# Study Guide for the Foreign Service Written Examination

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Introduction

Purpose of the Study Guide

The purpose of this guide is to give candidates the opportunity to review information and sample questions for the four components of the Foreign Service Written Examination (FSWE). These are the Job Knowledge Test, the English Expression Test, the Biographic Information Questionnaire, and the Written Essay.

How to Use the Study Guide

The best way to use this guide is to review the section on Preparing for the Foreign Service Written Examination first. You can then answer the sample questions for each part of the FSWE and review your answers.

The Contents of the Study Guide

This guide concentrates on the Job Knowledge and English Expression sections of the FSWE. A sample of the questions for these tests is provided, followed by the correct answers and rationales that explain what each question tests, why the indicated answer is correct, and why the other choices are incorrect. The third component of the FSWE is the Biographic Information Questionnaire. There is also a Written Essay, which will not be scored unless the English Expression, Job Knowledge, and Biographic Information Questionnaire sections are passed.

The section entitled Preparing for the Foreign Service Written Examination provides an explanation of the job knowledge content areas and a list of suggested academic courses.

The section entitled The Oral Assessment provides a description of the steps that follow the written exam, including an overview of the Oral Assessment.

Examination Dates

Future Examination Dates: The Foreign Service Written Examination will be administered on Saturday, April 23, 2005.

Career Track Selection

The Department plans to hire Junior Officers in all five career tracks in 2005. Candidates should fully inform themselves about the five job specialization areas (career tracks) of Foreign Service work: Management, Consular, Economic, Political, and Public Diplomacy. During the Foreign Service Written Examination registration process, candidates will be asked to select their career track.

New in 2005: Career Track Sections

For 2005, the Job Knowledge Test consists of a general section followed by five career track sections. All candidates will take the general section. After completing the general section, candidates will take one (and only one) career track section. Questions included in each career track section address knowledge that varies in importance by career track or knowledge that is uniquely important to particular career tracks. Career track sections are equal in length, and approximately equal in length to the general section. An overall score on the Job Knowledge Test will be determined by combining performance on the general section with performance on the career track section taken by the candidate. Separate scores for the general and career track sections will not be computed.

FSWE Scoring

Candidates will be notified primarily by e-mail whether or not their score is high enough to move on to the second phase of the examination process—the Oral Assessment.

Oral Assessment Selection

Candidates who pass the Foreign Service Written Examination are invited to an Assessment Center to take the Oral Assessment. It is important that candidates bring a completed application for employment (DS-1950), a Statement of Interest, and a completed security background form (SF-86) to submit in the event of passing the Oral Assessment. These documents will be used during the next stages of the appointment process.
General Information

Disability Accommodation

In addition to the preparation and administration of the exam, ACT will be responsible for all special accommodation requests for people with disabilities. Candidates with disabilities who need accommodation to take the exam are requested to register as early as possible in order for ACT to have sufficient time to make the necessary arrangements.

Sample Examination Questions

The 2005 Foreign Service Written Exam Study Guide includes sample questions for each portion of the examination. These include:

Job Knowledge: The sample questions cover major content areas, such as U.S. Government and Political System, U.S. and World History, Geography, Economics, and Math and Statistics. Two sets of sample questions are included, one set illustrating content addressed in the general section of the test and a second set illustrating content covered in the career track sections.

English Expression: The sample questions encompass English expression and language usage skills required for preparing or editing written reports, including correct grammar and good writing at the sentence and paragraph levels. These questions include passages similar to those on the actual test, with passage-related test questions as well as several non-passage-dependent items. The concepts tested include editing and revising, punctuating relationships and sequences, using words to fit meaning and function, and managing sentence elements effectively.

Biographic Information Questionnaire: The Study Guide includes sample questions from the Biographic Information Questionnaire, which is a non-cognitive measure designed to assess an individual’s experience. Past behavior has been shown to be highly related to job performance. Consequently, this type of questionnaire has been shown to be a good predictor of a variety of performance measures for many different jobs. The questions were written to assess relevant past interests, activities, and behaviors that are related to specific performance dimensions, such as communication, and interpersonal conflict resolution skills.

Written Essay: The written essay is used to evaluate each candidate’s ability to analyze a substantive topic, organize and develop ideas, and express them in correct and readable English prose. Candidates respond to one topic, after selecting that topic from three possible topics. Representative topics include U.S. and/or international social systems and issues, customs and culture, history, education, religion, employment issues, etc. Essays are handwritten in booklets provided on test day. Essays are evaluated using scoring criteria such as ability to analyze a topic, clarity of purpose, sentence structure, grammar, and mechanics.
Preparing for the FSWE

Physical and Mental Preparation

Physical preparation for an exam is something that many people overlook. Although the Foreign Service Written Examination does not involve any purely physical activities, taking exams can be physically as well as mentally challenging. Try to maintain your normal exercise regimen in the days before the exam. Significantly changing your normal habits just prior to the exam may have unintended consequences. The same concept applies to the amount of sleep you plan to get the night before the exam. Being well rested does not necessarily mean getting more sleep than usual. You are the best judge of how much sleep you need to work at peak efficiency. Make an effort to plan accordingly. Similarly, do not forget to eat a breakfast that will supply you with the necessary fuel for testing time. Again, it is probably best not to do anything that is too out of the ordinary. You know how your body responds to the type of breakfast you eat.

The goal of proper mental preparation is to have you arrive for the examination feeling confident and as calm as possible. An important aspect of this is knowing what to expect. This Study Guide should be helpful in that regard. The following information will explain what steps you can take to prepare for the test and start to build that confidence.

Test-Taking Strategies

In all likelihood, you are already experienced in taking tests. However, it is still a good idea to gain more experience in this area. The sample questions included in this guide are a start. Try to answer them under controlled conditions to give yourself a good idea of what the actual test will be like. Taking sample standardized tests in other areas (college admissions, for example) can also help make you more comfortable with the multiple-choice format.

