



## Practice Test 4

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

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(Print) Last First M.I.

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

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

PHONE NO.: \_\_\_\_\_

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

2. TEST FORM

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7. GENDER

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FEMALE



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## 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 1–2 refer to the passage below.**

At Buda I made my first acquaintance with the Janissaries; this is the name by which the Turks call the infantry of the royal guard. The Turkish state has 12,000 of these troops when the corps is at its full strength. They are scattered through every part of the empire, either to garrison the forts against the enemy, or to protect the Christians and Jews from the violence of the mob. There is no district with any considerable amount of population, no borough or city, which has not a detachment of Janissaries to protect the Christians, Jews, and other helpless people from outrage and wrong.

[Forster, C. T., and F. H. B. Daniel, eds. *The Life and Letters of Ogier Ghiselin de Busbecq*, vol. I. London: Kegan Paul, 1881.

“Ogier Ghiselin De Busbecq: on Ottoman Soldiers (Ca. 1554).” *World History: Ancient and Medieval Eras*, ABC-CLIO, 2019.]

Flemish ambassador Ogier Ghiselin de Busbecq’s description of Ottoman soldiers (c. 1554)

- The Janissaries mentioned in the passage are best understood as which of the following?
  - An informal group of citizen soldiers who volunteered to serve on an as-needed basis
  - Mercenaries for hire that created instability within the Ottoman Empire
  - A standing military that overthrew the sultan
  - An elite army that had historical origins as enslaved Christians
- A historian would most likely use this passage in the treaty to illustrate which of the following?
  - How the Turkish military compared to foreign militaries
  - The violence deployed toward Christians and Jews by the Ottoman government
  - The aftereffects of the Ottoman conquest of Hungary
  - The methods used for training Janissaries

**GO ON TO THE NEXT PAGE.**

Questions 3–6 refer to the passage below.

“Many of those slaves we transport from Guinea to America are prepossessed with the opinion, that they are carried like sheep to the slaughter, and that the Europeans are fond of their flesh; which notion so far prevails with some, as to make them fall into a deep melancholy and despair, and to refuse all sustenance, tho’ never so much compelled and even beaten to oblige them to take some nourishment: notwithstanding all which, they will starve to death; whereof I have had several instances in my own slaves both aboard and at Guadalupe.”

[John Barbot, “Some Memoirs of the Life of Job, the Son of Solomon,” in Thomas Astley and John Churchill, eds., *Collection of Voyages and Travels* (London, 1732).

Firsthand account of John Barbot, an agent for the French Royal African Company (1732)

3. Barbot’s account is best understood in the context of which of the following?
  - (A) The colonization of South America
  - (B) The development of North African trade networks
  - (C) The dominance of French colonial holdings in the Americas
  - (D) The transatlantic exchange of people, crops, animals, goods, and technology
4. The need for human labor during the Age of Exploration was most directly a consequence of which of the following?
  - (A) The difficulty of growing crops in the Americas
  - (B) The lack of automated industrial technology
  - (C) The introduction of sugar crops to the New World
  - (D) The discovery of gold deposits in the Americas
5. Which of the following was an important continuity underlying the interaction described in the passage?
  - (A) The use of violence to create and maintain European colonies
  - (B) Widespread opposition to the slave trade
  - (C) The mutually beneficial relationship between laborers and manufacturers
  - (D) The cooperation between European colonizers and Native American populations
6. Which of the following additional pieces of information would be most directly useful in assessing the extent to which Barbot’s account was representative of most examples of human trafficking during the eighteenth century?
  - (A) A list of the most common ports used for the slave trade
  - (B) Statistics regarding survival rates of enslaved people during the Age of Exploration
  - (C) Laws regarding human trafficking in the eighteenth century
  - (D) Maps that portray the routes of different slave ships

**GO ON TO THE NEXT PAGE.**

Questions 7–9 refer to the passage below.

“Nature hath made men so equal in the faculties of the body and mind, as that, though there be found one man sometimes manifestly stronger in body or of quicker mind than another, yet when all is reckoned together the difference between man and man is not so considerable as that one man can thereupon claim to himself any benefit to which another may not pretend as well as he. For, as to the strength of body, the weakest has strength enough to kill the strongest, either by secret machination or by confederacy with others that are in the same danger with himself.”

Thomas Hobbes, *Leviathan* (1651)

7. Hobbes’s *Leviathan* was written in the context of which of the following European events?
- (A) The Counter Reformation
  - (B) The War of Spanish Succession
  - (C) The Glorious Revolution
  - (D) The English Civil War
8. The excerpt above offers a central argument for which Enlightenment-era development?
- (A) The Invisible Hand
  - (B) Social contract theory
  - (C) Divine Right of Kings
  - (D) Communism
9. Which of the following emerged in large part due to the ideas outlined in *Leviathan*?
- (A) The Industrial Revolution
  - (B) The English Civil War
  - (C) A wave of rebellions against European monarchies
  - (D) Marxist reforms across Europe

**GO ON TO THE NEXT PAGE.**

Questions 10–14 refer to the passage below.

“My little homestead in the city, which I recently insured for £2,000 would no doubt have shared the common fate, as the insurance companies will not make good that which is destroyed by the Queen’s enemies. And although I have a farm of 50 acres close to the town, no doubt the crops and premises would have been destroyed. In fact, this has already partly been the case, and I am now suing the Government for damages done by a contingent of 1,500 natives that have recently encamped not many hundred yards from the place, who have done much damage all around.”

