



## Practice Test 2

## The Exam

AP<sup>®</sup> World History: Modern Exam

## SECTION I, PART A: Multiple Choice

**DO NOT OPEN THIS BOOKLET UNTIL YOU ARE TOLD TO DO SO.****At a Glance****Time**

55 minutes

**Number of Questions**

55

**Percent of Total Score**

40%

**Writing Instrument**

Pencil required

**Instructions**

Section I, Part A of this exam contains 55 multiple-choice questions. Fill in only the ovals for numbers 1 through 55 on your answer sheet.

Indicate all of your answers to the multiple-choice questions on the answer sheet. No credit will be given for anything written in this exam booklet, but you may use the booklet for notes or scratch work. After you have decided which of the suggested answers is best, completely fill in the corresponding oval on the answer sheet. Give only one answer to each question. If you change an answer, be sure that the previous mark is erased completely. Here is a sample question and answer.

Sample Question

Chicago is a  
 (A) state  
 (B) city  
 (C) country  
 (D) continent

Sample Answer

(A) ● (C) (D)

Use your time effectively, working as quickly as you can without losing accuracy. Do not spend too much time on any one question. Go on to other questions and come back to the ones you have not answered if you have time. It is not expected that everyone will know the answers to all the multiple-choice questions.

Your total score on the multiple-choice section is based only on the number of questions answered correctly. Points are not deducted for incorrect answers or unanswered questions.

## SECTION I, PART B: Short Answer

**At a Glance****Time**

40 minutes

**Number of Questions**

3

**Percent of Total Score**

20%

**Writing Instrument**

Pen with black or dark blue ink

**Instructions**

Section I, Part B of this exam consists of 4 short-answer questions, of which you will answer 3. Answer all parts of Questions 1 and 2, and then choose to answer EITHER Question 3 or Question 4. Write your responses on a separate sheet of paper.

**After the exam, you must apply the label that corresponds to the last short-essay question you answered—Question 3 or 4. For example, if you answered Question 3, apply the label 3. Failure to do so may delay your score.**

## WORLD HISTORY: MODERN

## Section I, Part A

Time—55 minutes

55 Questions

**Directions:** Each of the questions or incomplete statements below is followed by either four suggested answers or completions. Select the one that is best in each case and then fill in the appropriate letter in the corresponding space on the answer sheet.

**Questions 1–3 refer to the passage below.**

The study of literature and the practice of the military arts, including archery and horsemanship, must be cultivated diligently. “On the left hand literature, on the right hand use of arms,” was the rule of the ancients. Both must be pursued concurrently. Archery and horsemanship are essential skills for military men. It is said that war is a curse. However, it is resorted to only when it is inevitable. In time of peace, do not forget the possibility of disturbances. Train yourself and be prepared.

*Japan: A Documentary History: The Dawn of History to the Late Tokugawa Period*, edited by David J. Lu (Armonk, New York: M. E. Sharpe, 1997), 206–208. © 2001 M. E. Sharpe. Reproduced with the permission of the publisher. All rights reserved.

The Edicts of the Tokugawa Shogunate: Exerpts from *Laws of Military Households* (Buke Shohatto), 1615

1. The excerpt above suggests that the military must adhere to which of the following characteristics?
  - (A) Aggression
  - (B) Piety
  - (C) Brutality
  - (D) Restraint
2. Instructions for military households can best be seen as evidence of which of the following characteristics of the Tokugawa period?
  - (A) Strict social classes
  - (B) Increased power to feudal lords
  - (C) An openness to Western influence
  - (D) Widespread allegiance to an emperor
3. The Tokugawa Shogunate focused primarily on which of the following?
  - (A) Rapid industrialization
  - (B) Eliminating foreign influence on Japan
  - (C) Military conquest and expansion
  - (D) Erasing the legacy of the shogun from Japanese culture

**GO ON TO THE NEXT PAGE.**

Questions 4–6 refer to the image below.



Thomas Jones Barker's *The Secret of England's Greatness* (1863) portrays Queen Victoria offering a Bible to an African chief.

4. The painting suggests which of the following about England?
- (A) Victorian culture was intolerant of other religions.
  - (B) The English crown justified imperialism on a moral basis.
  - (C) England had little interest in the Berlin Conference.
  - (D) The British economy relied upon the African slave trade.
5. Queen Victoria's reign can best be characterized by which of the following?
- (A) A drastic loss of imperial gains
  - (B) Economic stagnation following the end of the Industrial Revolution
  - (C) Liberal reform and decreasing power of the monarchy
  - (D) Colonial expansion in Africa and a decreased presence in Asia
6. The painting most clearly reflects the concept of
- (A) Social Darwinism
  - (B) Open Door Policy
  - (C) "White Man's Burden"
  - (D) mercantilism

**GO ON TO THE NEXT PAGE.**

Questions 7–10 refer to the passage below.

“As for the city of Karacorum I can tell you that, not counting the [Khan’s] palace, it is not as large as the village of Saint Denis, and the monastery of Saint Denis is worth ten times more than that palace. There are two districts there: the Saracens’ [Muslims] quarter where the markets are. . . . The other district is that of the Cathayans [Chinese] who are all craftsmen.

Apart from these districts there are the large temples of the court scribes. There are twelve pagan [Buddhist] temples belonging to the different nations, two mosques in which the law of Mihamet [Muhammad] is proclaimed, and one church surrounded by a mud wall and has four gates. At the east gate are sold millet and other grain, which is however seldom bought there; at the west sheep and goats are sold; at the south oxen and carts; at the north, horses.”

Friar William of Rubruck’s *The Journey of William of Rubrick* (1254)

7. Which of the following best characterizes the group governing the city of Karacorum?
- (A) Mongols
  - (B) Muslims
  - (C) Chinese
  - (D) Christians
8. From the information given in the excerpt, which of the following best describes a policy of this city?
- (A) Persecution of minority groups
  - (B) Command economy
  - (C) Heavy taxation
  - (D) Religious tolerance
9. The passage can best be described as which of the following?
- (A) A historian documenting the structure of a government system
  - (B) A religious leader describing the diversity of his city
  - (C) An outsider reporting on his observation of a foreign city
  - (D) A government official criticizing an ongoing practice in a local district
10. The khans achieved most of their territory gains through which of the following methods?
- (A) Economic influence
  - (B) Militarization
  - (C) Agricultural innovation
  - (D) Diplomacy

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Questions 11–12 refer to the passage below.

“Upon their arrival they were honorably and graciously received by the grand Khan, in a full assembly of his principal officers. When they drew nigh to his person, they paid their respects by prostrating themselves on the floor. He immediately commanded them to rise, and to relate to him the circumstances of their travels, with all that had taken place in their negotiation with his holiness the pope. To their narrative, which they gave in the regular order of events, and delivered in perspicuous language, he listened with attentive silence. The letters and the presents from Pope Gregory were then laid before him, and, upon hearing the former read, he bestowed much commendation on the fidelity, the zeal, and the diligence of his ambassadors; and receiving with due reverence the oil from the holy sepulchre, he gave directions that it should be preserved with religious care. Upon his observing Marco Polo, and inquiring who he was, Nicolo made answer, This is your servant, and my son; upon which the grand Khan replied, “He is welcome, and it pleases me much,” and he caused him to be enrolled amongst his attendants of honor. And on account of their return he made a great feast and rejoicing; and as long as the said brothers and Marco remained in the court of the grand Khan, they were honored even above his own courtiers. Marco was held in high estimation and respect by all belonging to the court. He learnt in a short time and adopted the manners of the Tartars, and acquired a proficiency in four different languages, which he became qualified to read and write.”

*Marco Polo's Travels*, circa 1300 C.E.

