

# Great History Challenge Practice Test (Sample)

## Study Guide



**Everything you need from our exam experts!**

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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. The Hundred Years War primarily aimed to control the throne of which country?**
  - A. England**
  - B. Spain**
  - C. Italy**
  - D. France**
  
- 2. Which weapon is a six-foot-long bow capable of rapidly firing arrows and piercing armor?**
  - A. Longbow**
  - B. Hundred Years War**
  - C. Coat of Arms**
  - D. Heraldry**
  
- 3. Ziggurats and the Hanging Gardens are associated with which ancient civilization region?**
  - A. Egypt**
  - B. Greece**
  - C. Mesopotamia**
  - D. India**
  
- 4. Freedom of speech is defined as:**
  - A. The right to express any opinions without censorship or restraint.**
  - B. The right to hold private beliefs.**
  - C. The right to vote.**
  - D. The right to a fair trial.**
  
- 5. The first part of the Middle Ages, from about 500 to 1000 AD, is known as what period?**
  - A. Polytheism**
  - B. End of Roman Empire**
  - C. The Dark Ages**
  - D. Church Universal**

- 6. The English Bill of Rights supported which form of government?**
- A. Limited monarchy**
  - B. Absolute monarchy**
  - C. Republic**
  - D. Military dictatorship**
- 7. Apollonius of Perga is thought to have invented which instrument?**
- A. Euclid**
  - B. Pythagoras**
  - C. Archimedes**
  - D. Apollonius of Perga**
- 8. Aristotle is known for which of the following?**
- A. Starting a famous school in Athens.**
  - B. Writing the Odyssey.**
  - C. Leading the Spartan army.**
  - D. Inventing the compass.**
- 9. Which option correctly identifies the event associated with the English Bill of Rights?**
- A. It guaranteed that Parliament would never change its own procedures.**
  - B. It guaranteed rights to English citizens and frequent elections.**
  - C. It established a limited monarchy and Parliament's role.**
  - D. It was accepted by William and Mary in 1689.**
- 10. Which of the following correctly describes the Holy Roman Empire?**
- A. To Centralize Chinese Empire**
  - B. A Federation of English Kingdoms**
  - C. A Loose Federation of German States and Principalities Headed by an Emperor Elected by the Princes**
  - D. A Japanese Shogunate**

## Answers

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

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## **Explanations**

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**1. The Hundred Years War primarily aimed to control the throne of which country?**

- A. England**
- B. Spain**
- C. Italy**
- D. France**

Dynastic claims over who would wear the throne are at the heart of this question. The Hundred Years' War began as English kings challenged who should rule the kingdom of France, arguing that the French crown could pass to the English royal line. The dispute centered on succession—whether the French throne should stay with the Capetian line or pass to Edward III and his descendants through blood ties. The French rejection of that claim, including notions about legitimate succession and the role of Salic law, kept the contest focused on who would be king of France, not on ruling England or other lands. That focus on sovereignty over France is what defined the war, making France the correct answer. The other regions listed were not the primary target of a dynastic throne dispute like this, even though English involvement in France was tied to their continental holdings.

**2. Which weapon is a six-foot-long bow capable of rapidly firing arrows and piercing armor?**

- A. Longbow**
- B. Hundred Years War**
- C. Coat of Arms**
- D. Heraldry**

The longbow fits this description because it is a tall weapon—about six feet long—that is designed to be drawn quickly by a skilled archer and fired in rapid volleys. Its height gives it a powerful draw weight, enabling arrows to travel with great speed and force, which, with the right arrowheads, could pierce armor at combat ranges. This combination of size, speed, and armor-penetrating capability is what defines the longbow and sets it apart from other options. The other choices describe things that aren't weapons—one is a historical conflict, and the others are heraldic designs—so they don't match the description of a weapon used for rapid fire and armor penetration.

**3. Ziggurats and the Hanging Gardens are associated with which ancient civilization region?**

- A. Egypt**
- B. Greece**
- C. Mesopotamia**
- D. India**

Ziggurats are the tall, stepped temple pyramids built by ancient Mesopotamian civilizations in the Tigris-Euphrates valley, and the Hanging Gardens are traditionally linked to Babylon, a major Mesopotamian city. These landmarks anchor the region of Mesopotamia in the Near East, rather than Egypt (pyramids), Greece (classical temples), or India (distinct ancient sites). So the correct association is Mesopotamia.

**4. Freedom of speech is defined as:**

- A. The right to express any opinions without censorship or restraint.**
- B. The right to hold private beliefs.**
- C. The right to vote.**
- D. The right to a fair trial.**

Freedom of speech is the right to express any opinions without censorship or restraint. This captures the core idea that individuals should be able to voice ideas, critique those in power, and discuss controversial topics without the government punishing them for what they say. The other options point to different rights: private beliefs are about what you think, not what you express; voting is political participation in elections; and a fair trial concerns due process in legal proceedings. While there can be limits to speech to prevent harm or false statements, the fundamental purpose is to protect the broad ability to express ideas without government interference.

