



Practice Test 3

The Exam

AP[®] 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.

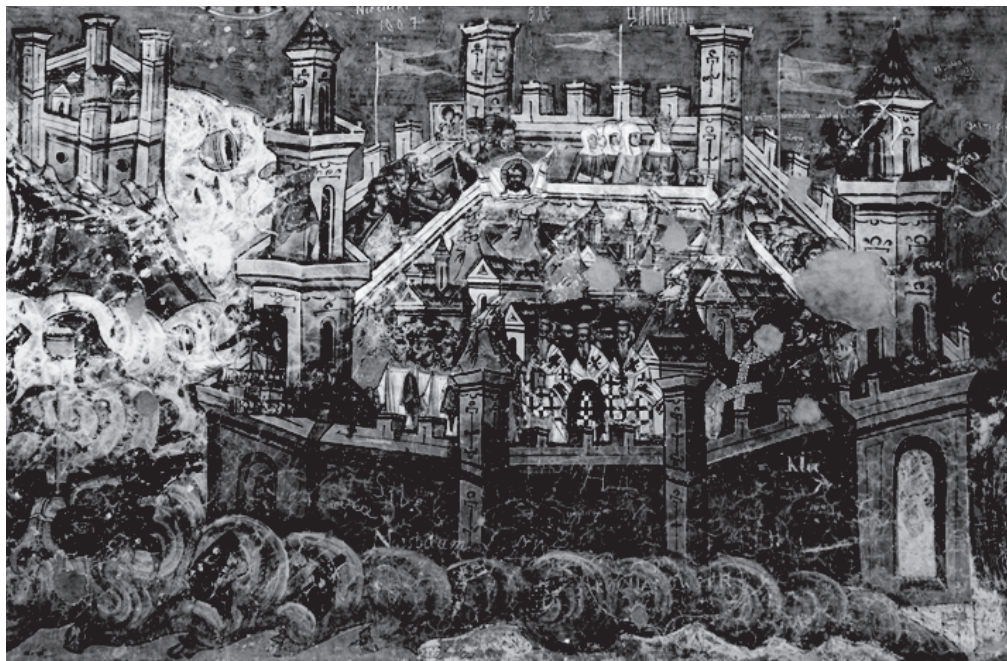
“For these were a people who emerged from the confines of China, and attacked the cities of Turkistan, like Kashghar and Balisaghun, and thence advanced on the cities of Transoxiana, such as Samarqand, Bukhara and the like, taking possession of them, and treating their inhabitants in such wise as we shall mention; and of them one division then passed on into Khurasan, until they had made an end of taking possession, and destroying, and slaying, and plundering, and thence passing on . . . even to the limits of Iraq, whence they marched on the towns of Adharbayjan and Arraniyya, destroying them and slaying most of their inhabitants, of whom none escaped save a small remnant; and all this in less than a year; this is a thing whereof the like hath not been heard.”

Muslim historian ibn al-Athir’s description of invasions of Islamic territories (c. 1230)

- The invaders described by the historian went on to create which of the following Chinese dynasties?
 - Song
 - Yuan
 - Ming
 - Qing
- The passage can best be used as evidence for which of the following trends that took place during the thirteenth century?
 - Widespread cultural diffusion through military expansion
 - A use of violence to suppress religious expression
 - The disruption of trade networks
 - The rise of the Gunpowder Empires
- Which of the following additional pieces of information would be most directly useful in assessing the extent to which the developments reflected in the passage represented a long-term threat to Islamic culture?
 - Information on the administrative policies of Islamic empires
 - Information on military strategies used by Islamic empires to fend off attacks
 - Information on the specific practices of Islamic culture
 - Information on changes in the number of practitioners of Islam from the thirteenth through twentieth centuries

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Questions 4–7 refer to the image below.



[Ilona Budzbon/iStockphoto.com *Siege of Constantinople, 1453*. World at War: Understanding Conflict and Society, ABC-CLIO, 2019]

Sixteenth-century Byzantine fresco that portrays the invasion of Constantinople by the Turks

4. The image best illustrates which of the following trends in the period circa 1450–1750?
 - (A) The disruption of communication between the Islamic world and Europe
 - (B) The dominance of Islamic empires due to the use of gunpowder
 - (C) The inability for Islam to spread into the continent of Europe
 - (D) The decline of Christendom
5. Which of the following was a consequence of the event portrayed in the image?
 - (A) Orthodox Christianity ceased to exist in Europe.
 - (B) The artistic and architectural legacy of the Byzantines was largely lost.
 - (C) Moscow became Orthodox Christianity's most prominent city.
 - (D) Muslims and Orthodox Christians shared control of the city of Constantinople.
6. Which of the following best describes why Constantinople was a desirable city to control?
 - (A) The city stood at the crossroads of Europe and Asia, which offered both economic and military benefits.
 - (B) As the center of Christianity, the city held enormous influence throughout all of Europe.
 - (C) Its Mediterranean location gave it trade access to Northern Africa and the Middle East.
 - (D) Constantinople had long been viewed as the primary center of the Indian Ocean trade network.
7. Which of the following best describes the policy the Turks had towards non-Islamic religious groups within the Ottoman Empire?
 - (A) Non-Muslims were immediately subjected to formal conversions.
 - (B) Religious tolerance was practiced as a way to keep regional groups under Ottoman control unlikely to rebel.
 - (C) Religious groups were each given small positions in the civil service as a way to seek diverse sources of wisdom.
 - (D) Minority groups, such as Christians and Jews, were initially permitted to practice their religions, but were later persecuted.

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Questions 8–11 refer to the passage below

“At the beginning of the new year the rulers of each village came to Cuzco, bringing their quipus, which told how many births there had been during the year, and how many deaths. In this way the Inca and the governors knew which of the Indians were poor, the women who had been widowed, whether they were able to pay their taxes, and how many men they could count on in the event of war, and many other things they considered highly important. The Incas took care to see that justice was meted out, so much so that nobody ventured to commit a felony or theft. This was to deal with thieves, rapists, or conspirators against the Inca.”