Letter from a British citizen to his sister during the Anglo-Zulu War, South Africa, 1879

10. Incidents such as those described by the author of the letter were used by the British government to do which of the following?
- (A) Issue a *casus belli* to go to war with the Kingdom of Zulu
  - (B) Tax the Zulu kingdom to cover damages attributed to them
  - (C) Sever its responsibility to protect citizens who chose to live in South Africa
  - (D) Liberate the Zulus from British colonialism
11. Which of the following reasons explains why European citizens moved in large numbers to Zulu lands in 1867?
- (A) The British crown offered incentives to those who would establish homesteads in the unsettled lands of South Africa.
  - (B) The Zulu created attractive trade ports along the Indian Ocean.
  - (C) The Berlin Conference clarified boundaries, thus making it logistically sound for Europeans to move to the African colonies.
  - (D) A diamond rush ensued following the discovery of diamonds on Zulu lands.
12. Which of the following was a direct effect of the expanding British presence in South Africa in the late nineteenth century?
- (A) South Africa became the most economically successful of all the British colonies.
  - (B) Great Britain was penalized at the Berlin Conference with a loss of land.
  - (C) The British engaged in a war with South African decedents of the Dutch.
  - (D) British settlers created an independent nation.
13. A historian researching nineteenth-century conflicts in South Africa would most likely find this letter a useful source for information about which of the following?
- (A) The diffusion of cultural practices throughout South Africa
  - (B) Economic boons present in British colonies
  - (C) Daily challenges of Afrikaners during the colonial period
  - (D) Unforeseen consequences of British imperialism
14. The inclusion of the author’s pending litigation with the British government serves to do which of the following?
- (A) Highlight the extent of the author’s property losses
  - (B) Express his opposition to the ongoing war
  - (C) Belittle British officials
  - (D) Place blame on both his home country as well as the Zulus

**GO ON TO THE NEXT PAGE.**

Questions 15–18 refer to the image below.

Chinese Poster, 1958



“Brave the wind and the waves; everything has remarkable abilities.”

Image courtesy of ChinesePosters.net.

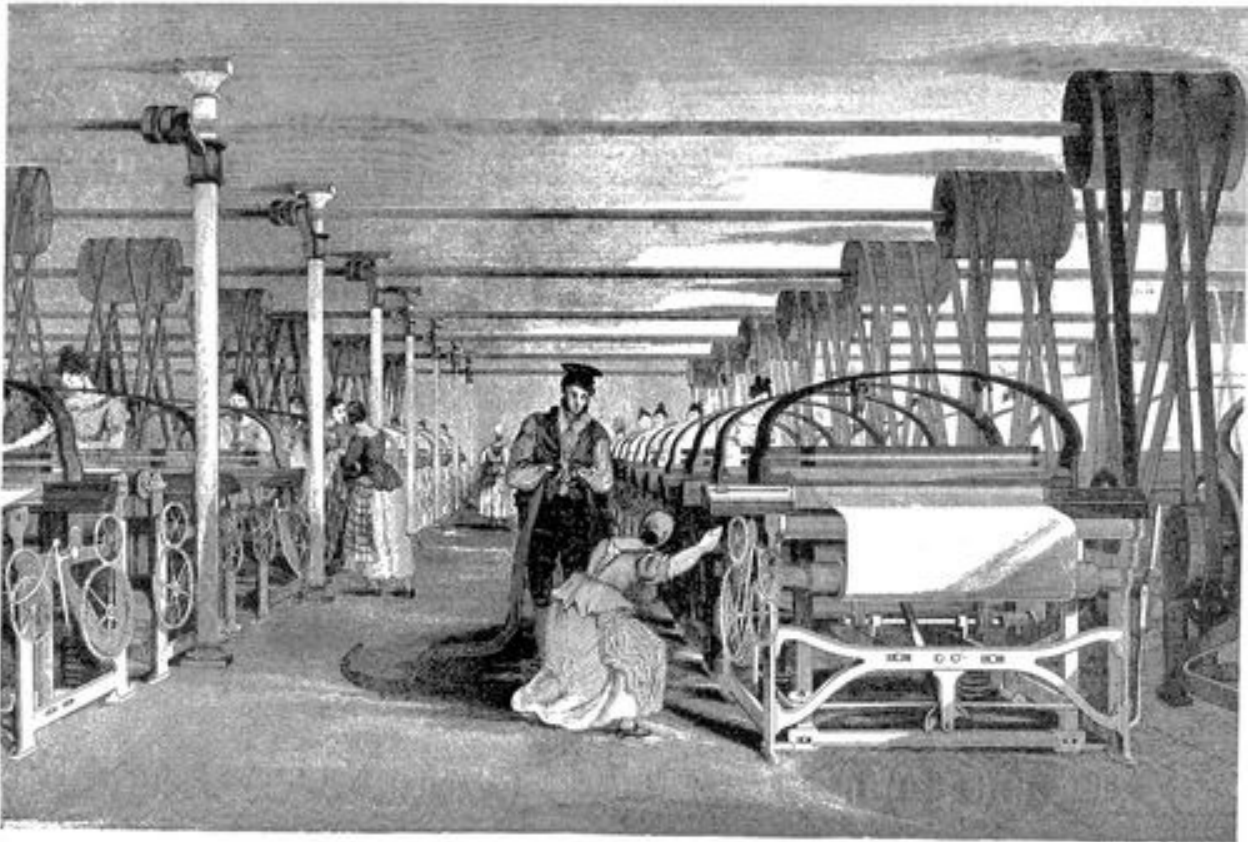
15. Which economic philosopher most influenced the message of this poster?
- (A) John Stuart Mill  
(B) Adam Smith  
(C) Karl Marx  
(D) David Ricardo
16. Which of the following is NOT a result of the Great Leap Forward's outcomes?
- (A) China strengthened its alliance with the Soviet Union.  
(B) The Cultural Revolution was initiated.  
(C) The Chinese adopted elements of capitalism.  
(D) The Chinese changed their focus to military matters.
17. In what way was the Great Leap Forward different from the Soviet Union's Five-Year Plan?
- (A) The Great Leap Forward focused only on industrial production, while the Five-Year Plan also took on agricultural production.  
(B) Unlike the Soviet Union, China was unable to successfully industrialize during this period.  
(C) Mao utilized a process of collectivization in his plan, a technique eschewed by Stalin.  
(D) Historians attribute mass starvation to the Great Leap Forward, but do not see similar consequences to the Five-Year Plan.
18. The images on the poster best reflect which of the following ambitions of the People's Republic of China?
- (A) To cut off ties with the non-communist world  
(B) To have all citizens contribute to China's industrialization  
(C) To launch the Cultural Revolution  
(D) To form a friendlier alliance with Taiwan