The individual sections in the FSWE are timed. That is, they must be completed within a certain time limit. Therefore, it is important that you have a strategy for pacing yourself to ensure that you will complete the test. In a timed essay exam, you may wish to spend the early part of the exam jotting down ideas on the topic and then creating your essay from them. Of course, there are many methods for writing an essay. The important thing to realize is that you should have a plan for how to organize your time. On multiple-choice exams, you can easily figure out how much time you should spend on each question to answer all of the questions in the allotted time. Again, this is an individual decision. Some people prefer not to pay attention to the time at all, but just work as quickly and smoothly as they can. The tests are designed so that most people can finish them in the designated time period.

The urge to quickly scan the directions to an exam and start on the questions is a natural one; it is also unwise. Reading the directions carefully is an important place to start. Careful reading is also important when reading the questions and answer choices. Skipping over key words or concepts could lead to incorrect answers.

At times, you will find that you are unsure about the answer to a particular question. One strategy is to skip such questions, go on to ones you can answer, and come back to the troublesome ones later. You need to balance time and accuracy.

On the Job Knowledge and English Expression sections of the FSWE, which are multiple-choice, it is to your advantage to answer questions even if you have to guess. There is no penalty for guessing. On these tests, the number of questions that you answer correctly determines your score. Any time you can eliminate one of the answer choices, you have a better chance of choosing the correct answer. One strategy for guessing that you should avoid, however, is choosing answers in a pattern. Standardized tests are typically designed so “pattern guessing” is ineffective and probably detrimental to your score.

When thinking about your strategy for completing the exam in the required time, try to factor in time to review your answers. You may need to return to questions that you skipped or reconsider questions about which you were unsure when you first read them. Remember that all test-taking tips are general. You should be able to design the test-taking strategy that will work best for you.
**General and Career Track Knowledge Areas**

Preparation for taking the Foreign Service Written Examination involves much more than studying for a test. Proper preparation requires that the candidate has read widely from many different sources and/or has taken courses from a number of different fields.

A 1997 job analysis of the Foreign Service Officer position identified the following general knowledge areas as critical to success on the job across all five career tracks (Management, Consular, Economic, Political, and Public Diplomacy):

**Correct grammar, organization, writing strategy, sentence structure, and punctuation required for writing or editing reports.** Encompasses English expression and language usage skills required for preparing or editing written reports, including correct grammar and good writing at the sentence and paragraph level.

**United States government.** Encompasses a general understanding of the composition and functioning of the federal government, the Constitution and its history, the structure of Congress and its role in foreign affairs, as well as the United States political system and its role in governmental structure, formulation of government policies, and foreign affairs.

**United States society.** Encompasses an understanding of major events, institutions, and movements in national history, including political and economic history; as well as national customs and culture, social issues and trends, and the influence of U.S. society on foreign policy and foreign affairs.

**World history and geography.** Encompasses a general understanding of significant world historical events, issues, and developments, including their impact on U.S. foreign policy; as well as knowledge of world geography and its relationship to U.S. foreign policy.

**Economics.** Encompasses a general understanding of economic issues and the economic system of the United States.

**Mathematics and statistics.** Encompasses a general understanding of basic mathematical and statistical procedures. May include calculations.

**Management.** Encompasses a general understanding of basic managerial principles, techniques, and methods.

**Communication.** Encompasses a general understanding of principles of effective communication and public speaking techniques, as well as knowledge of the media and media relations.

**Computers.** Encompasses a general understanding of basic computer operations such as preparing and using e-mail.

In addition, the 1997 job analysis indicated that greater knowledge is needed in several of these knowledge areas. Greater knowledge in the following areas was found to be important to all or most career tracks, although the relative importance of the required knowledge generally varied somewhat depending upon the career track:

**United States government.** In-depth knowledge of specific aspects of the Constitution such as treaties and Constitutional influences on foreign relations, as well as general knowledge of U.S. national interests pursued abroad, such as human rights, promotion of U.S. trade, etc.

**World geography.** General knowledge of the distribution of key natural resources in the world, as well as geographically based national rivalries and alliances.

**Economics.** General understanding of the basic principles of economics, such as supply and demand.

**Management.** Basic understanding of psychology and human behavior, motivational methods and strategies, basic leadership approaches such as modeling, and Equal Employment Opportunity policies, regulations, and laws.

**Communication.** Knowledge of common sources of information such as newspapers, television, radio, the Internet, and published documents and government reports.
Computers. Knowledge of common computer applications, such as word processing, data management, and spreadsheets.

Suggested Course of Study

Success on the Foreign Service Written Examination is not necessarily dependent on a specific course of study. However, the curriculum of the following college-level courses should prepare an examinee for the content of the exam. The names of the courses are general and may differ slightly from institution to institution.

- English Composition/Rhetoric
- American History
- American Studies (including cultural and social history)
- American Political Thought
- United States Political System
- American Economic History
- Introduction to Economics (micro and macro)
- World History (Western and non-Western)
- World Geography
- International Economics
- World Religions
- Introduction to Statistics
- Introduction to Management Principles
- Intercultural Communication
- Mass Communication
- Psychology

How to Get Started

A booklet entitled Registration for the Foreign Service Officer Exam can be downloaded (in PDF format) from the registration web site at www.careers.state.gov.

To request a hard copy of the 2005 Foreign Service Officer Written Examination Registration Booklet, please e-mail state@socent.org.

Online registration for the FSWE is available during the registration period at the following web address:

www.careers.state.gov/officer/register.html (click on “Online Registration”)
Sample Written Essay Topics

You will have 50 minutes to write an essay on your choice of one of several topics. Sample topics are provided below. Essays are handwritten in booklets provided on test day.

