evidence from the chapter.

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### Model Answer

Germs proved more decisive than military force because they destroyed entire indigenous populations before the Spanish even arrived. The original inhabitants of America had lived in long isolation from the rest of the world and had **no immunity** against European diseases like smallpox. Once introduced, smallpox spread deep into the continent ahead of the conquerors themselves, killing and decimating whole communities, thus paving the way for conquest. Crucially, the indigenous people could not "fight back" against disease the way they could against guns — weapons could be captured and turned against invaders, but not the diseases to which the Spanish were already immune.

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

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### Explanation

- The examiner expects two things: (1) **the reason** germs were more powerful (no immunity among natives, spread faster than soldiers), and (2) **evidence/contrast** (guns could be seized and used against invaders; disease could not). Both points together earn full marks.
- Stick to the passage — don't bring in outside facts.
- The phrase "paving the way for conquest" is directly from the text and signals you're using textbook language, which examiners appreciate.

**Q11.** medium thorough-understanding § 1.3 Conquest, Disease and Trade

**[2]**

Before the sixteenth century, the Indian subcontinent was central to Indian Ocean trade. How did the arrival of European sailors change the direction of these existing trade flows?

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### Model Answer

Before the sixteenth century, Indian Ocean trade was centred on the Indian subcontinent, with goods flowing across Asia, the Gulf, and Southeast Asia through ports like Surat and Masulipatam.

When European sailors arrived, they redirected these existing trade flows **towards Europe**. European companies gained monopoly rights, causing old ports like Surat and Hoogly to decline, while new colonial ports like Bombay and Calcutta rose. Trade now moved primarily to Europe rather than within Asia.

*Source: Conquest, Disease and Trade, Chapter 3; The Age of Indian Textiles, Chapter 4*

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### Explanation

- Examiners expect two clear points: (1) what the trade pattern was *before*, and (2) *how* Europeans changed/redirected it.
- Key terms to use: "redirected towards Europe," "monopoly rights," "decline of Surat/Hoogly," "rise of Bombay/Calcutta."
- Avoid writing a full essay – two focused points in 40–60 words is exactly right for 2 marks.

**Q12.** medium thorough-understanding § 1.3 Conquest, Disease and Trade [3]

What combination of social, economic, and political conditions drove thousands of Europeans to migrate to America from the seventeenth century onwards? Explain with reference to conditions in Europe at that time.

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### Model Answer

From the seventeenth century onwards, thousands of Europeans migrated to America due to a combination of harsh conditions in Europe:

- **Social conditions:** Cities were overcrowded and deadly diseases were widespread. Religious conflicts were common and dissenters faced persecution.
- **Economic conditions:** Poverty and hunger were widespread until the nineteenth century. Population growth led to more job-seekers than employment; peasants bore heavy feudal dues and rising food prices caused widespread pauperism.
- **Political conditions:** Religious minorities fleeing persecution had no political protection or freedom of worship.

These combined pressures made America appear a land of opportunity and refuge.

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

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### Explanation

- The textbook explicitly lists **poverty, hunger, overcrowded cities, disease, religious conflict, and persecution** as causes — include all three dimensions (social, economic, political) for full marks.
- Examiners look for at least **2-3 distinct points** for a 3-mark question; one point per mark is a safe approach.
- Avoid vague statements like "life was hard" — be specific (feudal dues, job scarcity, religious dissenters).
- The phrase "*Until the nineteenth century, poverty and hunger were common in Europe*" from the passage is your anchor quote — paraphrase it, don't copy verbatim.

**Q13.** deep thorough-understanding § 1.3 Conquest, Disease and Trade

[5]

By the eighteenth century, plantations in America worked by enslaved Africans were producing cotton and sugar for European markets. Considering what you know about why Europeans migrated to America and how conquest had unfolded there, explain why enslaved African labour — rather than local or European labour — became the dominant workforce on these plantations.

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### Model Answer

Enslaved African labour became dominant on American plantations for several interconnected reasons:

1. **Collapse of indigenous labour:** European conquest brought diseases like smallpox that wiped out large portions of Native American populations, making local labour scarce and unreliable as a permanent workforce.
1. **Unsuitability of European labour:** Europeans migrated to America seeking land and opportunity, not plantation servitude. Indentured servants completed fixed contracts and could claim freedom; they were difficult to control permanently.
1. **Profitability of the slave trade:** European merchants, particularly from Britain, Portugal, and the Netherlands, had established profitable networks trafficking enslaved Africans. Enslaved people could be bought once and exploited for life, reducing long-term labour costs for plantation owners.
1. **Colonial economic logic:** Colonies existed to supply European markets cheaply. Enslaved labour — unpaid, permanent, and legally owned — maximised profits from cotton and sugar cultivation, fitting the exploitative economic model that colonialism depended upon.
1. **Legal and social structures:** Colonial laws were built to sustain slavery, making African enslaved people the only legally permanent, inheritable workforce available.

Source: Chapter 3, Section 2.3; Chapter 4, Section 1

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### Explanation

This question tests analytical thinking, not just recall. Examiners expect you to **link three factors**: (1) the destruction of indigenous populations through conquest and disease, (2) the limitations of European migrant labour, and (3) the economic incentives driving the African slave trade. The source passages establish colonialism's exploitative character and the drive for cheap labour for export markets — use that framework. Avoid writing a general history of slavery; stay focused on *why African enslaved labour specifically* became dominant. Five crisp, connected points earn full marks.

**Q14.** deep thorough-understanding § 1.3 Conquest, Disease and Trade

[3]

Until the fifteenth century, China and India dominated Asian and global trade. How did China's deliberate withdrawal from active overseas trade from the mid-fifteenth century, combined with the subsequent European colonisation of the Americas, gradually shift the balance of global economic power towards Europe?

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### Model Answer

Until the fifteenth century, China dominated trade along the Silk Routes, which connected Asia, Europe, and Africa. When China deliberately withdrew from overseas trade around the mid-fifteenth century, it created a power vacuum in global commerce.

European powers then colonised the Americas, extracting vast wealth — precious metals and resources — and used this to dominate trade networks. This expansion of European overseas territories, combined with China's withdrawal, gradually shifted global economic power towards Europe, making European nations the dominant force in world trade.

Source: Chapter 3, Section 1.1 *Silk Routes Link the World*; Section 2.3 *Late nineteenth-century Colonialism*

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### Explanation

The question links two historical events: China's withdrawal from trade and European colonisation. Examiners expect you to connect both causes to the effect (Europe's rise). Key points:

- Silk Routes showed China/India's earlier dominance
- China's withdrawal left a vacuum
- European colonisation of Americas brought wealth and expanded markets
- Together these shifted global power to Europe

Note: The source passages don't fully detail China's deliberate withdrawal, so draw on what is given about Silk Routes (pre-15th century trade) and European colonisation. Don't over-claim beyond what the passages support.

Q15. deep thorough-understanding § 2 The Nineteenth Century (1815-1914)

[5]

Trace the chain of consequences that followed Britain's abolition of the Corn Laws in the mid-nineteenth century. In your answer, explain how this single policy decision connected agricultural change in Britain to patterns of migration, capital investment, and the growth of a global food economy.

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### Model Answer

#### Abolition of the Corn Laws and the Global Food Economy

The British government had restricted food grain imports through the Corn Laws to protect landed interests. However, industrialists and urban dwellers, unhappy with high food prices, forced their abolition in the mid-nineteenth century.

Once repealed, cheaper imported food undercut British agriculture. Vast lands were left uncultivated and thousands of agricultural workers lost their livelihoods — they either migrated to British cities or emigrated overseas.

To meet rising British demand, lands were cleared in Eastern Europe, Russia, America, and Australia for food production. This required railways, ports, and settlements — all needing **capital**, which flowed from financial centres like London, and **labour**, which came through mass migration. Nearly 50 million Europeans emigrated to America and Australia in the nineteenth century.

By 1890, a fully integrated **global agricultural economy** had emerged — food grown thousands of miles away was transported by railway and steamship to British consumers.

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

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### Explanation

- Examiners expect a **chain/sequence** of causes and effects — not isolated facts.
- Key terms to use: Corn Laws, imports, agricultural displacement, migration, capital flows, global food economy.
- The three "flows" framework (trade, labour, capital) from Section 2 is useful scaffolding here.
- Conclude by naming the outcome: the **global agricultural economy by 1890** — this shows you understood the big picture.
- Avoid listing random facts; connect each consequence to the next.

**Q16.** medium thorough-understanding § 2.1 A World Economy Takes Shape

**[3]**

Britain's Corn Laws, which restricted grain imports, were abolished in the mid-nineteenth century. How did their abolition reshape British agriculture and the lives of those who depended on it? Explain with reference to the economic forces set in motion by free trade in food.

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### Model Answer

After the abolition of the Corn Laws, food could be imported into Britain more cheaply than it could be produced domestically. British agriculture could not compete with these cheap imports. As a result, vast areas of land were left uncultivated and thousands of agricultural workers lost their livelihoods, forcing them to migrate to cities or emigrate overseas.

The fall in food prices increased consumption in Britain. Rising incomes further boosted food imports. To meet this demand, lands were cleared in Eastern Europe, Russia, America and Australia, railways and ports were built, and capital flowed from financial centres like London — setting in motion large-scale migration and the emergence of a global agricultural economy by 1890.

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

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### Explanation

- Examiners expect **three clear points** for 3 marks: (1) impact on British agriculture/workers, (2) fall in prices and rise in consumption, (3) global response — land clearing, infrastructure, migration.
- Avoid vague statements; use textbook phrases like "vast areas of land left uncultivated" and "global agricultural economy."
- The cause-effect chain (abolition → cheap imports → agricultural collapse → migration → global food economy) is the core logic the examiner rewards.

Q17. medium thorough-understanding § 2.1 A World Economy Takes Shape

[3]

Clearing new agricultural land in America or Australia was not enough on its own to feed the growing British demand for food. What additional infrastructure and human inputs were necessary, and why did each of them also require capital and labour?

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### Model Answer

Clearing land alone was insufficient. **Railways** were needed to connect agricultural regions to ports — building them required massive capital investment and thousands of labourers. **New or expanded harbours** were needed to handle increased cargo, again demanding engineering work, capital, and workers. **Human settlements** — homes and towns — had to be built for people to live on and cultivate the land. Since labour was scarce in America and Australia, workers had to **migrate** from Europe, which itself required financing. Capital flowed from financial centres like London to fund all these activities.

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

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### Explanation

The examiner wants three clear infrastructure/input points, each linked to capital and labour. The passage explicitly lists railways, harbours, and settlements — use all three. Note that migration is the labour solution, and London is the capital source. Avoid padding; one crisp sentence per point is enough for 3 marks.

**Q18.** deep thorough-understanding § 2.1 A World Economy Takes Shape

[3]

Between 1820 and 1914, world trade is estimated to have multiplied 25 to 40 times. Nearly 60 per cent of this trade consisted of primary products. What does this composition of trade reveal about the economic relationship between industrialised countries and the rest of the world during this period?

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### Model Answer

The composition of trade — 60% primary products — reveals a clear **colonial economic relationship**: industrialised countries (Europe, USA) supplied manufactured goods while non-industrialised regions (Africa, Asia, Latin America) supplied raw materials like food, minerals, and agricultural commodities. This reflected a division of labour where colonies and weaker economies were integrated into the world economy primarily as suppliers of primary products, not as industrial producers. This relationship reinforced economic dependence and, in many cases, the loss of livelihoods and freedoms for colonised peoples, as colonial powers shaped their economies to serve industrial needs.

Source: *The Nineteenth Century (1815–1914); Late Nineteenth-century Colonialism — Chapter 3*

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### Explanation

The examiner wants you to **interpret** the statistic, not just restate it. Key points:

- **Primary products = raw materials** supplied by non-industrialised/colonised regions.
- **Manufactured goods** flowed back from industrialised countries — this is the unequal exchange.
- Link it to **colonialism**: colonies were restructured to feed industrial economies, causing loss of autonomy.
- Avoid vague statements like "trade increased" — show the *relationship of inequality/dependence*.

**Q19.** medium thorough-understanding § 2.1 A World Economy Takes Shape

[1]

Consider the following two statements about the nineteenth-century global economy and choose the option that best describes their relationship.

Statement 1: The abolition of Britain's Corn Laws led to a sharp rise in food imports, spurring the clearing of vast new agricultural lands in America and Australia.

Statement 2: Between the 1820s and 1914, roughly 50 million people emigrated from Europe to America and Australia.

Options:

- A) Statement 1 describes a consequence of Statement 2.
  - B) Statement 1 describes a development that, along with push factors in Europe, helps explain Statement 2.
  - C) Both statements refer to unconnected events in different parts of the world.
  - D) Statement 2 is a cause that explains Statement 1.
- A Statement 1 is a cause that helps explain Statement 2.
  - B Statement 2 is a cause that helps explain Statement 1.
  - C Both statements describe the same event in different words.
  - D The two statements are unrelated facts.

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### Model Answer

**Option B** – The abolition of Corn Laws (Statement 1) spurred agricultural expansion and labour demand overseas, which, combined with push factors in Europe, helps explain mass emigration (Statement 2).

### Explanation

The textbook passage explicitly links both events: scrapping the Corn Laws raised food imports → lands cleared in America/Australia → demand for labour → migration of ~50 million Europeans. Statement 1 is a contributing cause (pull factor) of Statement 2, not the other way around. From the given MCQ options (A–D), the closest correct match is **B**.

**Q20.** deep thorough-understanding § 2.1 A World Economy Takes Shape

[3]

By 1890, the food on a European worker's table was grown thousands of miles away, transported by railway and steamship, and produced by recently arrived migrants on land that had recently been forest. What does this transformation suggest about the relationship between the three flows — trade, labour and capital — in the nineteenth-century global economy?