**GO ON TO THE NEXT PAGE.**



Questions 19–20 refer to the image below.

Illustration of Power Loom Weaving, 1835



19. The device in the image had an impact most similar to which of the following technologies?
- (A) The cotton gin
  - (B) The quipu
  - (C) Movable type
  - (D) Three-field system
20. Which of the following additional pieces of information would be most useful in addressing the extent to which the developments reflected in the image represented a long-term change to the English economy?
- (A) Information on which companies profited most from power loom weaving
  - (B) Information on how the power loom functions
  - (C) Information on population shifts from rural to urban locations
  - (D) Information on women's roles within the textile factories

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**Questions 21–24 refer to the passage below.**

“In Northern India the existence of separate States at this period is usually little more than a question of words. A zamindar who paid revenue to the Mogul was clearly in a position of dependence, and if he wished to establish a claim to sovereignty, the first step was to refuse, or omit to pay revenue. Such an omission might, however, arise from various other causes, and it is probable that in Rajputana, Central India, and Chota Nagpur there were numerous chiefs and tribes occupying what constitutional lawyers would regard as an anomalous position, sometimes paying the stipulated revenue, sometimes in open rebellion, and sometimes enjoying practical independence because the Mogul authorities found it inconvenient to undertake active measures of coercion.”

W.H. Moreland, historian, on the policies of the Mughal (Mogul) Empire in *India at the Death of Akbar*, 1920

21. Which of the following characteristics most accurately defines the “zamindar[s]” mentioned in the passage?
- (A) Muslim landowners
  - (B) Buddhist peasants
  - (C) Sikh nobility
  - (D) Hindu aristocrats
22. Zamindars had an ability “to establish a claim to sovereignty” largely due to the Mughal Empire’s policy of
- (A) religious toleration
  - (B) universal taxation
  - (C) martial law
  - (D) suffrage
23. The author’s description of revenue collection in the Mughal Empire is best seen as evidence for which of the following generalizations?
- (A) Only people of certain religions were required to pay revenue to the empire.
  - (B) Geographical differences may have influenced which groups pay taxes.
  - (C) Revenue collection was the only source of funds by which the Mughal Empire operated.
  - (D) The case of Rajputana was a typical one in the Mughal Empire.
24. The changes experienced by the zamindars under the Mughal throne are most similar to those faced by
- (A) feudal lords under the Holy Roman Empire
  - (B) Russian peasants under the Romanovs
  - (C) Qing warriors under the Manchu Dynasty
  - (D) the daimyo under Emperor Tokugawa

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Questions 25–28 refer to the passage below.

“I travelled thence to ‘Aden, the port of Yemen, on the coast of the ocean. It is surrounded by mountains and can be approached from one side only; it has no crops, trees, or water, but has reservoirs in which rainwater is collected. The Arabs often cut off the inhabitants from their supply of drinking-water until they buy them off with money and pieces of cloth. It is an exceedingly hot place. It is the port of the Indians, and to it come large vessels from Kinbayat [Cambay], Kawlam [Quilon], Calicut and many other Malabar ports [on the south-west coast of India]. There are Indian merchants living there, as well as Egyptian merchants. Its inhabitants are all either merchants, porters, or fishermen. Some of the merchants are immensely rich, so rich that sometimes a single merchant is sole owner of a large ship with all it contains, and this is a subject of ostentation and rivalry amongst them. In spite of that they are pious, humble, upright, and generous in character, treat strangers well, give liberally to devotees, and pay in full the tithes due to God.”

From *Travels in Asia and Africa*, 1325–1354 by Ibn Battuta; translated and edited by H. A. R. Gibb. Copyright © 1929 by Broadway House. Reproduced by permission of Taylor & Francis Books UK.