Pedro de Cieza de Leon’s *Chronicles of the Incas* (1540)

8. A historian researching the governmental structure of the Inca would most likely find this passage useful as a source of information about which of the following?
- (A) Population changes among the Inca civilization
 - (B) The most common crimes experienced by the Incan people
 - (C) The intricate bureaucracy of the Inca
 - (D) How the government punishes serious crime
9. The author’s mention of the *quipus* refers to which of the following technologies?
- (A) A threaded device used for counting
 - (B) A medical device used during childbirth
 - (C) A religious item that was used for honoring rulers
 - (D) A mathematical innovation that was used primarily for calculating taxes
10. Inca women were not excluded from the labor force as they were in other parts of the world because agricultural labor in South America was made more difficult by which of the following environmental constraints?
- (A) A lack of beasts of burden
 - (B) No reliable water access
 - (C) Mountainous terrain
 - (D) Limited precipitation
11. The author’s reference to military preparedness best reflects which of the following characteristics of the Inca Empire?
- (A) Its development of military technologies, such as gunpowder
 - (B) Its vulnerability to invasions
 - (C) Its priority of land expansion
 - (D) Its lack of a systematic theology

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Questions 12–15 refer to the passage below

“To the Merchants, Clothiers and all such as wish well to the Staple Manufactory of this Nation.
The Humble ADDRESS and PETITION of Thousands, who labour in the Cloth Manufactory.

SHEWETH, That the Scribbling-Machines have thrown thousands of your petitioners out of employ, whereby they are brought into great distress, and are not able to procure a maintenance for their families, and deprived them of the opportunity of bringing up their children to labour: We have therefore to request, that prejudice and self-interest may be laid aside, and that you may pay that attention to the following facts, which the nature of the case requires.

The number of Scribbling-Machines extending about seventeen miles south-west of LEEDS, exceed all belief, being no less than one hundred and seventy! and as each machine will do as much work in twelve hours, as ten men can in that time do by hand, (speaking within bounds) and they working night-and day, one machine will do as much work in one day as would otherwise employ twenty men.”

1786 petition by the Leeds (England) Woolen Workers

12. This petition is best understood in the context of which of the following?
- (A) England’s change from an agricultural economy to a manufacturing economy
 - (B) England’s transfer of political power from the crown to the parliament
 - (C) The European era of revolutions
 - (D) England’s rapid automation of labor
13. Which of the following was a consequence of the technology targeted in this petition?
- (A) The election of Marxist politicians to parliament
 - (B) The loss of Great Britain’s strong economic standing in the world
 - (C) An expansion of job opportunities for the British working class
 - (D) The eradication of the domestic system
14. According to the author of the petition, why might the Scribbling-Machines have “deprived them of the opportunity of bringing up their children to labour”?
- (A) The loss of job opportunities meant that English workers would choose to have fewer children.
 - (B) Unhappy with the ineffective trade unions, workers decided to shift their careers away from manual labor.
 - (C) Children cannot do the same work as their parents if that work is obsolete.
 - (D) The machine’s technology necessitated laws that prohibited child labor.
15. A historian would most likely use this passage to illustrate which of the following?
- (A) The effects that the early part of the Industrial Revolution had on the textile industry
 - (B) The benefits that automation had on English society
 - (C) Reasons that the British Parliament began to investigate child labor
 - (D) The unwavering support workers showed toward the merchants and clothiers

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Questions 16–19 refer to the passage below.

“The Chinese are all infidels: they worship images, and burn their dead just like the [Hindus]. The King of China is a Tartar, and one of the descendants of [Ghenghis] Khan...In all the Chinese provinces, there is a town for the [Muslims], and in this they reside. They also have cells, colleges, and mosques, and are made much of by the Kings of China...

When we approached this city [of Hangzhou] we were met by its judge, the [elders] of Islamism, and the great merchants. The [Muslims] are exceedingly numerous here. This whole city is surrounded by a wall: each of the six [districts of Hangzhou] is also surrounded by a wall. In the first reside the guards, with their commander. I was told that, in the muster-rolls, these amount to twelve thousand...In the second division are the Jews, Christians, and the Turks who worship the sun: these are numerous, their number is not known: and theirs is the most beautiful city. Their streets are well disposed, and their great men are exceedingly wealthy. There are in the city a great number of [Muslims], with some of whom I resided for fifteen days; and was treated most [honorably]...”

Ibn Battuta, *Voyages*, 1332–1346 C.E.

16. The observations expressed in the passage are best seen as evidence for which of the following in Yuan China?
- (A) Policies of religious toleration
 - (B) Instatement of foreigners as provincial administrators
 - (C) Mongol assimilation into Chinese culture
 - (D) Military pressures from internal unrest
17. Which of the following conclusions about the period 600 C.E.–1450 C.E. is most directly supported by the passage?
- (A) Long-distance contact between civilizations stagnated.
 - (B) New religious traditions overturned prior lasting religious beliefs.
 - (C) The empires of steppe nomads united trade links across Eurasia.
 - (D) Technological developments spread across trade routes.
18. Which of the following changes to Chinese policies regarding trade occurred under the Ming Dynasty of China?
- (A) The Chinese government restricted foreign merchants to specific sites in the coastal cities.
 - (B) The Chinese government monopolized the production and sale of key resources, such as salt and iron.
 - (C) The Chinese government endorsed Chinese merchants to conduct trade missions abroad.
 - (D) The Chinese government abandoned Confucian principles to allow merchants a greater participation in local government.
19. Compared to the observations expressed in the passage, Mongol administration of its Russian domains in the period 600 C.E. to 1450 C.E. differed in that it
- (A) was only tolerant of Orthodox Christianity, while the Mongol administration in China favored many religious traditions
 - (B) relied heavily on tribute from the Russian principalities, while the Mongol administration in China emulated a centralized Chinese bureaucratic state
 - (C) was viewed favorably by its subjects, while the Mongol administration in China encountered immense domestic unrest
 - (D) stimulated Russian export of trade goods to China, while the Mongol administration in China intentionally curtailed Chinese economic activity

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Questions 20–23 refer to the passages below.

“...Whereas a certain controversy exists between the said lords, their constituents, as to what lands, of all those discovered in the ocean sea up to the present day, the date of this treaty, pertain to each one of the said parts respectively; therefore, for the sake of peace and concord, and for the preservation of the relationship and love of the said King of Portugal for the said King and Queen of [Spain]...their said representatives, acting in their name...covenanted and agreed that a boundary or straight line be determined and drawn north and south, from pole to pole, on the said ocean sea, from the Arctic to the Antarctic pole.

And all lands, both islands and mainlands...discovered...on the eastern side of the said bound... shall belong to, and remain in the possession of, and pertain forever to, the said King of Portugal and his successors. And all other lands, both islands and mainlands...discovered...on the western side of the said bound...shall belong to, and remain in the possession of, and pertain forever to, the said King and Queen of [Spain] and to their successors.”