11. The encounter described in the account above illustrates which of the following?
- (A) The economic dominance of the Ottoman Empire
  - (B) The influence of Middle Eastern religious beliefs on the peoples of South Asia
  - (C) The lack of cooperation among major political groups in the High Middle Ages
  - (D) Amiable cultural exchange between Europe and Asia
12. Which of the following best characterizes one way in which the Mongol Empire was very different from the other major empires of the ancient and medieval worlds?
- (A) The Mongols generally ignored or assimilated to the cultural identities of the people whom they conquered.
  - (B) The Mongols often took over territory without major destruction or bloodshed.
  - (C) The Mongols imposed their religious beliefs on the people whom they conquered.
  - (D) The Mongols had little interest in trading with their geographic neighbors.

**GO ON TO THE NEXT PAGE.**

Questions 13–15 refer to the image and passage below.

**Source 1**

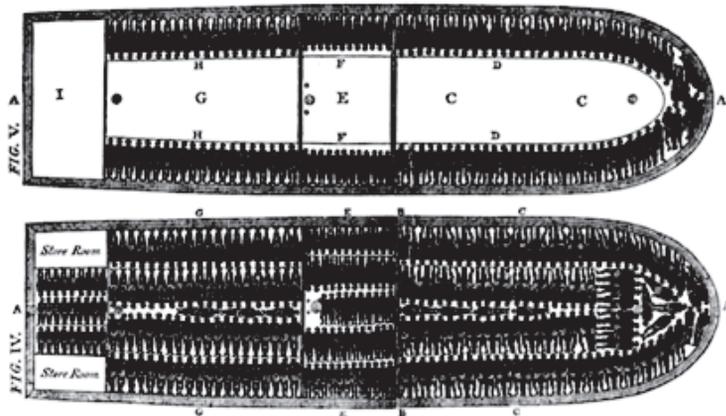


Diagram of a slave ship from the transatlantic slave trade, circa 1790

**Source 2**

“Are you *a man*? Then you should have an *human* heart. But have you indeed? What is your heart made of? Is there no such principle as compassion there? Do you never *feel* another’s pain? Have you no sympathy? No sense of human woe? No pity for the miserable? When you saw the flowing eyes, the heaving breasts, the bleeding sides and tortured limbs of your fellow-creatures, was you a stone, or a brute? Did you look upon them with the eyes of a tiger? When you squeezed the agonizing creatures down in the ship, or when you threw their poor mangled remains into the sea, had you no relenting? Did not one tear drop from your eye, one sigh escape from your breast? Do you feel no relenting *now*? If you do not, you must go on, till the measure of your iniquities is full. Then will the great GOD deal with *you*, as you have dealt with *them*, and require all their blood at your hands.”

Excerpt courtesy of the Rare Book Collection, Wilson Special Collections Library, UNC-Chapel Hill.

John Wesley, *Thoughts Upon Slavery*, 1774

13. The sentiment exhibited in Source 2 reflects the concerns of which of the following groups?
- (A) The Puritans
  - (B) The Freemasons
  - (C) The Evangelicals
  - (D) The Mormons
14. Which of the following most accurately depicts the historical context of the movements of goods and people during the centuries of transatlantic trade?
- (A) Enslaved people to the Americas; cotton, sugar, and tobacco to Europe; textiles, rum, and raw goods to Africa
  - (B) Enslaved people to Africa; cotton, sugar, and tobacco to Europe; textiles, rum, and raw goods to the Americas
  - (C) Cotton, sugar, and tobacco to the Americas; enslaved people to Europe; textiles, rum, and raw goods to Africa
  - (D) Enslaved people to the Americas; cotton, sugar, and tobacco to Africa; textiles, rum, and raw goods to Europe

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15. Which of the following correctly characterizes one consequence of the layout of transatlantic slave ships, as shown in Source 1?
- (A) Many enslaved people died of disease in the crowded hulls of tightly packed ships.
  - (B) Slave ships often sank due to overcrowding and imbalanced weight allotment.
  - (C) Enslaved people were forced to assist in the rowing of the slave ships.
  - (D) Slave ships carried approximately equal numbers of enslaved people as crewmembers.

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Questions 16–18 refer to the map and passage below.

**Source 1**



Map of European colonies in Africa, early twentieth century

**Source 2**

“I repeat, that the superior races have a right because they have a duty. They have the duty to civilize the inferior races....In the history of earlier centuries these duties, gentlemen, have often been misunderstood; and certainly when the Spanish soldiers and explorers introduced slavery into Central America, they did not fulfill their duty as men of a higher race....But, in our time, I maintain that European nations acquit themselves with generosity, with grandeur, and with sincerity of this superior civilizing duty.

I say that French colonial policy, the policy of colonial expansion, the policy that has taken us under the Empire [the Second Empire, of Napoleon], to Saigon, to Indochina [Vietnam], that has led us to Tunisia, to Madagascar—I say that this policy of colonial expansion was inspired by...the fact that a navy such as ours cannot do without safe harbors, defenses, supply centers on the high seas....Are you unaware of this? Look at a map of the world.”

Reprinted with permission of the Brooklyn College Department of History.

Jules Ferry, *On French Colonial Expansion*, 1884

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16. The boundary lines on the map (Source 1) reflect which of the following?
- (A) Natural barriers such as rivers and mountain ranges
  - (B) Traditional tribal divisions within African societies
  - (C) Linguistic differences
  - (D) European economic and political concerns
17. The references in Source 2 to “superior races” and “inferior races” reflect which of the following attitudes?
- (A) The idea that the colonization of Africa would be profitable for European nations
  - (B) The idea that European navies needed use of African ports
  - (C) The idea that African peoples would benefit from European cultural influence
  - (D) The idea that Africans and Europeans would have mutually beneficial cultural exchanges
18. Which of the following describes a negative short-term effect of the European colonization of Africa?
- (A) Famines occurred when African farmers were forced to grow crops for export.
  - (B) Europeans built infrastructure such as roads and railways in the lands that they colonized.
  - (C) Missionaries from Europe built schools for native populations.
  - (D) Africa experienced a general improvement in medical care under European rule.

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Questions 19–20 refer to the passage below.

“IN ORDER, most potent Sire, to convey to your Majesty a just conception of the great extent of this noble city of Temixtitlan, and of the many rare and wonderful objects it contains; of the government and dominions of Moctezuma, the sovereign: of the religious rights and customs that prevail, and the order that exists in this as well as the other cities appertaining to his realm: it would require the labor of many accomplished writers, and much time for the completion of the task. I shall not be able to relate an hundredth part of what could be told respecting these matters; but I will endeavor to describe, in the best manner in my power, what I have myself seen; and imperfectly as I may succeed in the attempt, I am fully aware that the account will appear so wonderful as to be deemed scarcely worthy of credit; since even we who have seen these things with our own eyes, are yet so amazed as to be unable to comprehend their reality.”

[Thatcher, Oliver Joseph. *The Ideas that have Influenced Civilization, in the Original Documents*. Vol. 5. Milwaukee: The Roberts-Manchester Publishing Co., 1901. “Hernando Cortés: Letter Describing Mexico (1520).” *World History: The Modern Era*, ABC-CLIO, 2019, [worldhistory.abc-clio.com/Search/Display/354563](http://worldhistory.abc-clio.com/Search/Display/354563). Accessed 2 Apr. 2019.]