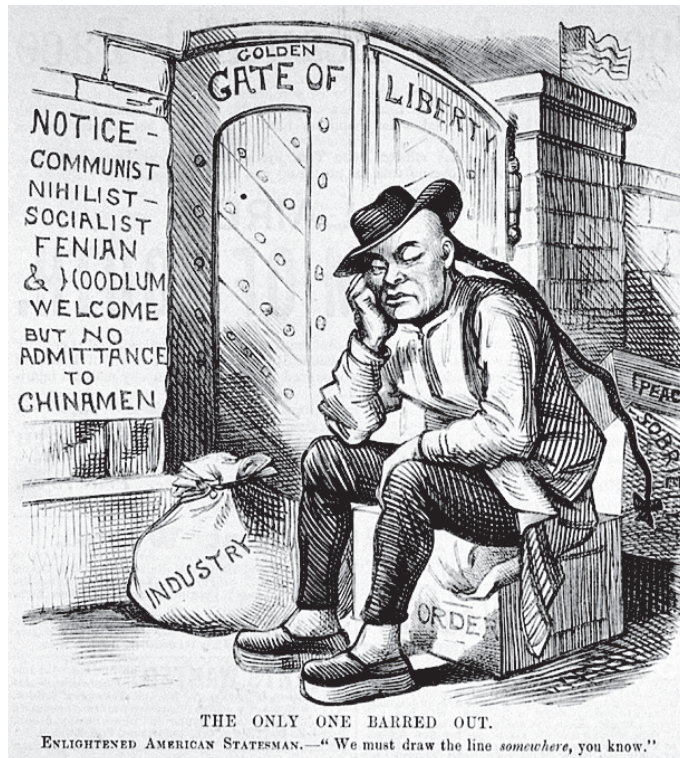
Ibn Battuta describing his travels, circa 1325–1354 C.E.

25. Which of the following led directly to the development of the economic system described in the passage?
- (A) Military campaigns
  - (B) Meteorological phenomena
  - (C) Competition with European trade networks
  - (D) The presence of highly developed port cities
26. The views expressed in this journal passage are best seen as evidence of which of the following concerning medieval Islamic societies?
- (A) The absence of religious orthodoxy
  - (B) Hostility toward outsiders
  - (C) Limited economic opportunities
  - (D) The supremacy of piety
27. The tone of the passage best reflects which of the following developments in the Indian Ocean trade network?
- (A) The ability of commerce to foster cultural diffusion
  - (B) The superiority of Arabian port cities
  - (C) The increasing difficulty caused by language barriers
  - (D) The overproduction of cash crops
28. Ibn Battuta’s experiences were LEAST similar to the experiences of which of the following?
- (A) Zheng He
  - (B) Marco Polo
  - (C) Lorenzo de Medici
  - (D) Xuanzang

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Questions 29–32 refer to the cartoon below.

Frank Leslie's Illustrated Newspaper, 1882



THE ONLY ONE BARRED OUT. Enlightened American Statesman.  
—“We must draw the line *somewhere*, you know.”

29. The conflict addressed in the cartoon is best understood in the context of which of the following?
- (A) The imperial interests of the United States
  - (B) A dramatic increase in migration
  - (C) A stagnation in global trade
  - (D) The burgeoning human rights movement
30. Which late-nineteenth/early-twentieth century policy is most similar to the one depicted in the cartoon?
- (A) Open Door Policy
  - (B) White Australia Policy
  - (C) Meiji Restoration
  - (D) Russification
31. For which reason does the cartoonist imply that the United States discriminated against Chinese immigrants?
- (A) Fear of overpopulation
  - (B) Concerns about communism
  - (C) To avoid competition in the labor market
  - (D) Revenge for the Boxer uprising
32. Which of the following would the cartoonist argue is an undesirable characteristic in a migrant coming to the United States?
- (A) Temperance
  - (B) Racial designation
  - (C) Industriousness
  - (D) Political radicalism

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Questions 33–35 refer to the passage below.

“Indeed, as both the fatwas of distinguished [scholars] who base their opinion on reason and tradition alike and the consensus of the Sunni community agree that the ancient obligation of extirpation, extermination, and expulsion of evil innovation must be the aim of our exalted aspiration, for “Religious zeal is a victory for the Faith of God the Beneficent”; then, in accordance with the words of the Prophet (Peace upon him!) “Whosoever introduces evil innovation into our order must be expelled” and “Whosoever does aught against our order must be expelled,” action has become necessary and exigent...”

Letter from Ottoman Sultan Selim I to Safavid Shah Ismail I, 1514

33. The letter from Selim I is most clearly an example of which of the following?
- (A) The maintenance of military supremacy at all costs
  - (B) Expanding tensions between religious sects
  - (C) Factors that brought about the collapse of the Ottoman Empire
  - (D) Peacemaking efforts among the Islamic empires
34. The Safavids drew the ire of Islamic empires such as the Ottoman and the Mughal Empires primarily because the Safavids
- (A) were an expansionist empire geographically located between two other expansionists
  - (B) rejected the central tenets of Islam
  - (C) enslaved Christians, and turned them into Safavid fighters
  - (D) were ruled by Ismail, who proclaimed himself to be a Caliph
35. The empire founded by Ismail I can be best characterized by which religious tradition?
- (A) Sufi
  - (B) Sikh
  - (C) Sunni
  - (D) Shi’a

**GO ON TO THE NEXT PAGE.**

Questions 36–38 refer to the image below.

World War II Era Poster from the Soviet Union, 1917



*This poster reads “Young Men and Women, Defend the Freedom, Motherland, and Honor that was Won by your Fathers.”*

36. This poster draws directly on its audience’s experiences of which of the following events?
- (A) The Great Purge
  - (B) The Yalta Conference
  - (C) World War I
  - (D) The Russian Revolution
37. The image is best seen as evidence for which of the following?
- (A) Anti-American sentiment at the dawn of the Cold War
  - (B) The use of propaganda to drive support for World War II
  - (C) Russian regret over exiting World War I
  - (D) The results of Soviet collectivization
38. The Soviet Union’s view of nationalist fervor depicted in the painting is evidence of which of the following contrasts to Marx’s view of communism?
- (A) The Soviet Union saw communism as developing most effectively within a single country, while Marx envisioned it as an international movement.
  - (B) The Soviet Union saw communism as primarily a militaristic philosophy, while Marx argued for a peaceful approach.
  - (C) The Soviet Union saw communism as being fully realized by 1917, while Marx predicted the proletariat revolt to occur much later.
  - (D) The Soviet Union saw communism as a theoretical concept, while Marx attempted to implement a communist society.