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### Model Answer

The transformation of the European worker's diet illustrates how trade, labour, and capital were deeply interwoven and mutually dependent. Capital flowed from Europe to distant lands (America, Australia, New Zealand) to clear forests and create farms. Migrant labour worked these newly opened lands. The food produced was then traded back to Europe via railways and steamships — technologies funded by further capital investment. No single flow could operate without the others: capital created the infrastructure, labour produced the goods, and trade delivered them. Together, they integrated distant regions into one global economy, profoundly reshaping lives on both ends.

Source: Chapter 3 — *The Making of a Global World, Section 2 (The Nineteenth Century)*

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### Explanation

- The examiner wants you to connect all **three flows** — don't just describe one.
- Key phrase from the textbook: "*All three flows were closely interwoven and affected peoples' lives more deeply now than ever before.*" Use or echo this.
- Show **directionality**: capital went *out*, labour moved *to new lands*, finished goods/food came *back* as trade.
- Mentioning refrigerated ships / railways as capital-funded technology strengthens the answer.
- Avoid writing a general essay on colonialism — stay focused on the three flows and their interconnection.

**Q21.** medium thorough-understanding § 2.2 Role of Technology

[3]

Until the 1870s, live animals were shipped from America to Europe for slaughter. How did refrigerated ships change this practice, and what were the economic consequences for ordinary Europeans?

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### Model Answer

Before refrigerated ships, live animals were shipped from America to Europe and slaughtered on arrival. Many died or fell ill during the voyage, making meat expensive and a luxury beyond the reach of the poor.

Refrigerated ships allowed animals to be slaughtered at the source (America, Australia, New Zealand) and transported as frozen meat. This reduced shipping costs and lowered meat prices in Europe. As a result, ordinary Europeans could now afford a more varied diet, adding meat, butter, and eggs to their earlier monotonous diet of bread and potatoes. Better living conditions also promoted social peace.

*Source: The Making of a Global World, Section 2.2 Role of Technology*

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### Explanation

- The answer addresses **both** parts: the change in practice AND the economic consequences.
- Key cause-effect chain: refrigeration → animals slaughtered at source → lower shipping costs → cheaper meat → better diet for the European poor.
- The phrase "social peace within the country" from the passage is worth including as it shows broader consequences.
- Avoid writing more than this — 3 marks = ~70–80 words is ideal.

**Q22.** deep thorough-understanding § 2.2 Role of Technology

[5]

A historian argues: 'In the nineteenth century, technology was not the original cause of economic change — it was a response to it.' Using the example of railways, steamships or refrigerated ships, do you agree or disagree? Justify your answer.

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### Model Answer

I **partially agree** with the historian's argument. The example of railways supports the view that technology responded to prior economic needs.

- Britain's population grew, food prices rose, and Corn Laws were abolished — this created demand for cheaper food imports from America and Australia.
- To meet this demand, **railways were needed first** to link agricultural regions to ports, and **ships** to carry cargo — the economic need came first, technology followed.
- Similarly, expansion of railways from the 1840s (England) and 1860s (colonies) **responded to** existing demand for iron and steel, which then grew rapidly — Britain exported iron/steel worth £77 million by 1873.
- However, technology also **generated new demand** — refrigerated ships enabled meat trade that would not have existed otherwise.

**Conclusion:** Technology was largely a response to economic change, but once adopted, it also created new economic opportunities — making the relationship **two-way**.

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### Explanation

- The examiner wants a **clear stance** (agree/disagree/partially agree) followed by evidence from the chapter.
- Key facts to use: Corn Laws abolition → food imports → railways needed → iron/steel demand; also the point that new technology was adopted slowly and cautiously (merchants were hesitant).
- Mentioning **refrigerated ships enabling new trade** (meat from Australia/America) shows you understand technology could also *create* economic change — earning the nuanced marks.
- Avoid writing a general essay; stay evidence-based and concise.

**Q23.** medium thorough-understanding § 2.2 Role of Technology

[1]

[mcq] How did improved transport technology in the nineteenth century contribute to reducing social tensions within European countries?

((A)) It allowed European governments to impose higher taxes on goods, reducing inequality.

((B)) It enabled millions of poor Europeans to emigrate to America and other regions, easing unemployment and social unrest at home.

((C)) It helped European armies suppress peasant revolts more efficiently across the continent.

((D)) It led to the rapid industrialisation of rural areas, providing jobs for all unemployed workers.

Options: (A) (B) (C) (D)

A Faster railways allowed European governments to move troops quickly to suppress any unrest.

B Cheaper and more varied food, including affordable meat, improved the living standards of the poor and reduced discontent.

C Steamships enabled faster communication between European governments, allowing them to coordinate responses to protests.

D New technology created industrial jobs that absorbed unemployed agricultural workers, ending poverty.

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**Model Answer**

**(B)** Cheaper and more varied food, including affordable meat, improved the living standards of the poor and reduced discontent.

**Explanation**

The passage states refrigerated ships lowered meat prices, the poor could now eat varied diets, and "better living conditions promoted social peace within the country." Option B directly reflects this. The original MCQ answer (B) about emigration is not supported by the given options — the correct choice from the **provided options** is B (cheaper food/better diet).

**Q24.** medium thorough-understanding § 2.3 Late nineteenth-century Colonialism

[3]

By the late nineteenth century, several European nations had carved up Africa among themselves. What was the primary economic motivation that drew European powers to Africa, and why did this motivation paradoxically create a labour problem for them?

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### Model Answer

**Primary Economic Motivation:** Europeans were attracted to Africa due to its vast resources of land and minerals. They came to establish plantations and mines to produce crops and minerals for export to Europe.

**The Labour Paradox:** However, Africans had little reason to work for wages — they possessed land and livestock in abundance, and there were few consumer goods that wages could buy. This created an unexpected shortage of labour willing to work for wages on European-owned plantations and mines.

Source: Chapter 3, Sections 2.3 and 2.4

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### Explanation

- The question has **two parts** — name the motivation AND explain the paradox. Award yourself marks only if both are addressed.
- Key phrase examiners look for: "**land and minerals**" as the motivation, and "**Africans had land and livestock / no need for wages**" as the paradox.
- Avoid vague answers like "they wanted to be rich" — use textbook terminology: *plantations, mines, export, wage labour*.
- The paradox is economic: self-sufficient people have no incentive to enter wage labour, which is exactly what the colonisers needed.

Q25. deep thorough-understanding § 2.3 Late nineteenth-century Colonialism

[3]

Rinderpest killed about 90 per cent of Africa's cattle. Explain how the destruction of cattle, which was primarily an animal disease, ended up serving the political and economic interests of European colonisers.

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### Model Answer

Rinderpest destroyed the livelihoods of Africans by killing 90% of their cattle. Traditionally, Africans owned land and cattle and had little need to work for wages. The epidemic wiped out this economic independence.

European planters, mine owners and colonial governments then **monopolised the scarce remaining cattle resources**, using this control to strengthen their power. Stripped of cattle and therefore of their livelihoods, Africans were **forced into the labour market** to work on European-owned plantations and mines. This solved the long-standing problem of labour shortage that colonisers had faced. Thus, a cattle disease effectively served as a tool of **economic and political subjugation** of Africa.

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

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### Explanation

- The examiner expects you to establish the **chain of causation**: cattle loss → loss of African economic independence → forced entry into wage labour → European control.
- Key terms to use: *monopolised scarce cattle resources, labour market, livelihoods destroyed*.
- Don't just describe the disease – the question asks specifically about **how it served colonial interests**, so the link to labour and power must be explicit.
- Avoid over-explaining the disease itself; spend most words on the political-economic consequence.

**Q26.** deep thorough-understanding § 2.3 Late nineteenth-century Colonialism

[5]

[long\_answer] The late nineteenth century witnessed rapid expansion of world trade and rising prosperity in industrialised nations, yet this growth came at a severe cost to colonised peoples. Using the experience of African societies under European colonialism, explain how the economic gains of one group were built upon losses imposed on another. In your answer, discuss land, labour, and disease as interconnected factors, and assess whether the idea of a 'prosperous global economy' during this period can be considered complete or one-sided.

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### Model Answer

The late nineteenth century saw expanding trade and prosperity in industrialised nations, but this growth was built on severe losses imposed on colonised peoples, particularly in Africa.

**Land:** Europeans seized African land to establish mines and plantations for export to Europe. Inheritance laws were changed to displace peasants, forcing them into wage labour.

**Labour:** Since Africans had land and livestock, they had no reason to work for wages. Colonisers imposed heavy taxes payable only through wage work, and confined mineworkers in compounds.

**Disease:** Rinderpest arrived in the late 1880s, killing 90% of cattle. This destroyed African livelihoods, allowing colonisers to monopolise remaining cattle and force Africans into the labour market.

Thus, land dispossession, coerced labour, and disease were interconnected tools of colonial control. The idea of a 'prosperous global economy' is therefore **one-sided** — prosperity for industrialised nations was achieved through systematic destruction of colonised societies' freedoms and livelihoods.

Source: Chapter 3, Sections 2.3 and 2.4

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### Explanation

- Examiners expect all three factors — land, labour, disease — to be addressed explicitly and linked together.
- The final evaluative judgment ("one-sided") is essential for full marks on this type of assess/evaluate question.
- The Rinderpest example is the textbook's primary case study for Africa; use specific details (90% cattle killed, 1880s, Eritrea entry) to show textbook knowledge.
- Keep points crisp; do not narrate a long story about each factor separately — show how they connect.

Q27. medium thorough-understanding § 2.4 Rinderpest, or the Cattle Plague

[3]

Rinderpest reached Africa's Atlantic coast in 1892 and the Cape only in 1897, yet it had entered the continent from the east in the late 1880s. What does this pattern of spread tell us about how the disease moved, and why was its pace still described as moving 'like forest fire'?

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### Model Answer

Rinderpest entered Africa from the **east** in the late 1880s, carried by infected cattle imported from British Asia to feed Italian soldiers invading Eritrea. This shows the disease followed **trade and military supply routes** as it moved westward across the continent.

The westward progression — reaching the Atlantic coast in 1892 and the southernmost Cape only in 1897 — shows it spread **continuously overland** rather than by sea jumps. Yet the pace was called 'like forest fire' because it **killed 90 per cent of cattle** along its path with devastating speed, wiping out African livelihoods rapidly wherever it struck.

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

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### Explanation

- The examiner wants **two things**: (1) what the spread pattern reveals about *how* it moved (land-based, westward, following supply/military routes), and (2) why 'forest fire' is still apt despite taking years (lethal intensity, 90% mortality).
- Don't confuse *speed* with *pace of destruction* — the fire metaphor is about devastating, unstoppable spread, not necessarily rapid speed across the whole continent.
- Always anchor your answer in textbook detail: "infected cattle from British Asia," "Eritrea," "1892 Atlantic coast," "1897 Cape," "90% cattle killed."
- Three marks = three clear ideas; the answer above hits exactly three: origin/route, pattern of movement, and meaning of 'forest fire.'

**Q28.** medium thorough-understanding § 2.4 Rinderpest, or the Cattle Plague

[3]

Before rinderpest struck, African workers had little incentive to seek wage labour on European plantations and mines. Why was this so, and how did the cattle plague change that situation?

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### Model Answer

**Before Rinderpest:** Africa had abundant land and livestock, and few consumer goods that wages could buy. Since Africans could sustain their livelihoods through land and cattle, they had no reason to seek wage labour on European plantations and mines.

**After Rinderpest:** Rinderpest (arriving in the late 1880s) spread like wildfire, killing 90% of Africa's cattle. This destroyed African livelihoods. European planters, mine owners and colonial governments monopolised the remaining scarce cattle, forcing Africans — stripped of their means of subsistence — into the labour market.

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

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### Explanation

The examiner expects two clear parts: **(1)** why Africans had no incentive before the plague (land + livestock = self-sufficiency, no need for wages), and **(2)** how rinderpest broke that self-sufficiency by destroying cattle, enabling Europeans to monopolise the remaining cattle and coerce Africans into wage labour. Use the textbook phrases "90 per cent of the cattle" and "monopolised scarce cattle resources" for full marks.

**Q29.** deep thorough-understanding § 2.4 Rinderpest, or the Cattle Plague

[5]

The rinderpest epidemic in Africa was ultimately caused by a military decision made thousands of kilometres away. Trace this chain of events, and explain what it reveals about the interconnected nature of the late-nineteenth-century world.

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### Model Answer

#### Chain of Events:

1. Italian soldiers invaded Eritrea in East Africa and needed food supplies.
2. Britain (thousands of kilometres away) imported infected cattle from British Asia to feed these troops.
3. Rinderpest arrived in Africa in the late 1880s via this infected cattle.
4. The disease swept westward "like forest fire," reaching the Atlantic coast by 1892 and the Cape by 1897, killing **90% of Africa's cattle**.
5. African livelihoods collapsed since land and livestock had sustained their self-sufficient way of life; Africans had previously had little reason to work for wages.
6. European planters, mine owners, and colonial governments monopolised the scarce surviving cattle, forcing Africans into the labour market — achieving what heavy taxes and inheritance law changes had only partially done.

**What it reveals:** A military decision in Europe triggered a biological catastrophe in Africa, showing how colonies, trade routes, and imperial armies were tightly linked. Events in one part of the world instantly reshaped lives thousands of kilometres away — a defining feature of late-nineteenth-century interconnectedness.

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

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#### Explanation

- Examiners expect a **clear chain**: Italian invasion → infected cattle from British Asia → rinderpest spreads → cattle destroyed → Africans forced into wage labour → European colonial control strengthened.
- The final paragraph linking this to "interconnected world" is essential for full marks on a "explain what it reveals" question.
- Specific facts (90% cattle killed, 1892 Atlantic coast, 1897 Cape) show textbook knowledge and earn marks.
- Keep cause-and-effect tight; don't pad with general globalisation theory.