When composing your essay, you should present your point of view clearly and support it. Your writing will be evaluated on the quality of the writing, not the opinions expressed. A successful essay should have an obvious structure and clear thesis supported by relevant substantiating details. It should show your ability to analyze a topic in a way that is appropriate for the intended audience. The writing should be coherent with only occasional lapses that do not impede flow or readers’ comprehension. Language should be generally concise with clear and appropriate word choice. The language should also be free of errors in grammar and syntax, with only minor errors in spelling and punctuation. There is no limit on length.

1. In the U.S., businesses must comply with federal regulations regarding labor practices, product safety, and environmental impact. Although they raise the costs of doing business, such regulations are generally regarded as a legitimate way to balance the public good against corporate profits. When U.S. companies operate in other countries, however, many of these regulations no longer apply. Some argue that if U.S. companies meet costs associated with these regulations and the additional costs of doing business abroad, their ability to compete is diminished. Others maintain that some U.S. federal regulations should be implemented only in selected countries. Another view is that U.S. companies have a moral obligation to observe all U.S. federal regulations when operating abroad. In your view, what regulations, if any, should apply to U.S. companies doing business abroad? Carefully explain the rationale for your position.

2. In the U.S., we treasure our rights and freedoms, in particular, our freedom to say what is on our minds. We think of this right as fundamental to a democratic society. Therefore, some argue, there should be no limits placed on freedom of speech. Others maintain that limits should be placed on freedom of speech only when our national security is threatened, as it might be when the U.S. is at war. Others argue that hate speech or pornography, at best offensive and at worst dangerous to others, should be limited by federal legislation or by local community ordinances. In your opinion, what limits, if any, should be imposed on our freedom of speech? Carefully explain the rationale for your position.
The Job Knowledge Test

The Job Knowledge test for 2005 consists of a total of 90 questions and is administered in 60 minutes. This test is organized into two sections: a general section taken by all candidates, and a section based on the career track that the candidate has selected.

The general section of the Job Knowledge test consists of questions that represent knowledge areas that are equally important across all five career tracks. Questions included in each career track section address knowledge that varies in importance by career track or knowledge that is uniquely important to particular career tracks. General and career track knowledge areas were described previously in this Study Guide. Note: English language skills are tested in the English Expression and Written Essay portions of the FSWE, and not in the Job Knowledge test.

Career track sections are equal in length, and approximately equal in length to the general section. An overall score for the candidate on the Job Knowledge test will be determined by combining performance on the general section with performance on the career track section taken by the candidate. Separate scores for the general and career track sections will not be computed.

Prior to beginning the Job Knowledge test, candidates will mark their selected career track test form number on the answer sheet. After completing the general section, the candidate will immediately turn to and take the career track section in the test booklet that corresponds to the career track marked on the answer sheet. It is very important for candidates to turn to and take the career track section of the test booklet that corresponds to the career track marked by the candidate on the answer sheet; scoring will be based upon the career track test form number marked on the answer sheet. Only one career track section may be taken. The career track section taken must correspond to the career track test form number marked by the candidate on the answer sheet as no other career track items will be scored. A single time limit will be allowed for completing both general and career track sections; there will be no rest break between the general and career track sections.

Sample items are provided for both the general and career track sections of the Job Knowledge test. There are 24 sample items illustrating the general section and 20 sample items illustrating the career track sections. After answering the questions, you can check your answers and review the questions.

Sample Questions for the Job Knowledge Test: General Section

DIRECTIONS: Each question or incomplete statement below is followed by four suggested answers or completions. Select the one that is best in each case.

1. The Council of Economic Advisers advises which of the following on monetary and fiscal policy?
   A. The Federal Reserve Bank
   B. The Joint Economic Committee of Congress
   C. The President of the United States
   D. The Senate Budget Committee

2. An e-mail address must follow a specific form and contain certain elements; however, numerous derivatives are allowed. Which is NOT a proper e-mail address format?
   A. President@whitehouse.wdc.gov
   B. President@whitehouse.wdc
   C. President@ ovaloffice.whitehouse.gov
   D. President@ ovaloffice.whitehouse.edu

3. At the end of the year you are asked to summarize the performance evaluation ratings of the nine employees that you supervise. Their scores on a 5-point scale are 2.0, 2.5, 2.5, 3.0, 3.5, 4.0, 4.0, and 4.5. When reporting the descriptive statistics on your group, you have to report the mean, median, and mode of their performance evaluations. These numbers, in correct order, are:
   A. 3.33, 3.5, 4.0
   B. 3.5, 4.0, 3.33
   C. 3.33, 4.0, 3.5
   D. 3.33, 3.33, 4.0

4. Which of the following authorized Congress to legislate against slavery?
   A. Thirteenth Amendment
   B. Emancipation Proclamation
   C. Cessation of War Powers
   D. Nineteenth Amendment
5. When writing or producing a story, most journalists agree that “background information” means that the:
   A. source will not be specifically identified.
   B. source will be specifically identified.
   C. story’s subject will not be specifically identified.
   D. story’s subject will be specifically identified.

6. You are traveling to a foreign country. On the day of arrival you spend 168.00 in the local currency. The exchange rate is 8.00 = $1.00 U.S. The next day you travel to a neighboring country and spend 245.00 in that country’s currency. The exchange rate is 4.00 = $1.00 U.S. How much, in U.S. money, did you spend in total?
   A. $62.25
   B. $81.20
   C. $82.25
   D. $84.00

7. The Monroe Doctrine of 1823 was expanded by President:
   A. Theodore Roosevelt to assert a U.S. right to intervene in Latin America to preserve law and order.
   B. Woodrow Wilson to support Great Britain against German aggression.
   C. Franklin Roosevelt to extend U.S. influence in the Pacific.
   D. Lyndon Johnson to protect U.S. interests in southeast Asia.

