

IGCSE History Practice Test (Sample)

Study Guide



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SAMPLE

Questions

- 1. What was the purpose of the Young Plan?**
 - A. To increase Germany's reparations bill**
 - B. To reduce Germany's reparations bill**
 - C. To create a military alliance in Europe**
 - D. To promote international trade**
- 2. How did Japan justify its invasion of Manchuria?**
 - A. Claiming a historical connection to the land**
 - B. Alleging Chinese attacks on its railway**
 - C. To protect Chinese citizens**
 - D. To promote peace in the region**
- 3. What appeal did Hitler use to gain support during the economic crisis?**
 - A. He encouraged people to remain patient**
 - B. He proposed immediate reforms to the economy**
 - C. He called for a strong leadership against indecisive government**
 - D. He promised to redistribute wealth**
- 4. Who was the key figure opposing the Weimar Republic during the Kapp Putsch?**
 - A. Wolfgang Kapp**
 - B. Adolf Hitler**
 - C. Rosa Luxemburg**
 - D. Karl Liebknecht**
- 5. What type of camps were originally set up for political opponents in Nazi Germany?**
 - A. Concentration Camps**
 - B. Rehabilitation Camps**
 - C. Labor Camps**
 - D. Detention Camps**

- 6. Which territory was affected by the Treaty of Sevres?**
- A. Smyrna**
 - B. Venezia**
 - C. Prague**
 - D. Vienna**
- 7. What was the main focus of education in schools after the Nazis came to power?**
- A. Academic excellence and scientific inquiry**
 - B. Emphasizing loyalty to the Nazis and racial superiority**
 - C. Encouragement of religious studies and tolerance**
 - D. Development of critical thinking and debate skills**
- 8. How did Nazis view the Aryan race?**
- A. As equal to all races**
 - B. As superior to all other races**
 - C. As inferior to Jewish people**
 - D. As a myth**
- 9. What position did Hitler create after Hindenburg's death?**
- A. Chancellor of the Reich**
 - B. Fuhrer, combining the roles of President and Chancellor**
 - C. Minister of Propaganda**
 - D. Supreme Commander of the German Army**
- 10. Why did Stalin distrust Britain and France?**
- A. They supported the Bolsheviks during the Russian Revolution**
 - B. They did not assist in the Spanish Civil War**
 - C. They invited him to multiple summits**
 - D. They equipped him with military resources**

Answers

SAMPLE

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

SAMPLE

Explanations

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1. What was the purpose of the Young Plan?

- A. To increase Germany's reparations bill**
- B. To reduce Germany's reparations bill**
- C. To create a military alliance in Europe**
- D. To promote international trade**

The Young Plan was designed to restructure and reduce Germany's reparations bill following World War I. It aimed to make reparations more manageable for Germany by reducing the total amount owed and extending the payment period. This initiative came after the Dawes Plan, which had already addressed some financial challenges Germany faced, but the Young Plan went further by decreasing the sum and allowing payments to be made over a longer time frame. The intent behind this plan was not only to alleviate the heavy financial burden on Germany but also to promote stability in Europe by preventing economic distress that could lead to political unrest. It was part of a broader effort to foster better relations and economic cooperation among European nations post-war. Thus, the purpose of the Young Plan aligns with reducing Germany's reparations obligations.

2. How did Japan justify its invasion of Manchuria?

- A. Claiming a historical connection to the land**
- B. Alleging Chinese attacks on its railway**
- C. To protect Chinese citizens**
- D. To promote peace in the region**

Japan justified its invasion of Manchuria primarily by alleging that Chinese forces attacked its railway near Mukden (now Shenyang) in 1931. This incident was used as a pretext for military action, framing the invasion as a necessary response to defend Japanese interests and citizens in the region. The narrative constructed around this alleged attack allowed Japan to present itself as a victim needing to protect its national security and interests, thus legitimizing its aggressive expansion into Manchuria. The focus on a supposed direct threat from Chinese forces helped incite nationalist feelings and garnered some domestic support for the military's actions, portraying the invasion as a necessary measure to safeguard Japan. This tactic of using alleged provocations to justify military aggression was a significant aspect of Japan's foreign policy during this period, which sought to expand its empire in Asia.