**Q30.** medium thorough-understanding § 2.4 Rinderpest, or the Cattle Plague

[3]

European colonisers who set up plantations and mines in Africa in the late nineteenth century found it extremely difficult to recruit local labour. What were the reasons behind this labour shortage, and what does it reveal about pre-colonial African society?

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### Model Answer

#### Reasons for labour shortage:

In pre-colonial Africa, land was abundant and the population was small. Africans possessed their own land and livestock and could sustain their livelihoods without working for wages. Moreover, there were very few consumer goods that wages could buy, so there was little incentive to seek wage employment.

#### What it reveals about pre-colonial African society:

It shows that pre-colonial African society was largely self-sufficient, with people supporting themselves through farming and herding. They were economically independent and had no need to depend on wages for survival.

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

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### Explanation

Examiners expect **two distinct parts**: (1) the reasons for labour shortage and (2) what it reveals about pre-colonial Africa. Both must be addressed. The key facts are: abundant land, small population, self-sufficient livelihoods through land and livestock, and no consumer goods to spend wages on. Avoid over-explaining; keep points crisp within the 60–90 word limit.

**Q31.** deep thorough-understanding § 2.4 Rinderpest, or the Cattle Plague

[3]

Colonial authorities used several measures — heavy taxes, changes to inheritance laws, and confinement in compounds — to force African workers into wage labour, yet historians still identify rinderpest as the most decisive turning point in the colonisation of Africa. Do you agree? Justify your answer with evidence.

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### Model Answer

Yes, I agree. While heavy taxes, changed inheritance laws, and confinement in compounds forced some Africans into wage labour, their effect was limited as long as Africans still possessed land and cattle — their traditional means of livelihood.

Rinderpest, arriving in the late 1880s, killed **90 per cent of Africa's cattle**, destroying livelihoods on a massive scale. European planters, mine owners and colonial governments then **monopolised the remaining scarce cattle**, using this control to force Africans into the labour market. This gave colonisers decisive economic and political power to conquer and subdue Africa. No earlier measure had such sweeping, irreversible impact.

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

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### Explanation

- The question asks you to **evaluate**, so take a clear position ("Yes, I agree") and justify it comparatively.
- Key evidence: 90% cattle killed → livelihoods destroyed → colonisers monopolised scarce cattle → Africans forced into labour market. This chain is what examiners want.
- Mention the earlier measures briefly to show you understand the contrast, but don't spend equal time on them — the question emphasises rinderpest as the *turning point*.
- Keep the answer focused; avoid adding unrelated content (e.g., indentured labour from India).

**Q32.** medium thorough-understanding § 2.4 Indentured Labour Migration from India

[3]

Indentured labourers who migrated to distant colonies in the nineteenth century came from specific regions of India facing particular hardships. Identify these regions and explain the economic conditions that made migration appear to be a viable option for them.

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### Model Answer

Most Indian indentured workers came from **eastern Uttar Pradesh, Bihar, central India, and the dry districts of Tamil Nadu.**

In the mid-nineteenth century, these regions underwent severe economic hardships:

- **Cottage industries declined**, reducing income for artisans and weavers.
- **Land rents rose sharply**, making it difficult for peasants to sustain themselves.
- **Lands were cleared** for mines and plantations, displacing farming communities.

As a result, the poor failed to pay rents, became deeply indebted, and were forced to migrate in search of work. Migration to distant colonies thus appeared to be the only viable escape from poverty.

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

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### Explanation

- The examiner expects you to **name the specific regions** (1 mark) and **explain at least two or three economic hardships** (2 marks).
- Avoid vague answers like "they were poor" — be specific: declining cottage industries, rising rents, land clearance.
- The phrase "forced to migrate" links cause to effect, which examiners reward.
- Keep the answer structured — either bullet points or short paragraphs both work for a 3-mark question.

**Q33.** medium thorough-understanding § 2.4 Indentured Labour Migration from India

[3]

Indentured labour contracts promised workers a return passage to India after five years, yet the system was condemned as a 'new system of slavery'. What specific features of indentured labour justified this comparison?

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### Model Answer

Indentured labour was called a 'new system of slavery' due to several specific features:

1. **Deception during recruitment:** Agents provided false information about destinations, nature of work, and living conditions. Some migrants were even forcibly abducted.
1. **Harsh living and working conditions:** On arrival at plantations, workers found conditions completely different from what was promised, with few legal rights to protect them.
1. **Bonded nature:** Workers were tied to their employer's plantation for five years under contract, with no freedom to leave. They were treated as numbers, not people.

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

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### Explanation

The examiner expects **three distinct features** for 3 marks — one point per mark. Focus on: (1) fraudulent recruitment, (2) harsh conditions with few legal rights, and (3) the bonded/unfree nature of the contract. Avoid vague statements; use specific evidence from the passage (e.g., agents, false information, plantation conditions). The phrase "new system of slavery" is the textbook's own language — echoing it shows you've read carefully.

**Q34.** medium thorough-understanding § 2.4 Indentured Labour Migration from India

[3]

What conditions in colonial India allowed recruitment agents to deceive prospective indentured labourers so effectively about the nature and destination of their work? Explain any three such conditions.

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### Model Answer

Three conditions that allowed agents to deceive prospective indentured labourers effectively:

1. **Poverty and debt:** Cottage industries had declined, land rents had risen, and people were deeply indebted. Desperate migrants were willing to believe promises of better prospects.
1. **Lack of information:** Migrants were poor and uneducated, unable to verify claims. Agents gave false information about destinations, travel conditions, and nature of work—sometimes not even mentioning a long sea voyage.
1. **Forcible abduction:** When persuasion failed, agents sometimes forcibly abducted less willing migrants, leaving them with no chance to seek the truth.

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

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### Explanation

- The examiner expects three distinct conditions, each briefly explained — one per point.
- All three must come from the passage (poverty/debt, false information by agents, forcible abduction). Don't add outside information.
- Use the textbook's own phrases ("cottage industries declined," "false information," "forcibly abducted") to score full marks.

**Q35.** medium thorough-understanding § 2.4 Indentured Labour Migration from India

[1]

Which of the following best explains why indentured workers developed cultural forms such as 'Hosay' and 'Chutney music' in the Caribbean?

- (A) They were required by plantation owners to perform cultural activities to keep morale high.  
(B) They blended elements from their own traditions and new surroundings as a way of asserting identity and surviving harsh conditions.  
(C) They replicated Indian festivals exactly as they existed, preserving culture unchanged.  
(D) They adopted the cultural practices of European colonisers to gain better treatment on plantations.
- A They were required by plantation owners to perform cultural activities to keep morale high.  
B They blended elements from their own traditions and new surroundings as a way of asserting identity and surviving harsh conditions.  
C They replicated Indian festivals exactly as they existed, preserving culture unchanged.  
D They adopted the cultural practices of European colonisers to gain better treatment on plantations.

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### Model Answer

**(B)** They blended elements from their own traditions and new surroundings as a way of asserting identity and surviving harsh conditions.

### Explanation

The passage directly states that indentured workers "developed new forms of individual and collective self-expression, blending different cultural forms, old and new." 'Hosay' and 'Chutney music' are given as examples of such **cultural fusion**, not exact replication (eliminates C) or employer-directed activities (eliminates A) or adoption of European practices (eliminates D). Look for the key phrase "blending different cultural forms" when answering such questions.

**Q36.** deep thorough-understanding § 2.4 Indentured Labour Migration from India

[3]

The Muharram festival brought to the Caribbean by Indian indentured labourers gradually transformed into the carnival 'Hosay', celebrated by workers of diverse races and religions. What does this transformation reveal about the social world that indentured labourers created in their new environment?

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### Model Answer

The transformation of Muharram into 'Hosay' reveals that indentured labourers, despite harsh living and working conditions, did not simply accept their suffering passively. They developed new forms of collective self-expression by blending different cultural traditions. Workers of all races and religions participated together, showing that a shared social world emerged on the plantations — one that cut across racial and religious boundaries. This cultural fusion is part of the making of the global world, where elements from different places mix and become something entirely new.

Source: *Indentured Labour Migration from India, Chapter 3*

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### Explanation

- Examiners want **three clear points** for 3 marks: (1) labourers' resilience/agency, (2) cross-racial/religious solidarity, (3) cultural fusion as a new identity.
- Quote or closely paraphrase the textbook phrase "**new forms of collective self-expression**" and "**cultural fusion**" — these are key terms.
- Avoid going beyond the passage; the answer must be grounded in the source text.
- Do not write more than 4–5 sentences; padding loses you time without gaining marks.

**Q37.** deep thorough-understanding § 2.4 Indentured Labour Migration from India

[5]

Critically analyse why the system of indentured labour migration was eventually abolished in 1921. In your answer, explain both the nature of the opposition to it and the conditions that made that opposition effective.

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### Model Answer

The system of indentured labour migration was abolished in 1921 due to sustained opposition from Indian nationalist leaders combined with growing awareness of the system's brutalities.

#### Nature of the Opposition:

- From the 1900s, Indian nationalist leaders condemned indentured labour as abusive and cruel.
- Workers were lured through false information about destinations, working conditions, and travel. Agents sometimes forcibly abducted migrants.
- Living and working conditions on plantations were extremely harsh with few legal rights, earning the system the description of a **"new system of slavery."**

#### Conditions That Made Opposition Effective:

- The rise of the Indian nationalist movement gave leaders a powerful political platform to demand abolition.
- Growing public awareness of the exploitation—deception during recruitment, harsh plantation life, and loss of dignity—built broad moral pressure.
- The nationalist movement's increasing strength made the colonial government unwilling to defend the system politically.

Thus, the combination of organized nationalist opposition and the morally indefensible nature of the system made abolition inevitable by 1921.

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

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### Explanation

- The question asks for **two things**: (1) nature of opposition and (2) conditions that made it effective — address both clearly.
- Key phrase examiners look for: **"new system of slavery"** — use it.
- Ground your answer in the passage: false information by agents, harsh conditions, nationalist leaders opposing from 1900s, abolition in 1921.
- Avoid padding — keep points crisp and factual. Do not invent details not in the passage.

**Q38.** deep thorough-understanding § 2.4 Indentured Labour Migration from India

[5]

Both African workers (affected by rinderpest) and Indian indentured labourers were forced into wage labour during the nineteenth century, but through very different mechanisms. Compare these two processes, explaining how each group lost its economic independence.

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### Model Answer

#### African Workers (Rinderpest):

Africa had abundant land and livestock, so Africans had little reason to work for wages. Europeans imposed heavy taxes payable only in wages, and changed inheritance laws to displace peasants from land. When rinderpest arrived in the late 1880s, it swept across the continent killing 90% of cattle. This destroyed African livelihoods entirely. European planters and mine owners then monopolised the remaining scarce cattle, forcing Africans — who had lost their independent economic base — into wage labour on plantations and mines.

#### Indian Indentured Labourers:

In mid-nineteenth century India, cottage industries declined, land rents rose, and lands were cleared for mines and plantations. Poor peasants — mainly from eastern UP, Bihar, central India, and Tamil Nadu — fell into debt and could not pay rents. Desperate, they were recruited through agents who used false promises and sometimes force, binding them under indenture contracts to work for five years. Conditions proved harsh with few legal rights — described as a "new system of slavery."

**Key Difference:** Africans lost independence through a natural disaster (rinderpest) that was then exploited by colonisers; Indians lost it through economic displacement caused by colonial policies, driving them into contractual bondage abroad.

Source: *The Making of a Global World*, Sections 2.4 (Rinderpest) and 2.4 (Indentured Labour)

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### Explanation

- The examiner expects a **direct comparison**, so structure your answer around both groups clearly — either side-by-side or one after the other with a concluding comparison line.
- Key facts to include: rinderpest killing 90% cattle, taxes + inheritance laws in Africa; cottage industry decline, rising rents, debt, false recruitment in India.
- The phrase "**new system of slavery**" is a textbook quote — using it shows precise reading.
- The comparison point (different mechanisms) is what earns the final mark in a 5-mark question, so don't skip it.

**Q39.** medium thorough-understanding § 2.5 Indian Entrepreneurs Abroad

[3]

Indian banking and trading groups such as the Shikaripuri Shroffs and Nattukottai Chettiars played a vital role in financing export agriculture in Central and Southeast Asia. Why were such indigenous financiers necessary, rather than peasant farmers simply borrowing from European banks directly?

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### Model Answer

Peasant farmers could not directly access European banks because they lacked the required collateral, documentation, and creditworthiness that formal lenders demanded. European banks were unwilling to lend to small, scattered cultivators who had no assets to offer as security.

Indigenous financiers like Shikaripuri Shroffs and Nattukottai Chettiars filled this gap. They used their own funds or capital borrowed from European banks, and relented it to peasant farmers. They had a sophisticated system to transfer money over large distances and developed indigenous forms of corporate organisation, making credit accessible to small cultivators who could never deal directly with European banks.

Source: *Indian Entrepreneurs Abroad*, Chapter 3

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### Explanation

- The key contrast is **large plantations vs. humble peasants** — the textbook explicitly states this distinction.
- Examiners expect you to mention: (1) peasants' inability to access banks directly, (2) the intermediary role of these financiers, and (3) at least one feature that made them effective (own funds/borrowed from European banks, money transfer system, indigenous corporate organisation).
- Don't just list names — explain the *function* they performed and *why* they were necessary.

**Q40.** deep thorough-understanding § 2.5 Indian Entrepreneurs Abroad

[3]

Hyderabadi Sindhi traders ventured beyond European colonies to set up emporia at busy ports worldwide, while many other Indian traders followed European colonisers into Africa. What does this contrast reveal about the relationship between Indian entrepreneurial expansion and European colonial power in the late nineteenth century?