**GO ON TO THE NEXT PAGE.**

Questions 39–43 refer to the passage below.

“Above all, we want equal political rights, because without them our disabilities will be permanent. I know this sounds revolutionary to the whites in this country, because the majority of voters will be Africans. This makes the white man fear democracy.

But this fear cannot be allowed to stand in the way of the only solution which will guarantee racial harmony and freedom for all. It is not true that the enfranchisement of all will result in racial domination. Political division, based on colour, is entirely artificial and, when it disappears, so will the domination of one colour group by another. The [African National Congress] has spent half a century fighting against racialism. When it triumphs it will not change that policy.

This then is what the [African National Congress] is fighting. Their struggle is a truly national one. It is a struggle of the African people, inspired by their own suffering and their own experience. It is a struggle for the right to live.

During my lifetime I have dedicated myself to this struggle of the African people. I have fought against white domination, and I have fought against black domination. I have cherished the ideal of a democratic and free society in which all persons live together in harmony and with equal opportunities. It is an ideal which I hope to live for and to achieve. But if needs be, it is an ideal for which I am prepared to die.”

Nelson Mandela, 1964

39. Which of the following explains why Mandela feels that his idea “sounds revolutionary to the whites in this country”?
- (A) White South Africans had not yet known independence from Britain.
  - (B) Many white South Africans had already supported increasing Black rights before the Sharpeville Massacre.
  - (C) White South Africans were unfamiliar with a democratic form of government.
  - (D) The political power of white citizens would be tempered by the larger number of Black voters.
40. Which of the following policies is characteristic of South Africa at the time of Mandela’s speech?
- (A) Political allegiance to Juvenal Habyarimana
  - (B) Dual sovereign governments separating British and Dutch regions of the country
  - (C) Universal adult franchise with open elections
  - (D) Black citizens being forced to carry identification within city limits
41. This passage is most clearly an example of which of the following?
- (A) A response to failed unification attempts
  - (B) A plea to change a government policy
  - (C) A proposal to increase the standing of Africa in the modern world
  - (D) Ardent opposition to the influence of capitalism in Africa
42. The inclusion of the African National Congress in Mandela’s argument is intended to do which of the following?
- (A) Show an opposing viewpoint
  - (B) Advocate for the status quo
  - (C) Give historic context to a struggle
  - (D) Show solidarity with other African nations
43. Mandela’s argument in the passage most clearly opposes which of the following ideologies?
- (A) Apartheid
  - (B) Communism
  - (C) Neocolonialism
  - (D) Pan-Africanism

**GO ON TO THE NEXT PAGE.**

Questions 44–47 refer to the passage below.

“The real grievance of the worker is the insecurity of his existence; he is not sure that he will always have work, he is not sure that he will always be healthy, and he foresees that he will one day be old and unfit to work. If he falls into poverty, even if only through a prolonged illness, he is then completely helpless, left to his own devices, and society does not currently recognize any real obligation towards him beyond the usual help for the poor, even if he has been working all the time ever so faithfully and diligently. The usual help for the poor, however, leaves a lot to be desired, especially in large cities, where it is very much worse than in the country.”

Otto von Bismarck, 1884

44. According to the passage and your knowledge of world history, this speech led to the creation of laws that did which of the following?
- (A) Limited work hours in factories
  - (B) Established public health care and pensions
  - (C) Displaced citizens in the overpopulated city to the countryside
  - (D) Forced early retirement for aging workers
45. Otto von Bismarck likely made this speech in reaction to which of the following issues?
- (A) Social acceptance of child labor
  - (B) Declining life expectancy in Germany
  - (C) Criticisms of German trade tariffs
  - (D) Negative effects attributed to industrial capitalism
46. How would twentieth-century economist John Maynard Keynes suggest that society address Otto von Bismarck’s evaluation of workers in Germany?
- (A) Keynes would recommend government intervention in order to maintain aggregate demand.
  - (B) Keynes would suggest helping elderly workers, but claim that the government should not intervene in most circumstances.
  - (C) Keynes would caution against government intervention in personal economic matters.
  - (D) Keynes would advocate doing nothing because he felt poverty in rural areas was actually more severe than it was in cities.
47. The long-term effects of Otto von Bismarck’s speech include which of the following?
- (A) Development of socialized programs throughout much of Europe
  - (B) Disunity of the German states
  - (C) Communist overhaul of the eastern parts of Germany
  - (D) A decrease in German economic output

**GO ON TO THE NEXT PAGE.**



**Questions 48–50 refer to the passage below.**

“His Majesty the Emperor of China and His Majesty the Emperor of Japan, desiring to restore the blessings of peace to their countries and subjects and to remove all cause for future complications... have agreed to the following articles:—

ARTICLE I.

Independence of Korea.—China recognizes definitely the full and complete independence and autonomy of Korea, and in consequence the payment or tribute and the performance of ceremonies and formalities by Korea to China, in derogation of such independence and autonomy, shall wholly cease for the future.

ARTICLE II.

Cession of part of Fengtien Province.—China cedes to Japan in perpetuity and full sovereignty the following territories together with all fortifications, arsenals, and public property thereon:

- (a) The southern portion of the province of Fengtien
- (b) The island of Formosa, together with all islands appertaining or belonging to said island of Formosa.”

