

Ontario Grade 10 History Practice Exam (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. What was the primary focus of the 1969 White Paper on Indian Policy?

- A. To promote Indigenous cultural practices**
- B. To eliminate the Indian Act and assimilate Indigenous peoples into Canadian society**
- C. To increase funding for Indigenous education**
- D. To reform land ownership laws**

2. What was the Non-Aggression Pact?

- A. A treaty to promote trade between nations**
- B. An agreement to avoid conflict between Germany and the Soviet Union**
- C. A military alliance against Western powers**
- D. A pact to collaborate on technology**

3. The Triple Alliance during World War I included which of the following countries?

- A. Austria-Hungary**
- B. British Empire**
- C. Canada**
- D. France**

4. During which years did John Diefenbaker serve as Prime Minister?

- A. 1957-1963**
- B. 1963-1968**
- C. 1945-1950**
- D. 1970-1974**

5. What role did teenagers play in the 1950s and 1960s?

- A. They were often excluded from educational systems**
- B. They contributed significantly to consumer culture**
- C. They primarily worked in factories**
- D. They were viewed solely as dependents**

6. What is No Man's Land?

- A. An area designated for retreat**
- B. A region of near-complete safety**
- C. Land between two enemy trenches**
- D. A checkpoint for enemy surveillance**

7. What impact did the Wartime Elections Act have on women's rights in Canada?

- A. It restricted women's rights further**
- B. It granted women the right to vote under specific conditions**
- C. It allowed women to own property**
- D. It forced women to enlist in the military**

8. Which act established Canada as a self-governing Dominion?

- A. Constitution Act**
- B. British North America Act**
- C. Statute of Westminster**
- D. Canada Act**

9. Who were the flappers of the 1920s?

- A. Young women who supported traditional values**
- B. Young rebellious women with a distinct fashion style**
- C. Women who opposed women's suffrage**
- D. A group of feminist activists**

10. What did the Wartime Elections Act allow Canadian women to do for the first time?

- A. Vote in federal elections**
- B. Hold public office**
- C. Join the military**
- D. Run for election**

Answers

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

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Explanations

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1. What was the primary focus of the 1969 White Paper on Indian Policy?

- A. To promote Indigenous cultural practices
- B. To eliminate the Indian Act and assimilate Indigenous peoples into Canadian society**
- C. To increase funding for Indigenous education
- D. To reform land ownership laws

The primary focus of the 1969 White Paper on Indian Policy was to eliminate the Indian Act and promote the assimilation of Indigenous peoples into Canadian society. The White Paper, introduced by the federal government, proposed the removal of special legal status for Indigenous peoples and aimed to integrate them more fully into mainstream society. This approach was based on a belief that Indigenous peoples would be better off as equal citizens without separate rights or policies. The intention was to address what the government perceived as the "problems" related to Indigenous communities by encouraging their integration, even though this perspective overlooked the historical and cultural significance of Indigenous identities and rights. The other options do not align with the central theme of the White Paper. For instance, promoting Indigenous cultural practices contrasts with the White Paper's assimilation agenda, while increasing funding for Indigenous education was not the focal point of the document. Similarly, reforming land ownership laws was not a primary objective; rather, the focus was on dismantling existing legal frameworks that recognized Indigenous rights. The 1969 White Paper was controversial and faced significant opposition from Indigenous leaders and communities, leading to a greater demand for the recognition of Indigenous rights and self-determination in subsequent decades.

2. What was the Non-Aggression Pact?

- A. A treaty to promote trade between nations
- B. An agreement to avoid conflict between Germany and the Soviet Union**
- C. A military alliance against Western powers
- D. A pact to collaborate on technology

The Non-Aggression Pact, specifically the one signed in 1939 between Germany and the Soviet Union, was fundamentally an agreement to avoid conflict between the two countries. By entering this pact, both nations pledged not to attack each other or support any third party that would do so. This agreement was significant because it allowed Germany to invade Poland without fear of Soviet intervention, effectively marking the beginning of World War II in Europe. The context surrounding this agreement also demonstrates its importance in the geopolitical landscape of the time. The pact was surprising since Germany, led by Adolf Hitler, and the Soviet Union, under Joseph Stalin, were seen as ideological enemies. However, this pragmatic arrangement allowed both powers to expand their territories and influence without direct conflict between themselves. This understanding clarifies why the other options do not accurately describe the Non-Aggression Pact. While some treaties may indeed focus on trade or military alliances against other nations, the essence of the Non-Aggression Pact was specifically its commitment to non-hostility between Germany and the Soviet Union, making option B the correct choice.