Treaty of Tordesillas between Spain and Portugal, 1494

20. This treaty is best understood in the context of which of the following?
- (A) The Dark Ages
 - (B) The Age of Exploration
 - (C) The Enlightenment
 - (D) The Industrial Revolution
21. The “western side of the said bound” refers to which geographic region?
- (A) The Americas
 - (B) Africa
 - (C) East Asia
 - (D) The Indian subcontinent
22. The purpose of this treaty is to do which of the following?
- (A) Establish mutually beneficial trade practices
 - (B) Bring about an end to a centuries-long state of war
 - (C) Create a military alliance
 - (D) Avoid potential conflict between two nation-states
23. Based on the passage and your knowledge of world history, the treaty most strongly influenced which of the following developments?
- (A) Nationalism
 - (B) Humanism
 - (C) Colonialism
 - (D) Social Darwinism

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Questions 24–27 refer to the passage below.

“The question as to who, and what, is responsible for African underdevelopment can be answered at two levels. Firstly, the answer is that the operation of the imperialist system bears major responsibility for African economic retardation by draining African wealth and by making it impossible to develop more rapidly the resources of the continent. Secondly, one has to deal with those who manipulate the system and those who are either agents or unwitting accomplices of the said system. The capitalists of Western Europe were the ones who actively extended their exploitation from inside Europe to cover the whole of Africa.”

Walter Rodney, historian, *How Europe Underdeveloped Africa*, 1974

24. Rodney’s argument in the passage is most likely a response to which of the following developments of the period 1450 to 1750 C.E.?
- (A) The colonization of the interior of Africa by European powers
 - (B) The expansion of the African diaspora to the New World
 - (C) The spread of Christianity into Sub-Saharan Africa
 - (D) The importation of New World products into Africa
25. Which of the following would best support the author’s assertion that Western European capitalists were responsible for African underdevelopment?
- (A) The aggressive expansion of the slave trade to provide labor for Caribbean sugar plantations
 - (B) The continuous sale of enslaved Africans by Arabian merchants into the Mediterranean market
 - (C) The establishment of Cape Colony by the Dutch East India Company
 - (D) The growth of trade links between Europe and Ethiopia
26. Based on your knowledge of world history, which of the following contributed LEAST to Europe’s ability to penetrate Africa in the period 1750 to 1900 C.E.?
- (A) The invention of the machine gun
 - (B) The invention of vaccines for tropical diseases
 - (C) The development of the joint-stock company
 - (D) The invention of steam-powered ships
27. Which of the following best explains the importance of trading contacts with Europeans for Sub-Saharan Africans in the period 1450 to 1750 C.E.?
- (A) Sub-Saharan Africans relied on European merchants to sustain population growth through the constant importation of New World foodstuffs.
 - (B) Sub-Saharan Africans consolidated new states and kingdoms by trading with the Europeans for firearms.
 - (C) Sub-Saharan Africans depended on European merchants as the sole purchasers of slaves.
 - (D) Sub-Saharan Africans allied with European powers to evict Muslim and Arab merchant princes from encroaching on their sovereignty.

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Questions 28–30 refer to the map below.

Plan of the City of Batavia, Capital of the Dutch East India Company on the Island of Java, 1667 C.E.

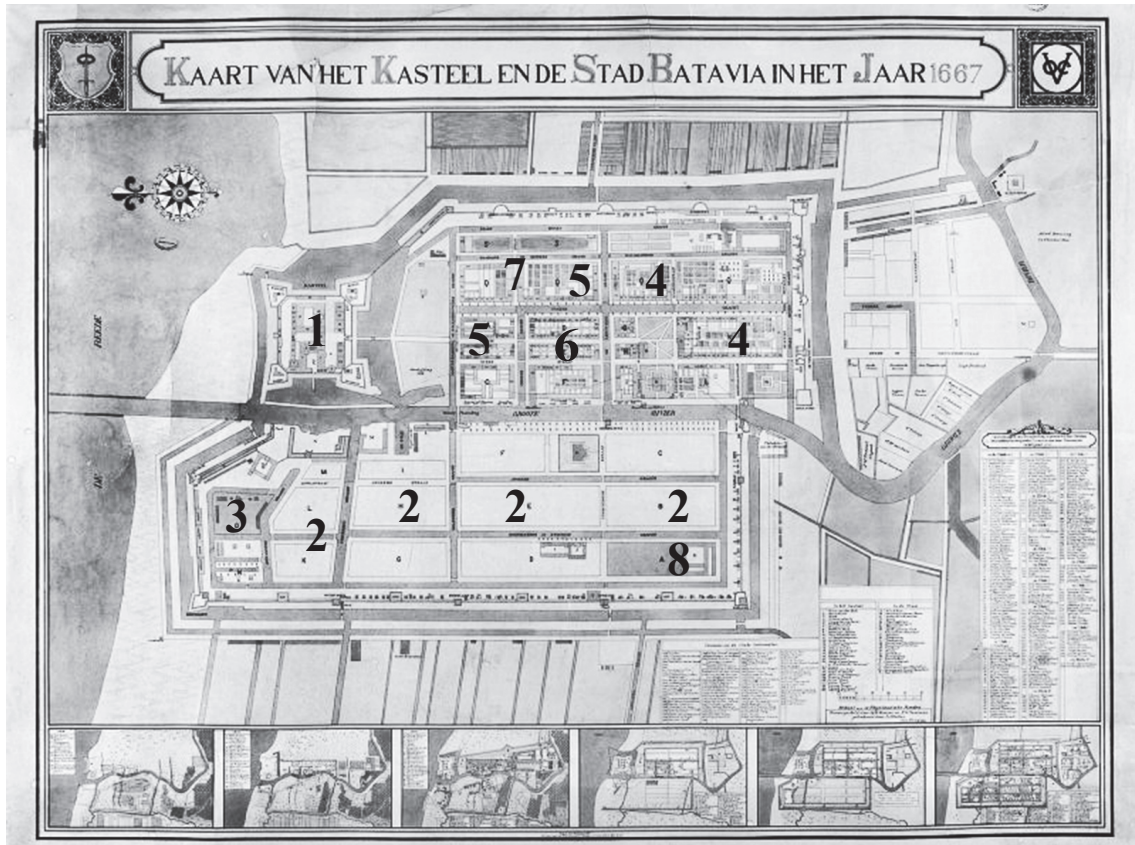


Image courtesy of Tropenmuseum, part of the National Museum of World Cultures

Legend

- | | |
|---|----------------------|
| 1. Fort | 4. Marketplace |
| 2. Residence Blocks | 5. Muslim Mosque |
| 3. Dutch East India
Company Administration
Building | 6. Calvinist Chapel |
| | 7. Buddhist Stupa |
| | 8. Garrison Barracks |