3. What appeal did Hitler use to gain support during the economic crisis?

- A. He encouraged people to remain patient**
- B. He proposed immediate reforms to the economy**
- C. He called for a strong leadership against indecisive government**
- D. He promised to redistribute wealth**

Hitler's appeal for support during the economic crisis was rooted in his call for strong leadership, which contrasted sharply with the perceived weaknesses of the Weimar government. During this time of turmoil, many Germans were disillusioned with their government's inability to effectively address the economic hardships, including hyperinflation and unemployment. Hitler's emphasis on decisive, authoritative leadership resonated with those who felt that the government was failing to protect their interests and restore national pride. By positioning himself as a strong leader who could take action and provide direction, Hitler was able to attract individuals who were desperate for change and looking for someone they could trust to navigate the crisis. This was a significant factor in the Nazi party's rise to power, as it capitalized on the prevailing sentiments of frustration and the desire for stability in a time of uncertainty. The other options, while they might have some relevance, do not encapsulate the core of Hitler's appeal during this particular period as effectively as his call for strong leadership against a perceived ineffectual government.

4. Who was the key figure opposing the Weimar Republic during the Kapp Putsch?

- A. Wolfgang Kapp**
- B. Adolf Hitler**
- C. Rosa Luxemburg**
- D. Karl Liebknecht**

The key figure opposing the Weimar Republic during the Kapp Putsch was Wolfgang Kapp. He was a right-wing politician and nationalist who, along with the Freikorps, led the attempted coup in March 1920 aimed at overthrowing the Weimar government. Kapp and his supporters were disillusioned with the Weimar Republic, which they believed was weak and illegitimate. This coup was a significant challenge to the authority of the Weimar government, demonstrating the political instability it faced during its early years. Kapp's actions highlighted the tensions in post-World War I Germany, where various factions, including extreme right-wing groups and leftist movements, vied for power. His attempt to seize control ultimately failed when workers called a general strike, bringing Berlin to a standstill and leading to Kapp's retreat. This pivotal moment underscores the fragility of the Weimar Republic and the challenges it faced from within, particularly from right-wing factions, which were embodied in Kapp's Putsch.

5. What type of camps were originally set up for political opponents in Nazi Germany?

- A. Concentration Camps**
- B. Rehabilitation Camps**
- C. Labor Camps**
- D. Detention Camps**

The correct answer is concentration camps, which were initially established by the Nazi regime to detain political opponents and other groups deemed undesirable. After Adolf Hitler rose to power in 1933, these camps served as a means to eliminate dissent, imprisoning individuals such as communists, socialists, and other perceived threats to the regime. Concentration camps were characterized by harsh living conditions, forced labor, and brutality. They were part of the broader tactics used by the Nazis to instill fear and suppress opposition, ensuring that anyone who might challenge their authoritarian rule was removed from society. Over time, the function of these camps expanded to include the internment of Jews, Romani people, homosexuals, and various other groups targeted during the Holocaust. The other types of camps mentioned—rehabilitation camps, labor camps, and detention camps—serve different purposes. For instance, rehabilitation camps often sought to correct or reform behavior rather than serve as mere detention facilities. Labor camps, while they may overlap with concentration camps, were specifically aimed at exploiting the labor of prisoners for industrial or war efforts. Detention camps typically refer to facilities used for temporary holding rather than long-term imprisonment or systematic extermination. Thus, concentration camps are the most accurate designation for the facilities

6. Which territory was affected by the Treaty of Sevres?

- A. Smyrna**
- B. Venezia**
- C. Prague**
- D. Vienna**

The Treaty of Sevres, signed in 1920 following World War I, primarily aimed to dismantle the Ottoman Empire and redefine the borders of the territories that once belonged to it. Smyrna, located in present-day Turkey, was significantly affected as the treaty proposed to grant control of the region to Greece. This decision contributed to rising tensions between the Greek and Turkish populations, ultimately leading to the Greco-Turkish War (1919-1922). The other options—Venezia, Prague, and Vienna—are not directly related to the aftermath of World War I regarding the Ottoman Empire. Venezia is part of Italy, Prague is in the Czech Republic, and Vienna is the capital of Austria. These are regions that maintained different historical contexts during the post-war treaties, thus making them irrelevant to the specific impacts of the Treaty of Sevres.

