Dear Student,

Congratulations on deciding to earn your high school credential!

Why should you take the GED Practice Tests? Because they are similar in content, difficulty, and format to the actual GED Tests. These Practice Tests will provide you with a solid introduction to the types of topics and questions you can expect to find on the GED Tests. They will also help you practice your test-taking skills under simulated test conditions. (Note that the Practice Tests are only half as long as the actual tests.) Additionally, the scores you earn on the Practice Tests will help you estimate your scores on the actual GED Tests. With all this practice, by the time you walk into the actual test center, you’ll feel confident and prepared to do your best!

Here are a few tips to help you do well on both the Practice and GED Tests:

- Read all directions and questions carefully and completely.

- Pick the single best answer. All multiple-choice questions have five answer choices. There are no “trick” questions. Some questions in the math sections ask you to grid in your own numerical solution to a problem; in these cases, you will not have multiple-choice options.

- Answer every question. If you get stuck on a question, move on. Complete the rest of the test, and then come back to the questions you skipped. Eliminate the answer choices that you know are wrong and pick the best remaining answer. Even if you are unsure, mark an answer choice for every question because you will not be penalized for wrong answers.

The Practice Test is a good predictor of your success on the actual GED Tests. Use the guidelines below and consult with your teacher or tutor to help you determine your readiness to take the tests.

- If your Practice Test scores are much higher than those required to pass the tests, you are probably ready to take the actual GED Tests.

- If your Practice Test scores are about the same as the required scores, consider studying more before taking the actual GED Tests.

- If your Practice Test scores are significantly lower than the required scores, we encourage you to attend class, work with a tutor, or study GED books before taking the actual GED Tests.

We wish you much success as you work to earn your high school credential and accomplish your other educational, professional, and personal goals. Good luck!

Sincerely,
Joan C. Auchter, Executive Director
GED Testing Service Staff
Directions: Choose the one best answer to each question.
Questions 1 and 2 refer to the following map.

1. According to the map, what comparison can be made among the continents?
   (1) birth and mortality rates
   (2) probability of political stability
   (3) religious beliefs
   (4) variety of economic activities
   (5) distribution of minerals

2. What is the most probable reason for the level of commercial farming and stock raising in North America, Europe, and parts of Asia?
   (1) They have suitable soil and favorable climates.
   (2) They have little precipitation and short growing seasons.
   (3) They are surrounded by large bodies of water.
   (4) They do not use their land for other industries.
   (5) They are located near the Equator.


GO ON TO THE NEXT PAGE
3. Canada and the United States sponsor programs to help children living in poverty. In 1944, the Canadian government began to provide family allowances. Under the Women, Infants, and Children (WIC) program, the U.S. government gives mothers with inadequate incomes and with children under five years of age coupons to exchange for infant formula and food.

The information implies that Canadian and the U.S. governments have what attitude about children's welfare?

(1) Aiding children is an appropriate government responsibility.
(2) Taxpayer dollars should not be spent on special populations such as children.
(3) Government should aid children directly without involving their parents.
(4) Older children need more assistance than younger ones.
(5) Poverty does not greatly affect children.

4. According to the law of supply and demand, which of the following is most likely to occur when there is an unusually large crop of radishes, but people decide to buy fewer radishes than they did the previous year?

(1) The price of radishes will decrease.
(2) Radish growers will demand tariff protection to prevent competition from foreign radish growers.
(3) The incomes of radish growers will increase.
(4) The number of radish growers will increase.
(5) The cost of growing radishes will increase.

5. According to this cartoon, why don't public opinion polls always give a true picture of public opinion?

(1) Only people who have time to answer questions take part in opinion polls.
(2) The responses depend on what questions are asked.
(3) Pollsters don't ask the right questions.
(4) Politicians often pay attention to the results of opinion polls.
(5) People polled may not take the poll seriously.
Millions of people in the world, particularly in Asia, earn their living solely from agriculture. Rural incomes are only 20–25% of those in urban areas. Rural villagers are less likely than urban citizens to have clean drinking water, electricity, schools, and access to health care.


6. Which of the following best explains why many people living in rural areas in Asia migrate to cities?

(1) The weather conditions are harsher in the rural areas.
(2) Agriculture is boring work after several years.
(3) Governments force people in rural areas to become urbanized.
(4) People from rural areas have a wider social group.
(5) People from rural areas want better services.

