

AQA GCSE HISTORY CONFLICT AND TENSION PRACTICE TEST (SAMPLE)

STUDY GUIDE



**SAMPLE STUDY GUIDE
WITH LIMITED QUESTIONS**

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THE FULL VERSION STUDY GUIDE**

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Introduction

Preparing for a certification exam can feel overwhelming, but with the right tools, it becomes an opportunity to build confidence, sharpen your skills, and move one step closer to your goals. At Examzify, we believe that effective exam preparation isn't just about memorization, it's about understanding the material, identifying knowledge gaps, and building the test-taking strategies that lead to success.

This guide was designed to help you do exactly that.

Whether you're preparing for a licensing exam, professional certification, or entry-level qualification, this book offers structured practice to reinforce key concepts. You'll find a wide range of multiple-choice questions, each followed by clear explanations to help you understand not just the right answer, but why it's correct.

The content in this guide is based on real-world exam objectives and aligned with the types of questions and topics commonly found on official tests. It's ideal for learners who want to:

- Practice answering questions under realistic conditions,
- Improve accuracy and speed,
- Review explanations to strengthen weak areas, and
- Approach the exam with greater confidence.

We recommend using this book not as a stand-alone study tool, but alongside other resources like flashcards, textbooks, or hands-on training. For best results, we recommend working through each question, reflecting on the explanation provided, and revisiting the topics that challenge you most.

Remember: successful test preparation isn't about getting every question right the first time, it's about learning from your mistakes and improving over time. Stay focused, trust the process, and know that every page you turn brings you closer to success.

Let's begin.

How to Use This Guide

This guide is designed to help you study more effectively and approach your exam with confidence. Whether you're reviewing for the first time or doing a final refresh, here's how to get the most out of your Examzify study guide:

1. Start with a Diagnostic Review

Skim through the questions to get a sense of what you know and what you need to focus on. Your goal is to identify knowledge gaps early.

2. Study in Short, Focused Sessions

Break your study time into manageable blocks (e.g. 30 – 45 minutes). Review a handful of questions, reflect on the explanations.

3. Learn from the Explanations

After answering a question, always read the explanation, even if you got it right. It reinforces key points, corrects misunderstandings, and teaches subtle distinctions between similar answers.

4. Track Your Progress

Use bookmarks or notes (if reading digitally) to mark difficult questions. Revisit these regularly and track improvements over time.

5. Simulate the Real Exam

Once you're comfortable, try taking a full set of questions without pausing. Set a timer and simulate test-day conditions to build confidence and time management skills.

6. Repeat and Review

Don't just study once, repetition builds retention. Re-attempt questions after a few days and revisit explanations to reinforce learning. Pair this guide with other Examzify tools like flashcards, and digital practice tests to strengthen your preparation across formats.

There's no single right way to study, but consistent, thoughtful effort always wins. Use this guide flexibly, adapt the tips above to fit your pace and learning style. You've got this!

Questions

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1. How did the space race reflect Cold War competition and influence policy?

- A. Milestones like Sputnik demonstrated technological superiority; spurred investments in education and science; used by both sides for prestige
- B. It showed that space exploration had no impact on political decisions
- C. It led to immediate disarmament agreements due to shared goals in space
- D. It primarily served as a domestic propaganda tool with little international effect

2. Which countries were the 'four powers'?

- A. Britain, France, Germany, Italy
- B. Britain, USA, France, Italy
- C. Britain, France, Russia, Italy
- D. Germany, Italy, Japan, Britain

3. Which statement best describes the effect of détente on East-West relations during the late 1960s and 1970s?

- A. It reduced direct confrontations and opened channels for negotiation, but did not resolve underlying tensions
- B. It immediately ended the Cold War and dissolved all tensions
- C. It eliminated the need for any further arms control agreements
- D. It caused a sharp increase in proxy conflicts across the globe

4. What did military force involve?

- A. The League would fund humanitarian aid
- B. The League would provide economic loans
- C. Countries would contribute to an armed force to act against the aggressor
- D. The Assembly would condemn publicly

5. Abyssinia corresponds to which modern-day country?

- A. Egypt
- B. Ethiopia
- C. Somalia
- D. Kenya

6. Who were the Big Three at the Versailles Peace Conference?

- A. Georges Clemenceau, Vittorio Emanuele Orlando, Woodrow Wilson
- B. David Lloyd George, Vittorio Emanuele Orlando, Woodrow Wilson
- C. Georges Clemenceau, Vittorio Emanuele Orlando, David Lloyd George
- D. Georges Clemenceau, David Lloyd George, Woodrow Wilson

7. What did the Marshall Plan do?

- A. Military alliance to deter Soviet aggression.
- B. Non-economic sanctions against the Eastern Bloc.
- C. Economic aid to rebuild Western European economies.
- D. Military occupation and restructuring of Germany.

8. What were the main aims of the Truman Doctrine (1947) and how did it signal a shift in US foreign policy?

- A. Contain communism by supporting free peoples resisting subjugation by armed minorities or outside pressures.
- B. Isolationist withdrawal from global commitments.
- C. A shift toward détente with the USSR.
- D. A move toward decolonization by supporting anti-colonial movements.