7. What was the main focus of education in schools after the Nazis came to power?

- A. Academic excellence and scientific inquiry**
- B. Emphasizing loyalty to the Nazis and racial superiority**
- C. Encouragement of religious studies and tolerance**
- D. Development of critical thinking and debate skills**

The main focus of education in schools after the Nazis came to power was on emphasizing loyalty to the Nazis and promoting a sense of racial superiority. This approach was part of a broader strategy known as "Nazification," which aimed to instill Nazi ideology in German citizens from a young age. The curriculum was heavily influenced by the regime's beliefs in Aryan superiority and anti-Semitic views. Subjects were often taught from a nationalist and militaristic perspective, glorifying the German state and its leaders while discouraging any critical thinking that could challenge the Nazi ideology. The education system was designed to prepare students to be loyal citizens who would support the regime's goals, including military service and adherence to the social order that the Nazis envisioned. Subjects like history were often distorted to align with Nazi beliefs, while physical education emphasized strength and discipline. Other options, such as academic excellence, religious studies, or critical thinking, were deprioritized or reshaped to fit within the framework of Nazi ideology. In this way, the education system served as a tool for indoctrination rather than a space for independent thought or exploration of diverse ideas.

8. How did Nazis view the Aryan race?

- A. As equal to all races**
- B. As superior to all other races**
- C. As inferior to Jewish people**
- D. As a myth**

The Nazis viewed the Aryan race as superior to all other races. This belief was central to their ideology, which posited that Aryans, particularly those of Northern European descent, were the "master race" destined to dominate others. The notion of Aryan supremacy justified numerous discriminatory policies and actions, including the persecution of Jews, Romani people, and other groups deemed "racially inferior." This worldview was embedded in Nazi propaganda, laws, and ultimately, their aggressive expansionist policies during World War II. The origins of these beliefs can be traced back to pseudo-scientific theories that emerged in the late 19th and early 20th centuries, which attempted to categorize human beings based on physical characteristics and cultural achievements. By promoting an image of the Aryan race as superior, the Nazis sought to unite their followers under a common racial ideology, which played a crucial role in their totalitarian governance and the genocidal actions taken against those they deemed threats to this so-called racial purity.

9. What position did Hitler create after Hindenburg's death?

- A. Chancellor of the Reich
- B. Führer, combining the roles of President and Chancellor**
- C. Minister of Propaganda
- D. Supreme Commander of the German Army

After Hindenburg's death in August 1934, Hitler consolidated his power by merging the offices of President and Chancellor into a single position known as the Führer, which translates to "Leader" in English. This move was significant because it not only eliminated the last checks on his authority but also symbolized his total control over both the government and the military. The title of Führer carried with it the semblance of both a democratic leader and a dictatorial ruler, as it allowed Hitler to command the allegiance of the German people while also employing the mechanisms of a totalitarian regime. By doing so, he entrenched his position at the head of the Nazi state, allowing him to exercise unchallenged authority over all aspects of governance and the lives of citizens. This centralization of power was pivotal for Hitler as it provided him with the legal framework needed to implement his policies, including those leading to World War II and the horrific actions of the Holocaust. The unification of presidential and chancellorial powers marked a crucial turning point in the transformation of Germany into a dictatorship under Nazi rule.

10. Why did Stalin distrust Britain and France?

- A. They supported the Bolsheviks during the Russian Revolution
- B. They did not assist in the Spanish Civil War**
- C. They invited him to multiple summits
- D. They equipped him with military resources

Stalin's distrust of Britain and France stemmed primarily from his perception of their actions and intentions in the context of international politics during the interwar period. While the option regarding the lack of assistance in the Spanish Civil War is indeed relevant, the deeper context lies in the broader geopolitical concerns Stalin had regarding Western powers. During the Spanish Civil War (1936-1939), the Soviet Union under Stalin was an active supporter of the Republican side against the Nationalists led by Francisco Franco. However, Britain and France adopted a policy of non-intervention, which frustrated Stalin. He viewed their refusal to support the Republicans as indicative of a willingness to allow fascism to spread in Europe without resistance. Moreover, Stalin's past experiences, such as the opposition the Western powers had shown towards the Bolshevik Revolution and the subsequent Russian Civil War, added to his suspicions. Their historical support for anti-Bolshevik forces created a lasting wariness. The distrust was further compounded by the fact that he felt isolated in a world where capitalist ideologies stood in contrast to his communist ideals. This context of perceived betrayal during the Spanish Civil War and historical enmity helped solidify Stalin's belief that Britain and France were not reliable allies. His fears were that