3. The Triple Alliance during World War I included which of the following countries?

A. Austria-Hungary

B. British Empire

C. Canada

D. France

The Triple Alliance during World War I consisted primarily of Germany, Austria-Hungary, and Italy. Austria-Hungary, as one of the key members of this alliance, played a significant role in the conflict. When the war began in 1914, Austria-Hungary's actions, including the declaration of war against Serbia, were pivotal in the escalation of tensions that led to a larger global conflict. The alliance was formed earlier in the late 19th century and was characterized by mutual support and military commitments among its members. The other choices—British Empire, Canada, and France—were part of the opposing coalition known as the Allied Powers. The British Empire and its dominions, including Canada, along with France, worked together against the Central Powers, which included Austria-Hungary and Germany. Understanding these alliances is crucial in comprehending how World War I developed and how various nations were drawn into the conflict.

4. During which years did John Diefenbaker serve as Prime Minister?

A. 1957-1963

B. 1963-1968

C. 1945-1950

D. 1970-1974

John Diefenbaker served as Prime Minister of Canada from 1957 to 1963. During his time in office, he was known for significant developments including the introduction of the Canadian Bill of Rights in 1960 and his foreign policy stance, particularly concerning the United States and the Cold War context. His leadership was marked by efforts to enhance Canadian sovereignty and various social policies aimed at improving the lives of Canadians. The years 1957 to 1963 encapsulate his tenure, during which he became the first Conservative Prime Minister following a long period of Liberal dominance in Canadian politics.

5. What role did teenagers play in the 1950s and 1960s?

- A. They were often excluded from educational systems
- B. They contributed significantly to consumer culture**
- C. They primarily worked in factories
- D. They were viewed solely as dependents

Teenagers in the 1950s and 1960s played a crucial role in shaping consumer culture, making the argument for their significant contribution in this area very compelling. This was a time marked by economic prosperity in many Western nations, including Canada, leading to the emergence of a distinct youth culture. As an age group, teenagers became a powerful market demographic, influencing trends in music, fashion, and entertainment. During this period, teenagers had disposable income from part-time jobs or allowances, allowing them to spend on a variety of goods. The rise of rock 'n' roll, the popularity of teenagers idolizing stars like Elvis Presley, and the introduction of new products aimed specifically at youth—such as records, clothes, and grooming products—demonstrated their immense impact on consumer behavior. Advertisers and brands recognized this, tailoring their marketing strategies to attract the teenage audience, thus embedding them deeply within the consumer culture of the time. This phenomenon significantly changed how businesses operated, as the interests and preferences of teenagers began to influence not just fashion but also broader cultural trends and societal norms.

6. What is No Man's Land?

- A. An area designated for retreat
- B. A region of near-complete safety
- C. Land between two enemy trenches**
- D. A checkpoint for enemy surveillance

No Man's Land refers to the territory between opposing trenches in a conflict, particularly prevalent during World War I. This area was characterized by its extreme danger, as it was often the site of intense fighting. Both sides would be well aware of the presence of enemy soldiers on the opposite side, making the land between them highly perilous. Conditions in No Man's Land were often horrific; it could include barbed wire, shell craters, mud, and the remnants of battles, making it a place where soldiers could not easily advance without risking their lives. This term serves to illustrate the grim realities of trench warfare, highlighting the stark divide between the opposing forces and the high stakes involved in attempting to cross that space. Understanding this concept is crucial in grasping the broader context of warfare during this period and the psychological impact it had on soldiers.

