

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.

◆ The Making of a Global World

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?

◆ The Making of a Global World

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.
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◆ 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.

◆ **The Making of a Global World**

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.

◆ The Making of a Global World

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?

◆ The Making of a Global World

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

◆ The Making of a Global World

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.

◆ The Making of a Global World

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.

◆ The Making of a Global World

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.

◆ The Making of a Global World

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?

◆ The Making of a Global World

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.

◆ The Making of a Global World

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.

◆ The Making of a Global World

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.

◆ The Making of a Global World

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.

◆ The Making of a Global World

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.

◆ The Making of a Global World

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.

◆ The Making of a Global World

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.

◆ The Making of a Global World

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.

◆ The Making of a Global World

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?

◆ The Making of a Global World

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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