28. Based on the map and your knowledge of world history, which of the following likely encouraged the development of the city of Batavia?
- (A) The presence of Muslims and Buddhists on the island of Java brought Dutch missionaries to convert them to Calvinism.
- (B) The natural harbor provided ample room for shipyards and docks.
- (C) The Dutch East India Company evaluated the site of the city to be an easily defended outpost in Indonesia.
- (D) The city produced an ample supply of spices.
29. The layout of the city as shown in the map most clearly demonstrates which of the following developments of the time period?
- (A) European trade companies developed urban centers in areas in which they traded frequently.
- (B) Populations rose on account of the spread of New World crops.
- (C) New sanitation techniques were implemented in urban centers to protect against disease.
- (D) Cities served as sites of manufacture and production of trade goods.

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30. The variety of places of worship shown on the map of Batavia was most likely the result of which of the following broader processes from 600 to 1450 C.E.?
- (A) The split in the Muslim world following the usurpation of the Caliphate from the Umayyads by the Abassids
 - (B) The spread of religions along heavily frequented trade routes
 - (C) The Crusades and the spread of Christian influence into traditionally Muslim lands
 - (D) The successful invasion of Java by the Mongolians

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Questions 31–35 refer to the passage below.

“The quicksilver mines of Huancavelica are where the poor Indians are so harshly punished, where they are tortured and so many Indians die; it is there that the noble caciques [headmen] of this kingdom are finished off and tortured. The same is true in all the other mines: the silver mines of Potosi [and others]. . . . The owners and stewards of the mines, whether Spaniards, mestizos, or Indians, are such tyrants, with no fear of God or Justice, because they are not audited and are not inspected twice a year. . . .

And they are not paid for the labor of traveling to and from the mines or for the time they spend at the mines. The Indians, under the pretext of mining chores, are made to spend their workdays herding cattle and conveying goods; they are sent off to the plains, and the Indians die. These Indians are not paid for their labor, and their work is kept hidden.

And [the mine owners] keep Indian cooking women in their residences; they use cooking as a pretext for taking concubines. . . . And they oblige the Indians to accept corn or meat or chicha [corn beer]. . . at their own expense, and they deduct the price from their labor and their workdays. In this way, the Indians end up very poor and deep in debt, and they have no way to pay their tribute.

There is no remedy for all this, because any [colonial official] who enters comes to an agreement with the mine owners, and all the owners join forces in bribing him. . . . Even the protector of the Indians is useless; . . . he [does not] warn Your Majesty or your royal Audiencia [court] about the harms done to the poor Indians.”

Excerpt from *The First New Chronicle and Good Government* [abridged], by Felipe Guaman Poma de Ayala. Selected, translated, and annotated by David Frye. Copyright 2006 Hackett Publishing Company. Reprinted with permission from the publisher.

Felipe Guaman Poma de Ayala, *The First New Chronicle and Good Government*, circa 1610

31. The views expressed in the passage are best seen as evidence for which of the following in the society of Spanish South America?
- (A) The formal adoption of debt slavery as a means to clear debts
 - (B) The absence of corruption among elites
 - (C) The king’s lack of interest in the welfare of Native American subjects
 - (D) The imposition of social stratification based on origin of birth
32. Which of the following conclusions about the period 1450–1750 C.E. is most directly supported by the passage?
- (A) The population of the Americas declined.
 - (B) Silver flows from the Americas went principally to Europe and Asia.
 - (C) The religious traditions and social customs of the New World were dramatically altered by the arrival of Europeans.
 - (D) Inter-marriage between Spanish colonists and natives led to equality between the races.
33. Compared to the practices in the excerpt, English treatment of the natives in the New World differed in that they
- (A) viewed the natives as true equals as they settled the Americas
 - (B) were confused by the natives’ lack of a notion of land ownership
 - (C) widely did not condone intermingling with the natives
 - (D) used the natives exclusively for harvesting cash crops, like tobacco and cotton
34. Which of the following changes to the Spanish policies towards Native Americans occurred on account of the practices described in the passage?
- (A) The replacement of native laborers in the mines with an almost exclusively African slave workforce
 - (B) The foundation of viceroalties to allow for more effective royal administration of native relations
 - (C) The promulgation of royal decrees insisting on more humane treatment of the natives
 - (D) The enfranchisement of all natives by local Spanish elites in the colonies
35. The production of the mines mentioned in the passage most directly contributed to which of the following in the period 1450–1750 C.E.?
- (A) The prosecution of a variety of wars by the Spanish Hapsburgs across the world
 - (B) The development of a vibrant merchant class in Spain
 - (C) A decrease in patronage of religious activities by the monarchs of Spain
 - (D) A decrease in the frequency of voyages of exploration undertaken by the Spanish

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Questions 36–39 refer to the two passages below.

Source 1

“The Sovereign Congress of Venezuela, to which authority the people of the Republic of the New Granada have voluntarily stood by.

Considering:

1. That united in a single Republic, the provinces of Venezuela and the New Granada have all proportions and ways to elevate themselves to a higher grade of power and prosperity.
2. That constituted in separate republics, for any more stronger the ties that these have united them, so far from taking advantages of so many advantages, they would hardly consolidate and make respect their sovereignty.
3. That these truths, highly penetrated by superior talented men and of an enlightened patriotism, had moved the governments of both republics to convene in a reunion that the vicissitudes of wars decreed and decree the following fundamental Law of the Republic of Colombia:

ARTICLE 1. The Republics of Venezuela and New Granada are from this day on united in a single one under the glorious title of Republic of Colombia...

ARTICLE 4. The Executive Power of the Republic will be vested on the President and in case of his defect a Vice President and his replacement will be appointed interimly by the acting Congress.”

Fundamental Law Establishing Gran Colombia, passed by the Congress of Angostura convened by Simón Bolívar, 1819

Source 2

“IN THE NAME OF THE HOLY TRINITY.

TITLE 1 - Of the Empire of Brazil, its Territories, Government, dynasty, and Religion.

Art. 1. The EMPIRE of Brazil is the political association for all Brazilian citizens. These will form a free and independent nation, and will not form any other union or federation, which may cause it to lose its own Independence.