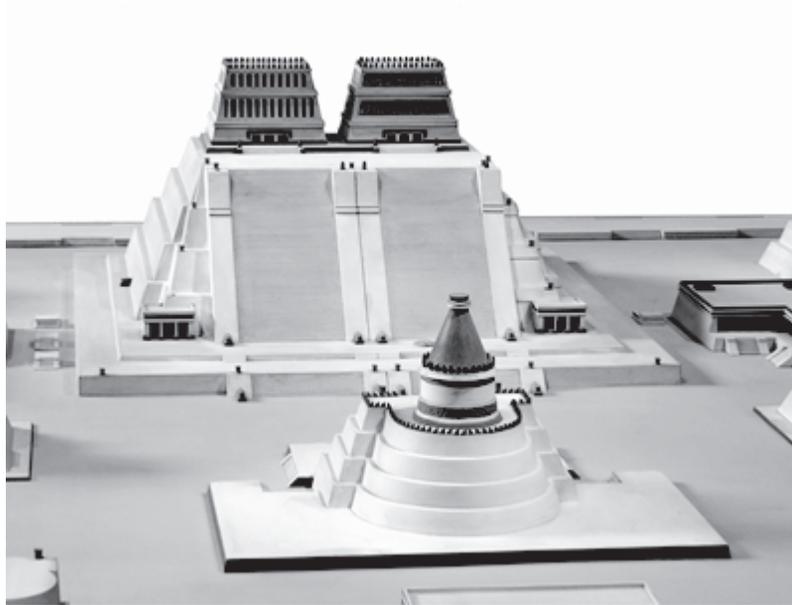
Hernando Cortés’s letter to King Charles V of Spain (1520)

19. Which of the following best characterizes the activities that Cortés references in his letter?
- (A) Peace building with neighboring tribes
  - (B) Communal ownership of all property
  - (C) Exclusion of women from economic life
  - (D) Expansionist policies
20. Cortés most likely followed up this excerpt with a description of which of the following findings?
- (A) Aztec labor practices
  - (B) Religious diversity
  - (C) Majestic geography
  - (D) The presence of gold

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Questions 21–24 refer to the image and passage below.

Source 1



Reconstruction of the Aztec Great Temple of Tenochtitlan

Source 2

“This great city contains a large number of temples, or houses, for their idols, very handsome edifices, which are situated in the different districts and the suburbs; in the principal ones religious persons of each particular sect are constantly residing, for whose use, besides the houses containing the idols, there are other convenient habitations. All these persons dress in black, and never cut or comb their hair from the time they enter the priesthood until they leave it; and all the sons of the principal inhabitants, both nobles and respectable citizens, are placed in the temples and wear the same dress from the age of seven or eight years until they are taken out to be married; which occurs more frequently with the first-born who inherit estates than with the others. The priests are debarred from female society, nor is any woman permitted to enter the religious houses. They also abstain from eating certain kinds of food, more at some seasons of the year than others.

Among these temples there is one which far surpasses all the rest, whose grandeur of architectural details no human tongue is able to describe; for within its precincts, surrounded by a lofty wall, there is room enough for a town of five hundred families. Around the interior of the enclosure there are handsome edifices, containing large halls and corridors, in which the religious persons attached to the temple reside. There are fully forty towers, which are lofty and well built, the largest of which has fifty steps leading to its main body, and is higher than the tower of the principal tower of the church at Seville. The stone and wood of which they are constructed are so well wrought in every part, that nothing could be better done, for the interior of the chapels containing the idols consists of curious imagery, wrought in stone, with plaster ceilings, and wood-work carved in relief, and painted with figures of monsters and other objects. All these towers are the burial places of the nobles, and every chapel in them is dedicated to a particular idol, to which they pay their devotions.”

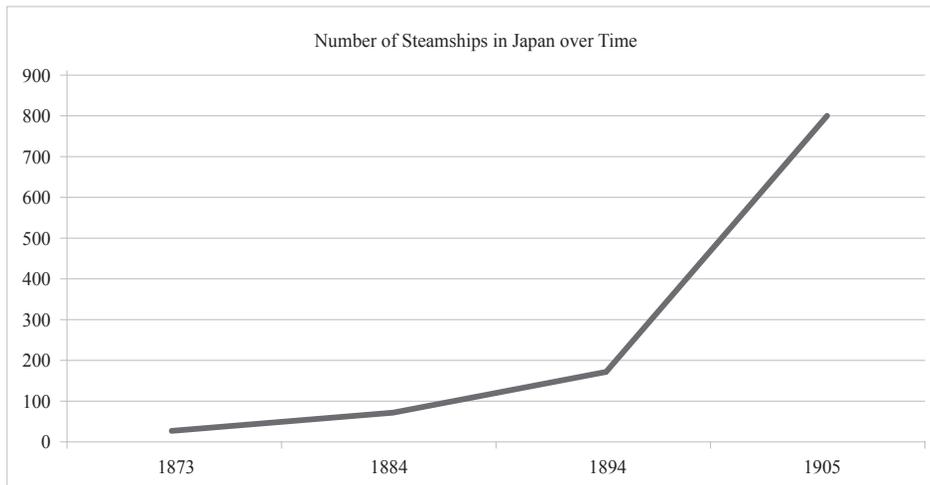
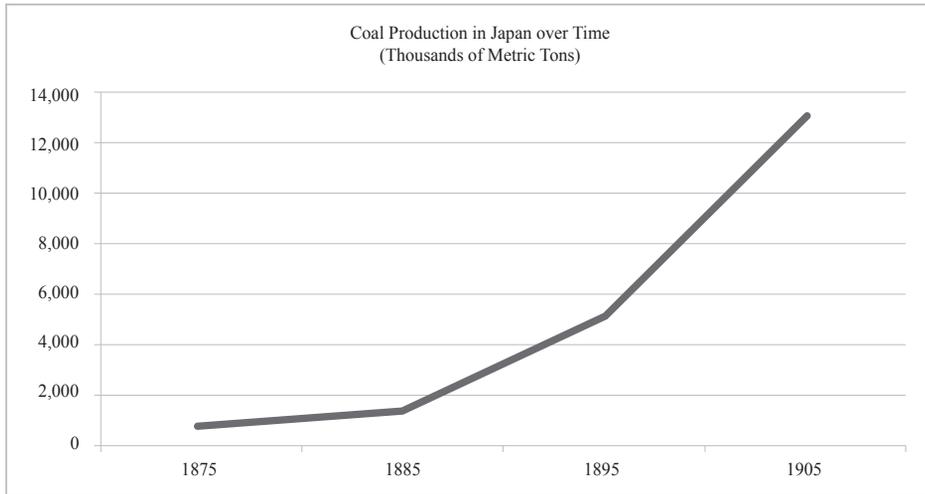
Hernando Cortés, *Second Letter to Charles V*, circa 1520

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21. Which of the following was an Aztec practice that took place at temples, such as that depicted in Source 1, and highly disturbed the Spanish conquistadors?
- (A) Human sacrifice
  - (B) Grain storage
  - (C) Burial rites
  - (D) Trade and commerce
22. Which of the following describes the primary motivation of the Spanish conquest of the Aztec empire?
- (A) A desire to convert native populations to European cultural practices
  - (B) A desire to establish trade networks in South America
  - (C) A desire to establish permanent agricultural lands
  - (D) A desire to acquire gold and spices
23. The description of Tenochtitlan’s temples in Source 2 indicates that which of the following was true of Aztec society in the sixteenth century?
- (A) It was outward-focused and relied upon networks of ocean trade.
  - (B) It was highly complex and contained large numbers of skilled artisans.
  - (C) It was egalitarian in its treatment of women.
  - (D) It had largely peaceful relations with neighboring civilizations.
24. Cortés’s numerous references to “idols” in Source 2 illustrates which of the following conflicts between the Spanish conquistadors and the peoples of the New World?
- (A) Spanish monotheism versus Aztec polytheism
  - (B) Spanish capitalism versus Aztec communalism
  - (C) Spanish authoritarianism versus Aztec ethnocentrism
  - (D) Spanish hedonism versus Aztec intellectualism

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Questions 25–29 refer to the two charts below.