8. Which of the following scenarios describes a situation in which “gerrymandering” might be in evidence?
   A. A Congressional district traditionally has an almost even split between voters from each major party.
   B. One Congressional district in a state has many more voters per square mile than the other districts in the state.
   C. An oddly shaped Congressional district has a majority of voters from one of the two major parties while surrounding districts have majorities from the other major party.
   D. The representative to the House of Representatives from a congressional district in a large state is a member of one major party while the majority of voters in the district are members of the other major party.

9. All of the following are examples of United States products that would typically fail to be produced to optimal output without government intervention EXCEPT:
   A. national defense products.
   B. light provided by lighthouses.
   C. new automobiles.
   D. new highways.

10. In public speaking, the term “poisoning the well” refers to:
    A. a disingenuous and vilifying definition of terms or characterization of an argument which does not allow for reasoned opposition.
    B. a false claim that if an action is taken, an undesirable consequence necessarily and inevitably will follow.
    C. an irrelevant personal attack on one’s opponent instead of a refutation of her or his position.
    D. repetition of a claim offered as a reason in support of it.

11. Marshall McLuhan’s “global village” refers to:
    A. the persistence of traditional societies within modernized nations.
    B. the fact that the majority of the world’s population still lives in rural areas.
    C. universal access to information through electronic media.
    D. the tendency of nations to specialize as tradespeople used to a village setting.

12. In the federal government, the General Accounting Office reports to the:
    A. Congress, on government expenditures and other tasks assigned to it.
    B. Secretary of the Treasury, on management of the debt.
    C. President, on waste and financial mismanagement.
    D. Congressional Budget Office, on appropriations and expenditures.

13. The U.S. armed services were desegregated during which of the following periods?
    A. 1865 - 1870
    B. 1915 - 1920
    C. 1940 - 1945
    D. 1945 - 1950

14. Which of the following is considered the most important contribution of the ancient Greeks to modern Western civilization?
    A. Their systematic approach to knowledge
    B. The invention of double-entry bookkeeping
    C. The invention of coinage as a means of exchange
    D. The conquest of Persia and Northern India

15. Which famed musician helped develop the bebop style of jazz in the 1940s?
    A. James Brown
    B. Charlie Parker
    C. Duke Ellington
    D. Tommy Dorsey
16. As a supervisor, you have noticed the poor performance of one of your subordinates. Another manager in your department suggests that this subordinate needs some retraining, but you recognize that training will work only if the problem is that the subordinate:
   A. lacks the material resources to do the job.
   B. is not getting paid enough to do the job.
   C. lacks the skills to do the job.
   D. lacks the motivation to do the job.

17. A traditionally structured, effective, persuasive speech incorporates which of the following in support of a thesis or claim?
   A. Anecdotes and jargon
   B. Reasons and evidence
   C. Slippery slope arguments and circular reasoning
   D. Newspaper features and personal interviews

18. The War Powers Resolution specifies that U.S. troops:
   A. cannot be sent into combat without prior congressional approval.
   B. must be withdrawn from combat within 90 days unless Congress approves their deployment.
   C. can only be sent into combat by order of the president in a national emergency.
   D. cannot be sent into combat unless Congress declares war.

19. How did the end of World War II affect women’s employment in the 1950s in the United States?
   A. Women gave up their jobs to veterans and returned to staying at home, greatly decreasing the numbers of women in paid wage labor.
   B. Women lost higher-paying jobs to veterans but many returned to lower-paying jobs.
   C. Women competed with returning veterans to keep their high-paying jobs, resulting in the first “equal pay for equal work” legislation.
   D. In order to make room for veterans to resume their old jobs, the U.S. government sponsored leadership programs to retrain women as executives and corporation managers.

20. The grassland zone of Argentina is known as the:
   A. llanos.
   B. pampas.
   C. Andes.
   D. Gran Chaco.

21. Which of the following types of political campaigns is partially publicly financed?
   A. Senate campaigns
   B. House campaigns
   C. Gubernatorial campaigns in all 50 states
   D. Presidential campaigns

22. Which African American was awarded the 1964 Nobel Peace prize in recognition of contributions to humankind?
   A. Edith Sampson
   B. Carl T. Rowan
   C. Thurgood Marshall
   D. Martin Luther King, Jr.

23. Which of the following countries imports the most U.S. merchandise?
   A. Canada
   B. Germany
   C. Japan
   D. United Kingdom

24. Which of the following treaties was not approved by the U.S. Senate?
   A. Threshold Test Ban Treaty of 1974
   B. Strategic Arms Limitation Treaty of 1979
   C. Intermediate-range Nuclear Forces Treaty of 1988
   D. Conventional Forces in Europe Treaty of 1992

End of the GENERAL section of the Job Knowledge Test.

To go on to the CAREER TRACK section selected on your answer sheet, turn to the corresponding page listed below:

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<td>4. Political</td>
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<td>5. Public Diplomacy</td>
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* Each Career Track section will start on a different page in the actual test booklet.
**Career Track Section**

The sample questions below for the career track section are intended to be broadly representative of topics that are likely to be covered in all five of the career track sections. In the actual test, however, the number of questions in each of these topic areas will depend on the career track section taken, in accordance with the relative importance of the topic for each particular career track.

After completing the general section, candidates will immediately turn to and take the career track section in the test booklet that corresponds to the career track test form number they mark on the answer sheet. A single time limit will be allowed for completing both general and career track sections; there will be no rest break between the general and career track sections.

*After completing the general section, it is very important for candidates to turn to and take the* 

career track section of the test booklet that corresponds to the career track test form number marked by the candidate on the answer sheet; scoring will be based upon the career track test form number marked on the answer sheet. Only one career track section may be taken. The career track section taken must correspond to the career track test form number marked by the candidate on the answer sheet as this is the only section that will be scored.