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### Model Answer

The contrast reveals that Indian entrepreneurial expansion had a complex, dual relationship with European colonial power. Most Indian traders — like moneylenders and merchants who followed colonisers into Africa — depended on the colonial framework to access new markets; their expansion was *enabled by* and *confined to* colonial networks. Hyderabadi Sindhi traders, however, operated *independently* of this framework, establishing emporia at ports worldwide from the 1860s on their own initiative. This shows that while colonial power created opportunities for many Indian traders, it was not the only driver of Indian enterprise — some entrepreneurs possessed the capital and commercial vision to expand globally without relying on European colonialism as a vehicle.

Source: Chapter 3, Section 2.5 Indian Entrepreneurs Abroad

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### Explanation

- The examiner wants you to **draw a contrast** between the two groups and **interpret what it means** — don't just describe them.
- The key insight: one group *followed* colonial power (dependent expansion), the other *bypassed* it (independent expansion). This shows Indian enterprise was not entirely subordinate to colonialism.
- Use terms like "colonial framework," "independent enterprise," and "entrepreneurial agency" to show analytical thinking.
- Avoid padding — 3 marks = ~3 distinct points. Here: (1) traders dependent on colonialism, (2) Sindhis independent of it, (3) overall inference about the relationship.

**Q41.** medium thorough-understanding § 2.6 Indian Trade, Colonialism and the Global System

[3]

Between 1800 and the 1870s, India's cotton textile exports fell from about 30% to below 3% of total exports, while raw cotton exports rose from 5% to 35%. What does this dramatic shift reveal about the nature of India's economic relationship with Britain under colonialism?

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### Model Answer

This shift reveals that India was reduced to a **supplier of raw materials** and a **consumer of British manufactured goods** — a classic colonial economic relationship.

Britain imposed high tariffs on Indian textiles to protect its own industries, causing India's textile exports to collapse. Simultaneously, British manufacturers used India as a captive market for their machine-made cloth. India was thus **deindustrialised** — forced to export cheap raw cotton to feed British mills and import expensive finished cloth. This generated a **trade surplus for Britain**, which it used to balance deficits elsewhere, making India financially exploited within a global colonial system.

Source: *The Making of a Global World*, chapter 3; *Industries*, chapter 4

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### Explanation

Examiners look for three connected ideas: (1) deindustrialisation of India, (2) India's role as raw-material supplier and market for British goods, and (3) how this served British economic interests (trade surplus, home charges). Avoid vague phrases like "India was exploited" without specific evidence — cite the export/import figures from the passage to show you understand the mechanism. Three clear points earns full marks.

**Q42.** medium thorough-understanding § 2.6 Indian Trade, Colonialism and the Global System

[3]

Britain consistently exported more to India than it imported from India, giving it a trade surplus with India. How did this surplus help Britain manage its trade relationships with other countries?

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### Model Answer

Britain had a trade surplus with India because it exported more goods to India than it imported. Britain used this surplus to balance its trade **deficits** with other countries — countries from which Britain imported more than it exported. This is called a **multilateral settlement system**, where a deficit with one country is settled using a surplus earned from a third country. Thus, India's trade surplus effectively subsidised Britain's global trade relationships, making India crucial to the late-nineteenth-century world economy.

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

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### Explanation

- The key term examiners expect is "**multilateral settlement system**" — define it briefly.
- Clearly state the mechanism: surplus with India → offset deficits elsewhere.
- Avoid mixing in unrelated points (e.g., home charges) unless marks allow; here 3 marks = focus tightly on one mechanism.
- The passage directly provides this answer, so quote or closely paraphrase it.

**Q43.** straightforward thorough-understanding § 2.6 Indian Trade, Colonialism and the Global System

[1]

[mcq] Britain grew opium in India and exported it to China. Which of the following best explains Britain's primary purpose in doing so?

- (A) To introduce a new cash crop to Indian farmers and improve their incomes
- (B) To earn silver from China and use it to finance Britain's trade deficit with Asia
- (C) To reduce opium consumption within Britain by exporting surplus stocks
- (D) To establish diplomatic trade relations with the Qing dynasty

(Answer: B)

- A To discourage Chinese merchants from trading directly with India
- B To earn money that could finance Britain's imports of tea and other goods from China
- C To reduce India's trade surplus with China and stabilise exchange rates
- D To replace indigo as India's main export commodity

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### Model Answer

**(B)** To earn money that could finance Britain's imports of tea and other goods from China.

Britain exported opium from India to China to earn silver/money, which was then used to pay for tea and other Chinese goods imported into England.

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### Explanation

The passage states that "the British in India began exporting opium to China and took tea from China to England." This implies the opium trade generated the funds needed to buy Chinese tea. Option B correctly captures this trade-finance purpose. The other options introduce ideas (Indian farmer incomes, trade surplus correction, replacing indigo) not supported by the source passage.

**Q44.** deep thorough-understanding § 2.6 Indian Trade, Colonialism and the Global System

[5]

British manufacturers successfully lobbied their government to impose tariffs on imported Indian cloth. How did this single policy decision set off a chain of consequences that reshaped India's entire export structure over the nineteenth century?

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### Model Answer

#### Step 1 – The Tariff Decision:

British manufacturers pressured their government to impose tariffs on Indian cloth imports into Britain. This immediately cut off India's most important export market for fine cotton textiles.

#### Step 2 – Collapse of Textile Exports:

Indian cotton textiles' share in total exports fell sharply — from about 30% around 1800 to 15% by 1815, and below 3% by the 1870s. Simultaneously, British manufacturers flooded Indian markets with cheap machine-made cloth, destroying both the export and domestic market for Indian weavers.

#### Step 3 – Shift to Raw Material Exports:

As manufactured exports collapsed, India was pushed into exporting raw materials. Raw cotton's share rose from 5% (1812) to 35% (1871). Indigo and opium also became major exports.

#### Step 4 – India Becomes a Raw-Material Supplier:

India's export structure transformed completely — from a manufacturer and exporter of finished goods to a supplier of raw materials for British industry, a classic feature of colonial economic exploitation.

Source: *Indian Trade, Colonialism and the Global System, Chapter 3; Manchester Comes to India, Chapter 4*

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### Explanation

- Examiners expect a **chain of causation**, not isolated facts — use linking words like "consequently," "as a result," "this led to."
- Quote the **specific statistics** given in the passage (30% → 15% → 3%; raw cotton 5% → 35%) — these earn marks.
- The key analytical point is the **structural shift**: manufactured exports → raw material exports. State this clearly.
- Avoid padding; 5 marks = ~5 linked points, each one sentence long.

**Q45.** deep thorough-understanding § 2.6 Indian Trade, Colonialism and the Global System

[3]

The 'home charges' that India was required to pay to Britain included items such as pensions of British officials and interest on India's external debt. In what sense were these charges a hidden economic drain on India, beyond what is captured by simply comparing the value of goods traded between the two countries?

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### Model Answer

Home charges were a **hidden drain** because they represented payments made *in money*, not in goods. Even if India's export and import values appeared balanced in trade statistics, India was still transferring real wealth to Britain through these remittances.

Specifically, pensions paid to British officials and interest on external debt meant India earned export revenues but could not use them for domestic investment or consumption — the money flowed directly back to Britain. This financial outflow did not appear in simple trade comparisons, yet it drained India's real income and reduced resources available for development.

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

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### Explanation

Examiners look for three things here (1 mark each):

1. **Why trade figures alone don't capture it** — trade compares goods only; home charges are money transfers invisible in those figures.
2. **What home charges actually were** — pensions, interest on debt, private remittances (mention at least two).
3. **Why they are a "drain"** — India earned export surplus but couldn't reinvest it; wealth left the country without any goods received in return.

Avoid writing a general essay on colonialism. Stay focused on the specific mechanism of financial transfers vs. goods trade.

Q46. deep thorough-understanding § 3 The Inter-war Economy

[5]

The Great Depression of 1929 did not affect all sections of Indian society equally — urban dwellers with fixed incomes were relatively better off, while peasants were devastated. Using the specific economic conditions of the period, explain why this unequal impact occurred, and connect it to India's broader role in the global economy at the time.

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### Model Answer

India's colonial role as an **exporter of agricultural goods and importer of manufactures** meant the Great Depression hit different sections unevenly.

**Impact on peasants:** As global prices crashed, wheat prices in India fell by 50% between 1928 and 1934. However, the colonial government **refused to reduce revenue demands**, forcing peasants deeper into debt. Bengal's jute growers were worst hit — raw jute prices crashed over 60% as gunny exports collapsed. Peasants mortgaged lands, sold jewellery, and exhausted savings. India even became an **exporter of gold**, which aided Britain's recovery but brought no relief to Indian farmers.

**Impact on urban dwellers:** Falling prices actually benefited those with **fixed incomes** — salaried employees and town-dwelling landowners — as everything cost less. Industrial investment also grew due to government tariff protection.

**Global connection:** India's deep integration into the world economy meant a crisis in the US and Europe instantly transmitted through falling export prices and collapsing trade, which halved between 1928 and 1934. This rural unrest eventually fuelled Gandhi's Civil Disobedience Movement in 1931.

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

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### Explanation

Examiners look for **three things** here: (1) specific data — 50% wheat price fall, 60% jute price crash, halving of trade; (2) the contrast between peasants and urban fixed-income earners with a clear reason for each; (3) the link to India's global economic role as a colonial raw-material exporter. Mentioning gold exports and the Civil Disobedience Movement adds depth without padding. Avoid generic statements — use the numbers from the textbook to show precision.

**Q47.** medium thorough-understanding § 3.1 Wartime Transformations [1]

[mcq] The First World War is described as the 'first modern industrial war'. Which of the following features of this war most directly justifies that label?

- (A) The war was fought across multiple continents simultaneously.
- (B) Mass-produced weapons such as machine guns, tanks, and poison gas caused unprecedented casualties on an industrial scale.
- (C) Governments raised war funds through international loans for the first time.
- (D) Civilians were forced to migrate away from war zones in large numbers.

A It was fought between two large power blocs for the first time in history.

B It relied on weapons such as machine guns, tanks, aircraft and chemical weapons produced by large-scale industry.

C It lasted more than four years, far longer than any previous war.

D Millions of soldiers were recruited from colonies across Asia and Africa.

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### Model Answer

**(B)** It relied on weapons such as machine guns, tanks, aircraft and chemical weapons produced by large-scale industry.

### Explanation

The textbook explicitly states: "This war was thus the first modern industrial war. It saw the use of machine guns, tanks, aircraft, chemical weapons, etc. on a massive scale. These were all increasingly products of modern large-scale industry." Option B directly mirrors this explanation. The word "industrial" in the label refers to *how the weapons were made and deployed* – through large-scale industrial production – not to duration, colonial recruitment, or power blocs.

**Q48.** medium thorough-understanding § 3.1 Wartime Transformations [3]

Explain how the First World War fundamentally changed the financial relationship between Britain and the United States.

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### Model Answer

Before the First World War, the US was an international debtor – it owed money to other countries. To finance enormous war expenditures, Britain borrowed liberally from US banks and the US public. This transformed the US from an international debtor to an international creditor. At the war's end, Britain was burdened with huge external debts to the US, while the US and its citizens owned more overseas assets than foreigners owned in the US.

Source: *The Making of a Global World*, Section 3.1 & 3.2

### Explanation

The key shift examiners look for is the **reversal of roles**: US went from debtor → creditor; Britain went from creditor → debtor. Use the exact terms "international debtor" and "international creditor" – they are textbook terms and earn marks directly. Also mention that Britain borrowed to finance war expenditures. Three clear points = 3 marks.

Q49. deep thorough-understanding § 3.1 Wartime Transformations

[3]

[short\_answer] During the First World War, women in many countries took over jobs previously done only by men. What specific wartime development made this necessary, and what does it reveal about how a 'total war' reorganises society beyond just the armed forces? Explain with reference to any two examples.

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### Model Answer

The mass recruitment of millions of men into the armed forces left a severe shortage of able-bodied workers in factories and essential services. This made it necessary for women to step in and take over jobs previously reserved for men.

This reveals that a **total war** reorganises entire societies, not just armies. Two examples:

1. Women worked in **munitions factories**, producing weapons and ammunition at a massive scale to meet war demands.
2. Women took over **administrative and industrial roles** in offices and workshops as male workers left for the frontlines.

This shows that war blurs traditional gender divisions, forcing societies to restructure labour beyond the battlefield.

Source: Chapter 3, Section 3.1 Wartime Transformations

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### Explanation

- The key phrase examiners look for is "**total war**" — meaning the entire society (not just the military) is reorganised for war effort.
- Ground your answer in the passage: "*Entire societies were also reorganised for war – as men went to battle, women stepped in to undertake jobs that earlier only men were expected to do.*"
- For 3 marks: one line on the specific development (mass military recruitment → labour shortage), one line linking it to total war, and two brief examples. Don't over-write.
- Munitions factory workers is directly supported by Fig. 20 in the passage — a safe, scorable example.

**Q50.** deep thorough-understanding § 3.2 Post-war Recovery

[3]

After the First World War, Britain struggled to recapture its dominant position in the Indian market while also carrying a heavy burden of external debt. How were these two problems connected to the war itself, and what does this reveal about the cost of being the world's leading economy during a major conflict?

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### Model Answer

Britain's struggle to recapture the Indian market and its heavy war debts were both direct consequences of the First World War.

**Connection to the war:** While Britain was preoccupied with fighting, industries developed in India and Japan, eroding Britain's market dominance. Simultaneously, to finance war expenditures, Britain borrowed heavily from the US, leaving it burdened with huge external debts after the war.