25. Which of the following political eras in Japan best contextualizes the dramatic increases shown in the charts above?
- (A) The Tokugawa Shogunate
  - (B) The Heian Era
  - (C) The Meiji Restoration
  - (D) The Showa Era
26. As an effect of the increased industrialization shown in the charts above, which of the following occurred in Japan in the late nineteenth century?
- (A) The increased aggression of Japan toward the United States
  - (B) The weakening of Japanese imperial traditions
  - (C) The decrease in cultural creativity
  - (D) The abolition of the samurai warrior class

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27. Based on the charts and your knowledge of world history, how was industrialization in Japan different from industrialization in Europe?
- (A) Japan was more interested in producing different industrial goods than were the Europeans.
  - (B) Japan accomplished in a few decades what had taken Europe more than a century.
  - (C) Japan's political leadership was fiercely opposed to the wealthy new class of industrialists, unlike the leadership in Europe.
  - (D) Japan did not need to import raw materials, unlike Europe.
28. Which of the following was an effect of Japanese industrial and military strength on its relationship with its neighbors in the time period shown in the charts?
- (A) Japan defeated Russia in a war for control of Siberia.
  - (B) Japan defeated China in a war for control of Korea.
  - (C) Japan defeated France in a war for control of Indochina.
  - (D) Japan defeated Britain in a war for control over Burma.
29. Which of the following was a long-term effect of the rapid growth of Japanese shipbuilding capability illustrated in the second chart ("Number of Steamships in Japan over Time")?
- (A) Japan was able to develop a modern navy that could fight on equal footing with those of European nations and the United States.
  - (B) Japan was able to develop many new naval technologies that were unparalleled elsewhere in the world.
  - (C) Japan was able to successfully defend German territories in the Pacific during World War I.
  - (D) Japan was able to develop its civilian maritime interests as a means of demilitarization in the early twentieth century.

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Questions 30–31 refer to the two passages below.

**Source 1**

“In the days of a great struggle against a foreign enemy who has been endeavoring for three years to enslave our country, it pleased God to send Russia a further painful trial. Internal troubles threatened to have a fatal effect on the further progress of this obstinate war. The destinies of Russia, the honor of her heroic Army, the happiness of the people, and the whole future of our beloved country demand that the war should be conducted at all costs to a victorious end.

The cruel enemy is making his last efforts and the moment is near when our valiant Army, in concert with our glorious Allies, will finally overthrow the enemy. In these decisive days in the life of Russia we have thought that we owed to our people the close union and organization of all its forces for the realization of a rapid victory; for which reason, in agreement with the Imperial Duma, we have recognized that it is for the good of the country that we should abdicate the Crown of the Russian State and lay down the Supreme Power.”

Tsar Nicholas II, *Abdication*, March 15, 1917

**Source 2**

“History will not forgive revolutionaries for procrastinating when they could be victorious today (and they certainly will be victorious today), while they risk losing much tomorrow, in fact, they risk losing everything.

If we seize power today, we seize it not in opposition to the Soviets but on their behalf. The seizure of power is the business of the uprising; its political purpose will become clear after the seizure....

It would be an infinite crime on the part of the revolutionaries were they to let the chance slip, knowing that the salvation of the revolution, the offer of peace, the salvation of Petrograd, salvation from famine, the transfer of the land to the peasants depend upon them.

The government is tottering. It must be given the death-blow at all costs.”

Vladimir Illyich Lenin, *Call to Power*, October 24, 1917

30. Czar Nicholas II’s declaration of abdication in Source 1 is best understood in light of which of the following?
- (A) Economic prosperity that fostered dislike of the aristocracy
  - (B) Widespread dislike of Nicholas’s tolerance of political dissidents
  - (C) Large-scale military losses and resentment of the working classes
  - (D) Persecution of religious minorities
31. What was the principal philosophical underpinning of Lenin’s call to power in Source 2?
- (A) Capitalism
  - (B) Mercantilism
  - (C) Fascism
  - (D) Marxism

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Questions 32–33 refer to the image below.



*Burning of the Plaine du Cap* (1791) depicts a rebellion in Haiti.

32. Which of the following events represents the historical context for the rebellion pictured above?

- (A) The French Revolution
- (B) The Congress of Vienna
- (C) The Seven Years' War
- (D) The Bourbon Restoration

33. Haiti's independence grew out of which of the following?

- (A) A constitutional convention
- (B) Internal conflicts among the various cultural groups
- (C) A series of slave revolts
- (D) An uprising against Jean-Jacques Dessalines

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Questions 34–36 refer to the map below.



Trade map of Africa, circa fifteenth century C.E.

34. Who were the primary groups traversing the Sahara Desert to reach West Africa along the trade routes shown on the map?
- (A) Islamic traders  
 (B) European traders  
 (C) Chinese traders  
 (D) Mongol traders
35. What was one significant effect of the Indian Ocean trade shown on the east side of the map?
- (A) The emigration of large numbers of Africans to southern Asia  
 (B) The development of the Swahili language  
 (C) The conversion of most of the coastal parts of eastern Africa to Christianity  
 (D) The importation of gold from Arabia
36. What is the main reason that there were no significant trade routes in the central portion of the map?
- (A) The hostility of local tribes discouraged outsiders from entering.  
 (B) The central part of Africa has no significant resources.  
 (C) Linguistic barriers made trade difficult.  
 (D) The harshness of the terrain made travel practically impossible.

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Questions 37–38 refer to the passage below.

“The Romanists have, with great adroitness, drawn three walls round themselves, with which they have hitherto protected themselves, so that no one could reform them, whereby all Christendom has fallen terribly.

Firstly, if pressed by the temporal power, they have affirmed and maintained that the temporal power has no jurisdiction over them, but, on the contrary, that the spiritual power is above the temporal.

Secondly, if it were proposed to admonish them with the Scriptures, they objected that no one may interpret the Scriptures but the Pope.

Thirdly, if they are threatened with a council, they pretend that no one may call a council but the Pope...

...The second wall is even more tottering and weak: that they alone pretend to be considered masters of the Scriptures; although they learn nothing of them all their life. They assume authority, and juggle before us with impudent words, saying that the Pope cannot err in matters of faith, whether he be evil or good, albeit they cannot prove it by a single letter. That is why the canon law contains so many heretical and unchristian, nay unnatural, laws; but of these we need not speak now. For whereas they imagine the Holy Ghost never leaves them, however unlearned and wicked they may be, they grow bold enough to decree whatever they like. But were this true, where were the need and use of the Holy Scriptures? Let us burn them, and content ourselves with the unlearned gentlemen at Rome, in whom the Holy Ghost dwells, who, however, can dwell in pious souls only. If I had not read it, I could never have believed that the devil should have put forth such follies at Rome and find a following.”

Martin Luther, *Address to the Nobility of the German Nation*, 1520

37. When the author of the passage above discusses the “second wall,” to what is he referring?
- (A) The differing views of Catholics and Reformers on the appropriate definition of “Holy Ghost”
  - (B) The differing views of Catholics and Reformers on the appropriate use and interpretation of biblical texts
  - (C) The differing views of Catholics and Reformers on the appropriate theological belief about the divinity of Jesus
  - (D) The differing views of Catholics and Reformers on the appropriate method of baptism
38. How is the “temporal power” mentioned in the passage best understood contextually?
- (A) A clerical or ecclesiastical authority
  - (B) A legal or scholarly authority
  - (C) A state or secular authority
  - (D) A business or economic authority

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Questions 39–41 refer to the passage below.

