

The University of the State of New York
REGENTS HIGH SCHOOL EXAMINATION

**GLOBAL HISTORY
AND GEOGRAPHY**

Tuesday, August 13, 2002 — 12:30 to 3:30 p.m., only

Student Name _____

School Name _____

Print your name and the name of your school on the lines above. Then turn to the last page of this booklet, which is the answer sheet for Part I. Fold the last page along the perforations and, slowly and carefully, tear off the answer sheet. Then fill in the heading of your answer sheet. Now print your name and the name of your school in the heading of each page of your essay booklet.

This examination has three parts. You are to answer **all** questions in all parts. Use black or dark-blue ink to write your answers.

Part I contains 50 multiple-choice questions. Record your answers to these questions on the separate answer sheet.

Part II contains one thematic essay question. Write your answer to this question in the essay booklet, beginning on page 1.

Part III is based on several documents:

Part III A contains the documents. Each document is followed by one or more question(s). In the test booklet, write your answer to each question on the lines following that question. Be sure to enter your name and the name of your school on the first page of this section.

Part III B contains one essay question based on the documents. Write your answer to this question in the essay booklet, beginning on page 7.

When you have completed the examination, you must sign the statement printed on the Part I answer sheet, indicating that you had no unlawful knowledge of the questions or answers prior to the examination and that you have neither given nor received assistance in answering any of the questions during the examination. Your answer sheet cannot be accepted if you fail to sign this declaration.

DO NOT OPEN THIS EXAMINATION BOOKLET UNTIL THE SIGNAL IS GIVEN.

R

Part I

Answer all questions in this part.

Directions (1–50): For each statement or question, write on the separate answer sheet the *number* of the word or expression that, of those given, best completes the statement or answers the question.

1	Job Requirements
	Locate places according to latitude and longitude
	Interpret life expectancy data or charts
	Examine how humans adapt to different environments
	Investigate ways in which ideas are spread throughout the world
	Collect information on how regions form and change

Which occupation is being described in this list of activities?

- (1) geographer (3) psychologist
(2) economist (4) political scientist

- 2 “I am lucky enough to have been involved for half a century with work, mostly in East Africa, that very much belongs to everyone, since it concerns the human origins that are common to the whole human race.”

— Mary Leakey, *Autobiography*

In this quotation, the author is implying that early humans

- (1) migrated from Africa to Eurasia
(2) first appeared in Africa
(3) invented tools and mastered the use of fire
(4) appeared shortly after the Neolithic Age

- 3 One reason early civilizations developed in China, Egypt, and the Tigris-Euphrates Valley in Mesopotamia is because

- (1) vast mineral deposits existed for manufacturing
(2) climate and geography favored agriculture
(3) rivers contributed to nomadic lifestyles
(4) natural barriers provided protection from invasions

- 4 The ideals developed in the Athens of Pericles and in Republican Rome influenced the development of

- (1) a parliament in Britain
(2) military juntas in Latin America
(3) a communist government in China
(4) a theocracy in Iran

- 5 • Art and literature flourished during the Gupta Empire.

- Indian scholars developed the concept of zero.
• Indian provinces were united after 200 years of civil war.

The information in these statements refers to

- (1) effects of European involvement in India
(2) India’s Golden Age
(3) effects of isolationism
(4) Islamic achievements in India

- 6 One reason for the growth and success of 9th-century cities such as Baghdad, Constantinople, and Ch’ang-an (Xian) was that they