Selection of a career track should be guided by the candidate’s career track interests, not by comparison of item content across career track sections. Differences among career track sections in content emphasis may be subtle. From a time management perspective, time taken by the candidate to make comparisons among career track sections will reduce the time available for completing the test.

**Sample Questions for the Job Knowledge Test: Career Track Section**

**DIRECTIONS:** Each question or incomplete statement below is followed by four suggested answers or completions. Select the one that is best in each case.

25. When a manager disciplines an employee for inappropriate behavior, the action should be:
   A. light.
   B. public.
   C. immediate.
   D. humbling.

26. What notable parallel of latitude currently divides North and South Korea?
   A. 27th
   B. 38th
   C. 42nd
   D. 53rd

27. The Age Discrimination in Employment Act (ADEA) makes it illegal for an employer to discriminate based on age, and applies to individuals at least the age of:
   A. 40.
   B. 55.
   C. 62.
   D. 65.

28. Which sub-Saharan African countries were independent at the end of World War II in 1945?
   A. Nigeria and Kenya
   B. Senegal and Ghana
   C. Mozambique, Ghana, and Somalia
   D. Liberia, Ethiopia, and South Africa

29. The expansion of U.S. presidential power in foreign policy is best illustrated by:
   A. the Senate’s decision in regard to the Treaty of Versailles in 1919 - 1920.
   C. President Roosevelt’s Destroyer-for-Bases deal in 1940.
30. Return on investment (ROI) is often used as an indicator of an organization’s success. If ROI is calculated by computing profits as a percentage of capital invested, which of the following statements is true when comparing Company A (net profits of $1.5 million, $6.0 million capital investment) and Company B (net profits of $1.0 million, $4.0 million capital investment)?
   A. Company A is more successful than Company B.
   B. Company B is more successful than Company A.
   C. Both companies are equally successful.
   D. Neither company is a success.

31. Which of the following are powers the President exercises alone?
   A. Establishing treaties
   B. Appointing ambassadors
   C. Receiving ambassadors
   D. Suspending the writ of habeas corpus

32. People are MOST likely to feel stressed if they:
   A. try to ignore a problem and hope it will go away.
   B. work in a very noisy environment that makes it hard to concentrate.
   C. believe they are incapable of dealing with a situation.
   D. have a great many things to do both at home and at work.

33. A subordinate employee who is given a poor performance evaluation complains to the manager that the organization’s lack of response to her complaint of sexual harassment by a colleague was a major factor in the decline in performance. Under Title VII of the Civil Rights Acts, for what is the manager held accountable?
   A. Creating a hostile or abusive work environment
   B. Preparing evaluations that are too strict
   C. Being a sexual harasser
   D. Failing to hold proper employee-employer reviews

34. According to U.S. law, which of the following must be licensed in order to operate?
   A. Broadcast stations
   B. Newspapers
   C. Magazines
   D. Websites

35. The reduction in the number of newspapers in the United States is primarily due to:
   A. the better quality of and greater competition among newspapers.
   B. the lack of finances to support newspapers.
   C. television’s more comprehensive coverage of news events.
   D. consumer preferences for listening to or watching news events.

36. What are the three basic economic problems that every economy must solve?
   A. What to produce, where to produce, for whom to produce
   B. What to produce, how to produce, for whom to produce
   C. Whether to produce, where to produce, why to produce
   D. Why to produce, how to produce, what to produce

37. United States foreign aid programs have most consistently been subjected to domestic political scrutiny and debate when the programs involve:
   A. family planning.
   B. needle exchange.
   C. promotion of women’s rights.
   D. assistance to labor movements overseas.

38. In contrast to communication in the United States, the use of silence in Japan normally signifies:
   A. disapproval of a proposition.
   B. respect for what was previously said.
   C. the need for more time.
   D. a dislike of what was previously said.

39. Which of the following countries in Southeast Asia was never directly colonized by a European power?
   A. Indonesia
   B. Thailand
   C. Vietnam
   D. the Philippines

40. When engaged in work activities, people are likely to be most creative when:
   A. they see their work as a valued goal in its own right.
   B. they believe that they will receive a reward separate from what the work itself provides.
   C. they see their work as a valued goal in its own right and believe they will be well paid.
   D. pay is linked directly to productivity.

41. Which of the following methods is LEAST likely to be effective in promoting teamwork in the workplace?
   A. Encouraging worker participation in decision-making
   B. Avoiding discipline in the interest of teamwork
   C. Showing appreciation for team efforts
   D. Being flexible in making assignments

42. Compared to older methods of direct coercion and threat, contemporary organizations are more likely to exercise power through:
   A. collaboration and reason.
   B. competition and antagonism.
   C. compassion and empathy.
   D. manipulation and negotiation.
43. When counseling a subordinate about unsatisfactory job performance, a manager should generally:

A. discuss performance problems only after completing the individual's annual written performance review.
B. make notes of any discussion of performance problems with the subordinate and give the employee a copy of the notes.
C. ensure that, during any discussion of performance problems, an agency attorney is present for the manager's protection, and advise the subordinate that he or she may have an attorney present.
D. have a secretary sit in and make a verbatim transcript of any discussion of performance problems to be signed by both the manager and the subordinate.

44. Which of the following extensions would appear on a file made by a word processing program?

A. .eps
B. .doc
C. .xls
D. .exe

End of the CAREER TRACK section of the Job Knowledge Test

END OF THE JOB KNOWLEDGE TEST

If you finish before time is called, you may wish to check your work on this test.

Please check that the test form number you marked on your answer sheet corresponds to the Career Track section you completed.
Rationales for Sample Job Knowledge Questions

General Section

   A. See C.
   B. See C.
   C. This is the correct answer. The CEA was established in 1946 to give the President objective analyses on domestic and international economic issues.
   D. See C.