“We are not Europeans; we are not Indians; we are but a mixed species of aborigines and Spaniards. Americans by birth and Europeans by law, we find ourselves engaged in a dual conflict: we are disputing with the natives for titles of ownership, and at the same time we are struggling to maintain ourselves in the country that gave us birth against the opposition of the invaders. Thus our position is most extraordinary and complicated. But there is more. As our role has always been strictly passive and political existence nil, we find that our quest for liberty is now even more difficult of accomplishment; for we, having been placed in a state lower than slavery, had been robbed not only of our freedom but also of the right to exercise an active domestic tyranny... We have been ruled more by deceit than by force, and we have been degraded more by vice than by superstition. Slavery is the daughter of darkness: an ignorant people is a blind instrument of its own destruction. Ambition and intrigue abuses the credulity and experience of men lacking all political, economic, and civic knowledge; they adopt pure illusion as reality; they take license for liberty, treachery for patriotism, and vengeance for justice. If a people, perverted by their training, succeed in achieving their liberty, they will soon lose it, for it would be of no avail to endeavor to explain to them that happiness consists in the practice of virtue; that the rule of law is more powerful than the rule of tyrants, because, as the laws are more inflexible, every one should submit to their beneficent austerity; that proper morals, and not force, are the bases of law; and that to practice justice is to practice liberty.”

Simón de Bolívar, *Message to the Congress of Angostura*, 1819

39. The passage is best understood in the context of which of the following political movements?
- (A) The fight for workers' rights in Central America
  - (B) The fight for independence in South America
  - (C) The fight for economic justice in the Caribbean
  - (D) The fight for political autonomy in the Philippines
40. The author of this text expresses a belief in which of the following as requirements for a properly functioning legal system?
- (A) Truth and religion
  - (B) Freedom and democracy
  - (C) Intelligence and order
  - (D) Morality and justice
41. Simón de Bolívar, the author of the passage, accomplished which of the following?
- (A) The first union of independent Latin American states
  - (B) The first military victory of the War of 1812
  - (C) The first military victory of the Spanish-American War
  - (D) The first political coup by someone of mixed-race descent

**GO ON TO THE NEXT PAGE.**

Questions 42–45 refer to the two passages below.

**Source 1**

“We, men and women, who hereby constitute ourselves as the National Organization for Women, believe that the time has come for a new movement toward true equality for all women in America, and toward a fully equal partnership of the sexes, as part of the world-wide revolution of human rights now taking place within and beyond our national borders.

The purpose of NOW is to take action to bring women into full participation in the mainstream of American society now, exercising all the privileges and responsibilities thereof in truly equal partnership with men.

We believe the time has come to move beyond the abstract argument, discussion and symposia over the status and special nature of women which has raged in America in recent years; the time has come to confront, with concrete action, the conditions that now prevent women from enjoying the equality of opportunity and freedom of which is their right, as individual Americans, and as human beings.”

National Organization for Women, *Statement of Purpose*, 1966

**Source 2**

“The long-term goal of Gay Liberation, which inevitably brings us into conflict with the institutionalized sexism of this society, is to rid society of the gender-role system which is at the root of our oppression. This can only be achieved by eliminating the social pressures on men and women to conform to narrowly defined gender roles. It is particularly important that children and young people be encouraged to develop their own talents and interests and to express their own individuality rather than act out stereotyped parts alien to their nature.

As we cannot carry out this revolutionary change alone, and as the abolition of gender roles is also a necessary condition of women’s liberation, we will work to form a strategic alliance with the women’s liberation movement, aiming to develop our ideas and our practice in close inter-relation. In order to build this alliance, the brothers in gay liberation will have to be prepared to sacrifice that degree of male chauvinism and male privilege that they still all possess.”

Gay Liberation Front, *Manifesto*, 1971

42. Source 2 endorses which of the following as the most important way to achieve the goals discussed in the passage?
- (A) Lessening the pressures of gender conformity  
 (B) Forming a strategic alliance with the women’s liberation movement  
 (C) Sacrificing chauvinism and privilege  
 (D) Encouraging youth to expand their individuality
43. Source 1 suggests that which of the following was true about the women’s movement in 1966?
- (A) It had succeeded in achieving all of its goals.  
 (B) It was ready for more abstract discussions.  
 (C) It was not a movement supported by men.  
 (D) It had not achieved full equality for all segments of society.
44. According to the text, the authors of Source 2 see which of the following as an obstacle to achieving gay liberation?
- (A) Rigid societal gender roles  
 (B) Conflicts with the women’s rights movement  
 (C) Societal privileging of some races over others  
 (D) Inequity in pay scales
45. Which of the following do both Source 1 AND Source 2 identify as obstacles to their aims?
- (A) The lack of concrete action  
 (B) Inequality between the sexes  
 (C) Male chauvinism and privilege  
 (D) New movements and alliances for equality

**GO ON TO THE NEXT PAGE.**

Questions 46–48 refer to the passage below.

“Instead of encouraging education for Arab girls in Algeria, the French administration has closed the schools that existed prior to the [1830] conquest, allowed conservative Muslim men to shut down those schools for girls that were established after the conquest, and thus the capital of Algeria has not had a single [academic] school for native girls for thirty-five years. When the rector of the Academy of Algiers, Monsieur Jeanmarie, opened a class where young Arab girls could receive education, these girls proved so prodigiously intelligent that the French became alarmed. The French said that these young girls when they graduate from school would no longer want to stay at home in seclusion.”

“Women and Algeria” by Parisian feminist Hubertine Auclert, published November 22, 1896 in *Le Radical*.

46. Which of the following historical backdrops gives context to Auclert’s commentary on women in Algeria?
- (A) Utopianism
  - (B) Communism
  - (C) Industrialism
  - (D) Colonialism
47. The conquest referenced in the passage above involved a conflict between France and which of the following entities?
- (A) The Mughal Empire
  - (B) The Safavid Empire
  - (C) The Ottoman Empire
  - (D) The Songhai Empire
48. Auclert suggests that which of the following was a fear held by French officials?
- (A) Education can lead a person to challenge an unjust system.
  - (B) Religious diversity would lead to instability.
  - (C) The French would interact with native girls.
  - (D) The Algerian education system was doomed for failure.

**GO ON TO THE NEXT PAGE.**

Questions 49–50 refer to the passage below.

“Workers, peasants, soldiers, youth, pupils!  
Oppressed and exploited compatriots!

The Communist Party of Indochina is founded. It is the party of the working class. It will help the proletarian class lead the revolution in order to struggle for all the oppressed and exploited people. From now on we must pin the Party, help it and follow it in order to implement the following slogans:

1. To overthrow French imperialism, feudalism, and the reactionary Vietnamese capitalist class.
2. To make Indochina completely independent.
3. To establish a worker-peasant and soldier government.
4. To confiscate the banks and other enterprises belonging to the imperialists and put them under the control of the worker-peasant and soldier government.
5. To confiscate all of the plantations and property belonging to the imperialists and the Vietnamese reactionary capitalist class and distribute them to poor peasants.”

[Ho Chi Minh. Selected Writings: 1920–1969. Hanoi: Foreign Languages Publishing House, 1977, 39–41. “Ho Chi Minh: Program for the Communists of Indochina (1930).” World History: The Modern Era, ABC-CLIO, 2019, worldhistory.abc-clio.com/Search/Display/354599. Accessed 2 Apr. 2019.]

Ho Chi Minh’s “Program for the Communists of Indochina” (1930)

49. Ideas similar to those expressed in the passage have directly contributed to the development of which of the following aspects of late twentieth-century decolonization movements?
- (A) A rise in pan-nationalism  
(B) An appeal to communism  
(C) The development of national congresses  
(D) The implementation of free market principles
50. Ho Chi Minh’s vision of Vietnam in the passage differs most strongly from the social structure of which of the following?
- (A) Cuba  
(B) South Korea  
(C) Laos  
(D) Romania

**GO ON TO THE NEXT PAGE.**

Questions 51–53 refer to the passage below.