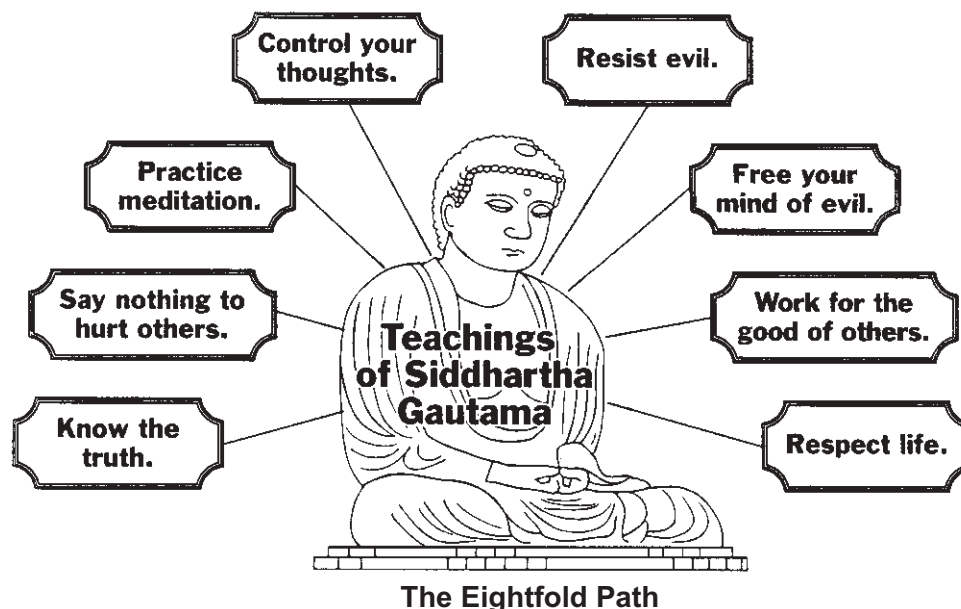
- (1) were part of the Roman Empire
(2) tolerated religious diversity
(3) traded only with people from their immediate region
(4) were located on major trade routes

- 7 • Developed a tribute system
• Reestablished trade along the Silk Roads
• Created an empire from Eastern Europe to the Pacific coast of Asia

Which group was responsible for the results described above?

- (1) Huns (3) Koreans
(2) Japanese (4) Mongols

Base your answer to question 8 on the diagram below and on your knowledge of social studies.



Source: *The Human Experience*, Glencoe

8 The diagram illustrates the key concepts of which religion?

- (1) Islam
- (2) Christianity
- (3) Hinduism
- (4) Buddhism

9 During the early Middle Ages, western European societies were most influenced by

- (1) national monarchies
- (2) the Roman Catholic Church
- (3) elected parliaments
- (4) the Byzantine emperors

11 Between A.D. 800 and 1600, the West African city of Timbuktu became prosperous with the trading of

- (1) spices and silk
- (2) iron ore and coal
- (3) gold and salt
- (4) rifles and diamonds

10

Items travelers found on a study tour
Masks, expressing supernatural forces Bronze plaques, providing detailed descriptions of life in Benin Tension drums and rattles that can produce polyrhythmic music Drawings of Kilwa's Great Mosque

From this evidence, a social scientist could conclude that the tour visited sites that reflect the culture of the

- (1) Mughal Empire of South Asia
- (2) Ottoman Empire
- (3) African civilizations of West Africa
- (4) Frankish Empire

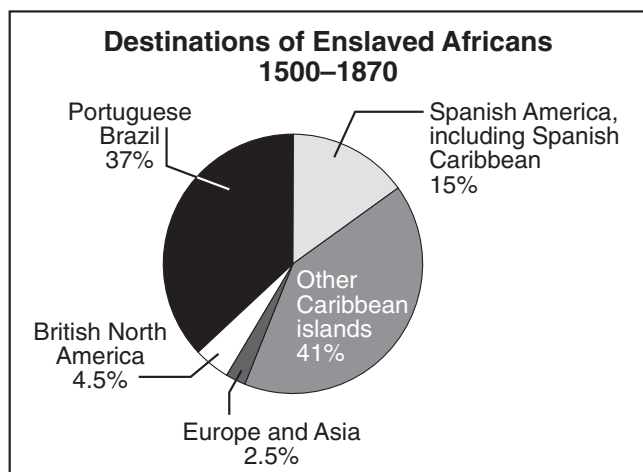
12 In the partial outline below, which heading belongs after Roman numeral I?

I. _____ A. Louis XIV B. Phillip II C. Henry VIII
--

- (1) Divine Right Monarchs
- (2) Supporters of Democracy
- (3) Religious Reformers
- (4) Leaders of the Crusades

- 13 In western Europe, a long-term effect of the invention of Gutenberg's printing press was that the
- (1) monarchies were restored to absolute power
 - (2) feudal system declined
 - (3) literacy rate increased
 - (4) development of new ideas was discouraged

Base your answer to question 14 on the chart below and on your knowledge of social studies.



Source: Albert M. Craig, *World Civilizations*

- 14 Which idea is best supported by this graph?
- (1) Slavery had its greatest effect on Europe and Asia.
 - (2) Slavery was more important in North America than it was in South America.
 - (3) The Portuguese made early efforts to outlaw the slave trade.
 - (4) Many slaves were transported to the Caribbean islands.