2. Knowledge tested: Computers – Basic e-mail operations
   A. .gov is a top-level domain assigned to government organizations in the U.S.
   B. This is the correct answer. An e-mail address may include numerous sub-domains, which must be ordered hierarchically and end with a legitimate top-level domain. The designation “wdc” cannot be last in an e-mail address because it is not a top-level domain.
   C. See A.
   D. .edu is a top-level domain assigned to colleges and universities in the U.S.

   A. This is the correct answer for the mean, the sum of all scores divided by total number of scores; median, the score with half the other scores above, and half below; mode, the score most frequently achieved.
   B. See A.
   C. See A.
   D. See A.

   A. This is the correct answer. Ratified on Dec. 6, 1865, Amendment XIII, Section 1, states: “Neither slavery nor involuntary work, except as punishment for crime whereof the party shall have been duly convicted, shall exist within the United States, or anywhere subject to their jurisdiction.” Section 2 grants Congress the power to enforce Section I.
   B. The Emancipation Proclamation, signed by President Lincoln in 1863, was used to justify the freeing of slaves by Union armies.
   C. President Lincoln used his war powers as a basis for certain declarations in the Emancipation Proclamation.
   D. The Nineteenth Amendment grants women the right to vote.

5. Knowledge tested: Communications – Media relations
   A. This is the correct answer.
   B. See A.
   C. See A.
   D. See A.

6. Knowledge tested: Mathematics and Statistics – Basic mathematics
   A. See C.
   B. See C.
   C. This is the correct answer. Divide 168 by 8 to get $21.00. Divide 245 by 4 to get $61.25. The total is $82.25.
   D. See C.

   A. This is the correct answer. Theodore Roosevelt justified U.S. intervention in Latin American countries threatened by European powers by declaring that “adherence of the United States to the Monroe Doctrine may force the United States . . . to the exercise of an international police power.” This became known as the Roosevelt Corollary to the Monroe Doctrine.
   B. The Monroe Doctrine of 1823 tried to prevent further colonization and revival of old colonial claims in Latin America by European nations.
   C. See A.
   D. See A.

   A. This would indicate the absence of gerrymandering.
   B. A concentration of voters without regard to political party would not indicate gerrymandering.
   C. This is the correct answer. Named after Massachusetts Governor Elbridge Gerry, whose 1812 crafting of a politically advantageous district looked like a salamander, gerrymandering is laying out Congressional districts to favor a certain political party.
   D. This would show that the representative was elected in spite of a political disadvantage.
   A. Economists classify national defense products as a public good. Public goods, produced for society as a whole, can be consumed by one person without diminishing how much other individuals can consume. How much of any public good is produced is primarily a political decision, not a decision made by demands of individual consumers.
   B. Light provided by lighthouses is a public good.
   C. This is the correct answer. Automobiles are not a public good. Optimal production of automobiles is related to the demand for them by individual consumers.
   D. New highways are a public good.

10. Knowledge tested: Communication – Public speaking techniques
    A. This is the correct answer. A vilifying personal attack on a speaker to discredit that person’s arguments is a particular type of ad hominem argument.
    B. See A.
    C. This is an ad hominem argument in a broad sense.
    D. See A.

    A. This term is related to connections among world peoples, not status within one nation.
    B. This term is not related to demographics in a literal sense.
    C. This is the correct answer. Coined by McLuhan in the 1960s, “global village” is now often associated with the worldwide connections through the Internet.
    D. Although nations may elect to produce goods for which they have a comparative advantage, no such specialization analogy is intended by the term “global village.”

    A. This is the correct answer. The GAO reports to Congress on government expenditures and other tasks assigned to it.
    B. See A.
    C. See A.
    D. The Congressional Budget Office, the GAO, and the Congressional Research Service report to Congress.

13. Knowledge tested: U.S. Society – General understanding of major historical events
    A. Segregation in the military existed through WWII.
    B. See A.
    C. See A.
    D. This is the correct answer. In September 1945, the Gillem Board was appointed to investigate the Army’s policy on race.

14. Knowledge tested: World History and Geography – Significant historical events
    A. This is the correct answer. The systematic approach to knowledge laid lasting foundations in mathematics, medicine, philosophy, and other branches of knowledge.
    B. Double entry bookkeeping came about in the Middle Ages.
    C. The Greek contribution to coinage does not outweigh their contributions to areas described in A.
    D. See A.

15. Knowledge tested: U.S. Society – Culture and lifestyle
    A. James Brown, called the “Godfather of Soul,” came to prominence in the 1950s.
    B. This is the correct answer. Charlie “Yardbird” Parker was renowned for his bebop style and considered by many to be the greatest alto saxophonist ever.
    C. Duke Ellington, musician, composer, arranger, and band leader, is known for the swing style of the big band era that began in the late 1920s.
    D. Tommy Dorsey and his band are associated with the swing style of the big band era.

16. Knowledge tested: Management – Basic principles and techniques
    A. Retraining will not help if resources are still unavailable.
    B. Increased pay will probably only exacerbate the problem.
    C. This is the correct answer. Training should improve the skill level.
    D. If motivation is a problem, that should be dealt with before training is considered.

17. Knowledge tested: Communication – Public speaking techniques
    A. Anecdotes may add interest, but may not suffice as evidence. Jargon could confuse an audience not included in the group to which the jargon applies.
    B. This is the correct answer. The speech should be logical, and all generalizations must be supported with convincing, pertinent evidence.
    C. These are fallacies and should not be included.
    D. These are only two of many types of sources that could be used as evidence.