9. Compare the aims of the Truman Doctrine and the Brezhnev Doctrine.

- A. The doctrine aimed to promote democracy worldwide while Brezhnev sought to reduce Soviet influence.
- B. Truman aimed to contain communist expansion globally; Brezhnev claimed the USSR could intervene in Eastern Bloc to preserve socialism.
- C. Truman advocated isolationism; Brezhnev promoted nonintervention.
- D. Both sought to dismantle NATO.

10. What famous quote did Lord Lothian use regarding Hitler's remilitarisation of the Rhineland?

- A. He's only going into his own back garden
- B. He's reclaiming German pride
- C. He's stepping into a trap
- D. He's following the path of aggression

Answers

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1. A
2. A
3. A
4. C
5. B
6. D
7. C
8. A
9. B
10. A

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Explanations

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1. How did the space race reflect Cold War competition and influence policy?

- A. Milestones like Sputnik demonstrated technological superiority; spurred investments in education and science; used by both sides for prestige
- B. It showed that space exploration had no impact on political decisions
- C. It led to immediate disarmament agreements due to shared goals in space
- D. It primarily served as a domestic propaganda tool with little international effect

The space race showed how technological achievement became a visible measure of national power in the Cold War, and that realization directly shaped policy. When milestones like Sputnik happened, they weren't just scientific feats; they signaled which side had superior capability in rocketry and, by extension, potential military reach. That perception spurred major policy shifts: governments poured money into science, engineering, and education to close the gap, and leaders used space success and failures as prestige tools in diplomacy and domestic politics. This is why the answer is the best fit. Milestones demonstrated technological prowess and were then leveraged for national prestige, prompting concrete policy actions such as the United States creating NASA and enacting education and research funding to boost STEM skills. It wasn't merely rhetoric or propaganda; space achievements influenced how resources were allocated, what priorities were set, and how each superpower projected strength on the world stage. The other statements don't capture the full impact. Space exploration did influence political decisions and international standing; it did not immediately lead to disarmament agreements, since arms control moved along a different track and space competition persisted alongside any negotiations. And while propaganda existed, the space race clearly had international effects and policy consequences beyond domestic messaging.

2. Which countries were the 'four powers'?

- A. Britain, France, Germany, Italy
- B. Britain, USA, France, Italy
- C. Britain, France, Russia, Italy
- D. Germany, Italy, Japan, Britain

The main idea here is recognizing who were viewed as the four key powers shaping European diplomacy in the interwar years. In this context, the four powers are Britain, France, Germany, and Italy. Britain and France were the leading Allied victors and the main players in enforcing peace settlements; Germany was the central European power rebuilding its influence after World War I; Italy was a major European actor seeking to extend its influence in the 1920s and 1930s. This grouping is used when discussing interwar diplomacy and treaties like Locarno, where these four powers were the dominant forces at the table. Other countries such as the United States, the Soviet Union, or Japan were important in other contexts, but they aren't the set referred to as the four powers in this particular topic.

3. Which statement best describes the effect of détente on East-West relations during the late 1960s and 1970s?

- A. It reduced direct confrontations and opened channels for negotiation, but did not resolve underlying tensions**
- B. It immediately ended the Cold War and dissolved all tensions
- C. It eliminated the need for any further arms control agreements
- D. It caused a sharp increase in proxy conflicts across the globe

Détente is about easing tensions between rivals through negotiation and limited arms control, rather than open confrontation. In the late 1960s and 1970s this meant both sides talked more, held summits, and pursued agreements that slowed the arms race and reduced the risk of crisis escalation. But these steps didn't erase the underlying rivalry or ideological conflict driving the Cold War, so tensions and competition persisted in other areas and times. That combination—fewer direct confrontations and more channels for dialogue, alongside unresolved deeper tensions—best fits what détente achieved.

4. What did military force involve?

- A. The League would fund humanitarian aid
- B. The League would provide economic loans
- C. Countries would contribute to an armed force to act against the aggressor**
- D. The Assembly would condemn publicly

Military force here means using armed power to back up League decisions and deter or respond to aggression. It relies on member countries contributing troops and resources to form an armed force that can be deployed against the aggressor. That's why the option describing countries contributing to an armed force to act against the aggressor is the best fit. The other options describe non-military approaches—funding humanitarian aid, providing economic loans, or simply publicly condemning—so they aren't about using armed force. In practice, the League talked about collective security through this military option, but its actual use was limited by political constraints.

5. Abyssinia corresponds to which modern-day country?

- A. Egypt
- B. Ethiopia**
- C. Somalia
- D. Kenya

Historically, Abyssinia is the European name for the Ethiopian Empire. That empire is today the country of Ethiopia, located in the Horn of Africa. So Abyssinia corresponds to Ethiopia. It's not Egypt, Somalia, or Kenya, which are distinct countries in Africa.