- 15 Which statement about the Columbian exchange is a fact rather than an opinion?
- (1) The Columbian exchange had a positive effect on the Americas.
 - (2) The Columbian exchange benefited Europe more than it benefited the Americas.
 - (3) The Columbian exchange brought new foods and products to Europe and the Americas.
 - (4) The Columbian exchange created a modern Europe.

- 16 Zheng He contributed to the prosperity of China under the Ming dynasty by
- (1) defeating the Manchu invaders
 - (2) constructing the Great Wall along the northern frontier
 - (3) expanding trade with nations of Asia and Africa
 - (4) establishing colonies in Korea and Japan

Base your answer to question 17 on the cartoon below and on your knowledge of social studies.



Source: *What is Evidence?* John Murray, Ltd.

- 17 The cartoon is commenting on the efforts of Peter the Great to force the Russian nobility to
- (1) conform to Asian social values
 - (2) adopt Western culture
 - (3) prepare for military battle
 - (4) bow to pressures from the Ottoman Empire
- 18 What was one effect of the Russo-Japanese War (1904-1905)?
- (1) Japan emerged as a major world power.
 - (2) Korea gained its independence.
 - (3) Czar Nicholas II gained power in Russia.
 - (4) Russia formed a military alliance with Japan.

19 “Not by democracy or liberal standards will our goal be achieved but by blood and iron. Then we will be successful, no nation is born without the traumatic experience of war.”

—Otto von Bismarck

This statement was used to justify a policy of

- (1) ethnocentrism
- (2) militarism
- (3) containment
- (4) appeasement

20 “. . . They [the Communists] openly declare that their ends can be attained [achieved] only by the forcible overthrow of all existing social conditions. Let the ruling classes tremble at a Communist revolution. The proletarians have nothing to lose but their chains. They have a world to win. Working men of all countries, unite!”

—Friederich Engels and Karl Marx,
Communist Manifesto, 1848

These views, expressed by Engels and Marx, were developed in reaction to the

- (1) unification of Germany
 - (2) Commercial Revolution
 - (3) Congress of Vienna
 - (4) Industrial Revolution
- 21 A lasting result of colonial rule in many Latin American nations has been the
- (1) elimination of national debts
 - (2) control of power by wealthy landowners
 - (3) decrease in the power of the Catholic Church
 - (4) creation of industrial economics
- 22 The American and French Revolutions were turning points in global history because the results of these revolutions
- (1) led to the abolition of slavery
 - (2) inspired other peoples seeking democracy and independence
 - (3) marked the end of European influence in the Western Hemisphere
 - (4) demonstrated the need for strong international peacekeeping organizations

Base your answers to questions 23 and 24 on the drawing below and on your knowledge of social studies.



Source: *The Way We Saw It: . . .*, Highsmith, Inc., 1998

23 This drawing illustrates conditions that contributed primarily to the beginning of the

- (1) Protestant Reformation
- (2) French Revolution
- (3) Napoleonic Wars
- (4) European Renaissance

24 Which conclusion can be drawn from this drawing?

- (1) One group paid heavy taxes that supported the other two groups.
- (2) Hard work, prayer, and a good example allowed for a stable government in France.
- (3) Peasants and professionals in this society were gaining political and economic power.
- (4) French society emphasized the importance of natural law and social equality.

- 25 Which geographic factor most limited the growth of Latin American unity of the early 19th century?
- (1) the region's diverse landforms
 - (2) most of the region's rivers flowed north to south
 - (3) the region's location close to the equator
 - (4) the region's lack of natural resources
- 26 The economic theory of laissez-faire capitalism proposes that
- (1) command economies should provide the greatest opportunity for national growth
 - (2) the nobility should have strict control over business and industry
 - (3) the practices of mercantilism should be expanded
 - (4) governments should not interfere with business

Base your answers to questions 27 and 28 on the quotation below and on your knowledge of social studies.