7. According to this information, which of the following combinations threatens to decrease the amount of land available for agricultural production in the fruit-growing areas described?

(1) intense cold and limited areas of most favored soils
(2) pollution and acid rain
(3) use of chemical fertilizers and insecticides
(4) residential and business urban land development
(5) fruit diseases, drought, and competition from foreign fruit growers
Questions 8 through 10 refer to the following information.

Values are ideals and principles that people believe are important. Listed below are five cultural values that are part of some societies.

1. Citizenship – Citizens should be well informed about and participate in the government.

2. Work ethic – People should have an equal chance to be successful through hard work and determination.

3. Tolerance – People should accept a wide variety of people, views, and traditions.

4. Justice – People should be treated equally before the law.

5. Compassion – People should show sympathy for and want to alleviate the distress of others.

8. Some governments set up constitutions that protect people’s lives, liberty, and property.

Which cultural value is protected when constitutions protect the rights of persons accused of a crime?

1. citizenship
2. work ethic
3. tolerance
4. justice
5. compassion

9. The Quakers came to North America seeking religious freedom. Unlike some groups, they respected people who chose to practice other religions within the community.

According to the definitions, which cultural value does this experience illustrate?

1. citizenship
2. work ethic
3. tolerance
4. justice
5. compassion

10. When people read newspaper stories about national laws, lobby the state legislature, and vote in local elections, they are practicing which cultural value?

1. citizenship
2. work ethic
3. tolerance
4. justice
5. compassion
Questions 11 through 14 refer to the following information.

In 1919, long hours, hazardous working conditions, low pay, lack of job security, and postwar unemployment led to growing labor unrest throughout Canada. A number of groups opposed labor's efforts to organize. Businesses feared their profits would fall if they were forced to increase workers' wages. Provincial governments generally supported business interests. Some businesspeople said that the workers' demands would lead to a political revolution such as the Bolshevik Revolution that had occurred just two years before in Russia.

In the West, where workers with strong union backgrounds settled, the demands from workers were particularly strong. In May 1919, workers finally struck in Winnipeg. Soon 30,000 workers walked off the job and paralyzed the city.

Businesses and government acted quickly to defeat the workers. Business leaders formed a group called the Citizens' Committee of 1000 to carry out essential city services and strike-breaking activities. The federal government enlarged the North West Mounted Police (NWMP), organized volunteer militia, and arrested strike leaders. On June 21, a parade held in sympathy for the jailed leaders was forcefully broken up by the NWMP. Leaderless and disorganized, the strikers gave up on June 25. Not until after World War II did Canadian workers secure legal recognition of unions and collective bargaining.

As one pro-union historian observed: "The great revolt of 1919 was crushed. Not only in Winnipeg, but across Canada, strike activity and union membership was to plummet [fall drastically] in the next decade. ... But in the face of both repression and depression, Winnipeg workers did not abandon the ideas held out by the general strike. ... It was a dream that was to continue to inspire workers through a long night that was descending."


11. What happened to the union leaders as a result of the strike of 1919?
   (1) They gained some bargaining power.
   (2) They went to jail.
   (3) They were supported by the police.
   (4) Some of their demands were met.
   (5) They lost the respect of the workers.

12. Which of the following beliefs most likely led to the Citizens' Committee's response to the striking workers in 1919?
   The Citizens' Committee members believed that
   (1) working conditions should be improved
   (2) workers and management were equal partners
   (3) increasing wages would improve business
   (4) management must exercise strict control of workers
   (5) workers should have the power to influence government

13. Which of the following statements best explains one effect that the Russian Revolution of 1917 had on Canada at the time of the Winnipeg Strike?
   The Russian Revolution
   (1) strengthened the opposition of business against government
   (2) strengthened the opposition of government and business against labor
   (3) increased the provincial governments' acceptance of socialist ideals
   (4) calmed people's fears about labor unions
   (5) persuaded workers to make compromises
14. How do modern Canadian labor unions most likely view the Winnipeg Strike?

(1) a part of the historical push to improve working conditions
(2) a wasted effort on the part of workers
(3) an unpatriotic act against the Canadian government
(4) a tragic attempt to create a socialist state
(5) an argument for abolishing private enterprise in Canada

Question 15 refers to the following information.

For a long time, the British government discouraged Newfoundland's development as a colony because Britain wanted to use the territory as a fishing base to help its own industry. The government abandoned this policy at the end of the eighteenth century. Afterward, Britain encouraged colonization, and the fishing industry in Newfoundland thrived.