“Upon this a question arises: whether it be better to be loved than feared or feared than loved? It may be answered that one should wish to be both, but, because it is difficult to unite them in one person, it is much safer to be feared than loved, when, of the two, either must be dispensed with. Because this is to be asserted in general of men, that they are ungrateful, fickle, false, cowardly, covetous, and as long as you succeed they are yours entirely; they will offer you their blood, property, life, and children, as is said above, when the need is far distant; but when it approaches they turn against you. And that prince who, relying entirely on their promises, has neglected other precautions, is ruined; because friendships that are obtained by payments, and not by greatness or nobility of mind, may indeed be earned, but they are not secured, and in time of need cannot be relied upon; and men have less scruple in offending one who is beloved than one who is feared, for love is preserved by the link of obligation which, owing to the baseness of men, is broken at every opportunity for their advantage; but fear preserves you by a dread of punishment which never fails.”

Niccolo Machiavelli, *The Prince*, circa 1513 C.E.

51. Which of the following best characterizes the author’s attitude in the passage?
- (A) Cynicism about the loyalty of a ruler’s subjects
  - (B) Optimism about the fair-mindedness of political leaders
  - (C) Criticism of the religious establishment
  - (D) Ambivalence about the future of his economic prospects
52. Machiavelli’s treatise is best understood in the context of which of the following?
- (A) A time of burgeoning economic prosperity among the lower classes of Italian society
  - (B) A time of increasing religious devotion among the elite Italian scholars
  - (C) A time of intense political conflict among warring Italian city-states and other factions
  - (D) A time of collegial cooperation between scholars and ecclesiastical authorities in Italy
53. The political philosophy espoused in the text above is different from those of the medieval period in which of the following ways?
- (A) It accepted the notion that monarchs were justified in asserting their authority.
  - (B) It was a pragmatic rather than an ethical or religious ideology.
  - (C) It stressed the importance of looking back to the classical past.
  - (D) It did not rely upon strong concepts of equality across class boundaries.

**GO ON TO THE NEXT PAGE.**

Questions 54–55 refer to the two passages below.

**Source 1**

“It is impossible to demand that an impossible position should be cleared up by peaceful revision and at the same time constantly reject peaceful revision. It is also impossible to say that he who undertakes to carry out these revisions for himself transgresses a law, since the Versailles “Diktat” is not law to us. A signature was forced out of us with pistols at our head and with the threat of hunger for millions of people. And then this document, with our signature, obtained by force, was proclaimed as a solemn law.”

Adolf Hitler, speech to the Reichstag, September 1, 1939

**Source 2**

“We shall not flag or fail. We shall go on to the end. We shall fight in France, we shall fight on the seas and the oceans, we shall fight with growing confidence and growing strength in the air, we shall defend our island, whatever the cost may be. We shall fight on the beaches, we shall fight on the landing grounds, we shall fight in the fields and in the streets, we shall fight in the hills; we shall never surrender.”

Winston Churchill, speech before Parliament, June 4, 1940

54. What is the historical background for Adolf Hitler’s condemnation of the Treaty of Versailles mentioned in Source 1?
- (A) Hitler’s belief that Poland’s territorial borders should not be violated
  - (B) A rising intolerance of ethnic and political minority groups
  - (C) A widespread belief in Germany that it had been unfairly treated at the end of World War I
  - (D) Hitler’s attempted collaboration with Italian leader Benito Mussolini
55. Winston Churchill’s speech in Source 2 is best understood in the context of which of the following?
- (A) British support for growing resistance movements in Eastern Europe
  - (B) British trade deals with American manufacturers of military hardware
  - (C) British appeasement of the Axis powers
  - (D) British fears about a possible invasion attempt by Nazi Germany

**GO ON TO THE NEXT PAGE.**

## WORLD HISTORY: MODERN

## SECTION I, Part B

Time—40 minutes

## 3 Questions

**Directions:** Answer all parts of Questions 1 and 2, and then choose to answer EITHER Question 3 or Question 4. Read each question carefully and write your responses on a separate sheet of paper.

Use complete sentences; an outline or bulleted list alone is not acceptable. On test day, you will be able to plan your answers in the exam booklet, but only your responses in the corresponding boxes on the free-response answer sheet will be scored.

1. Use the image below to answer all parts of the question that follows.

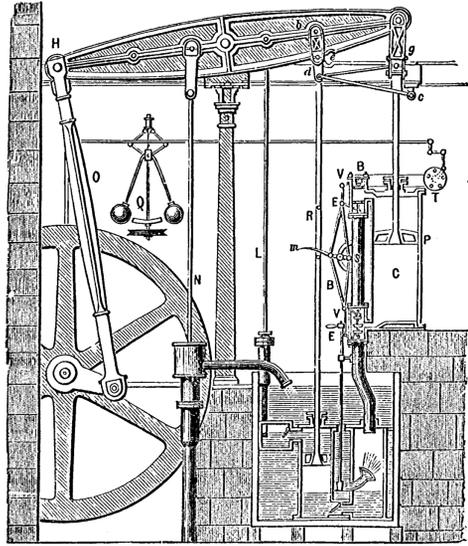


Illustration of James Watt's mechanical steam engine

- Identify TWO specific technological advances that benefited from the development of the Watt engine.
- Explain ONE specific long-term effect of the introduction of the Watt engine on each of the technological advances you identified in part (a).

**GO ON TO THE NEXT PAGE.**

2. Use the image below to answer all parts of the question that follows.



The above poster celebrates the tenth anniversary of the *Sputnik* launch in 1957, in which the Soviet Union successfully launched a satellite into space.

- a) Identify how the “space race” between the United States and the Soviet Union had its origins in the Cold War nuclear arms race.
- b) Using TWO specific examples, explain how the end of communism changed the relationship between the United States and the former Soviet Union.

GO ON TO THE NEXT PAGE.

Choose EITHER Question 3 OR Question 4.

**3. Use your knowledge of world history to answer all parts of the question that follows.**

- a) Explain TWO factors that led to the emergence of a Mongol Empire.
- b) Identify and explain TWO specific ways in which the Mongols assimilated into foreign cultures during the thirteenth and fourteenth centuries.

**GO ON TO THE NEXT PAGE.**

**4. Use the passage below to answer all parts of the question that follows.**

“The greatest improvement in the productive powers of labor, and the greater part of the skill, dexterity, and judgment with which it is anywhere directed, or applied, seem to have been the effects of the division of labor....To take an example, therefore, the trade of the pin-maker; a workman not educated to this business, nor acquainted with the use of the machinery employed in it, could scarce, perhaps, with his utmost industry, make one pin in a day, and certainly could not make twenty. But in the way in which this business is now carried on, not only the whole work is a peculiar trade, but it is divided into a number of branches, of which the greater part are likewise peculiar trades. One man draws out the wire, another straightens it, a third cuts it, a fourth points it, a fifth grinds it at the top for receiving, the head; to make the head requires two or three distinct operations; to put it on is a peculiar business, to whiten the pins is another; it is even a trade by itself to put them into the paper; and the important business of making a pin is, in this manner, divided into about eighteen distinct operations, which, in some factories, are all performed by distinct hands, though in others the same man will sometimes perform two or three of them.”

Adam Smith, *The Wealth of Nations*, 1776

- a) Identify and describe TWO specific historical examples from 1750 to the present day that illustrate the benefits of the division of labor as described in the text.
- b) Identify and describe ONE critique of Adam Smith’s view of labor.