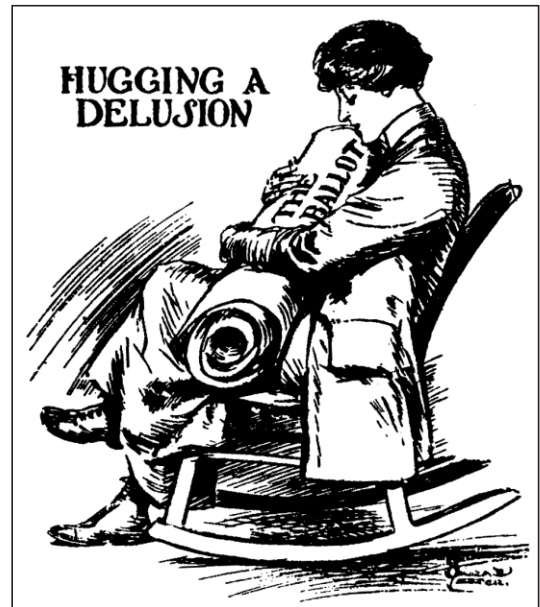
“With sincere heart and unpretended faith I [reject] . . . , and detest the aforesaid errors and heresies [of Copernicus] and also every other error . . . contrary to the Holy Church, and I swear that in the future I will never again say or assert . . . anything that might cause a similar suspicion toward me.”

— Galileo

- 27 The best explanation as to why Galileo made this statement is that he
- (1) was a strong supporter of Church doctrine
 - (2) feared that the Church might excommunicate him
 - (3) had lost faith in the teachings of science
 - (4) wanted to advance his ideas through the Church
- 28 The historical issue referred to in this quotation is the conflict between
- (1) privileged upper classes and exploited lower classes
 - (2) 16th-century Protestants and Catholics
 - (3) city-states and nation-states
 - (4) established institutions and new ideas

- 29 Kemal Atatürk's efforts to modernize Turkish culture were most strongly opposed by
- (1) Indian nationalists
 - (2) republicans
 - (3) industrialists
 - (4) religious forces
- 30 Lenin's promise of “Peace, Land, Bread” during the Bolshevik Revolution of 1917 was made in an effort to
- (1) end France's occupation of Russia
 - (2) gain popular support to overthrow the government
 - (3) restore Czar Nicholas II to power
 - (4) resolve conflicts between farmers of diverse ethnic backgrounds

Base your answer to question 31 on the cartoon below and on your knowledge of social studies.



Source: Life Publishing Co.

- 31 The main idea of this early 20th-century British cartoon was that women
- (1) had little chance of getting the right to vote
 - (2) should emphasize their responsibilities as workers
 - (3) were well prepared to assume the duties of citizenship
 - (4) wanted to end World War I

Base your answers to questions 32 and 33 on the maps below and on your knowledge of social studies.



Source: *Regional Extensions*, 1999

- 32 In 1919, European boundaries were changed in an attempt to
- (1) satisfy the demands for self-determination by ethnic nationalities
 - (2) allow for communist expansion in Eastern Europe
 - (3) establish a European common market
 - (4) balance economic needs and natural resources

- 33 Which nation lost the most territory as a result of World War I?
- (1) Belgium
 - (2) France
 - (3) Austria-Hungary
 - (4) Germany

34 “Don’t pay your taxes or send your children to an English supported school . . . Make your own cotton cloth by spinning the thread at home, and don’t buy English-made goods. Provide yourselves with homemade salt, and do not buy government-made salt.”

— Mohandas Gandhi

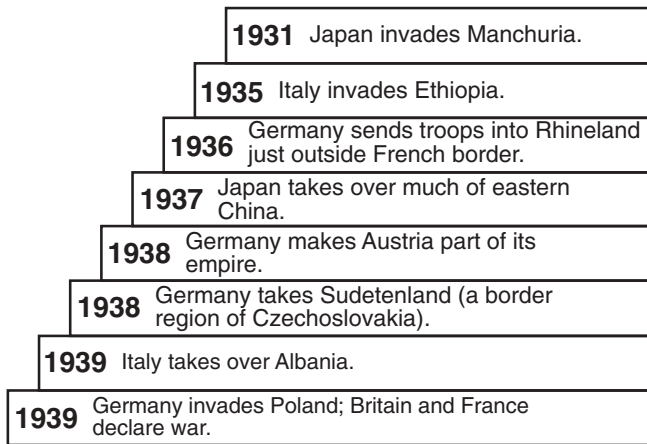
In this statement, Gandhi was expressing his commitment to

- (1) armed rebellion
- (2) civil disobedience
- (3) criminal acts
- (4) guerrilla tactics

35 Which situation was a direct result of the Holocaust and other atrocities committed by the Nazis during World War II?

- (1) development of the Cold War
- (2) war crimes trials in Nuremberg
- (3) formation of the League of Nations
- (4) separation of Germany into Eastern and Western zones

Base your answer to question 36 on the diagram below and on your knowledge of social studies.