**What this reveals:** Being the world's leading economy during a major conflict is enormously costly — a nation must fund massive war expenditures (creating debt) while its economic rivals advance unchallenged, making post-war recovery doubly difficult.

Source: Chapter 3, Section 3.2 — Post-war Recovery

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### Explanation

The examiner wants you to link **both** problems — loss of market share AND external debt — explicitly back to the war. Don't treat them as separate facts; show they are *caused by* the war. The final insight about the "cost" of being a leading economy is the evaluative/analytical mark — always address the "what does this reveal" part of such questions.

**Q51.** medium thorough-understanding § 3.2 Post-war Recovery

**[3]**

Wheat producers in Canada, America and Australia dramatically expanded production during the First World War to fill the gap left by disrupted Eastern European supplies. Why did this expansion, which seemed beneficial during the war, turn into a serious economic problem once the war ended?

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### Model Answer

During the war, Eastern European wheat supplies were disrupted, so Canada, America, and Australia expanded production to meet world demand. Once the war ended, Eastern European production **revived**, creating a massive **glut** in the wheat market. With supply now far exceeding demand, grain prices fell sharply. Rural incomes declined, and farmers sank deeper into debt. This agricultural overproduction became a persistent problem, worsening further when struggling farmers tried to sell even more produce to compensate for falling prices, pushing prices down still further.

Source: Chapter 3, Section 3.2 Post-war Recovery

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### Explanation

- The key cause-and-effect chain examiners expect: war disruption → expanded production → Eastern Europe revived → glut → falling prices → rural debt.
- The word "**glut**" is from the textbook; using it shows familiarity with the source.
- Don't write about the Great Depression in detail here — this question is specifically about the post-war agricultural crisis, not the 1929 depression (even though the two are linked).
- For 3 marks, aim for 3 clear points: (1) Eastern European supply revived, (2) glut/overproduction, (3) falling prices and rural debt.

**Q52.** deep thorough-understanding § 3.3 Rise of Mass Production and Consumption

[5]

The 1920s economic boom in the United States has been described as a 'self-reinforcing cycle of prosperity'. Analyse how this cycle operated and explain the factors that made it unsustainable, eventually contributing to the Great Depression of 1929.

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### Model Answer

#### The Self-Reinforcing Cycle of Prosperity in the 1920s:

Mass production techniques (pioneered by Henry Ford's assembly line) lowered costs and raised wages, enabling workers to afford consumer goods like cars, refrigerators, and washing machines — mostly purchased on hire-purchase credit. This created a cycle: investment in housing and consumer goods → higher employment and incomes → rising consumption → more investment → more employment.

#### Why it was unsustainable:

- The entire boom rested on **credit and loans**, making it fragile.
- **Agricultural overproduction** kept farm incomes low even during the boom.
- The US was also the world's largest overseas lender; when trouble appeared, US banks **withdrew loans**, triggering bank failures abroad and at home.
- When incomes fell, households could not **repay debts**; banks collapsed. By 1933, over 4,000 banks had closed and 1,10,000 companies had collapsed, ending the consumerist prosperity in a "puff of dust."

Source: *Rise of Mass Production and Consumption, The Great Depression* — Chapter 3

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### Explanation

- The question has two parts: explain the cycle AND explain why it was unsustainable. Examiners expect both addressed clearly.
- Key terms to use: mass production, assembly line, hire-purchase, credit, agricultural overproduction, loan withdrawal, bank collapse.
- The textbook phrase "cycle of higher employment and incomes, rising consumption demand, more investment" is worth echoing directly — examiners recognise source language.
- Quantitative facts (4,000 banks, 1,10,000 companies) add precision and score marks.

**Q53.** medium thorough-understanding § 3.3 Rise of Mass Production and Consumption

[3]

Most consumer durables in the US during the 1920s — refrigerators, washing machines, cars — were bought on 'hire purchase'. What does this tell us about the relationship between mass production and income levels at the time?

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### Model Answer

The widespread use of hire purchase (credit in weekly/monthly instalments) to buy consumer durables reveals that, despite mass production lowering the prices of goods like cars and refrigerators, workers' incomes were still insufficient to pay for them outright. Mass production made goods affordable in theory, but ordinary wage earners could only access them by borrowing. This shows a gap between production capacity and actual purchasing power — the economy sustained consumption through credit rather than through adequately high incomes, making the prosperity of the 1920s fragile and debt-dependent.

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

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### Explanation

The examiner expects three linked ideas worth 1 mark each:

1. **Mass production lowered prices** — Fordist methods reduced the cost of durables.
2. **Wages were still insufficient** for outright purchase — hence hire purchase was necessary.
3. **Credit bridged the gap** — prosperity was debt-driven, not income-driven, making it unstable.

Avoid simply defining hire purchase; the question asks what it *tells us*, so analysis of the production–income gap is essential. The fragility angle (hinting at the Depression) is a bonus point that shows deeper understanding.

**Q54.** medium thorough-understanding § 3.3 Rise of Mass Production and Consumption

[2]

Henry Ford adapted the idea of the assembly line from an unlikely source in a completely different industry. Identify the source of his inspiration and explain what this reveals about how technological and organisational innovations can spread across industries to transform production methods.

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### Model Answer

Henry Ford adapted the assembly line idea from a **Chicago slaughterhouse**, where butchers picked apart slaughtered animals as they moved along a conveyor belt. Ford simply reversed this — assembling instead of disassembling.

This shows that innovations need not originate within an industry; ideas can be borrowed, adapted, and applied elsewhere to transform production methods entirely.

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

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### Explanation

- The examiner expects you to **name the source** (Chicago slaughterhouse/meat-packing industry) — that's 1 mark.
- The second mark is for the **inference/explanation**: what this reveals about cross-industry transfer of ideas. Keep it concise — one clear sentence is enough.
- Avoid writing a long paragraph; this is a 2-mark question, so 40–60 words is the target.

**Q55.** medium thorough-understanding § 3.4 The Great Depression

[3]

During the Great Depression, why did farmers increase their production even as prices were already falling? What unintended consequence did this have?

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### Model Answer

During the Great Depression, as agricultural prices fell, farmers' incomes declined sharply. To compensate for lower prices, farmers tried to **expand production and bring a larger volume of produce to the market** in order to maintain their overall income.

The unintended consequence was that this increased supply **worsened the glut in the market**, pushing prices down even further. Instead of recovering their income, farmers found that farm produce rotted for a lack of buyers, deepening the crisis rather than solving it.

Source: Chapter 3, Section 3.4 – The Great Depression

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### Explanation

- The key economic concept here is a **vicious cycle**: falling prices → more production → more supply → prices fall further.
- Examiners expect you to clearly state **why** farmers increased production (to maintain income) and **what happened as a result** (glut worsened, prices fell further, produce rotted).
- For 3 marks: 1 mark for the reason, 1 mark for the consequence, 1 mark for the linking effect (prices fell even further / produce rotted). Keep it concise and use textbook language like "glut" and "agricultural incomes declined."

**Q56.** straightforward thorough-understanding § 3.4 The Great Depression

[1]

The agricultural sector suffered far more acutely during the Great Depression than the industrial sector. Explain why falling commodity prices hit farmers harder and with less relief than factory workers or industrial producers.

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### Model Answer

The fall in agricultural prices was greater and more prolonged than in industrial goods. Farmers tried to sell more to compensate, worsening the glut and pushing prices even lower, trapping them in debt with no relief.

Source: Chapter 3, Section 3.4 – The Great Depression

### Explanation

The examiner expects you to highlight two specific points from the passage: (1) the price fall was sharper and longer for agriculture than industry, and (2) farmers' response (producing more) backfired, deepening the crisis. One crisp sentence covering both earns the mark.

**Q57.** medium thorough-understanding § 3.4 The Great Depression

[3]

How did the sudden withdrawal of US loans from overseas countries in 1928–29 trigger a chain of economic crises across the world? Trace the sequence of events in your answer.

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### Model Answer

In the mid-1920s, many countries financed their investments through US loans. In 1928, these loans were suddenly withdrawn as US lenders panicked. Countries that had depended on these loans now faced an acute crisis.

This triggered a chain of events:

- **In Europe:** Major banks failed and currencies like the British pound sterling collapsed.
- **In Latin America:** The slump in agricultural and raw material prices intensified.
- **In the US itself:** Banks slashed domestic lending, farms could not sell harvests, businesses collapsed, and ultimately over 4,000 banks closed by 1933.

The US also doubled import duties, delivering a severe blow to world trade and deepening the global depression.

Source: *The Great Depression, Chapter 3*

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### Explanation

#### What examiners look for:

- Mention the *trigger*: sudden withdrawal of US loans from 1928.
- Trace the *sequence*: Europe (bank failures, currency collapse) → Latin America (commodity price slump) → back to US domestic collapse.
- Include the extra blow of US import duties doubling.
- Use textbook language ("acute crisis," "bank failures," "slump in prices") for full marks.

**Key tip:** This is a 3-mark chain-of-events question — structure your answer as a sequence, not just a list of effects. Three clear, linked steps earn full marks.

**Q58.** deep thorough-understanding § 3.4 The Great Depression

[3]

The economic boom of the 1920s in the United States was built on a web of interconnections among construction, consumer credit, manufacturing and employment. Using these same interconnections, explain how the US economy spiralled into collapse during the Great Depression.

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### Model Answer

During the 1920s, the US boom rested on housing construction, consumer credit, mass production, and high employment. This web unravelled when agricultural overproduction crashed farm incomes. Farmers could not repay loans; banks slashed lending. Households that had bought cars, refrigerators, and homes on hire purchase could no longer repay instalments and were forced to surrender their goods. Demand for manufactured goods collapsed, factories cut output, unemployment soared, and incomes fell further. With loans uncollected and deposits unrecoverable, thousands of banks went bankrupt, deepening the crisis into total economic collapse.

Source: *The Making of a Global World*, Sections 3.3 and 3.4

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### Explanation

- The question asks you to **use the specific interconnections** — construction, consumer credit, manufacturing, employment — and show how a collapse in one triggered collapse in the others. Examiners want a **chain/domino** logic, not just a list of depression causes.
- Start the chain from **falling farm/agricultural incomes** (the first trigger mentioned in the text), then move through **bank credit withdrawal** → **consumer default** → **manufacturing decline** → **unemployment** → **bank collapse**.
- Avoid vague statements like "everything fell." Show the **cause-and-effect links** explicitly.
- 3 marks = roughly 3 clear linked steps; each step earns a mark.

**Q59.** deep thorough-understanding § 3.4 The Great Depression

[3]

Consider two groups in India during the Great Depression: a jute-growing peasant in Bengal and a salaried government clerk in Calcutta. Which person's economic situation worsened and which improved? Justify your answer.

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### Model Answer

**Jute-growing peasant (worsened):** The peasant's situation deteriorated sharply. As global gunny exports collapsed, raw jute prices crashed by over 60%. The colonial government refused to reduce revenue demands despite falling incomes, forcing peasants deeper into debt. They mortgaged lands and sold jewellery to survive.

**Salaried government clerk (improved):** The clerk's situation improved. As a fixed-income earner, falling prices during the Depression meant his salary could buy more. Everything cost less, so his real purchasing power effectively increased despite no rise in nominal income.

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

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### Explanation

- The key contrast the examiner wants is **fixed income vs. market-dependent income** during deflation.
- Always use the textbook figures (jute prices fell >60%, wheat prices fell 50%) to justify the peasant's distress — this shows you've read the source.
- The clerk is explicitly cited in the textbook as being "better off" due to falling prices — quote or paraphrase this directly.
- Avoid padding; one clear point per person is enough for 3 marks.

**Q60.** deep thorough-understanding § 3.4 The Great Depression

[3]

When the US doubled its import duties during the Great Depression to protect its own economy, what effect did this have on world trade, and why does this illustrate the danger of every country acting in its own narrow interest during a global crisis?

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### Model Answer

When the US doubled its import duties during the Great Depression, it severely damaged world trade. Other countries retaliated with their own tariffs, causing international trade to collapse further. This worsened the global economic crisis instead of helping any single nation.

This illustrates the danger of narrow self-interest because: when every country raises trade barriers to protect itself, world trade shrinks for everyone. What seems beneficial for one country triggers retaliation, leading to a downward spiral. Global crises require cooperative solutions — not competitive protectionism — as the Depression demonstrated.

Source: Chapter 3, Section 3.4 – The Great Depression

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### Explanation

- The key fact from the passage: "The US attempt to protect its economy in the depression by doubling import duties also dealt another severe blow to world trade."
- Examiners want: (1) the immediate effect on world trade, (2) the broader lesson about collective vs. selfish action.
- Don't just state the US action — explain the chain reaction (retaliation → trade collapse → deeper crisis).
- Link clearly to the idea that global crises demand global cooperation, not individual protectionism. This gives the answer its 3-mark depth.

**Q61.** medium thorough-understanding § 3.4 The Great Depression

[1]

Which of the following best explains why the Great Depression had such a severe impact on countries that had borrowed heavily from the US during the mid-1920s?

- (A) These countries had used US loans exclusively to import American goods, so when US exports fell, these countries lost their main source of income.
- (B) When US banks recalled their overseas loans, these countries could no longer finance their economies, leading to bank failures, falling currencies and collapsing commodity prices.
- (C) The US imposed heavy tariffs specifically on goods from debtor nations, shutting out their exports and leaving them unable to repay or refinance their debts.
- (D) These countries had borrowed in gold, but falling gold prices meant the real value of their debt doubled, making repayment impossible.

A These countries had spent US loans on consumer goods rather than productive investment, leaving them with nothing to show for the debt.

B When US loans dried up, these countries could no longer finance their economies, leading to bank failures, currency collapses and commodity price slumps.

C The US demanded immediate full repayment of all loans, forcing these countries to sell their gold reserves and causing deflation.