**STOP**

END OF SECTION I

IF YOU FINISH BEFORE TIME IS CALLED, YOU MAY CHECK YOUR WORK ON THIS SECTION.  
DO NOT GO ON TO SECTION II UNTIL YOU ARE TOLD TO DO SO.

## The Exam

AP<sup>®</sup> World History: Modern Exam

## SECTION II: Free Response

**DO NOT OPEN THIS BOOKLET UNTIL YOU ARE TOLD TO DO SO.**

### At a Glance

**Total Time**

1 hour, 40 minutes

**Number of Questions**

2

**Writing Instrument**

Pen with black or dark blue ink

**Question 1 (DBQ):  
Mandatory**
**Suggested Reading and  
Writing Time**

60 minutes

**Percent of Total Score**

25%

**Question 2, 3, or 4 (Long  
Essay): Choose ONE  
Question**

Answer either Question 2, 3, or 4

**Suggested Time**

40 minutes

**Percent of Total Score**

15%

### Instructions

The questions for Section II are printed in the Questions and Documents booklet. You may use that booklet to organize your answers and for scratch work, but you must write your answers in this Section II: Free Response booklet. No credit will be given for any work written in the Questions and Documents booklet.

The proctor will announce the beginning and end of the reading period. You are advised to spend the 15-minute period reading the question and planning your answer to Question 1, the document-based question. If you have time, you may also read Questions 2, 3, and 4.

Section II of this exam requires answers in essay form. Write clearly and legibly. Circle the number of the question you are answering at the top of each page in this booklet. Begin each answer on a new page. Do not skip lines. Cross out any errors you make; crossed-out work will not be scored.

Manage your time carefully. The proctor will announce the suggested time for each part, but you may proceed freely from one part to the next. Go on to the long essay question if you finish Question 1 early. You may review your responses if you finish before the end of the exam is announced.

**After the exam, you must apply the label that corresponds to the long-essay question you answered—Question 2, 3, or 4. For example, if you answered Question 2, apply the label  . Failure to do so may delay your score.**

## WORLD HISTORY: MODERN

## SECTION II

Total Time—1 hour, 40 minutes

## Question 1 (Document-Based Question)

Suggested reading period: 15 minutes

Suggested writing time: 45 minutes

**Note:** You may begin writing your response before the reading period is over.

**Directions:** Question 1 is based on the accompanying documents. The documents have been edited for the purpose of this exercise.

In your response you should do the following.

- **Thesis/Claim:** Respond to the prompt with a historically defensible claim that establishes a line of reasoning.
- **Contextualization:** Describe a historical context relevant to the prompt.
- **Evidence:** Support an argument in response to the prompt using at least **six** documents. Use at least one additional piece of specific historical evidence (beyond that found in the documents) relevant to an argument about the prompt.
- **Analysis and Reasoning:** For at least **three** documents, explain how or why the document's point of view, purpose, historical situation, and/or audience is relevant to an argument. Demonstrate an understanding of the historical development that is the focus of the prompt, using evidence to support or modify an argument that addresses the question.

**GO ON TO THE NEXT PAGE.**

**Question 1:** Using the documents and your knowledge of world history, evaluate how governments and international organizations responded to the consequences of World War II after it ended in 1945.

**Document 1**

Source: Preamble to the Charter of the United Nations, 1945.

WE THE PEOPLES OF THE UNITED NATIONS DETERMINED

- to save succeeding generations from the scourge of war, which twice in our lifetime has brought untold sorrow to mankind, and
- to reaffirm faith in fundamental human rights, in the dignity and worth of the human person, in the equal rights of men and women and of nations large and small, and
- to establish conditions under which justice and respect for the obligations arising from treaties and other sources of international law can be maintained, and
- to promote social progress and better standards of life in larger freedom,

AND FOR THESE ENDS

- to practice tolerance and live together in peace with one another as good neighbours, and
- to unite our strength to maintain international peace and security, and
- to ensure, by the acceptance of principles and the institution of methods, that armed force shall not be used, save in the common interest, and
- to employ international machinery for the promotion of economic and social advancement of all peoples,

HAVE RESOLVED TO COMBINE OUR EFFORTS TO ACCOMPLISH THESE AIMS

Accordingly, our respective Governments, through representatives assembled in the city of San Francisco, who have exhibited their full powers found to be in good and due form, have agreed to the present Charter of the United Nations and do hereby establish an international organization to be known as the United Nations.

**GO ON TO THE NEXT PAGE.**

## Document 2

Source: Preamble to the Constitution of Japan, 1946.

We, the Japanese people, acting through our duly elected representatives in the National Diet, determined that we shall secure for ourselves and our posterity the fruits of peaceful cooperation with all nations and the blessings of liberty throughout this land, and resolved that never again shall we be visited with the horrors of war through the action of government, do proclaim that sovereign power resides with the people and do firmly establish this Constitution. Government is a sacred trust of the people, the authority for which is derived from the people, the powers of which are exercised by representatives of the people, and the benefits of which are enjoyed by the people. This is a universal principle of mankind upon which this Constitution is founded. We reject and revoke all constitutions, laws, ordinances, and rescripts in conflict herewith. We, the Japanese people, desire peace for all time and are deeply conscious of the high ideals controlling human relationship and we have determined to preserve our security and existence, trusting in the justice and faith of the peace-loving peoples of the world. We desire to occupy an honored place in an international society striving for the preservation of peace, and the banishment of tyranny and slavery, oppression and intolerance for all time from the earth. We recognize that all peoples of the world have the right to live in peace, free from fear and want. We believe that no nation is responsible to itself alone, but that laws of political morality are universal; and that obedience to such laws is incumbent upon all nations who would sustain their own sovereignty and justify their sovereign relationship with other nations. We, the Japanese people, pledge our national honor to accomplish these high ideals and purposes with all our resources.

## Document 3

Source: Preamble to the Constitution of India, 1949.

We, the people of India, having solemnly resolved to constitute India into a sovereign socialist secular democratic republic and to secure to all its citizens:

JUSTICE, social, economic and political;

LIBERTY of thought, expression, belief, faith and worship;

EQUALITY of status and of opportunity; and to promote among them all FRATERNITY assuring the dignity of the individual and the unity and integrity of the Nation;

In our constituent assembly this twenty-sixth day of November, 1949, do hereby adopt, enact, and give to ourselves this constitution.

**GO ON TO THE NEXT PAGE.**

## Document 4

Source: Preamble to the Constitution of France, 1958.

The French people hereby solemnly proclaim their dedication to the Rights of Man and the principle of national sovereignty as defined by the Declaration of 1789, reaffirmed and complemented by the Preamble to the 1946 Constitution.

By virtue of these principles and that of the free determination of peoples, the Republic offers to the Overseas Territories that express the will to adhere to them new institutions based on the common ideal of liberty, equality, and fraternity and conceived with a view to their democratic evolution.

## Document 5

Source: Vietnamese Declaration of Independence, 1945.

... for more than eighty years, the French imperialists, abusing the standard of Liberty, Equality, and Fraternity, have violated our Fatherland and oppressed our fellow citizens. They have acted contrary to the ideals of humanity and justice. In the field of politics, they have deprived our people of every democratic liberty...

For these reasons, we, members of the Provisional Government, representing the whole Vietnamese people, declare that from now on we break off all relations of a colonial character with France; we repeal all the international obligations that France has so far subscribed to on behalf of Vietnam and we abolish all the special rights the French have unlawfully acquired in our Fatherland. The whole Vietnamese people, animated by a common purpose, are determined to fight to the bitter end against any attempt by the French colonialists to reconquer their country. We are convinced that the Allied nations, which at Tehran and San Francisco have acknowledged the principles of self-determination and equality of nations, will not refuse to acknowledge the independence of Vietnam. A people who have courageously opposed French domination for more than eight years, a people who have fought side by side with the Allies against the Fascists during these last years, such a people must be free and independent. For these reasons, we, members of the Provisional Government of the Democratic Republic of Vietnam, solemnly declare to the world that Vietnam has the right to be a free and independent country—and in fact is so already. The entire Vietnamese people are determined to mobilize all their physical and mental strength, to sacrifice their lives and property in order to safeguard their independence and liberty.