Source: *Guide to Essentials*, Prentice Hall

36 Based on the information provided by the diagram, which statement is a valid conclusion about the 1930s?

- (1) The United States led international peace-keeping efforts.
- (2) Aggression led to the start of World War II.
- (3) The actions of Italy, Germany, and Japan united Europe.
- (4) Economic and social upheaval led to the rise of democracy in Asia.

37 Since the late 1970s, which measure has the Chinese government taken to reduce the effects of overpopulation?

- (1) supported a policy of forced migration to other nations
- (2) reduced food production
- (3) emphasized the teachings of Confucius
- (4) imposed a one-child policy that limits family size

38 Since the 1970s, the wealth of many Middle Eastern nations was increased by the

- (1) formation of the Palestine Liberation Organization (PLO)
- (2) expansion of Islamic fundamentalism
- (3) creation of the Organization of Petroleum Exporting Countries (OPEC)
- (4) development of communes in Israel

39 During the late 1900s, the Sahel region of Africa has been faced with problems resulting from

- (1) increasing desertification
- (2) the lack of rainfall from the monsoons
- (3) the effects of acid rain
- (4) water pollution

40 After World War II, India and many other developing nations sought to avoid being dominated by the superpowers by following a policy of

- (1) containment
- (2) nonalignment
- (3) militarism
- (4) isolationism

41 Which type of economic system was used by both Joseph Stalin and Mao Zedong to accelerate the economic growth of their respective nations?

- (1) mixed
- (2) market
- (3) command
- (4) traditional

42 • Nuclear accident at Chernobyl in the former Soviet Union

- Dumping of toxic waste in the ocean
- Cutting down the rain forest in Africa and South America

Which conclusion can be drawn from these situations?

- (1) Environmental problems need global solutions.
- (2) The fall of the Soviet Union has caused severe environmental hazards.
- (3) Technology has helped the world stop polluting the environment.
- (4) Only nations that create environmental problems will suffer from them.

43 In which way were the developments of the Renaissance in Italy similar to the developments of the Tang dynasty in China?

- (1) The rebirth of art, technology, and learning was a central theme in both regions.
- (2) Warfare and insurrection led to the devastation of both societies.
- (3) Religious reform was a main focus in both regions.
- (4) The peasant class was responsible for the emergence of both eras.

Base your answers to questions 44 and 45 on the map below and on your knowledge of social studies.



Source: *The Key to Understanding Global History*, Killoran

- 44 Both alliances shown on the map were formed after World War II primarily to
- (1) increase military defense
 - (2) promote democracy in Europe
 - (3) compete in the global economy
 - (4) expand trade between the members

- 45 Which of these countries was not a member of either the North Atlantic Treaty Organization (NATO) or of the Warsaw Pact?
- | | |
|-------------------|-------------|
| (1) East Germany | (3) Rumania |
| (2) Great Britain | (4) Austria |

- 46 The influence of geographic factors in England was *most* evident in the development of
- (1) the Anglican Church under Henry VIII
 - (2) English literature under Elizabeth I
 - (3) the English industrial system
 - (4) the English constitutional monarchy

- 48 One way in which the Twelve Tables, the Justinian Code, and the Napoleonic Code were similar is that they
- (1) emphasized social equality
 - (2) provided a written set of laws
 - (3) established democratic governments
 - (4) proposed economic goals

- 47 Which newspaper headline illustrates a policy of appeasement?
- (1) **“Dien Bien Phu Falls; French to Leave Vietnam”**
 - (2) **“Chamberlain Agrees to German Demands: Sudetenland to Germany”**
 - (3) **“Marshall Plan Proposes Economic Aid Program for Europe”**
 - (4) **“Soviet Troops and Tanks Crush Hungarian Revolt”**

- 49 The Boxer Rebellion, the Salt March, and the Iranian Revolution were reactions against
- (1) Mongol rule
 - (2) rapid industrialization
 - (3) Western influence
 - (4) economic depression

Base your answer to question 50 on the passage below and on your knowledge of social studies.

[When] the legislature shall . . . grasp [for] themselves, or put into the hands of any other, an absolute power over their lives, liberties, and estates of the people, . . . they forfeit the power the people had put into their hands for quite contrary ends, and it [passes] to the people, who have a right to resume their original liberty. . . .