Art. 2. Its territory is divided into provinces in the form in which it currently finds itself; these may be subdivided, as is required for the good of the state.

Art. 3. Its government is a Hereditary Monarchy, constitutional, and Representative.

Art. 4. The prevailing dynasty is that of the Lord Dom Pedro I, the sitting Emperor and Perpetual Defender of Brazil.

Art. 5. The Catholic Apostolic Roman Religion will continue to be the religion of the Empire. Followers of all other religions are allowed to worship within their households, or particular houses for that intent, so long as there is nothing indicating this on the exterior of the Temple.”

Constitution of the Empire of Brazil, March 25, 1824

36. Taken together, the two sources best illustrate which of the following aspects of political philosophy in the period circa 1750–1900 C.E.?
- (A) Constitutions around the world decreed representative governments for their citizens.
 - (B) Monarchs exerted a great deal of influence in their nations’ governments.
 - (C) Military dictatorships often supplanted democratic governments.
 - (D) Industrialization propelled societies to demand more social obligations from their governments.
37. Which of the following is most directly responsible for the creation of these constitutions?
- (A) Nationalist movements advocating pan-Americanism
 - (B) Revolts organized by provincial elites in Latin American nations
 - (C) Aboriginal natives gathering the support of provincials to create constitutions
 - (D) Colonial powers preparing their colonies for independence

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38. Which of the following would most undermine the expectations expressed in Article 1 of Source 1?
- (A) Intervention by the United States and European powers in the independence of Latin American countries
 - (B) Nationalism in Latin America pressing for stronger unity between the former Spanish colonies of South America
 - (C) Slave rebellions fragmenting newly independent Latin American states
 - (D) Sectionalism of elites in the various territories of newly independent Latin American states
39. Which of the following inferences about religion in the period 1750–1900 c.e. is supported by Source 2?
- (A) Religious uniformity was expected of the citizens of most states in the period.
 - (B) Religious toleration gained acceptance with the laws of most states in the period.
 - (C) Religious authority was the basis of the divine right of monarchs to rule their states in the period.
 - (D) Religious influence on the populations of states declined due to scientific advancements.

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Questions 40–43 refer to the passage below.

“MAHATMA GANDHI’S MESSAGE”

REMAIN NON-VIOLENT

The following message was sent by Mahatma Gandhi from Waltair:—

Maulana Mohamed AH was arrested at Waltair under sections 107 and 108 to be called upon to give security, to be of good behaviour for one year. The place and date of trial is unknown.

The Begum Saheba and Mr. Hayat were permitted to see him after arrest.

He and I were going to address a meeting outside the station. He was arrested. I continued going to the meeting and addressed them. There is no cause for sorrow, but every cause for congratulation. There should be no hartal. Perfect peace and calmness should be observed. I regard the arrest as a prelude to Swaraj and the redress of the Khilafat and the Punjab wrongs, if we can remain non-violent. Retain Hindu-Muslim Unity despite the madness of some Moplahs, and fulfil the Swadeshi programme.

I hope every Indian, man or woman, will completely boycott foreign cloth and take up spinning or weaving during every spare minute.

By striving like the Maulana, be insistent on religious and national rights.

Let us earn imprisonment. I am conscious of the Maulana’s innocence and I am sure the imprisonment of the innocent will enable the nation to reach the cherished goal.”

Mohandas Gandhi, *The Pilgrims’ March*, 1921

40. The boycott mentioned in the fifth paragraph is best understood in the context of which of the following historical developments?
- (A) Indian protectionism from the importation of large quantities of foreign manufactured goods
 (B) Indian efforts towards self-rule and independence
 (C) Indian labor’s collectivization and agitation for better working conditions
 (D) Indian efforts to maintain a non-aligned status during the Cold War
41. The instructions indicated in the fourth paragraph to remain nonviolent most likely inspired which of the following historical developments?
- (A) The Zionist movement that created the modern state of Israel
 (B) The independence movements that freed the states of southeast Asia from colonial rule
 (C) The civil rights movements that changed the legal status of minorities in the United States
 (D) The communist movement that changed the government of Cuba
42. Which of the following historical developments from the period 1450–1750 C.E. most inspired the instructions indicated in the fifth paragraph to boycott foreign cloth?
- (A) The conquest of India by rival Muslim empires
 (B) The development of joint-stock companies
 (C) The importation of food crops from the New World
 (D) The African slave trade
43. Which of the following historical developments most assisted the ultimate success of the boycott mentioned in the fifth paragraph?
- (A) Pressure on colonial powers by the Soviet Union to retreat from their colonies
 (B) The Great Depression that started in 1929
 (C) The decolonization process already underway in Africa
 (D) World War II

GO ON TO THE NEXT PAGE.

Questions 44–47 refer to the passage below.

“To slacken the tempo would mean falling behind. And those who fall behind get beaten. But we do not want to be beaten. No, we refuse to be beaten! One feature of the history of old Russia was the continual beatings she suffered because of her backwardness. She was beaten by the Mongol khans. She was beaten by the Turkish beys. She was beaten by the Swedish feudal lords. She was beaten by the Polish and Lithuanian gentry. She was beaten by the British and French capitalists. She was beaten by the Japanese barons. All beat her—because of her backwardness, because of her military backwardness, cultural backwardness, political backwardness, industrial backwardness, agricultural backwardness. They beat her because it was profitable and could be done with impunity. You remember the words of the pre-revolutionary poet: ‘You are poor and abundant, mighty and impotent, Mother Russia.’ Those gentlemen were quite familiar with the verses of the old poet. They beat her, saying: ‘You are abundant,’ so one can enrich oneself at your expense. They beat her, saying: ‘You are poor and impotent,’ so you can be beaten and plundered with impunity. Such is the law of the exploiters—to beat the backward and the weak. It is the jungle law of capitalism. You are backward, you are weak—therefore you are wrong; hence you can be beaten and enslaved. You are mighty—therefore you are right; hence we must be wary of you.

That is why we must no longer lag behind.”