[“Treaty of Shimonoseki (1895).” *World at War: Understanding Conflict and Society*, ABC-CLIO, 2019, worldatwar.abc-clio.com/Search/Display/768350. Accessed 2 Apr. 2019.]

Treaty of Shimonoseki (1895)

48. Based on the concessions in the treaty, what was most likely the outcome of the conflict it resolved?
- (A) Japan had defeated China in a military operation.
  - (B) A war between China and Japan ended in a stalemate.
  - (C) Japan assisted China in putting down a rebellion.
  - (D) China handily defeated the Japanese army.
49. Which of the following was an important long-term effect of the Treaty of Shimonoseki?
- (A) Korea became two nations, separated at the 38th parallel.
  - (B) Taiwan remained under Chinese jurisdiction.
  - (C) China was secluded from foreign trade.
  - (D) Japan began its systematic development of a Pacific empire.
50. This treaty occurred within the context of which of the following continuities of nineteenth-century Chinese history?
- (A) Chinese military and economic expansion
  - (B) China’s concession of land and spheres of influence to outside entities
  - (C) China’s transition to a communist government
  - (D) Increased autonomy given to the Chinese emperor

**GO ON TO THE NEXT PAGE.**

Questions 51-55 refer to the passage below.

“The colonial world is a world cut in two...In the capitalist countries a multitude of moral teachers, counselors and ‘bewilderers’ separate the exploited from those in power. In the colonial countries, on the contrary, the policeman and the soldier, by their immediate presence and their frequent and direct action maintain contact with the native and advise him by means of rifle butts and napalm not to budge. It is obvious here that the agents of government speak the language of pure force. The intermediary does not lighten the oppression, nor seek to hide the domination; he shows them up and puts them into practice with the clear conscience of an upholder of the peace; yet he is the bringer of violence into the home and into the mind of the native.”

The Wretched of the Earth by Frantz Fanon (1961)

51. The mention that “the agents of government speak the language of pure force” is best understood in the context of which of the following twentieth-century continuities?
- (A) The ongoing practice of colonial expansion
  - (B) The inability of the agents of government to communicate with local populations
  - (C) The dehumanization of people in developing nations
  - (D) Cold War tensions
52. Fanon’s interpretation of the colonial world as presented in the passage was most strongly influenced by which of the following?
- (A) Marxism
  - (B) Anticolonialism
  - (C) Social Darwinism
  - (D) Nationalism
53. The colonized nations described by Fanon experienced difficulty building stable, independent countries for which of the following reasons?
- (A) They were unable to secure independence from their European colonizers.
  - (B) Most colonized nations had been resistant to democratic constitutions.
  - (C) Colonized nations had few natural resources of their own with which to build a strong economy.
  - (D) National boundaries had been drawn by Europeans with no regard for shared languages or cultures.
54. The process of African decolonization was most accelerated by which of the following factors?
- (A) A series of treaties made with European colonizers
  - (B) Pan-nationalism
  - (C) Increased wealth in colonized countries
  - (D) Political stability
55. All of the following statements are factually accurate. Which most likely informs Fanon’s view of the two worlds discussed in the passage?
- (A) Fanon dedicated part of his life to helping Algerians fight for their independence against France.
  - (B) Fanon encountered racism while fighting in the French Free Forces during World War II.
  - (C) Fanon had experience living in colonized nations as well as in France.
  - (D) The Algerian fight for independence was a stressor that contributed to the fall of the French Fourth Republic.

**GO ON TO THE NEXT PAGE.**

## WORLD HISTORY: MODERN

## SECTION I, Part B

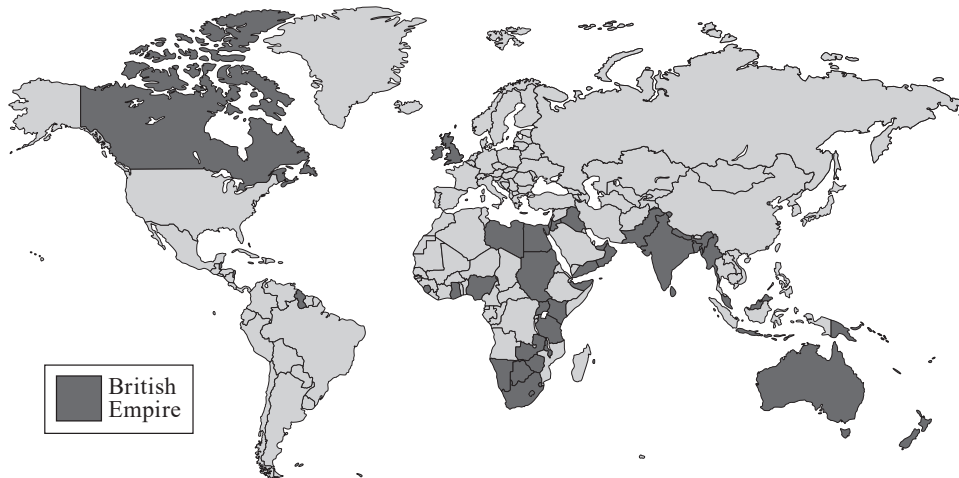
Time—40 minutes

**Directions:** Answer Question 1 **and** Question 2. Answer **either** Question 3 **or** Question 4.

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.

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

Extent of the British Empire in 1900



1. a) Identify and explain TWO ways that the expansion of the British Empire changed a particular region or regions.  
b) Identify and explain ONE reason that the British Empire experienced a decline.  
c) Identify and explain ONE method that the British Empire used to maintain control of its colonies.