— John Locke, *Two Treatises on Civil Government*

50 Which idea is expressed in this passage?

- (1) The people should give up their liberty to create an orderly society.
 - (2) People have the right to rebel if their natural rights are denied.
 - (3) Governments should be obeyed regardless of their actions.
 - (4) Liberty can only be guaranteed in a direct democracy.
-

Answers to the essay questions are to be written in the separate essay booklet.

In developing your answers to Parts II and III, be sure to keep these general definitions in mind:

- (a) **discuss** means “to make observations about something using facts, reasoning, and argument; to present in some detail”
- (b) **evaluate** means to “examine and judge the significance, worth, or condition of; to determine the value of”

Part II

THEMATIC ESSAY QUESTION

Directions: Write a well-organized essay that includes an introduction, several paragraphs addressing the task below, and a conclusion.

Theme: Change

Individuals have brought about great changes in history. These individuals have had positive and/or negative effects on nations or regions.

Task:

Choose **two** individuals from your study of global history and geography and for **each** individual chosen:

- Discuss **two** specific changes made by the individual in a specific nation or region
- Evaluate whether these changes have had a positive or a negative effect on that nation or region

You may use any example from your study of global history and geography. Some suggestions you might wish to consider include Elizabeth I, Genghis Khan, Muhammed, Martin Luther, Napoleon Bonaparte, Toussaint L'Ouverture, Nelson Mandela, Fidel Castro, Boris Yeltsin, Deng Xiaoping, and Yasir Arafat.

You are *not* limited to these suggestions.

Do *not* use an individual from the United States in your answer.

Guidelines:

In your essay, be sure to:

- Address all aspects of the *Task*
- Support the theme with relevant facts, examples, and details
- Use a logical and clear plan of organization
- Introduce the theme by establishing a framework that is beyond a simple restatement of the *Task* and conclude with a summation of the theme

NAME _____

SCHOOL _____

Part III

DOCUMENT-BASED QUESTION

This question is based on the accompanying documents (1–7). The question is designed to test your ability to work with historical documents. Some of the documents have been edited for the purposes of the question. As you analyze the documents, take into account both the source of each document and any point of view that may be presented in the document.

Historical Context:

Throughout global history, people have migrated as a result of political, social, and economic conditions.

Task: Using information from the documents and your knowledge of global history, answer the questions that follow each document in Part A. Your answers to the questions will help you write the Part B essay in which you will be asked to:

- Discuss the political, social, and/or economic reasons for the mass movement of peoples throughout global history.

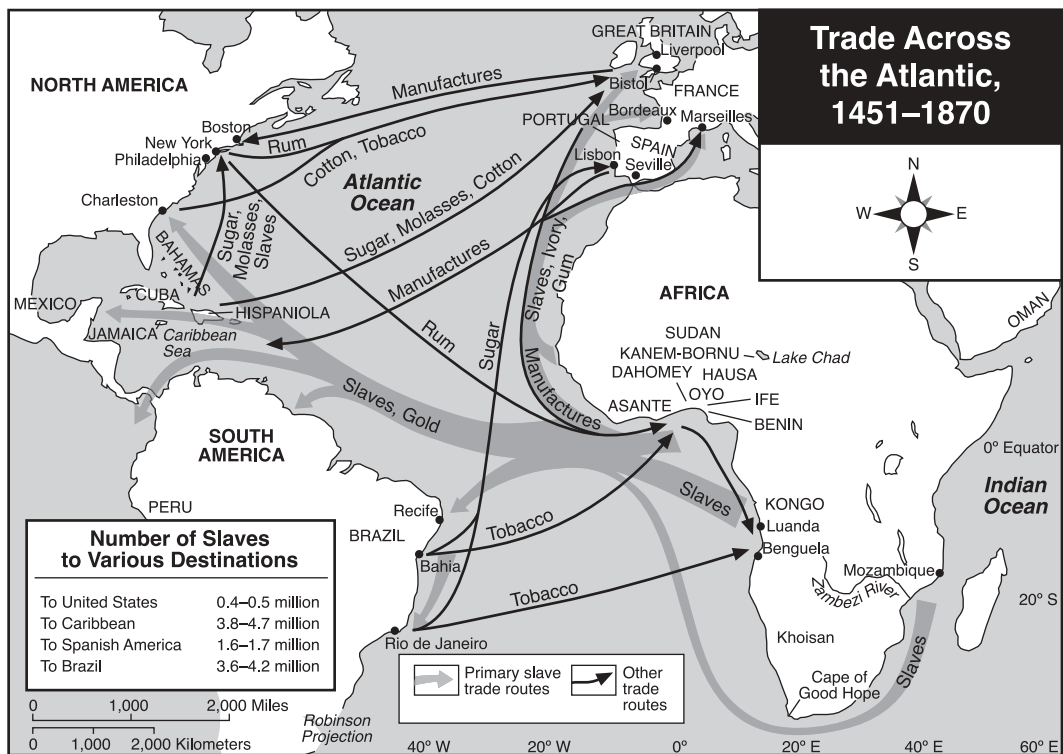
Do not use examples from the United States in your answer.