**5. The first part of the Middle Ages, from about 500 to 1000 AD, is known as what period?**

- A. Polytheism**
- B. End of Roman Empire**
- C. The Dark Ages**
- D. Church Universal**

The first part of the Middle Ages is named to reflect the transition after the fall of the Western Roman Empire and the view of that era as culturally and economically less centered than classical antiquity. This period, roughly 500 to 1000 AD, is traditionally called the Dark Ages because early writers saw it as a time of disruption and decline in cities, literacy, and centralized authority. While that label captures a sense of upheaval, many historians now prefer “early medieval period” to acknowledge that significant changes were also underway—monastic scholarship, the formation of new kingdoms, and lasting cultural exchanges persisted even as Rome’s old institutions faded. The other options do not name a historical period: one refers to a belief system, another to the end of the Roman Empire as an event, and the last to a religious concept rather than a time frame. So the best description for this era is the Dark Ages.

**6. The English Bill of Rights supported which form of government?**

- A. Limited monarchy**
- B. Absolute monarchy**
- C. Republic**
- D. Military dictatorship**

The main idea being tested is how the English Bill of Rights reshaped royal power by putting legal limits on the crown and confirming Parliament's authority. After the Glorious Revolution, William and Mary accepted restrictions such as no levying taxes without Parliament's consent, regular elections, freedom of speech within Parliament, and protection from cruel punishment. These provisions show the monarchy operating within the law rather than ruling by prerogative, which is the defining feature of a limited or constitutional monarchy. An absolute monarchy would keep unchecked royal power, a republic would replace the monarchy with elected officials in place of a monarch, and a military dictatorship centers power in the hands of the military. So the English Bill of Rights supported a limited monarchy.

**7. Apollonius of Perga is thought to have invented which instrument?**

- A. Euclid**
- B. Pythagoras**
- C. Archimedes**
- D. Apollonius of Perga**

In history, people's names are tied to what they contributed—either theoretical ideas or practical inventions. Apollonius of Perga is famous for his work on conic sections in geometry, not for designing a tool. The inventor most clearly linked to devices among the listed figures is Archimedes, known for innovations like the Archimedean screw. Euclid and Pythagoras are celebrated for geometric and numerical ideas, not for inventing instruments. So, while the question as stated isn't aligned with standard historical attributions, the instrument most commonly associated with this kind of figure's legacy would be tied to Archimedes rather than Apollonius.

**8. Aristotle is known for which of the following?**

- A. Starting a famous school in Athens.**
- B. Writing the Odyssey.**
- C. Leading the Spartan army.**
- D. Inventing the compass.**

Aristotle's lasting impact in this area comes from founding a formal school in Athens, the Lyceum, where he and his students carried out wide-ranging study and inquiry. This shows him not only as a great thinker but as an organizer of learning who established an institution that mentored scholars and advanced systematic methods of investigation. The other options don't fit because the Odyssey is attributed to Homer, not Aristotle; leading the Spartan army belongs to Spartan generals and kings, not philosophers; and the compass was invented in ancient China, far outside Aristotle's realm. So the best choice reflects his role in creating a famous teaching community in Athens that influenced how knowledge was studied and discussed for generations.

9. Which option correctly identifies the event associated with the English Bill of Rights?

- A. It guaranteed that Parliament would never change its own procedures.**
- B. It guaranteed rights to English citizens and frequent elections.**
- C. It established a limited monarchy and Parliament's role.**
- D. It was accepted by William and Mary in 1689.**

The event most closely tied to the English Bill of Rights is the moment when William and Mary accepted it in 1689, signaling the shift to a constitutional monarchy after the Glorious Revolution. This acceptance marks the formal adoption of the Bill and the new balance of power between Parliament and the crown. The other statements describe features or outcomes of the Bill (such as limits on royal power, protections for elections, or Parliament's authority) but do not identify an actual event in the way the 1689 acceptance does.

10. Which of the following correctly describes the Holy Roman Empire?

- A. To Centralize Chinese Empire**
- B. A Federation of English Kingdoms**
- C. A Loose Federation of German States and Principalities Headed by an Emperor Elected by the Princes**
- D. A Japanese Shogunate**

This is about recognizing that the Holy Roman Empire was a loose federation of many German-speaking states and principalities, led by an emperor who was elected by the princes. Real power rested with regional rulers, cities, and the estates, so the emperor acted more as a unifying figure and mediator than a centralized ruler with direct control over all lands. The election by princes is a defining feature, showing that succession wasn't strictly hereditary but depended on the consent of powerful electors within the empire. The imperial structure also featured the Imperial Diet, a representative assembly that coordinated among these diverse polities rather than imposing uniform rule from a central capital. In contrast, the other descriptions mischaracterize the empire's geography or governance: it wasn't a centralized Chinese-style monarchy, nor a federation of English kingdoms, nor a Japanese shogunate.

## 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](mailto:hello@examzify.com).**

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

**<https://greathistorychallenge.examzify.com>**

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

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