D These countries had tied their currencies directly to the US dollar, so when the dollar collapsed, their economies collapsed too.

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### Model Answer

#### Answer: (B)

When US banks recalled overseas loans, countries dependent on them could no longer finance their economies, leading to bank failures, currency collapses and commodity price slumps.

Source: *The Making of a Global World, Section 3.4*

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### Explanation

The passage directly states: "*In the mid-1920s, many countries financed their investments through loans from the US... US overseas lenders panicked at the first sign of trouble... Countries that depended crucially on US loans now faced an acute crisis*" — causing bank failures (Europe) and commodity price collapse (Latin America). Option B matches this exactly. The other options introduce details (gold borrowing, dollar peg, consumer-goods spending) not supported by the textbook passage.

**Q62.** straightforward thorough-understanding § 3.5 India and the Great Depression [1]

Between 1928 and 1934, wheat prices in India fell by 50 per cent, yet the colonial government refused to reduce revenue demands on peasants. What was the immediate consequence of this combination for the peasant economy?

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### Model Answer

Peasants were trapped in a severe debt crisis — their incomes crashed while revenue demands remained unchanged, forcing them to mortgage lands, sell jewellery, and fall deeper into debt.

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

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### Explanation

The examiner expects you to link two causes (falling prices + unchanged revenue) to one consequence (indebtedness/debt trap). Key terms to use: "revenue demands," "debt," "mortgaged lands." Avoid writing about the Civil Disobedience Movement or Bengal jute growers specifically — that goes beyond the one-line limit for 1 mark.

**Q63.** medium thorough-understanding § 3.5 India and the Great Depression [3]

Jute growers in Bengal were among the worst-hit during the Great Depression. Explain the chain of events — from the collapse of global demand to the condition of the individual peasant — that made their situation so severe.

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### Model Answer

Bengal jute growers grew raw jute processed in factories for export as gunny bags. When the Great Depression hit, global demand collapsed and gunny exports crashed, causing raw jute prices to fall by over 60%. Despite this, the colonial government refused to reduce revenue demands. Peasants who had borrowed money hoping for better prices fell deeper into debt. Trying to earn more, they grew more jute, worsening the glut and pushing prices even lower — trapping them in a cycle of falling income and rising debt.

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

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### Explanation

The examiner wants a **chain/sequence of events**: global collapse → export crash → price fall (60%+) → unchanged revenue demands → peasant debt spiral. Include all links. The jute growers' lament in the textbook reinforces the irony that growing more only worsened their situation. Avoid vague statements like "they suffered a lot" — use specific data (60% price crash, colonial revenue demands) to score full marks.

**Q64.** medium thorough-understanding § 3.5 India and the Great Depression

[3]

During the Great Depression, India became a net exporter of gold. Why did Indian peasants sell their gold at this time, and why did this export help Britain's recovery more than India's own peasants?

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### Model Answer

Indian peasants sold their gold and jewellery during the Great Depression because agricultural prices crashed sharply — wheat prices fell 50% between 1928 and 1934 — yet the colonial government refused to reduce revenue demands. Burdened with mounting debts and falling incomes, peasants were forced to sell their precious metals to meet expenses.

However, when this gold was exported, it boosted Britain's foreign exchange reserves, helping Britain stabilise its economy and speed up its recovery. The Indian peasant gained nothing — their debts remained, land was mortgaged, and poverty deepened. As economist John Maynard Keynes noted, Indian gold exports promoted global recovery but did little for the peasants themselves.

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

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### Explanation

#### What examiners look for (3 marks):

- **Point 1 (1 mark):** Why peasants sold gold — falling prices + unchanged revenue demands → debt → forced sale of jewellery/metals.
- **Point 2 (1 mark):** How gold export helped Britain — boosted British recovery/exchange reserves.
- **Point 3 (1 mark):** Why it did NOT help Indian peasants — debts, poverty, mortgaged land continued.

**Key tip:** Always quote Keynes's observation — it directly appears in the textbook and signals that you've read it carefully. Don't confuse "export of gold helping recovery" with "peasants benefiting" — the contrast is the whole point of the question.

**Q65.** medium thorough-understanding § 3.5 India and the Great Depression

**[2]**

The Great Depression did not affect all sections of Indian society equally. Compare the impact of the Depression on Indian peasants with its impact on urban salaried workers, and explain the economic reasons for the difference.

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### Model Answer

**Peasants** suffered greatly — agricultural prices fell sharply (wheat by 50%), yet the colonial government did not reduce revenue demands. Peasants fell deeper into debt and were forced to mortgage land and sell gold.

**Urban salaried workers**, however, were better off. Their fixed incomes remained the same while falling prices meant everything cost less, raising their real purchasing power.

**Reason for difference:** Peasants' income depended directly on falling market prices, while salaried employees' income was fixed and unaffected by price crashes.

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

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### Explanation

- The key contrast is **variable income (peasants) vs. fixed income (salaried workers)** — this is what examiners expect you to identify.
- Always use data from the passage (e.g., "wheat prices fell 50%") to strengthen your answer.
- Don't confuse "urban workers" (factory/industrial labour) with "salaried employees/landowners" — the passage specifically says the latter benefited.

**Q66.** medium thorough-understanding § 3.5 India and the Great Depression

[1]

Which of the following best explains why Indian peasants producing for the world market suffered more during the Great Depression than those producing mainly for local consumption?

- (A) World-market producers had to pay higher taxes, while subsistence farmers were exempt from revenue demands.
- (B) Their incomes fell sharply with collapsing global prices, but their fixed obligations — rent, loans, and revenue — remained unchanged.
- (C) Colonial authorities deliberately directed relief funds only to subsistence farmers during the Depression.
- (D) World-market producers had borrowed more from foreign banks, which charged higher interest rates than local moneylenders.

A World-market producers had taken larger loans from British banks and had higher repayments.

B Their incomes depended on international commodity prices that crashed, while colonial revenue demands stayed fixed, squeezing them from both sides.

C The colonial government imposed extra export duties specifically on cash crops during the depression.

D Local-market producers received government subsidies that world-market producers were denied.

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### Model Answer

#### Answer: (B)

Their incomes depended on international commodity prices that crashed, while colonial revenue demands stayed fixed, squeezing them from both sides.

#### Explanation

The textbook explicitly states: "Though agricultural prices fell sharply, the colonial government refused to reduce revenue demands. Peasants producing for the world market were the worst hit." This directly supports option B. The key idea is the **double squeeze** — falling income + unchanged fixed obligations (revenue, rent, loans). Options A, C, and D are not supported by the source.

Q67. medium thorough-understanding § 4 Rebuilding a World Economy: The Post-war Era

[3]

The Bretton Woods system was built on two key lessons drawn from the inter-war economic crisis. Explain these two lessons and show how the institutions created at Bretton Woods were designed to put them into practice.

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### Model Answer

**Lesson 1:** An industrial economy based on mass production needs mass consumption, which requires stable, high incomes. Stable incomes depend on full employment. Since markets alone cannot guarantee this, **governments must intervene** to control fluctuations in price, output, and employment.

**Lesson 2:** Full employment also requires governments to **control flows of goods, capital, and labour** across borders to protect the domestic economy from external shocks.

**In practice:** The Bretton Woods Conference (1944) created the **IMF** to manage external surpluses and deficits of member nations, and the **World Bank** to finance post-war reconstruction, together preserving economic stability and full employment in the industrial world.

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

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### Explanation

- The examiner expects **both lessons clearly stated** — this is the core of a 3-mark answer.
- Briefly linking each lesson to the institution it inspired (IMF/World Bank) shows understanding of "put into practice."
- Avoid writing long paragraphs; two short points + one linking sentence is ideal for 3 marks.
- Keywords to include: *mass consumption, full employment, government intervention, control of flows, IMF, World Bank.*

**Q68.** deep thorough-understanding § 4 Rebuilding a World Economy: The Post-war Era

[3]

The Group of 77 (G-77) developing nations demanded a 'New International Economic Order'. What specific grievances led them to make this demand, and in what ways did the very institutions meant to help them fall short of their needs?

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### Model Answer

Developing nations formed G-77 because they did not benefit from the rapid economic growth of the 1950s–60s enjoyed by Western countries. Their specific grievances were:

- Former colonial powers still controlled vital minerals and land in their territories.
- Large MNCs secured rights to exploit their natural resources very cheaply.
- They received unfair prices for raw materials and poor market access for manufactured goods.

Through the NIEO they demanded real control over their natural resources, more development assistance, fairer raw material prices, and better market access.

The IMF and World Bank — the Bretton Woods institutions — fell short because they were **designed for industrial countries**, not for tackling poverty and underdevelopment in former colonies. Ironically, these agencies were dominated by the former colonial powers, leaving developing nations with little real voice.

Source: Section 4.3 "Decolonisation and Independence," Chapter 3

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### Explanation

Examiners expect three clear elements for 3 marks: (1) why G-77 nations felt left out, (2) what they specifically demanded under NIEO, and (3) how the Bretton Woods institutions failed them. The textbook passage gives all three directly — use its exact phrases like "real control over their natural resources" and "designed to meet the financial needs of industrial countries" to score full marks. Avoid writing a long essay; bullet points for grievances save space and look organised.

**Q69.** medium thorough-understanding § 4 Rebuilding a World Economy: The Post-war Era

[1]

[mcq] From the mid-1970s onwards, which of the following best describes the chain of events through which the collapse of the Bretton Woods fixed exchange-rate system contributed to a debt crisis in many developing countries?

- (A) Floating exchange rates lowered the value of oil, reducing export revenues for oil-producing nations and triggering global deflation that hurt developing economies.
- (B) After the oil shock, petrodollars were recycled through Western banks as cheap loans to developing nations; when the US raised interest rates, repayments soared and a debt crisis followed.
- (C) The IMF immediately stopped lending to developing countries after Bretton Woods collapsed, leaving them without any source of foreign exchange.
- (D) Developing nations voluntarily withdrew from international trade to protect their currencies, leading to falling export revenues and mounting debt.

A Floating exchange rates made currencies worthless, so developing countries stopped trading with industrial nations altogether.

B Without fixed rates, the IMF and World Bank shut down, leaving developing countries with no source of funds.

C Developing countries were forced to borrow from Western commercial banks instead of international institutions, leading to periodic debt crises and lower incomes.

D The US regained confidence as the world's principal currency, causing developing countries to lose export markets.

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### Model Answer

**Option C** — Developing countries were forced to borrow from Western commercial banks instead of international institutions, leading to periodic debt crises and lower incomes.

### Explanation

The passage (Section 4.4) directly states: "they were forced to borrow from Western commercial banks and private lending institutions. This led to periodic debt crises in the developing world, and lower incomes and increased poverty." Option C matches this exactly. Always quote or closely paraphrase the textbook for MCQs grounded in a passage.

**Q70.** medium thorough-understanding § 4.1 Post-war Settlement and the Bretton Woods Institutions

[3]

Post-war planners concluded that governments must intervene to maintain full employment rather than leaving it entirely to market forces. What specific economic experience from the inter-war period most directly led them to this conclusion?

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### Model Answer

The Great Depression (1929 – mid-1930s) most directly led post-war planners to this conclusion. During the Depression, markets completely failed to maintain employment — production collapsed, incomes fell catastrophically, thousands of banks closed, and unemployment soared across the industrial world. This demonstrated that markets alone could not guarantee full employment or economic stability. Economists and politicians therefore concluded that governments must intervene to minimise fluctuations in price, output, and employment, and that stable incomes required steady, full employment ensured through active government intervention.

*Source: Chapter 3, Sections 3.4 (The Great Depression) and 4.1 (Post-war Settlement and the Bretton Woods Institutions)*

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### Explanation

- The examiner wants you to **name the specific experience** (Great Depression) and **link it directly** to the lesson about government intervention and full employment.
- Two key points carry the marks: (1) markets failed during the Depression → mass unemployment/collapse; (2) therefore government intervention was necessary to ensure full employment and stable incomes.
- Avoid writing a general essay on the Depression — keep the focus on *why* it led planners to favour government intervention over free markets.

Q71. deep thorough-understanding § 4.1 Post-war Settlement and the Bretton Woods Institutions

[3]

The Bretton Woods system was built on fixed exchange rates, with national currencies pegged to the US dollar, which was itself anchored to gold. Why was anchoring the entire system to the US dollar — rather than any other currency — a logical choice in 1944?

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### Model Answer

Anchoring the Bretton Woods system to the US dollar was logical because, by 1944, the United States had emerged as the world's dominant economic and industrial power after World War II. It held the largest gold reserves globally, making the dollar credible and stable. Since the dollar was pegged to gold at a fixed price of \$35 per ounce, other currencies could reliably be pegged to it. The US also commanded effective control over key international institutions like the IMF and World Bank, reinforcing the dollar's central role.

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

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### Explanation

The passage doesn't explicitly state *why* the dollar was chosen over other currencies, but it provides key clues: the US held decisive power in the Bretton Woods institutions, the dollar was anchored to gold at a fixed rate, and the US was the dominant industrial economy. Examiners expect you to *infer logically* from these facts. Keep the answer focused on US economic dominance + gold backing + institutional control. Avoid padding with unrelated points about the Great Depression or decolonisation.

**Q72.** medium thorough-understanding § 4.1 Post-war Settlement and the Bretton Woods Institutions

[1]

Two statements are given below as Assertion (A) and Reason (R). Choose the correct option.

Assertion (A): The post-war international economic order prioritised stable exchange rates and capital controls over free movement of capital across borders.

Reason (R): Unrestricted capital flows during the inter-war period had destabilised economies and contributed to the Great Depression.

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

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

The post-war Bretton Woods system prioritised fixed exchange rates and capital controls because unrestricted capital flows during the inter-war period had caused economic instability and the Great Depression.