Part A

Short-Answer Questions

Directions: Analyze the documents and answer the questions that follow each document in the space provided. Your answers to the questions will help you write the essay.

Document 1



1 According to this map, what is **one** reason African slaves were traded to countries in the Western Hemisphere? [1]

Score

Document 2a

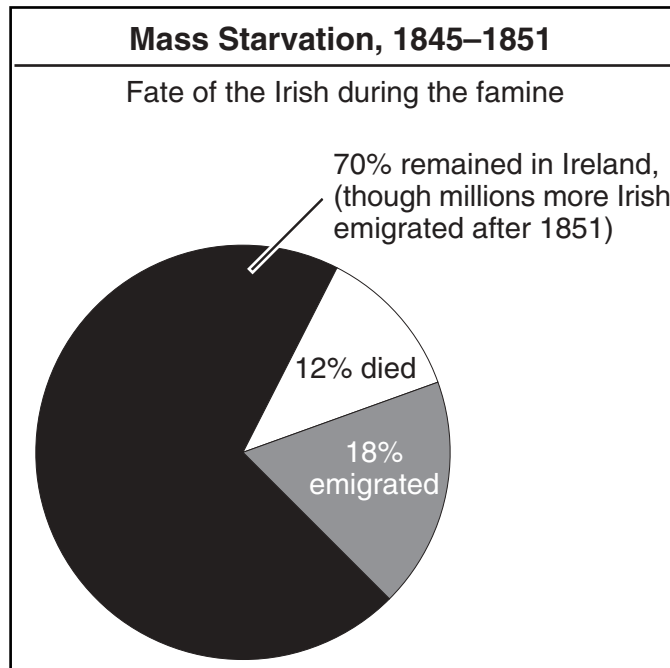
We entered a cabin. Stretched in one dark corner, scarcely visible, from the smoke and rags that covered them, were three children huddled together, lying there because they were too weak to rise, pale and ghastly, their little limbs— on removing a portion of the filthy covering— perfectly emaciated, eyes sunk, voice gone, and evidently in the last stage of actual starvation.

—William Bennett, *The Peoples of Ireland*

2a According to this passage, what was **one** reason for Irish emigration between 1845 and 1851? [1]

Score

Document 2b



Source: R.F. Foster, *Modern Ireland, 1600–1972*

2b According to this graph, state **one** impact of the mass starvation on the Irish population between 1845 and 1851. [1]

Score

Document 3

. . . Hundreds of thousands of Hindus and Sikhs who had lived for centuries on the Northwest Frontier [of India] abandoned their homes and fled [the riots] toward the protection of the predominantly Sikh and Hindu communities in the east. They traveled on foot, in bullock carts, crammed into [trucks], clinging to the sides and roofs of trains. Along the way — . . . at crossroads, at railroad stations — they collided with panicky swarms of Muslims fleeing to safety in the west. The riots had become a rout. By the summer of 1947, when the creation of the new state of Pakistan was formally announced, ten million people — Muslims, Hindus and Sikhs — were in flight.

— Khushwant Singh, *Train to Pakistan*

3 According to the document, why did Hindus, Sikhs, and Muslims abandon their homes during this period? [1]

Score

Document 4

The Nazi Holocaust, which engulfed millions of Jews in Europe, proved anew the urgency of the re-establishment of the Jewish State, which would solve the problem of Jewish homelessness by opening the gates to all Jews and lifting the Jewish people to equality in the family of nations.