7. What impact did the Wartime Elections Act have on women's rights in Canada?

- A. It restricted women's rights further
- B. It granted women the right to vote under specific conditions**
- C. It allowed women to own property
- D. It forced women to enlist in the military

The wartime Elections Act had a significant impact on women's rights in Canada by granting women the right to vote under specific conditions. This Act, passed in 1917 during World War I, was established to bolster the war effort by expanding the electorate. It allowed women who were directly related to soldiers, such as mothers, wives, and sisters, to vote in federal elections. This legislation was a critical moment for women's suffrage in Canada, as it acknowledged their contributions to society, particularly during wartime, and set a precedent for future advancements in women's rights. While not all women gained the right to vote at this time—many others remained excluded—the act marked a vital step toward full suffrage. The other options suggest scenarios that did not occur or were not a result of the Wartime Elections Act. The Act did not impose further restrictions on women's rights, it did not address property ownership specifically, and it did not compel women to enlist in the military. Instead, it recognized certain women's rights within the context of wartime, making this choice the most accurate reflection of the Act's impact.

8. Which act established Canada as a self-governing Dominion?

- A. Constitution Act
- B. British North America Act**
- C. Statute of Westminster
- D. Canada Act

The British North America Act, passed in 1867, is the pivotal legislation that established Canada as a self-governing Dominion within the British Empire. This act united the provinces of Ontario, Quebec, New Brunswick, and Nova Scotia into a federal system, creating the foundation for Canada's political structure. It granted significant autonomy to the newly formed Dominion, allowing it to govern its internal affairs while still acknowledging the British monarch as the nominal head of state, which was typical for countries within the empire at that time. The Constitution Act refers to a number of different constitutional laws and conventions, and while it is an important part of Canada's constitutional framework, it was not specifically the act that established Canada as a self-governing entity. The Statute of Westminster, enacted in 1931, further advanced Canada's legislative independence from Britain, but it came well after Canada had already been established as a Dominion. The Canada Act, also known as the Constitution Act of 1982, patriated the Canadian Constitution and included the Charter of Rights and Freedoms but again occurred long after the formation of Canada as a self-governing Dominion. Therefore, the British North America Act is the correct answer as it marks the moment when Canada officially became a self-governing Dominion.

9. Who were the flappers of the 1920s?

- A. Young women who supported traditional values**
- B. Young rebellious women with a distinct fashion style**
- C. Women who opposed women's suffrage**
- D. A group of feminist activists**

Flappers were indeed young rebellious women of the 1920s who became iconic symbols of the era's cultural transformation. They broke away from conventional norms and embraced a lifestyle characterized by increased independence, social freedom, and modernity. Flappers were known for their distinct fashion, which included shorter skirts, bobbed hair, and boyish styles that contrasted sharply with the more conservative attire of previous generations. Their behavior also challenged societal standards; they often engaged in activities that were considered scandalous at the time, such as smoking, drinking alcohol, and dancing in jazz clubs. This representation of women's liberation and the shaking off of Victorian-era constraints was emblematic of the broader shifts in society during the Roaring Twenties, highlighting a newfound sense of freedom and self-expression for women. In contrast, the other options depict perspectives or characteristics that do not align with the essence of flappers. For instance, the notion of flappers supporting traditional values fails to capture their role as icons of rebellion and change. Similarly, the idea that they opposed women's suffrage contradicts the reality that many flappers were supportive of women's rights, as their lifestyle was part of the broader fight for gender equality. Lastly, framing flappers as a group of feminist activists oversimplifies their complex identity.

10. What did the Wartime Elections Act allow Canadian women to do for the first time?

- A. Vote in federal elections**
- B. Hold public office**
- C. Join the military**
- D. Run for election**

The Wartime Elections Act, passed in 1917 during World War I, allowed Canadian women to vote in federal elections for the first time. This piece of legislation was significant because it recognized the contributions of women to the war effort and marked a pivotal moment in the progression of women's rights in Canada. Prior to this act, voting was largely restricted to men, and this law opened the door for women to participate in the democratic process at a national level. This was a crucial step towards gender equality in politics, ultimately paving the way for further advancements in women's rights and suffrage in Canada. The other options pertain to different aspects of women's involvement and rights. While women played significant roles in various capacities during the war, holding public office, joining the military, or running for election did not become widely accessible until later developments in law and societal attitudes towards women's roles.

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:

<https://ontariograde10history.examzify.com>

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

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