**GO ON TO THE NEXT PAGE.**

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

“The fact that we can release atomic energy ushers in a new era in man’s understanding of nature’s forces. Atomic energy may in the future supplement the power that now comes from coal, oil, and falling water, but at present it cannot be produced on a basis to compete with them commercially. Before that comes there must be a long period of intensive research. It has never been the habit of the scientists of this country or the policy of this government to withhold from the world scientific knowledge. Normally, therefore, everything about the work with atomic energy would be made public.

But under the present circumstances it is not intended to divulge the technical processes of production or all the military applications. Pending further examination of possible methods of protecting us and the rest of the world from the danger of sudden destruction.”

President Harry Truman, speech informing American citizens that an atomic weapon had been used against Japan, August 6, 1945

2. a) Identify and explain ONE way that the speech reflects the complexity of atomic technology.
- b) Identify and explain TWO ways in which the development of this weapon impacted international relations following the Second World War.
- c) Identify and explain ONE factor that led to the development of atomic weapons.

**GO ON TO THE NEXT PAGE.**

**Question 3 or 4**

**Directions:** Answer **either** Question 3 **or** Question 4.

**Answer all parts of the question that follows.**

3. a) Identify and explain TWO ways in which improved transportation technology led to cultural diffusion during the period 1200 to 1450 C.E. Use specific examples from one or more civilizations.
- b) Identify and explain TWO motivations for increased cultural interactions during the period 1200 to 1450 C.E. Use specific examples from one or more civilizations.
- c) Identify and explain ONE reason for the rise of nation-states in Europe during the period 1200 to 1450 C.E. Use a specific example from one or more civilizations.

**GO ON TO THE NEXT PAGE.**

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

Phillip Veit, Germania, 1848



4. a) Identify and explain ONE symbol in the painting that represents German nationalism.
- b) Identify and explain ONE factor that brought about nationalist fervor in Germany.
- c) Select a nationalist movement (besides that of Germany), state its primary goal, and explain whether, in your opinion, it succeeded in its goal. Briefly explain your choice using evidence.

**END OF SECTION I**

# 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 [2].**

**Failure to do so may delay your score.**

**GO ON TO THE NEXT PAGE.**

## WORLD HISTORY: MODERN

## SECTION II

Total Time—1 hour, 40 minutes

## Question 1 (Document-Based Question)

Suggested reading and writing time: 1 hour

**It is suggested that you spend 15 minutes reading the documents and 45 minutes writing your response. 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.

- Respond to the prompt with a historically defensible thesis or claim that establishes a line of reasoning.
- Describe a broader historical context relevant to the prompt.
- 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.
- 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.
- Use evidence to corroborate, qualify, or modify an argument that addresses the prompt.

**Begin your response to this question at the top of a new page in the separate Free Response booklet and fill in the appropriate circle at the top of each page to indicate the question number.**

**GO ON TO THE NEXT PAGE.**



1. Using the following documents and your knowledge of world history, discuss the barriers women have faced for more equal treatment in modern society. Consider the goals and methods of such campaigns.

Document 1

Source: Anna Manning Comfort, *The Public* 2, 1899.

*Home Burdens of Uncle Sam*

“Take up the white man’s burden” –

The Negro, once our slave!

Boast lightly of his freedom,

This problem still is grave.

We scoff and shoot and lynch him,

And yet, because he’s black,

We shove him out of office

And crowd him off the track.

“Take up the white man’s burden” –

Yes, one of them is sex.

Enslaved are your brave women,

No ballot, while you tax!

Your labors and your conflicts,

Columbia’s daughters share,

Yet still denied the franchise,

Quick give! be just! deal fair!

GO ON TO THE NEXT PAGE.

## Document 2

Source: From the *Women's Charter*; adopted at the Founding Conference of the Federation of South African Women, Johannesburg, 1954.

This organisation is formed for the purpose of uniting women in common action for the removal of all political, legal, economic, and social disabilities. We shall strive for women to obtain:

1. The right to vote and to be elected to all State bodies, without restriction or discrimination.
2. The right to full opportunities for employment with equal pay and possibilities of promotion in all spheres of work.
3. Equal rights with men in relation to property, marriage and children, and for the removal of all laws and customs that deny women such equal rights.
4. For the development of every child through free compulsory education for all; for the protection of mother and child through maternity homes, welfare clinics, crèches and nursery schools, in countryside and towns; through proper homes for all, and through the provision of water, light, transport, sanitation, and other amenities of modern civilisation.
5. For the removal of all laws that restrict free movement, that prevent or hinder the right of free association and activity in democratic organizations, and the right to participate in the work of these organisations.
6. To build and strengthen women's sections in the National Liberatory movements, the organisation of women in trade unions, and through the peoples' varied organisation.
7. To cooperate with all other organisations that have similar aims in South Africa as well as throughout the world.
8. To strive for permanent peace throughout the world.

## Document 3

Source: *The Plight of Women's Work in the Early Industrial Revolution in England and Wales*, evidence taken by Children's Employment Commission, 1841.

Miss — has been for several years in the dress-making business. The common hours of business are from 8 A.M. 'til 11. P.M. in the winters; in the summer from 6 or half past 6 A.M. 'til 12 at night. During the fashionable season, that is from April 'til the later end of July, it frequently happens that the ordinary hours are greatly exceeded; if there is a drawing room or grand fete, or mourning to be made, it often happens that the work goes on for 20 hours out of the 24, occasionally all night. . . . The general result of the long hours and sedentary occupation is to impair seriously and very frequently to destroy the health of the young women. The digestion especially suffers, and also the lungs: pain to the side is very common, and the hands and feet die away from want of circulation and exercise.