15. Which of the following statements about Newfoundland's history before the eighteenth century is best supported by the information?

(1) Its resources were not valued by the British government.
(2) It became a densely populated region in the New World.
(3) It was an unwanted possession of the British government.
(4) It was used by Britain to help the British economy.
(5) Britain encouraged its commercial independence.

16. According to the map, if you traveled from Point X in Saskatchewan to Point Y in New Brunswick, which of the following choices lists the correct sequence of natural regions you must cross over?

A. The Appalachians
B. The Canadian Shield
C. The Interior Plains
D. The St. Lawrence Lowlands

(1) A, D, B, C
(2) B, A, C, D
(3) C, B, D, A
(4) D, C, A, B
(5) D, A, C, B
Questions 17 through 20 refer to the following table and information.

### Nations with Nuclear Arms and Research Capacity, 1992

<table>
<thead>
<tr>
<th>Declared Nuclear Powers</th>
<th>Have or Close to Having Nuclear Arms</th>
<th>May Be Engaged in Nuclear Research</th>
</tr>
</thead>
<tbody>
<tr>
<td>United States of America</td>
<td>India</td>
<td>Canada</td>
</tr>
<tr>
<td>Commonwealth of Independent States (former Soviet Union)</td>
<td>Pakistan</td>
<td>Brazil</td>
</tr>
<tr>
<td>United Kingdom of Great Britain and Northern Ireland</td>
<td>Iraq</td>
<td>Iran</td>
</tr>
<tr>
<td>France</td>
<td>Israel</td>
<td>Egypt</td>
</tr>
<tr>
<td>People's Republic of China</td>
<td>South Africa</td>
<td>Argentina</td>
</tr>
<tr>
<td></td>
<td>North Korea</td>
<td>Libya</td>
</tr>
</tbody>
</table>

Source: Adapted from *Scholastic Update*, February 21, 1992, 4-5.

Even though their relations had not been friendly, the former Soviet Union and the United States joined forces to defeat their common enemies during World War II. After the war, however, competition between the two countries revived. Mutual suspicion and hostility led to a 45-year political and economic rivalry called the Cold War.

The distrust between the two nations caused them to compete in building nuclear and conventional weapons. This arms race also involved their allies and trading partners around the world. When the Soviet Union collapsed in 1991, the Cold War ended. The threat of a nuclear war between the United States and the former Soviet Union was greatly reduced.

However, other countries’ interest in nuclear power grew. They said that they had obtained the necessary nuclear technology and materials to build nuclear power facilities for peaceful uses. But those facilities could also be used to develop nuclear weapons. Nuclear proliferation—the spread of nuclear weapons around the world—became a global crisis.

Most experts agreed that the greatest threat of nuclear war in the 1990s came from smaller or less-powerful countries. Experts claimed that those countries wanted the same power and prestige that countries with nuclear weapons already had.


17. Which statement best summarizes the ideas in the passage?

1. The United States and the former Soviet Union caused the Cold War.
2. Global nuclear arms proliferation developed from the Cold War.
3. The former Soviet Union and the United States cooperated during World War II to defeat the Axis Powers.
4. The Cold War caused the political collapse of the Soviet Union.
5. Weapons sales were important to international industry and trade.

18. According to the information presented, why did the nuclear arms race develop in the twentieth century?

Several nations

1. saw the devastating effects of nuclear weapons used during World War II
2. stopped trading in weapons such as tanks, guns, and planes
3. could not get nuclear technology for research
4. needed to develop nuclear power for electricity
5. wanted nuclear weapons to protect their security
19. According to the information presented, what most likely would happen if Brazil developed nuclear weapons in the 21st century?

(1) A nuclear arms race would occur in Latin America.
(2) Central and South America would remain "nuclear-free zones."
(3) Brazil’s actions would be ignored by its neighbors.
(4) Political stability would be unaffected in the Western Hemisphere.
(5) Argentina would stop its nuclear research.

20. Which conclusion about international relations after World War II can be verified by using only the table as a source of information?

(1) The Cold War was fought by political and economic policies rather than by actual combat.
(2) One result of the Cold War was an arms race in conventional weapons.
(3) Nuclear war between the United States and the Russian republics will probably not happen.
(4) Nuclear weapons research took place around the world.
(5) Nuclear weapons have prevented the outbreak of another world war.