Joseph Stalin, speech delivered at the first All-Union Conference of Leading Personnel of Socialist Industry, February 4, 1931

44. The speech as a whole is best understood in the context of which of the following historical developments?
- (A) Stalin’s drive to motivate Soviet industry for the Winter War with Finland
 - (B) Stalin’s push to make the Soviet Union a nuclear nation
 - (C) Stalin’s implementation of Five-Year Plans for the Soviet economy
 - (D) Stalin’s purges of dissidents and other political prisoners
45. The reference to the “continual beatings” most directly supports which of the following decisions in later Soviet foreign policy?
- (A) The invasion of Afghanistan
 - (B) The creation of the Warsaw Pact
 - (C) The imposition of the Brezhnev Doctrine against anti-Soviet protesters in Europe
 - (D) The declaration of war against Japan at the end of World War II
46. Stalin’s efforts to advance Russia as justified by his mention of the “continual beatings” were vindicated by which of the following historical events?
- (A) The Space Race with the United States
 - (B) The Polish-Soviet War in the early 1920s
 - (C) The Western intervention in the Russian Civil War
 - (D) The German invasion of Russia in 1941
47. Based on the passage and your knowledge of world history, Stalin’s speech is most strongly influenced by which of the following?
- (A) Appeasement
 - (B) Fascism
 - (C) Communism
 - (D) Secret treaties

GO ON TO THE NEXT PAGE.

Questions 48–51 refer to the table below.

**Gross Domestic Product (Total Economic Output)
of Japan from Selected Years**

Year	GDP (million yen)	GDP per capita
1934	17,422	255
1937	19,949	282
1940	22,848	312
1942	23,445	322
1944	22,538	303
1946	13,083	173
1955	25,399	282

48. Which of the following best explains the changes illustrated in the table from 1937 to 1942?
- (A) Government spending on wars waged against China and the Western Allies
 - (B) Military takeover of the civilian government
 - (C) The conquest of Manchuria
 - (D) Embargos and other sanctions imposed by the United States
49. Which of the following best explains the changes illustrated in the table from 1942 to 1946?
- (A) The destruction of Japanese industrial assets during wartime
 - (B) Trade with other Japanese-affiliated states in the Pacific
 - (C) Nationwide strikes and protests
 - (D) Greater use of forced labor
50. Which of the following best explains the changes illustrated in the table after 1946?
- (A) The reintroduction of constitutional democracy
 - (B) The presence of American troops in Japan and the Korean War
 - (C) Greater interference in Japanese politics by communist agents
 - (D) Economic investment in newly independent Asian nations
51. What conclusion would be best supported by the data presented in the table?
- (A) The Japanese economy expanded only between 1934 and 1955.
 - (B) The average economic output of the Japanese population returned to 1937 levels by 1955.
 - (C) Wartime only stimulated the Japanese economy.
 - (D) The Japanese government's war goals were to secure resources in Asia to sustain economic expansion.

GO ON TO THE NEXT PAGE.

Questions 52–55 refer to the passage below.

“Article 1

The Parties undertake, as set forth in the Charter of the United Nations, to settle any international dispute in which they may be involved by peaceful means in such a manner that international peace and security and justice are not endangered, and to refrain in their international relations from the threat or use of force in any manner inconsistent with the purposes of the United Nations.

Article 2

The Parties will contribute toward the further development of peaceful and friendly international relations by strengthening their free institutions, by bringing about a better understanding of the principles upon which these institutions are founded, and by promoting conditions of stability and well-being. They will seek to eliminate conflict in their international economic policies and will encourage economic collaboration between any or all of them.

Article 3

In order more effectively to achieve the objectives of this Treaty, the Parties, separately and jointly, by means of continuous and effective self-help and mutual aid, will maintain and develop their individual and collective capacity to resist armed attack...

Article 5

The Parties agree that an armed attack against one or more of them in Europe or North America shall be considered an attack against them all and consequently they agree that, if such an armed attack occurs, each of them, in exercise of the right of individual or collective self-defence recognised by Article 51 of the Charter of the United Nations, will assist the Party or Parties so attacked by taking forthwith, individually and in concert with the other Parties, such action as it deems necessary, including the use of armed force, to restore and maintain the security of the North Atlantic area.”

North Atlantic Treaty, April 4, 1949

52. The treaty is most clearly an example of which of the following?
- (A) A reduction of barriers to trade across international borders
 - (B) A secret treaty to maintain the balance of power in Europe
 - (C) Reconstruction efforts to rebuild Europe after World War II
 - (D) A response to aggression from outside of Western Europe
53. Based on the treaty, the United Nations mentioned in the first paragraph is an example of which of the following?
- (A) An organization dedicated to asserting an ideological tenet over the world
 - (B) An organization opposed to the use of force between nations in any situation
 - (C) An organization dedicated to providing avenues of arbitration of disputes for the nations of the world
 - (D) An organization dedicated to expanding free trade across international borders
54. Which of the following best explains why the North Atlantic Treaty was signed by its participating countries?
- (A) Because of new enfranchisement laws, citizens demanded their countries join in alliance with other nations.
 - (B) The threat from opposing states was sufficient enough to join in alliance for the sake of protection.
 - (C) The opportunity to retake colonies lost after World War II could be acted on only through military alliance with other countries.
 - (D) A monopoly on nuclear warfare capabilities compelled nations to join the alliance out of fear.
55. The North Atlantic Treaty in the passage above most clearly supports which of the following concepts?
- (A) Capitalism
 - (B) Collective defense
 - (C) Mutually assured destruction
 - (D) Communism

GO ON TO THE NEXT PAGE.