6. Who were the Big Three at the Versailles Peace Conference?

- A. Georges Clemenceau, Vittorio Emanuele Orlando, Woodrow Wilson
- B. David Lloyd George, Vittorio Emanuele Orlando, Woodrow Wilson
- C. Georges Clemenceau, Vittorio Emanuele Orlando, David Lloyd George
- D. Georges Clemenceau, David Lloyd George, Woodrow Wilson**

The main idea here is identifying who led the discussions that shaped the Versailles Peace Conference. The three most influential figures were Georges Clemenceau from France, David Lloyd George from Britain, and Woodrow Wilson from the United States. Each brought a distinct aim: Clemenceau pressed for a settlement that would weaken Germany and secure French security; Lloyd George sought to protect British interests and maintain a stable balance of power; Wilson pushed for his Fourteen Points and the creation of the League of Nations to prevent future wars. Their competing goals and negotiations defined the terms of the Treaty of Versailles. Italy's Vittorio Orlando attended but did not wield the same level of influence as the other three, which is why he isn't counted among the Big Three.

7. What did the Marshall Plan do?

- A. Military alliance to deter Soviet aggression.
- B. Non-economic sanctions against the Eastern Bloc.
- C. Economic aid to rebuild Western European economies.**
- D. Military occupation and restructuring of Germany.

The Marshall Plan was about economic aid to rebuild Western European economies after World War II. It provided substantial funding and resources to war-torn countries to revive industries, restore infrastructure, stabilize currencies, and promote trade and cooperation. The goal was to create thriving, stable economies that could resist the appeal of communism and recover quickly, rather than pursuing military alliances, sanctions, or occupation. While it aided many nations including Germany, the plan itself focused on civilian economic recovery and reconstruction, not military restructuring or coercive measures.

8. What were the main aims of the Truman Doctrine (1947) and how did it signal a shift in US foreign policy?

- A. Contain communism by supporting free peoples resisting subjugation by armed minorities or outside pressures.**
- B. Isolationist withdrawal from global commitments.
- C. A shift toward détente with the USSR.
- D. A move toward decolonization by supporting anti-colonial movements.

The main aim tested here is how the Truman Doctrine defined U.S. foreign policy as a commitment to containing communism by helping free peoples resist subjugation by armed minorities or outside pressures. It promised political, military and economic support to nations threatened by subjugation, as in Greece and Turkey, to prevent Soviet influence from spreading. This marked a clear move away from isolationism toward active American leadership in world affairs, signaling a shift to a strategy of containment that would shape Cold War policy for years to come. It wasn't about withdrawing from global duties, it wasn't about easing tensions with the USSR (that would come later in détente), and its core aim wasn't decolonization, though anti-communist stance could intersect with those issues.

9. Compare the aims of the Truman Doctrine and the Brezhnev Doctrine.

- A. The doctrine aimed to promote democracy worldwide while Brezhnev sought to reduce Soviet influence.
- B. Truman aimed to contain communist expansion globally; Brezhnev claimed the USSR could intervene in Eastern Bloc to preserve socialism.**
- C. Truman advocated isolationism; Brezhnev promoted nonintervention.
- D. Both sought to dismantle NATO.

This question tests how Cold War doctrines framed the goal of power in opposing spheres. Truman's approach was a global attempt to stop the spread of communism—aid, policy, and alliances designed to keep communist movements from gaining ground anywhere in the world. In contrast, the Brezhnev Doctrine declared that the Soviet Union could intervene in Eastern Bloc countries to preserve socialism and maintain the Soviet-aligned governments within its sphere. That distinction matters: one is broad containment of communism worldwide, the other a justification for direct intervention to keep socialist regimes in power in neighboring states. So the best description is that Truman aimed to contain communist expansion globally, while Brezhnev claimed the USSR could intervene in the Eastern Bloc to preserve socialism.

10. What famous quote did Lord Lothian use regarding Hitler's remilitarisation of the Rhineland?

- A. He's only going into his own back garden**
- B. He's reclaiming German pride
- C. He's stepping into a trap
- D. He's following the path of aggression

How leaders frame Hitler's remilitarisation shaped Britain's cautious reaction. The famous remark attributed to Lord Lothian—describing Hitler as “going into his own back garden”—expresses the idea that this move was a domestic matter for Germany, not something Britain needed to intervene over in the immediate term. It captures the mindset of appeasement at the time: a belief that Hitler's action didn't threaten British security or expand beyond Germany's borders, so a limited, non-confrontational response seemed prudent. That framing contrasts with other possibilities that read the action as reclaiming pride, a trap to be avoided, or a clear path toward aggression. The best answer reflects the view that it was a perceived internal German issue, not an act requiring British intervention.

Next Steps

Congratulations on reaching the final section of this guide. You've taken a meaningful step toward passing your certification exam and advancing your career.

As you continue preparing, remember that consistent practice, review, and self-reflection are key to success. Make time to revisit difficult topics, simulate exam conditions, and track your progress along the way.

If you need help, have suggestions, or want to share feedback, we'd love to hear from you. Reach out to our team at hello@examzify.com.

Or visit your dedicated course page for more study tools and resources:

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We wish you the very best on your exam journey. You've got this!

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