18. Knowledge tested: U.S. Government – Congress and its role in foreign affairs
    A. Congressional approval is not required for the President to send troops into combat.
    B. This is the correct answer. Unless Congress approves, U.S. troops sent into combat by the President must be withdrawn within 90 days.
    C. The president’s authority in sending troops into combat is not limited to a national emergency.
    D. A declaration of war by Congress is not necessary before the President can send troops into combat.
   A. The percentage of women in the work force decreased only slightly by 1950.
   B. This is the correct answer. Veterans were given priority, but many women still desired to work.
   C. This did not happen to any great extent until later decades.
   D. This did not happen.

20. Knowledge tested: World History and Geography – Country locations and physical features
   A. See B.
   B. This is the correct answer. The humid pampas are along the seaboard. The dry pampas are along the south and west.
   C. See B.
   D. See B.

   A. See D.
   B. See D.
   C. See D.
   D. This is the correct answer. Money is gathered through a voluntary tax check-off on federal income tax forms for the presidential Election Campaign Fund, which is maintained by the U.S. Treasury.

   A. See D.
   B. See D.
   C. See D.
   D. This is the correct answer. Martin Luther King, Jr. won the Nobel Peace Prize in 1964.

23. Knowledge tested: General understanding of U.S. national interests and objectives pursued abroad; e.g., human rights, narcotics control, terrorism, crime, promotion of U.S. trade
   A. This is the correct answer. The U.S. exports 23 percent of merchandise to Canada.
   B. 3.8 percent is exported to Germany.
   C. 6.8 percent is exported to Japan.
   D. 4.5 percent is exported to the U.K.

24. Knowledge tested: General understanding of U.S. national interests and objectives pursued abroad; e.g., human rights, narcotics control, terrorism, crime, promotion of U.S. trade
   A. Signed on 7-3-74; entered into force on 12-11-90.
   B. This is the correct answer. The treaty was signed on 6-18-79, but President Carter withdrew it from the Senate after the Soviet invasion of Afghanistan.
   C. Signed on 12-8-87; entered into force on 6-1-88.
   D. Signed on 11-19-90; entered into force on 7-17-92.

Career Track Section

25. Knowledge tested: Management – Motivational methods and strategies
   A. Disciplinary action must be intense enough to be taken seriously.
   B. A public show of disciplining any employee is unwarranted and likely to humiliate an employee, causing strains in future relationships.
   C. This is the correct answer. To be most effective, disciplinary action should occur close in time to the offense.
   D. The goal of discipline is to eliminate an undesirable behavior, not to effect a change in emotional state.

26. Knowledge tested: World Geography – Geographically based national rivalries and alliances
   A. The 27th parallel runs through the southernmost island of Japan.
   B. This is the correct answer. Based on General Order #1 proposed by the U.S. State Department, the line at the 38th parallel was drawn to keep the Korean capital, Seoul, in the American sector and the Soviets above that line.
   C. The 42nd parallel figured in early attempts at defining the borders of the United States.
   D. The 53rd parallel runs through Canada.

27. Knowledge tested: Management – EEO regulations
   A. This is the correct answer.
   B. See A.
   C. See A.
   D. See A.
28. Knowledge tested: World Geography – Geographically based national rivalries and alliances
   B. Senegal became independent in 1960, Ghana in 1957.
   D. This is the correct answer. Liberia and Ethiopia were never colonized. South Africa became independent in 1910.

   A. The Senate’s failure to ratify the Treaty of Versailles was an assertion of its own Constitutional power to ratify treaties. In this case, the Senate’s decision prevented President Wilson from bringing the U.S. into the League of Nations.
   B. President Truman and both Houses were in accord regarding the signing of the U.N. Charter.
   C. This is the correct answer. FDR bypassed Congress in committing 50 U.S. destroyers to Britain in exchange for six U.S. naval bases in British-controlled Caribbean islands.
   D. See C.

30. Knowledge tested: Economics – Basic Economic principles
   A. See C.
   B. See C.
   C. This is the correct answer. The ration of net profits to capital investment for both companies is 1:4 or 25 percent, so they are equally successful.
   D. See C.

31. Knowledge tested: U.S. Government – In-depth understanding of specific aspects of the Constitution
   A. Article II, Sec. 2, of the U.S. Constitution provides for the President to make treaties with the advice and consent of the Senate.
   B. Article II, Sec. 2, also provides for the President to appoint ambassadors with the advice and consent of the Senate.
   C. This is the correct answer. Article II, Sec. 3, of the Constitution simply states that the President shall receive ambassadors.
   D. The writ of habeas corpus is common law. The power to suspend the writ is considered to be vested in the legislative rather than the executive branch of government. Article I, Sec. 9, of the Constitution allows Congress to suspend the writ only in cases of rebellion or invasion. Congress has extended limited power to suspend the writ to the President, such as in 1863, during the Civil War.

32. Knowledge tested: Management – Basic understanding of human behavior
   A. See C.
   B. See C.
   C. This is the correct answer. Stress is intensified when no solution seems possible.
   D. See C.

33. Knowledge tested: Management – EEO laws and regulations
   A. This is the correct answer. Among several criteria used to determine sexual harassment, the EEOC considers unreasonable interference with an employee’s performance and the creation of an intimidating, hostile, or offensive work environment.
   B. Strictness of evaluations done in a non-discriminatory manner is not a consideration.
   C. Management is required to provide a workplace free of sexual harassment by anyone.
   D. The review itself is not in question, only management’s role in the employee’s poor performance as alleged in the review.

34. Knowledge tested: Communication – Sources of information
   A. This is the correct answer.
   B. See A.
   C. See A.
   D. See A.

35. Knowledge tested: Communication – Sources of information
   A. See D.
   B. See D.
   C. See D.
   D. This is the correct answer.

36. Knowledge tested: Economics – Basic economic principles
   A. See B.
   B. This is the correct answer.
   C. See B.
   D. See B.