WORLD HISTORY: MODERN

SECTION I, Part B

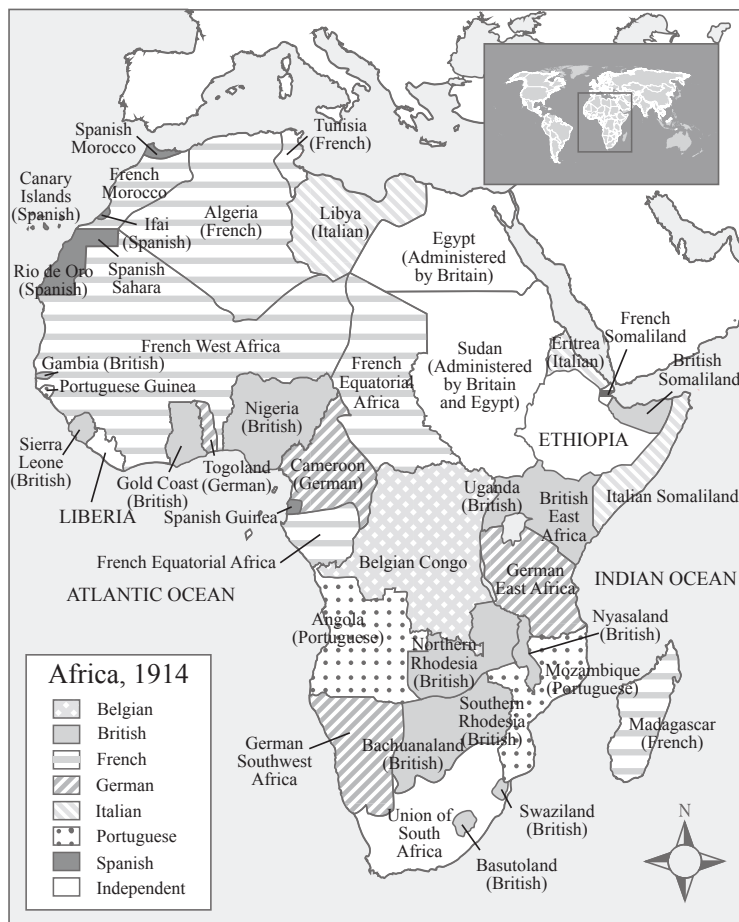
Time—40 minutes

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 map below to answer all parts of the question that follows.



- Identify and explain TWO factors in the period 1750–1900 c.e. that enabled European powers to carve up almost the entirety of Africa by 1914.
- Identify and explain ONE reason European powers colonized only the coast of Africa during the period 1450–1750 c.e.

GO ON TO THE NEXT PAGE.

2. Answer all parts of the question that follows.

- a) Identify and explain TWO ways in which governments consolidated their power during the period 1750–1900 C.E. Use specific examples from one or more states or empires.
- b) Identify and explain TWO ways in which the consolidation of power during the period 1750–1900 C.E. was challenged.

GO ON TO THE NEXT PAGE.

Choose EITHER Question 3 OR Question 4.

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



Shen Du, *Tribute Giraffe with Attendant*, 1414 C.E.

This piece of art was commissioned by the Yongle Emperor of the Ming Dynasty to commemorate a giraffe given as tribute to him in the same year by the king of Bengal, an East Indian kingdom centered on modern Bangladesh.

- a) Identify and explain ONE factor that caused the king of Bengal to pay tribute to the Yongle Emperor.
- b) Identify and explain ONE way in which the king of Bengal most likely acquired a giraffe to pay as tribute to the Yongle Emperor.

GO ON TO THE NEXT PAGE.

4. Use the two passages below to answer all parts of the question that follows.

Source 1

“The Westernization of Russia under Peter the Great was a fundamental shift of Russian society, transferring its focus away from the east and towards the west. In so doing, he achieved a complete transformation of Russian society, transforming it from a largely agricultural land of powerful aristocrats into an industrial society with a powerful king at the helm of state and loyal, Western oriented nobles to support his rule.”

Source 2

“Peter the Great’s Russia, at his passing in 1725, was fundamentally no different a society than it was when Peter took the throne. Peter rightly saw that Russia’s existential threats were in the west and south, and no longer in the east, and they required a more advanced army and a more powerful Tsar than Russia had ever had before. Once his reforms were complete, Russia enjoyed an army the rival of its neighbors, but the success of his reforms can be called into question as the Romanov dynasty was pushed to extinction almost two centuries later.”

- a) Identify and explain ONE piece of historical evidence that would support Source 1’s evaluation of the success of Peter the Great’s reforms.
- b) Identify and explain ONE piece of historical evidence that would support Source 2’s evaluation of the success of Peter the Great’s reforms.
- c) From the two evaluations above, select the one that, in your opinion, is more accurate to the true success of Peter the Great’s reforms of Russia. Briefly explain your choice using additional evidence beyond that used to answer (a) or (b).

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.

AP[®] 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 **2. 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 following documents and your knowledge of world history, analyze the roles and perceptions of women in the Chinese and Vietnamese revolutions of the twentieth century.

Document 1

Source: He Zhen, wife of the anti-Manchu leader Liu Shipei, 1908.¹

...those of us who are women suffer untold bitterness and untold wrongs in order to get hold of this rice bowl. My fellow women: do not hate men! Hate that you do not have food to eat. Why don't you have any food? It is because you don't have any money to buy food. Why don't you have any money? It is because the rich have stolen our property...

There is now a kind of person who says that if women only had a profession, they would not fear starvation. Middle-class families, for example, are sending their daughters to school....Then if they get married they can become teachers. They won't need to rely on men in order to survive. Likewise, families that are very poor are sending their daughters and daughters-in-law to work in factories....However, as I see it schools too are owned and operated by certain people, and if you teach in a school, then you are depending on those people in order to eat. Factories too are built by investors, and if you work in a factory, you are depending on its owners in order to eat....

I have a good idea that will exempt you from relying on others while still finding food naturally. How? By practicing communism. Think of all the things in the world. They were either produced by nature or by individual labor. Why can rich people buy them but poor people cannot? It is because the world trades with money....If every single woman understands that nothing is more evil than money, and they all unite together to cooperate with men to utterly overthrow the rich and powerful and then abolish money, then absolutely nothing will be allowed for individuals to own privately.

¹ Excerpt from *Sources of Chinese Tradition: From 1600 Through the Twentieth Century*, compiled by Wm. Theodore de Bary and Richard Lufrano, 2nd ed., vol. 2 (New York: Columbia University Press, 2000), 389–392. © 2000 Columbia University Press.

GO ON TO THE NEXT PAGE.

Document 2

Source: Sharon L. Sievers, “Women in China, Japan, and North Korea,” 1988.¹

The following quotations are taken from Vietnamese and Chinese revolutionary writings and interviews with women involved in revolutionary movements in each country. They express the women’s goals, their struggle to be taken seriously in the uncharacteristic political roles they had assumed, and some of the many ways women found self-respect and redress for their grievances as a result of the changes wrought by the spread of the new social order.

“Women must first of all be masters of themselves. They must strive to become skilled workers...and, at the same time, they must strictly observe family planning. Another major question is the responsibility of husbands to help their wives look after children and other housework.”

“We intellectuals had had little contact with the peasants and when we first walked through the village in our Chinese gowns or skirts the people would just stare at us and talk behind our backs. When the village head beat gongs to call out the women to the meeting we were holding for them, only men and old women came, but no young ones. Later we found out that the landlords and rich peasants had spread slanders among the masses saying ‘They are a pack of wild women. Their words are not for young brides to hear.’”

“Brave wives and daughters-in-law, untrammelled by the presence of their menfolk, could voice their own bitterness, encourage their poor sisters to do likewise, and thus eventually bring to the village-wide gatherings the strength of ‘half of China’ as the more enlightened women, very much in earnest, like to call themselves. By ‘speaking pains to recall pains,’ the women found that they had as many if not more grievances than the men, and that given a chance to speak in public, they were as good at it as their fathers and husbands.”