**GO ON TO THE NEXT PAGE.**

## Document 6

Source: Universal Declaration of Human Rights, 1948.

**Article 1.**

All human beings are born free and equal in dignity and rights. They are endowed with reason and conscience and should act towards one another in a spirit of brotherhood.

**Article 2.**

Everyone is entitled to all the rights and freedoms set forth in this Declaration, without distinction of any kind, such as race, colour, sex, language, religion, political or other opinion, national or social origin, property, birth or other status. Furthermore, no distinction shall be made on the basis of the political, jurisdictional or international status of the country or territory to which a person belongs, whether it be independent, trust, non-self-governing or under any other limitation of sovereignty.

**Article 3.**

Everyone has the right to life, liberty and security of person.

**Article 4.**

No one shall be held in slavery or servitude; slavery and the slave trade shall be prohibited in all their forms.

**Article 5.**

No one shall be subjected to torture or to cruel, inhuman or degrading treatment or punishment.

**Article 6.**

Everyone has the right to recognition everywhere as a person before the law.

## Document 7

Source: Final Report to the Secretary of the Army on the Nuremberg War Crimes Trials United States, 1949.

The documents and testimony of the Nuremberg record can be of the greatest value in showing the Germans the truth about the recent past, quite apart from the judgments and sentences pronounced on individual defendants. The judgments, and the principles of law on which they were based, must obviously be considered in a world setting, and not in a purely German context. There is little chance that the judgments and principles of Nuremberg will be of much benefit in Germany if they fail to win more than lip-service in the world at large.

**GO ON TO THE NEXT PAGE.**

**Question 2, Question 3, or Question 4 (Long-Essay Question)****Suggested writing time: 40 minutes****Directions:** Choose ONE of EITHER Question 2, 3, or 4.

In your response you should do the following.

- **Thesis/Claim:** Respond to the prompt with a historically defensible thesis/claim that establishes a line of reasoning.
- **Contextualization:** Describe a broader historical context relevant to the prompt.
- **Evidence:** Support an argument in response to the prompt using specific and relevant examples of evidence.
- **Analysis and Reasoning:** Demonstrate an understanding of the historical development that is the focus of the prompt, using evidence to support or modify an argument that addresses the question.

**Question 2:** Evaluate the extent to which the arrival of Islam can be considered a pivotal point in the history of the Indian subcontinent. In the development of your argument, consider what changed and what stayed the same after Islam’s arrival in India.

**Question 3:** Evaluate the extent to which the split between the Roman Catholic and Protestant churches in the sixteenth century can be considered a pivotal point in the history of Christianity. In the development of your argument, consider what changed and what stayed the same after this split within Christianity.

**Question 4:** Compare and contrast the effectiveness of two anti-colonial movements in the late nineteenth and twentieth centuries. In the development of your argument, explain what was similar about the effectiveness of the two movements and what was different.

**STOP**  
**END OF EXAMINATION**

Completely darken bubbles with a No. 2 pencil. If you make a mistake, be sure to erase mark completely. Erase all stray marks.

1. YOUR NAME: \_\_\_\_\_ M.I. \_\_\_\_\_  
(Print) Last First

SIGNATURE: \_\_\_\_\_ DATE: \_\_\_\_/\_\_\_\_/\_\_\_\_

HOME ADDRESS: \_\_\_\_\_  
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City State Zip Code

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5. YOUR NAME

First 4 letters of last name				FIRST INIT	MID INIT
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B	B	B	B	B	B
C	C	C	C	C	C
D	D	D	D	D	D
E	E	E	E	E	E
F	F	F	F	F	F
G	G	G	G	G	G
H	H	H	H	H	H
I	I	I	I	I	I
J	J	J	J	J	J
K	K	K	K	K	K
L	L	L	L	L	L
M	M	M	M	M	M
N	N	N	N	N	N
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R	R	R	R	R	R
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V	V	V	V	V	V
W	W	W	W	W	W
X	X	X	X	X	X
Y	Y	Y	Y	Y	Y
Z	Z	Z	Z	Z	Z

IMPORTANT: Please fill in these boxes exactly as shown on the back cover of your test book.

2. TEST FORM \_\_\_\_\_

3. TEST CODE			4. REGISTRATION NUMBER										
0	A	J	0	0	0	0	0	0	0	0	0	0	0
1	B	K	1	1	1	1	1	1	1	1	1	1	1
2	C	L	2	2	2	2	2	2	2	2	2	2	2
3	D	M	3	3	3	3	3	3	3	3	3	3	3
4	E	N	4	4	4	4	4	4	4	4	4	4	4
5	F	O	5	5	5	5	5	5	5	5	5	5	5
6	G	P	6	6	6	6	6	6	6	6	6	6	6
7	H	Q	7	7	7	7	7	7	7	7	7	7	7
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6. DATE OF BIRTH

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JAN				
FEB	0	0	0	0
MAR	1	1	1	1
APR	2	2	2	2
MAY	3	3	3	3
JUN		4	4	4
JUL		5	5	5
AUG		6	6	6
SEP		7	7	7
OCT		8	8	8
NOV		9	9	9
DEC				

7. GENDER

MALE

FEMALE



1. (A) (B) (C) (D)	→	19. (A) (B) (C) (D)	→	37. (A) (B) (C) (D)	→	55. (A) (B) (C) (D)
2. (A) (B) (C) (D)		20. (A) (B) (C) (D)		38. (A) (B) (C) (D)		
3. (A) (B) (C) (D)		21. (A) (B) (C) (D)		39. (A) (B) (C) (D)		
4. (A) (B) (C) (D)		22. (A) (B) (C) (D)		40. (A) (B) (C) (D)		
5. (A) (B) (C) (D)		23. (A) (B) (C) (D)		41. (A) (B) (C) (D)		
6. (A) (B) (C) (D)		24. (A) (B) (C) (D)		42. (A) (B) (C) (D)		
7. (A) (B) (C) (D)		25. (A) (B) (C) (D)		43. (A) (B) (C) (D)		
8. (A) (B) (C) (D)		26. (A) (B) (C) (D)		44. (A) (B) (C) (D)		
9. (A) (B) (C) (D)		27. (A) (B) (C) (D)		45. (A) (B) (C) (D)		
10. (A) (B) (C) (D)		28. (A) (B) (C) (D)		46. (A) (B) (C) (D)		
11. (A) (B) (C) (D)		29. (A) (B) (C) (D)		47. (A) (B) (C) (D)		
12. (A) (B) (C) (D)		30. (A) (B) (C) (D)		48. (A) (B) (C) (D)		
13. (A) (B) (C) (D)		31. (A) (B) (C) (D)		49. (A) (B) (C) (D)		
14. (A) (B) (C) (D)		32. (A) (B) (C) (D)		50. (A) (B) (C) (D)		
15. (A) (B) (C) (D)		33. (A) (B) (C) (D)		51. (A) (B) (C) (D)		
16. (A) (B) (C) (D)		34. (A) (B) (C) (D)		52. (A) (B) (C) (D)		
17. (A) (B) (C) (D)		35. (A) (B) (C) (D)		53. (A) (B) (C) (D)		
18. (A) (B) (C) (D)		36. (A) (B) (C) (D)		54. (A) (B) (C) (D)		