### Explanation

The textbook (Chapter 3, Section 4.1) clearly states that economists drew lessons from inter-war experiences: governments needed to control flows of goods, capital and labour to ensure full employment and stability. The Bretton Woods system was built on fixed exchange rates precisely because free capital movement had proved destabilising. So (R) directly explains why (A) was adopted — making option (A) correct.

Q73. deep thorough-understanding § 4.1 Post-war Settlement and the Bretton Woods Institutions

[5]

The IMF and the World Bank are often called the 'Bretton Woods twins', yet they were designed with distinct functions. Distinguish between the specific purpose for which each institution was created, and explain why both were considered necessary for post-war economic stability.

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### Model Answer

#### Distinction between IMF and World Bank:

The **IMF (International Monetary Fund)** was established to deal with the **external surpluses and deficits** of its member nations — in other words, to manage short-term balance-of-payments problems and maintain stable exchange rates. The **World Bank (IBRD)** was set up specifically to **finance post-war reconstruction** — providing long-term capital for rebuilding war-devastated economies.

#### Why both were necessary:

Post-war economic stability required two things simultaneously. First, a stable international monetary system was needed so that currencies remained reliable and trade could flow freely — this was the IMF's role through fixed exchange rates (currencies pegged to the dollar, dollar anchored to gold). Second, physical reconstruction of destroyed economies required large-scale investment that war-damaged governments could not fund alone — this was the World Bank's role. Together, they ensured both **monetary stability** and **economic rebuilding**, forming the foundation of the Bretton Woods system.

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

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### Explanation

- Examiners expect a **clear two-part answer**: (1) distinguish the two institutions' purposes, and (2) explain why both were needed together.
- The key textbook sentences are: "*The IMF was established to deal with external surpluses and deficits*" and "*The World Bank was set up to finance post-war reconstruction.*" Quote or closely paraphrase these — they are mark-earning lines.
- For the "why both necessary" part, link IMF → monetary/currency stability and World Bank → physical/economic reconstruction. Don't just repeat their definitions; explain the *gap* each fills.
- Avoid writing about their later shift toward developing countries — that is section 4.3 content and not directly asked here.

Q74. medium thorough-understanding § 4.2 The Early Post-war Years

[3]

Between 1950 and 1970, world trade grew at over 8 per cent annually and per-capita incomes rose sharply in most industrial countries. Yet this prosperity was uneven. Analyse how developing countries were both contributing to and being shaped by the post-war economic boom. Why did many newly independent nations prioritise importing industrial plant and equipment during this period, and what risks did this strategy carry for their long-term economic development?

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### Model Answer

During 1950–1970, developing countries contributed to the post-war boom by importing industrial plant and equipment featuring modern technology, boosting global trade volumes. They were simultaneously shaped by this boom, as their growth depended on Western industrial systems and technology.

Newly independent nations prioritised importing industrial machinery to **catch up** with advanced industrial countries rapidly, aiming for faster economic modernisation.

**Risks:** This strategy created heavy dependence on foreign technology and capital, potentially leading to large external debts and vulnerability — similar to how Britain's wartime borrowing left it burdened with debt, hampering long-term economic independence and self-reliance.

Source: Chapter 3, Section 4.2 – The Early Post-war Years

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### Explanation

- The examiner expects you to use **both** passage ideas: developing nations importing machinery (4.2) AND the debt/dependence risk (linked to 3.2's lesson about borrowed capital).
- Three marks = three clear points: (1) contribution to boom, (2) reason for strategy, (3) risk. Aim for one crisp sentence each.
- Don't over-elaborate; the word "catch up" from the passage is a good anchor phrase to use directly.
- The risk of **external debt and dependence** is the key evaluative point examiners reward.

**Q75.** medium thorough-understanding § 4.3 Decolonisation and Independence

[3]

The Bretton Woods institutions — the IMF and the World Bank — were established primarily to address the post-war reconstruction needs of Europe and Japan. How and why did these institutions gradually shift their focus towards the economic needs of newly decolonised developing countries from the late 1950s onwards? Explain.

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### Model Answer

The IMF and the World Bank were originally designed to meet the financial needs of industrial countries — specifically post-war reconstruction of Europe and Japan. However, as Europe and Japan rapidly rebuilt their economies through the 1950s, they grew less dependent on these institutions.

Meanwhile, newly decolonised nations in Asia and Africa emerged as independent countries burdened by poverty and lack of resources due to long colonial rule. The Bretton Woods institutions thus shifted their focus towards these developing countries from the late 1950s onwards to address their development and poverty challenges.

Source: Chapter 3, Section 4.3 — Decolonisation and Independence

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### Explanation

- The examiner expects two clear points: **(1)** why the original focus declined (Europe/Japan recovered), and **(2)** why the new focus emerged (decolonised nations were poor and needed support).
- Quote or closely paraphrase the textbook line: "as Europe and Japan rapidly rebuilt their economies, they grew less dependent on the IMF and the World Bank" — this is the key causal link.
- Do not spend time on G-77 or NIEO unless asked; this question is specifically about the *shift in focus*, not its outcomes.

**Q76.** medium thorough-understanding § 4.3 Decolonisation and Independence

**[3]**

Even after gaining political independence, many newly free nations found themselves in a position somewhat similar to their colonial past. What factors continued to limit their economic autonomy, and why did this situation arise?

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### Model Answer

Even after gaining political independence, newly free nations found themselves economically dependent due to several reasons:

1. **Colonial legacy:** Long periods of colonial rule had left their economies underdeveloped and their populations in poverty.
2. **Control by former powers:** Former colonial powers still controlled vital resources like minerals and land in these countries.
3. **Exploitation by MNCs:** Large corporations from powerful nations like the US secured rights to exploit natural resources very cheaply.
4. **Dominated international institutions:** The IMF and World Bank were dominated by former colonial powers, so developing nations came under their guidance despite being independent.

This situation arose because political freedom did not automatically translate into economic freedom — structural inequalities built during colonialism persisted long after independence.

*Source: Decolonisation and Independence, Chapter 3, Section 4.3*

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### Explanation

The examiner expects three clear points matching the 3 marks: (1) colonial economic damage/poverty, (2) continued resource control by ex-colonial powers and MNCs, and (3) domination by Bretton Woods institutions. All points come directly from Section 4.3. Avoid writing about G-77 in detail — one line is enough. The answer should be tight, factual, and use terms from the text like "Bretton Woods institutions," "vital resources," and "natural resources."

Q77. straightforward thorough-understanding § 4.3 Decolonisation and Independence

[1]

Which of the following best explains why developing nations formed the Group of 77 (G-77)?

- (A) To establish a military alliance against colonising powers
- (B) To demand a New International Economic Order that gave them greater control over their natural resources and fairer terms of trade
- (C) To negotiate membership in the Bretton Woods institutions on equal terms with developed nations
- (D) To create a common currency for trade among newly independent countries

A To compete with the military power of Western industrial nations

B To demand fairer control over their resources, more development aid, and better market access for their goods

C To replace the IMF and World Bank with new financial institutions they controlled

D To form a trading bloc that would exclude Western economies from Asian and African markets

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### Model Answer

#### Answer: (B)

G-77 was formed to demand a New International Economic Order — giving developing nations real control over their natural resources, more development aid, fairer prices for raw materials, and better market access for their goods.

Source: Chapter 3, Section 4.3 Decolonisation and Independence

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#### Explanation

The passage explicitly states: *"they organised themselves as a group – the Group of 77 (or G-77) – to demand a new international economic order (NIEO)... real control over their natural resources, more development assistance, fairer prices for raw materials, and better access for their manufactured goods."* This matches option B directly. Options A, C, and D are not supported by the passage — G-77 was economic, not military, and did not aim to replace or exclude any institutions or nations.

**Q78.** deep thorough-understanding § 4.3 Decolonisation and Independence

[3]

A student argues: 'Since the Bretton Woods institutions provided loans and assistance to developing countries, decolonised nations had equal power and opportunity in the post-war global economy.' Using your understanding of how these institutions operated and who controlled them, explain why this argument is flawed.

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### Model Answer

The student's argument is flawed for the following reasons:

1. **Designed for industrial nations:** The IMF and World Bank were originally designed to meet the needs of industrial countries, not to address poverty or underdevelopment in former colonies.
1. **Power imbalance:** Decision-making in these institutions was controlled by Western industrial powers, and the US held an effective right of veto over key decisions. Developing nations had little real influence.
1. **Continued exploitation:** Newly independent nations came under guidance of agencies dominated by former colonial powers, who still controlled vital resources like minerals and land in ex-colonies. MNCs also secured rights to exploit developing countries' natural resources cheaply.

Thus, rather than equal opportunity, developing countries faced structural disadvantage — prompting them to form G-77 and demand a New International Economic Order (NIEO).

Source: Chapter 3, Sections 4.1 and 4.3

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### Explanation

Examiners look for three things here: (1) the institutional design flaw — IMF/World Bank served industrial nations first; (2) the power/control point — Western veto, not equal say; (3) the continued colonial exploitation angle. Quoting G-77/NIEO as evidence of inequality earns a strong concluding point. Avoid vague statements like "they were not equal" without explaining *why* the textbook says so.

Q79. deep thorough-understanding § 4.3 Decolonisation and Independence

[5]

The post-war decades saw rapid economic growth in Western nations and Japan, yet most newly independent developing countries remained on the margins of this prosperity. Analyse how this unequal growth shaped the political and economic demands that developing nations made on the international order. In your answer, refer to the role of international institutions, trade structures, and any collective initiatives taken by these countries.

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### Model Answer

Post-war decades saw Western nations and Japan grow rapidly under the Bretton Woods system, with world trade growing over 8% annually (1950–1970). However, most newly independent developing nations were left behind, burdened by poverty and the legacy of colonial rule.

The IMF and World Bank were originally designed for industrial countries' needs, not to address underdevelopment. Former colonial powers and powerful MNCs continued to exploit developing countries' natural resources cheaply, maintaining economic dominance even after political independence.

In response, developing nations organised themselves as the **Group of 77 (G-77)** to demand a **New International Economic Order (NIEO)**. Their key demands included:

- Real control over their natural resources
- Greater development assistance
- Fairer prices for raw materials
- Better market access for their manufactured goods in developed countries

Source: Decolonisation and Independence, Chapter 3, Section 4.3

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### Explanation

- The examiner expects you to link **unequal growth** → **collective response** logically.
- Name the **G-77** and **NIEO** explicitly — these are key terms that carry marks.
- Mention the **role of Bretton Woods institutions** (IMF/World Bank) and their limitations for developing countries.
- Briefly reference **MNCs and colonial powers** retaining control over resources — this covers "trade structures."
- Do not over-explain; 5 marks = ~5 focused points, not lengthy paragraphs.

**Q80.** medium thorough-understanding § 4.4 End of Bretton Woods and the Beginning of 'Globalisation'

[3]

The Bretton Woods system of fixed exchange rates, established in 1944, collapsed by the early 1970s. Explain the economic pressures — both within the United States and in the wider global economy — that made this system impossible to sustain.

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### Model Answer

The Bretton Woods system linked national currencies to the US dollar, which was itself fixed to gold at \$35 per ounce. From the 1960s, rising costs of US overseas involvements weakened its finances and competitive strength. The US dollar lost confidence as the world's principal currency and could no longer maintain its value in relation to gold.

Globally, as trade expanded rapidly, the dollar's fixed link to gold became increasingly difficult to sustain. This eventually forced the abandonment of fixed exchange rates and the adoption of a floating exchange rate system.

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

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### Explanation

- The examiner expects **two pressures**: (1) internal US pressure — overseas spending weakening finances and dollar credibility; (2) the structural problem — dollar pegged to gold could not hold as the global economy grew.
- Mention **both** the dollar-gold link and the US fiscal/competitive weakness for full marks.
- Do **not** go into post-collapse consequences (debt crises, unemployment) — that is beyond what the question asks and wastes word count.
- The phrase "no longer commanded confidence" is directly from the textbook — safe to use.

**Q81.** medium thorough-understanding § 4.4 End of Bretton Woods and the Beginning of 'Globalisation'

**[3]**

After the Bretton Woods system broke down, developing countries could no longer rely on international institutions for loans and had to borrow from Western commercial banks instead. Why did this shift make developing countries more economically vulnerable than before?

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### Model Answer

Before the breakdown of the Bretton Woods system, developing countries could borrow from international institutions like the IMF and World Bank, which offered stable, long-term loans aimed at development. After the breakdown, they were forced to borrow from Western commercial banks and private lenders.

This made them more vulnerable because:

- Commercial banks charged **higher interest rates**, increasing the repayment burden.
- Loans were given on **stricter, profit-driven terms**, not developmental needs.
- This led to **periodic debt crises**, especially in Africa and Latin America, causing lower incomes and increased poverty.

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

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### Explanation

The examiner wants three clear points matching the 3 marks: (1) the shift from institutional to commercial borrowing, (2) the harder/costlier terms of commercial loans, and (3) the consequence — debt crises, poverty, lower incomes. The textbook explicitly states this caused "periodic debt crises" and "lower incomes and increased poverty, especially in Africa and Latin America" — quote or closely paraphrase this for full marks. Avoid generic statements; stay anchored to the passage.

**Q82.** straightforward thorough-understanding § 4.4 End of Bretton Woods and the Beginning of 'Globalisation'

[1]

Which of the following best explains why countries like China became attractive destinations for MNCs relocating their production operations from the 1970s onwards?

- (A) China had accumulated large financial reserves by exporting goods to Europe since the 1950s.
- (B) The decline of the Soviet Union left China as the sole dominant global manufacturing power.
- (C) Low wages in China allowed MNCs to reduce production costs and compete more effectively in world markets.
- (D) China eliminated all trade barriers, making it the most open economy in Asia.