21. Which of the following entitlements ensures that arrested persons will receive legal counsel?

(1) freedom of thought
(2) the right to equal protection of the law
(3) freedom of speech
(4) freedom of assembly and association
(5) the right to express unpopular opinions

The Canadian Charter of Rights and Freedoms guarantees several rights and freedoms that are subject only to such reasonable limits prescribed by law as can be demonstrably justified in a free and democratic society. Everyone has the freedom of thought, belief, opinion, and expression, including freedom of the press and other media of communication; freedom of peaceful assembly; and freedom of association. Everyone has the right to life, liberty, and security of the person. Every individual is equal before and under the law and has the right to equal protection and equal benefit of the law.
Questions 22 and 23 refer to the following advertisement.

**EMPIRES OF AMERICAN INDUSTRY SET**

1996. The History Channel will take you on a tour of the brewing, steel, coal, shipbuilding, and textile industries that shaped industrial America and continue to influence contemporary American culture. Leading academics, historians, and industrialists discuss the history and economic roles of these industries in the past and the present, **250 minutes total.**

*NEW RELEASE!* SAVE $19!

[Price and Order Information]

22. Which of the following choices best summarizes the content of the videos described in the advertisement?

1. comments by famous industrialists about U.S. history
2. tours of steel and coal industries
3. the history and current status of several major U.S. industries
4. the economic role of the coal and textile industries in the United States today
5. current issues in the brewing and shipbuilding industries

23. Based on the advertisement, what does the History Channel appear to assume about its video consumer market?

1. Consumers no longer consider manufacturing an economic priority.
2. Consumers want to buy videos made in the early 20th century.
3. Consumers want to become multimillionaires.
4. Consumers are attracted to new products and discounted prices.
5. Consumers know a great deal about the shipbuilding and textile industries.
Question 24 refers to the following information.

In the 1970s, External Affairs Minister Mitchell Sharp presented a government paper calling for a "third option" in Canada's dealings with the United States. The first option was to keep the relationship as it was; the second was to integrate more closely with the United States in all fields. The third and most desirable option, according to the minister, was to expand Canada's relations with other countries, most notably with Japan and the European Economic Community. The third option suggested that Canada would introduce policies designed to further its own interests. Canada would move away from continentalism to a more separate position.


24. According to this article, why did External Affairs Minister Sharp favor the "third option" for Canada?

(1) to decrease Canadian economic dependence on the United States
(2) to encourage closer Canadian-U.S. economic relations
(3) to maintain current Canadian-U.S. economic relations
(4) to increase Canadian dependence on other nations
(5) to allow Canadians to trade freely with the United States
25. Which of the following statements about Africa's status at the end of the 20th century is confirmed by the information provided above?

(1) Population growth rates were lowest in East and West Africa.
(2) Population size varied among regions in Africa.
(3) African nations had the same urban/rural population distribution.
(4) Africa's size was too small to support future population growth.
(5) African nations could have supported the needs of 2.8 times the number of people who live in the United States.
SOCIAL STUDIES
Tests of General Educational Development

Directions

The Social Studies Test consists of multiple-choice questions that measure general social studies concepts. The questions are based on short readings that often include a map, graph, chart, cartoon, or figure. Study the information given and then answer the question(s) following it. Refer to the information as often as necessary in answering the questions.

You will have 35 minutes to answer the 25 questions in this booklet. Work carefully, but do not spend too much time on any one question. Answer every question.

Do not mark in this test booklet. Record your answers on the separate answer sheet provided. Be sure that all requested information is properly recorded on the answer sheet.

To record your answers, fill in the numbered circle on the answer sheet that corresponds to the answer you select for each question in the test booklet.

FOR EXAMPLE:

Early colonists of North America looked for settlement sites with adequate water supplies and access by ship. For this reason, many early towns were built near

(1) mountains
(2) prairies
(3) rivers
(4) glaciers
(5) plateaus

The correct answer is "rivers"; therefore, answer space 3 would be marked on the answer sheet.

Do not rest the point of your pencil on the answer sheet while you are considering your answer. Make no stray or unnecessary marks. If you change an answer, erase your first mark completely. Mark only one answer space for each question; multiple answers will be scored as incorrect. Do not fold or crease your answer sheet. All test materials must be returned to the test administrator.

DO NOT BEGIN TAKING THIS TEST UNTIL TOLD TO DO SO