— David Ben-Gurion, “Declaration of the State of Israel” (1948)

4 Why did many Jews move to Israel (Palestine) after World War II? [1]

Score

Document 5

When I was in the Sinai with Anwar [Sadat], I was shocked by what I saw. The war had left its mark on everything and everyone. Wherever I went I saw Palestinians who had been forced from their homeland by the creation of Israel and the fighting that had ensued [followed] in 1948. Dressed in black, mothers with their children squatted silently alongside the roads, in the towns. . . . More than one million Arabs had suddenly become homeless, depending on the United Nations Relief Fund for subsistence. . . .

Refugee camps lined the roads, the tents so close they seemed like a canvas city.

“Is your family faring well?” I asked our cook, a Palestinian woman from one of the refugee camps.

She dropped her eyes. “It is not like before,” she said quietly.

. . . “From the camp we can see the tops of the lemon and orange trees on our old farm,” she said slowly, as if reluctant to remember. “On our land it was always green and warm, but here in the desert it is very cold. . . .”

. . . “Tell me about your husband,” I pressed. “What work does he do?”

The woman’s eyes dropped even lower. “At home he was a farmer. Here in the desert there is nothing for him. . . .”

— Jehan Sadat, *A Woman of Egypt*

5 According to the document, state **one** reason Palestinians were forced into refugee camps in the Sinai. [1]

Score

Document 6

Where is the village of Asyaf? . . . It had been eighteen years since he left the village . . . With every passing year he dreamt of his village. . . . Now they said the village was taken over by the desert sand, its people deserted [abandoned] it . . . there remained nothing but the thorn and tall bushes, a few palm trees and some goats . . .

— Sudanese short story of a man returning to his village

6 According to the document, what caused the abandonment of the village of Asyaf? [1]

Score

Document 7

Late on a cool summer evening, against a faint glow from the city lights below, 18 Mexicans struggled up the side of a towering hill in the Mexican state of Sonora . . . Most were new arrivals at the northern edge of Mexico. Pushed from the south by rural poverty and vast unemployment, pulled to the north by the promise of jobs in . . . factories, they had joined the productive work force of a new industrial revolution on the border. Now their arms laden with clothes, blankets, and flattened cardboard boxes, they move slowly up the darkened hillside to claim a place to live.

— Sandy Tolan, *Hope and Heartbreak*

7 According to the document, why have many Mexicans moved to the northern part of Mexico? [1]

Score

Part B

Essay

Directions: Write a well-organized essay that includes an introduction, several paragraphs, and a conclusion. Use evidence from at least **four** documents to support your response.

Historical Context:

Throughout global history, people have migrated as a result of political, social, and economic conditions.

Task: Using information from the documents and your knowledge of global history, write an essay in which you:

- Discuss the political, social, and/or economic reasons for the mass movement of peoples throughout global history

Do not use examples from the United States in your answer.

Guidelines:

In your essay, be sure to:

- Address all aspects of the *Task* by accurately analyzing and interpreting at least **four** documents
- Incorporate information from the documents
- Incorporate relevant outside information
- Support the theme with relevant facts, examples, and details
- Use a logical and clear plan of organization
- Introduce the theme by establishing a framework that is beyond a simple restatement of the *Task* or *Historical Context* and conclude with a summation of the theme

Tear Here

The University of the State of New York

Part I

REGENTS HIGH SCHOOL EXAMINATION

GLOBAL HISTORY AND GEOGRAPHY

Tuesday, August 13, 2002 — 12:30 to 3:30 p.m., only

ANSWER SHEET

Male

Female

Student
Teacher
School

Write your answers for Part I on this answer sheet, write your answers to Part III A in the test booklet, and write your answers for Parts II and III B in the separate essay booklet.

- 1..... 26.....
2..... 27.....
3..... 28.....
4..... 29.....
5..... 30.....
6..... 31.....
7..... 32.....
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22..... 47.....
23..... 48.....
24..... 49.....
25..... 50.....

FOR TEACHER USE ONLY

Part I Score
Part III A Score
Total Part I and III A Score
Part II Essay Score
Part III B Essay Score
Total Essay Score
Final Score (obtained from conversion chart)

No. Right

The declaration below should be signed when you have completed the examination.

I do hereby affirm, at the close of this examination, that I had no unlawful knowledge of the questions or answers prior to the examination and that I have neither given nor received assistance in answering any of the questions during the examination.

Signature

Tear Here

Tear Here

Tear Here