A China had rejoined the world economy after 1949 and built up large financial reserves.

B The collapse of the Soviet Union made China the dominant global power.

C Low wages in China allowed MNCs to reduce costs and compete more effectively in world markets.

D China imposed high import tariffs, forcing MNCs to manufacture locally.

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**Model Answer**

**(C)** Low wages in China allowed MNCs to reduce costs and compete more effectively in world markets.

**Explanation**

The passage directly states: "*Wages were relatively low in countries like China. Thus they became attractive destinations for investment by foreign MNCs competing to capture world markets.*" Options A and B are factually distorted, and D contradicts the passage. Always quote or paraphrase the source text for MCQ justification.

**Q83.** deep thorough-understanding § 4.4 End of Bretton Woods and the Beginning of 'Globalisation'

[5]

The Bretton Woods era (1950–1970) brought stable growth and near-full employment to Western industrial nations, yet the system still collapsed within decades. Analyse the internal contradictions and external pressures that made the Bretton Woods system unsustainable in the long run, and assess the consequences of its collapse for the developing world.

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### Model Answer

#### Internal Contradictions:

The Bretton Woods system fixed national currencies to the US dollar, which was itself pegged to gold at \$35 per ounce. From the 1960s, rising costs of US overseas involvements weakened American finances and competitive strength. The dollar could no longer maintain its value against gold, destroying confidence in it as the world's principal currency. This led to the collapse of fixed exchange rates and the shift to floating exchange rates.

#### Consequences for the Developing World:

Developing countries, already burdened by colonial legacies and poverty, lost access to affordable institutional loans. They were forced to borrow from Western commercial banks at higher costs, triggering periodic debt crises. This resulted in lower incomes and increased poverty, especially in Africa and Latin America. Former colonial powers and MNCs continued exploiting developing countries' natural resources cheaply, prompting the G-77 to demand a New International Economic Order (NIEO).

Source: Chapter 3, Sections 4.1, 4.3, 4.4

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### Explanation

- Examiners expect **two clear parts**: causes of collapse + consequences for developing world.
- Key facts to include: dollar-gold peg failure, US financial weakness, shift to floating rates, debt crises, G-77/NIEO demand.
- Avoid vague statements — name specific regions (Africa, Latin America) and institutions (IMF, World Bank) as the passage does.
- Do **not** over-write; 5 marks = ~100–125 words, so tight paragraphs work better than long lists.

**Q84.** deep thorough-understanding § (whole-chapter synthesis)

[5]

Trace how disease functioned as a tool of conquest and economic control across two different periods covered in this chapter — the sixteenth-century colonisation of the Americas and nineteenth-century colonial Africa.

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### Model Answer

#### Disease as a Tool of Conquest and Economic Control

**In 16th-century Americas:** The Spanish and Portuguese used disease — unintentionally but effectively — as their most powerful weapon of conquest. European settlers carried smallpox germs against which native Americans had no immunity due to their long isolation. Smallpox spread ahead of European armies, decimating entire communities and paving the way for colonial conquest. Guns could be captured and turned against invaders, but not diseases to which the conquerors were immune.

**In 19th-century colonial Africa:** Rinderpest (cattle plague), carried by infected cattle imported from British Asia, wiped out 90% of Africa's cattle by the late 1880s. Since African livelihoods depended on land and livestock, this destroyed their economic independence. European planters, mine owners, and colonial governments then monopolised the remaining scarce cattle, forcing Africans into wage labour on plantations and mines — achieving economic control that earlier methods like heavy taxes had only partially secured.

Source: Chapter 3, Sections 1.3 and 2.4

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### Explanation

- The question asks you to **link disease to two specific outcomes** — military conquest (Americas) and economic/labour control (Africa). Examiners want both connections made explicitly, not just a description of the diseases.
- Key contrast: In the Americas, disease enabled *territorial* conquest; in Africa, it enabled *economic* conquest by destroying the independence that kept Africans out of the wage-labour market.
- Always name the disease, state its effect on the population/economy, and then explain the colonial benefit — this three-step logic earns full marks.
- Avoid padding with general history; every sentence should connect disease → colonial power.

**Q85.** medium thorough-understanding § (whole-chapter synthesis)

[3]

The nineteenth-century global economy was built on three interconnected flows. Explain how the abolition of the Corn Laws in Britain set off a chain reaction that affected all three of these flows, with specific reference to regions beyond Britain.

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### Model Answer

The abolition of the Corn Laws allowed cheap food imports into Britain, which boosted the **flow of trade** — countries like Russia, America, and Australia expanded food production to meet British demand.

To make this possible, capital from financial centres like London flowed to these regions to build railways, harbours, and settlements — affecting the **flow of capital**.

This agricultural expansion required more workers, triggering large-scale **labour migration**. Millions from Europe moved to America and Australia; demand for labour also drew migrants from Asia and Africa. Thus, all three flows — trade, capital, and labour — were set in motion globally.

*Source: The Making of a Global World, Section 2.1 – A World Economy Takes Shape*

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### Explanation

Examiners look for: (1) Corn Laws abolition → cheap food imports → trade flow; (2) infrastructure building in new regions → capital flow from London; (3) labour needed in new lands → migration. All three flows must be named and linked to regions *outside* Britain (America, Australia, Eastern Europe, Russia). Avoid vague statements — cite specific regions as the passage does. This is a chain-reaction question, so show causality, not just listing.

**Q86.** medium thorough-understanding § (whole-chapter synthesis)

[3]

Both indentured Indian labourers in the nineteenth century and African workers in colonial Africa were compelled to enter the wage-labour market against their will. Compare the methods used by colonial authorities to force each group into wage labour.

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### Model Answer

**Indian Indentured Labourers:** Colonial authorities used indirect economic pressure — rising land rents, declining cottage industries, debt — which forced peasants to migrate. Agents also used deception, false promises, and sometimes outright abduction to recruit workers. Once recruited, labourers were bound by contracts with harsh legal penalties for non-compliance.

**African Workers:** Colonial authorities imposed heavy taxes that could only be paid through wage labour. Inheritance laws were changed to dispossess peasants from land, pushing them into the labour market. The Rinderpest cattle plague (1890s) was further exploited — colonisers monopolised scarce surviving cattle, destroying African livelihoods and leaving people no choice but to work for wages.

Source: Chapter 3, Sections 2.4 (Indentured Labour Migration from India) and 2.4 (Rinderpest, or the Cattle Plague)

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### Explanation

- The question asks for a **comparison**, so you must address **both groups separately** and identify the specific methods for each.
- For Indians: focus on **economic displacement + agent deception + abduction + contractual bondage**.
- For Africans: focus on **heavy taxation + changed inheritance laws + Rinderpest exploitation + confinement in compounds**.
- Examiners look for at least **2 methods per group** to award full marks. Don't mix the two groups' methods together.

**Q87.** medium thorough-understanding § (whole-chapter synthesis)

[1]

[mcq] Which of the following best explains why the Great Depression had a more severe impact on Indian peasants than on urban salaried employees in India?

- (A) Peasants had to pay fixed cash rents and repay loans even as crop prices collapsed, while salaried employees retained steady income.
- (B) Peasants were taxed at higher rates than urban workers by the colonial government during the Depression years.
- (C) Peasants lost access to foreign markets while salaried employees benefited from increased domestic demand.
- (D) The colonial government provided relief funds to urban employees but withheld them from rural communities.

A Urban employees depended on world commodity prices, whereas peasants did not export any goods.

B Peasants' income fell with crashing agricultural prices while revenue demands continued, but urban salaried incomes remained fixed and prices of goods fell, improving real purchasing power.

C The colonial government deliberately protected urban workers by raising their salaries during the depression.

D Peasants refused to sell their produce, causing greater losses, while urban workers adapted by switching industries.

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### Model Answer

#### Answer: (B)

Peasants' income fell with crashing agricultural prices while revenue demands continued, but urban salaried incomes remained fixed and prices of goods fell, improving real purchasing power.

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

#### Explanation

The textbook explicitly states: "Though agricultural prices fell sharply, the colonial government refused to reduce revenue demands" — hitting peasants hard. Conversely, "those with fixed incomes...middle-class salaried employees — now found themselves better off. Everything cost less." This contrast is the key examiner expectation. Option (B) captures both sides of this comparison directly from the source.

**Q88.** deep thorough-understanding § (whole-chapter synthesis)

[5]

The Bretton Woods institutions were set up to prevent a repeat of the inter-war economic crisis. Identify the two core lessons that economists drew from the inter-war period, and explain how the design of the IMF and the World Bank specifically addressed each lesson.

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### Model Answer

#### Lesson 1: Markets alone cannot ensure full employment and stable incomes.

Economists learnt that mass production requires mass consumption, which depends on high and stable incomes. Stable incomes, in turn, require full employment. Since markets alone could not guarantee this, governments needed to intervene to minimise fluctuations in price, output, and employment.

*How the Bretton Woods system addressed it:* The entire post-war framework was designed to preserve economic stability and full employment in the industrial world, giving governments the tools to manage their economies actively.

#### Lesson 2: Uncontrolled external flows destabilise economies.

Full employment could only be sustained if governments controlled flows of goods, capital, and labour across borders.

*How the institutions addressed it:* The IMF was set up to deal with external surpluses and deficits of member nations, while the fixed exchange rate system (currencies pegged to the dollar, dollar pegged to gold at \$35/ounce) provided monetary stability, preventing the competitive devaluations and trade disruptions seen in the inter-war period.

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

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### Explanation

- Examiners expect **both lessons clearly named**, not just paraphrased — show you know them as distinct points.
- For each lesson, you must link it **specifically** to IMF or World Bank design; a generic answer loses marks.
- The World Bank's role (post-war reconstruction finance) can be briefly mentioned but the passage emphasises the IMF more for managing external imbalances — stick to what the source says.
- Fixed exchange rates are a key mechanism — mentioning the dollar-gold peg shows depth and earns the extra mark at this level.

**Q89.** medium thorough-understanding § (whole-chapter synthesis)

[3]

[short answer] From the pre-modern silk routes to the post-war Bretton Woods era, the movement of goods across regions has rarely been limited to economic exchange alone. Using evidence from at least two different periods covered in this chapter, explain how the flow of trade has consistently carried cultural, social, or political consequences alongside it.

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### Model Answer

Trade has always carried consequences beyond economics. On the **Silk Routes** (before 15th century), trade in Chinese silk, Indian spices, and textiles also enabled the spread of religions and ideas — Buddhist missionaries, early Christians, and Muslim preachers all travelled these routes, making it a channel of deep cultural exchange.

During the **colonial period**, European trading companies like the East India Company came to India for trade but gained political power, monopoly rights, and ultimately destroyed the indigenous merchant networks of Surat and Hoogly — a direct political consequence of trade expansion.

Thus, trade consistently reshapes culture, society, and power alongside commerce.

Source: Chapter 3, Section 1.1; Chapter 4, Section 3.1

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### Explanation

- The examiner wants **two distinct time periods** with **specific evidence** — not vague generalisations.
- Silk Routes = cultural/religious spread (Buddhism, Christianity, Islam). This is directly stated in the passage.
- Colonial trade = political consequences (East India Company gaining monopoly, old ports decaying, Indian merchants going bankrupt). This satisfies the "social/political" dimension.
- Avoid padding with definitions of trade; go straight to the consequence.
- Always name the period and the specific consequence — that earns marks.

**Q90.** deep thorough-understanding § (whole-chapter synthesis)

[1]

China's withdrawal from overseas trade from around the fifteenth century and the US withdrawal of overseas loans in 1928–29 are separated by centuries, yet both triggered major shifts in the global economic order. What common principle about interconnected economies do these two episodes illustrate?

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### Model Answer

When a large economy withdraws from global trade or finance, it disrupts the entire interconnected system — showing that in interdependent economies, one major player's actions have far-reaching consequences for all others.

### Explanation

The examiner wants a **single unifying principle** drawn from both examples. The key idea from the chapter is that the three flows — trade, labour, and capital — are closely interwoven (Ch. 3, Section 2). China's withdrawal reduced trade flows; the US withdrawal of loans in 1928–29 triggered the Great Depression. Both show that **interdependence means vulnerability**: when one large economy pulls back, the ripple effects destabilise the whole global order. Avoid writing separate explanations for each episode — the question asks for the *common principle*.

Q91. deep thorough-understanding § (whole-chapter synthesis)

[3]

[short\_answer] Using the examples of refrigerated ships and railways as covered in this chapter, explain how economic needs and social conditions shaped the development and adoption of these technologies. What does this suggest about the relationship between technology and globalisation?

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### Model Answer

The source passages do not specifically mention refrigerated ships or railways as examples in the context of technology and globalisation. However, based on the chapter's discussion of technology and globalisation:

Improvements in **transportation technology** — such as containers loaded onto ships, railways, planes and trucks — reduced port handling costs and enabled faster delivery of goods. These developments arose from economic needs: cheaper, faster movement of goods across long distances. Social conditions like demand for diverse goods further accelerated adoption.

This suggests that technology and globalisation are **mutually reinforcing** — economic and social needs drive technological innovation, which in turn expands global integration and interconnection between countries.

Source: *Factors that have Enabled Globalisation, Chapter 4*

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### Explanation

The question references "refrigerated ships and railways" — these specific examples appear in **Chapter 3 (The Making of a Global World)** of Class 10 History, not Chapter 4 (Economics). Since only Chapter 4 passages were provided, the answer is grounded strictly in those. In your actual exam, if this question appears in the History context, use the Chapter 3 examples: refrigerated ships enabled cheap meat transport from Americas/Australia to Europe (economic need = cheaper food; social condition = working-class demand), and railways opened up interiors for trade. Always answer from the chapter specified in the question.

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