Miss — is sure that there are some thousands of young women employed in the business in London and in the country. If one vacancy were to occur now there would be 20 applicants for it. Thinks that no men could endure the work enforced from the dress-makers.

**GO ON TO THE NEXT PAGE.**

## Document 4

Source: Aung San Suu Kyi, Nobel Prize Laureate, excerpts from keynote address at APC Conference, 1995.

For millennia women have dedicated themselves almost exclusively to the task of nurturing, protecting, and caring for the young and old, striving for the conditions of peace that favour life as a whole. To this can be added the fact that, to the best of my knowledge, no war was ever started by women. But it is women and children who have always suffered most in situations of conflict. Now that we are gaining control of the primary historical role imposed on us of sustaining life in the context of the home and family, it is time to apply in the arena of the world the wisdom and experience thus gained in activities of peace over so many thousands of years. The education and empowerment of women throughout the world cannot fail to result in a more caring, tolerant, just, and peaceful life for all.

## Document 5

Source: Raja Rammohan Roy, *A Second Conference Between an Advocate for, and an Opponent of the Practice of Burning Widows Alive*, 1820.

Advocate:

I alluded. . . to the real reason for our anxiety to persuade widows to follow their husbands, and for our endeavors to burn them pressed down with ropes: viz., that women are by nature of inferior understanding, without resolution, unworthy of trust, subject to passions, And void of virtuous knowledge; they, according to the precepts of the Sastra, are not allowed to marry again after the demise of their husbands, and consequently despair at once of all worldly pleasure; hence it is evident, that death to these unfortunate widows is preferable to existence; for the great difficulty which a widow may experience by living a purely ascetic life, as prescribed by the Sastras, is obvious; may bring disgrace upon her paternal and maternal relations, and those that may be connected with her husband. Under these circumstances, we instruct them from their early life in the idea of the beatitude of their relations, both by birth and marriage, and their reputation in this world. From this many of them, on the death of their husbands, become desirous of accompanying them; but to remove every chance of their trying to escape from the blazing fire, in the burning them we first tie them down to the pile.

**GO ON TO THE NEXT PAGE.**

## Document 6

Source: *Pravda* (Soviet Newspaper), “On the Path to a Great Emancipation,” March 8, 1929.

Capitalist “democracy” has not and cannot give freedom to working and laboring women. Working women in all bourgeois countries are economically and politically enslaved. Middle class conventionality has a tenacious vice-grip on daily life. Advanced women workers and revolutionary women proletarians are persecuted. The most brutal blows of capitalist “rationalization,” unemployment, and hunger in the midst of plenty descend upon the female half of the proletariat. Fascism, Catholicism, and reformism with increasingly thoroughness exploit the historical backwardness of women workers in order to split apart the proletarian ranks and strengthen the position of imperialism. The temples of “national government”—what a thing to talk about!—are protected by stone walls which prevent the participation of working women.

## Document 7

Source: Argentine feminist Maria Eugenia Echenique, “The Emancipation of Women,” 1876.

When emancipation was given to men, it was also given to women in recognition of the equality of rights, consistent with the principles of nature on which they are founded, that proclaim the identity of soul between men and women. Thus, Argentine women have been emancipated by law for a long time. The code of law that governs us authorizes a widow to defend her rights in court, just as an educated woman can in North America, and like her, we can manage the interests of our children, these rights being the basis for emancipation. What we lack is sufficient education and instruction to make use of them, instruction that North American women have; it is not just recently that we have proclaimed our freedom. To try to question or to oppose women’s emancipation is to oppose something that is almost a fact, it is to attack our laws and destroy the Republic.

So let the debate be there, on the true point where it should be: whether or not it is proper for women to make use of those granted rights, asking as a consequence the authorization to go to the university so as to practice those rights or make them effective. And this constitutes another right and duty in woman: a duty to accept the role that our own laws bestow on her when extending the circle of her jurisdiction and which makes her responsible before the members of her family.

**END OF DOCUMENTS FOR QUESTION 1**

**GO ON TO THE NEXT PAGE.**

**Question 2, 3, or 4 (Long Essay)****Suggested writing time: 40 minutes****Directions:** Answer Question 2 **or** Question 3 **or** Question 4.

In your response you should do the following.

- Respond to the prompt with a historically defensible thesis or claim that establishes a line of reasoning.
  - Describe a broader historical context relevant to the prompt.
  - Support an argument in response to the prompt using specific and relevant examples of evidence.
  - Use historical reasoning (e.g., comparison, causation, continuity or change over time) to frame or structure an argument that addresses the prompt.
  - Use evidence to corroborate, qualify, or modify an argument that addresses the prompt.
2. Evaluate the extent to which resistance to colonialism in the nineteenth and twentieth centuries transformed national identities. In the development of your argument, explain what changed and what stayed the same from the period before the resistance to colonialism in the nineteenth and twentieth to the period after the resistance to colonialism in the nineteenth and twentieth centuries.
  3. Evaluate the extent to which the emergence of Enlightenment philosophies in the seventeenth century c.e. transformed European culture. In the development of your argument, explain what changed and what stayed the same from the period before the emergence of Enlightenment philosophy in the seventeenth century c.e. to the period after the emergence of Enlightenment philosophy in the seventeenth century c.e.
  4. Evaluate the extent to which the Cold War transformed Latin American culture. In the development of your argument, explain what changed and what stayed the same from the period before the Cold War to the period after the Cold War began.

**WHEN YOU FINISH WRITING,  
CHECK YOUR WORK ON SECTION II IF TIME PERMITS.**

**STOP  
END OF EXAM**