“In Chingstun the work team found a woman whose husband thought her ugly and wanted to divorce her. She was very depressed until she learned that under the Draft Law [of the Communist party] she could have her own share of land. Then she cheered up immediately. ‘If he divorces me, never mind,’ she said. ‘I’ll get my share and the children will get theirs. We can live a good life without him.’”

¹ Excerpt from Sievers, Sharon L. “Women in China, Japan, and Korea,” in *Restoring Women to History: Teaching Packets for Integrating Women’s History into Courses on Africa, Asia, Latin America, the Caribbean, and the Middle East*, edited by Cheryl Johnson-Odim and Margaret Strobel (Bloomington, IN: Organization of American Historians, 1988).

GO ON TO THE NEXT PAGE.

Document 3

Source: Florence Ayscough, *Chinese Women: Yesterday and Today*, 1938.

TRADITIONAL WOMEN

“To be unassuming, to yield; to be respectful, to revere, to think first of other people afterwards herself, if she performs a kind action, to make no mention thereof, if she commits a find, to make no denial; to endure reproach, treasure reproof, to behave with veneration and right fear; such demeanor is described as exemplify humility and adaptability....

To lie down to sleep when it is late, to be at work, early, from dawn till dark not to shirk puffing forth strength, to bend the mind to domestic affairs, nor to evade such, be they troublesome or easy, to accomplish that which must be done, to be orderly, to systematize the way of conduct; such behavior is said to be absorption in diligent too....

To be sedate in manner, of upright purpose, to serve her lord her husband; to keep herself pure, composed, not being given to misplaced jest or laughter; free from pollution, reverently to arrange the wine and food to be placed before tablets of progenitors, ancestors, the oblations of dead forefathers....

Nothing equals in importance the imperative duty of obedience! If the mother-in-law say, ‘It is not so’ and it be so, assuredly, it is right to obey her order. If the mother-in-law say, ‘It is so’ even if it not be so, nevertheless, act in accordance with the command. Do not think of opposing, or of discussing what is, what is not; do not struggle to divide the crooked from the straight. This is what is called the imperative duty of obedience. The ancient book *Nu Hsien-Patterns for Woman* states: ‘A wife is like the shadow from high sunlight, the echo following sound.’

MODERN WOMEN

“...You’d better think it over and choose some other job. Driving tractors is no work for a slip of a girl like you.’

The man in charge of registration for the tractor-drivers’ training class had clearly made up his mind that I was unsuitable. I felt angry because it seemed unjust that he should try and turn me down without even a trial.

‘Let me take the entrance examination anyway,’ I said. ‘If I fail, I shall have nothing more to say.’

I passed the examination. In the six years that followed I achieved my ambition of becoming a tractor-driver, worked for a while as instructor to a women’s tractor-drivers team, and became the vice-director of the Shuangchiao State Farm near Peking. That is still my work today.”

GO ON TO THE NEXT PAGE.

Document 4

Source: Huy Oánh, “Produce and Prepare to Fight the War” (*SẢN XUẤT VÀ SẴN SÀNG CHIẾN ĐẤU*), Vietnam, 1966.



Image reprinted courtesy of The British Library

Document 5

Source: Phan Boi Chau, Vietnamese nationalist leader, “The New Vietnam,” 1907.

With regard to education, that of the military and women is the most important...

Women will become good mothers, loving wives, knowledgeable in literature and poetry, well trained in commerce; they are also expert educators of our children and efficient assistants to our soldiers. A good mother will have nice children; she will be a virtuous wife to a perfect husband. Moreover in politics women will possess many rights. Only with education will one know how to neglect one’s private interests in order to take care of the public good, so as to make one’s country accumulate its riches and increase its strength. A country that has no patriotic women is bound to be subjugated by another country...In all matters related to finance, in industrial schools...in trading outlets, in banks...it is best to employ well-educated women. They will strive to serve the country as much as men. Their pride and dignity will be equal to men’s...Every woman in the country should of course endeavor to become a good mother, a virtuous wife, but also a talented woman...Women shall not be inferior to men. That’s the aim of women’s education.

GO ON TO THE NEXT PAGE.

Document 6

Source: Communist political pamphlet, 1930.

Oh, unhappy patriots, let us struggle alongside our men. Let us destroy the French capitalists, the mandarins, in order to establish a social government that will give us freedom, equality, and happiness...Let us work and act energetically in order to achieve the Revolution, to obtain equality, between men and women.

Document 7

Source: Statement by Le Duan, Vietnamese communist party politician, speech at the Vietnamese Women's Fourth Congress, 1974.

The Viet Nam Fatherland owes its heroic sons and daughters to the contributions of heroic, undaunted, faithful and responsible mothers. For many centuries, the Vietnamese mothers have handed down to us the mettle of the Trung Sisters and Lady Trieu, the tradition of industrious labour and love of country and of home. We can rightly be proud of our Vietnamese mothers.

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 Opium Wars of the nineteenth century can be considered a turning point in world history. In the development of your argument, explain what changed and what stayed the same from the period before the Opium Wars to the period after the Opium Wars.

Question 3: Evaluate the extent to which the development of joint-stock companies in the sixteenth century C.E. can be considered a turning point in world history. In the development of your argument, explain what changed and what stayed the same from the period before the development of joint-stock companies in the sixteenth century C.E. to the period after the development of joint-stock companies in the sixteenth century C.E.

Question 4: Evaluate the extent to which the emergence of the Industrial Revolution in the nineteenth century C.E. can be considered a turning point in world history. In the development of your argument, explain what changed and what stayed the same from the period before the emergence of the Industrial Revolution in the nineteenth century C.E. to the period after the emergence of Industrial Revolution in the nineteenth century C.E.

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: _____
(Print) Number and Street

City State Zip Code

PHONE NO.: _____

5. YOUR NAME

First 4 letters of last name				FIRST INIT	MID INIT
A	A	A	A	A	A
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
O	O	O	O	O	O
P	P	P	P	P	P
Q	Q	Q	Q	Q	Q
R	R	R	R	R	R
S	S	S	S	S	S
T	T	T	T	T	T
U	U	U	U	U	U
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
8	I	R	8	8	8	8	8	8	8	8	8	8	8
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6. DATE OF BIRTH

Month	Day		Year	
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)		
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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)		