37. Knowledge tested: U.S. Government – National interests pursued abroad
   A. This is the correct answer. One manifestation of the ongoing tug-of-war is the establishment, removal, and reestablishment of the requirement of the 1984 Mexico City Policy to exclude abortion as a method of family planning among all NGO’s receiving population aid from the U.S.
   B. Needle exchange programs within America continue to be controversial.
   C. See A.
   D. See A.
38. Knowledge tested: Management – Basic understanding of human behavior
   A. See B.
   B. This is the correct answer.
   C. See B.
   D. See B.

   A. Indonesia was colonized by the Dutch in 1596.
   B. This is the correct answer. Thailand’s (Siam’s) size was diminished by the British and French in the late 19th century; however, it remained an independent buffer state between these colonial territories.
   C. Saigon was seized by France in 1859.
   D. Spanish colonization of the Philippines began in 1525.

40. Knowledge tested: Understanding of basic strategies such as reward and punishment and corresponding motivational techniques; e.g., bonuses.
   A. This is the correct answer. Intrinsic satisfaction of creative work is high and remains highest when it is the only reward for engaging in a particular task. The promise of external rewards is counterproductive to the creative aspects of a task.
   B. See A.
   C. Coupling the task with an extrinsic reward would diminish the creative value for the person engaged in the task.
   D. Compensation based on piece-work rates and bonuses for completing tasks have been shown to diminish the intrinsic value of the work in ways that flat-fees and hourly wages usually do not.

41. Knowledge tested: Understanding the basic strategies such as reward and punishment and corresponding motivational techniques; e.g., bonuses.
   A. Having a voice in decision-making is usually motivating.
   B. This is the correct answer. Problems not addressed tend to worsen. Not applying disciplinary consequences for unacceptable behavior or performance may invite similar problems from others or make them reluctant to work closely with the person not complying with acceptable standards. Team performance is likely to suffer.
   C. Appreciation shown for a team’s efforts is likely to encourage more of the same.
   D. Assignment flexibility based on the variety of talents and other individual considerations is likely to result in members finding their most suitable places within the team.

42. Knowledge tested: Basic leadership principles, such as modeling.
   A. This is the correct answer. Responsibilities are often carried out in teams of workers who brainstorm together to generate desirable outcomes and collaborate in efforts to see projects through.
   B. There is less emphasis on getting ahead of others.
   C. These are communication skills particularly important for listening and understanding others’ views.
   D. Shared goals arrived at through collaborative work arrangements lessen the tendency for one person to try to manipulate others or bargain to reach a goal.

43. Knowledge tested: Feedback techniques: basic knowledge of how to give short, informal suggestions to individuals.
   A. Stockpiling problems for an annual review allows them to worsen and deprives the employee of an opportunity to respond to constructive feedback as problems emerge.
   B. This is the correct answer. Clear, written guidelines about expectations assist the employee in ongoing self-evaluation, provide a basis for follow-up reviews, and serve as documentation should the employee’s performance warrant disciplinary action.
   C. This adversarial arrangement would counter the mutual goodwill that could foster trust and lead to collaborative efforts at problem solving.
   D. This arrangement would be likely to create an adversarial atmosphere and inspire mistrust.

44. Knowledge tested: Understanding of basic computer functions: e.g., word processing, printing documents, data entry, basic spreadsheets, cable macros.
   A. An .eps extension indicates a single-page graphic file which might include some text.
   B. This is the correct answer. Multi-page documents, consisting primarily of text, can be composed by word processing programs, such as Wordpad or Microsoft Word, and saved with this extension.
   C. An .xls extension indicates a spreadsheet file.
   D. An .exe file extension indicates programs of various types.
Sample Questions for the English Expression Test

The English Expression Test consists of 90 questions and is administered in 70 minutes. There are 50 sample questions provided below. Answer the questions by circling the choice you believe to be best.

English Expression Sample Questions

DIRECTIONS: In the passages that follow, certain words and phrases are underlined and numbered. In the right-hand column, you will find alternatives for each underlined part. You are to choose the one that best expresses the idea, makes the statement appropriate for standard written English, or is worded most consistently with the style and tone of the passage as a whole. If you think the original version is best, choose option A., which is the same as the original version.

You may also find questions about a section of the passage, or about the passage as a whole. These questions do not refer to an underlined portion of the passage, but rather are identified by a number or numbers in a box.

For each question, choose the alternative you consider best and circle the letter of that choice. Read each passage through once before you begin to answer the questions that accompany it. You cannot determine most answers without reading several sentences beyond the question. Be sure that you have read far enough ahead each time you choose an alternative.

Passage 1

1. A. world, two enduring political creations: written constitutions and a mass political party.
B. world two enduring creations in politics: a written constitution and a mass political party.
C. world: two enduring political creations: written constitutions and mass political parties.
D. world two enduring political creations: written constitutions and mass political parties.

2. A. agree, that
B. agree that
C. agree. That
D. agree that,

3. A. partisan competition was transformed into
B. partisans’ competition was transformed from
C. partisan competition were transformed into
D. partisans’ competition were transformed from
Not only were they engaged in the novel experiment of creating new political institutions, but also the Constitution’s and the political culture’s general antipartyism threatened to abort any attempt to legitimate political parties. Relying on the large territory and population of the United States and auxiliary institutional arrangements to prevent any one faction or party from controlling all branches of the government, a Constitution against political parties had been created by the founders. A mass political party appeared to be equivalent to the majority faction that the founders had feared and sought to prevent. In addition, the traditional republican ideal having assumed a statesman who exercised independent judgment to determine what is in the public’s interest and how best to serve that interest. An institutionalized political party, despite this, imposes partisan discipline upon its members, they are required to subordinates personal judgment to the party’s position.

4. Which of the following sentences would provide the most effective introduction for the subject of Paragraph 3?
   A. Even in politics, persistence will eventually pay off.
   B. Governmental change is usually slow to occur.
   C. Politicians that work so hard for any cause are worthy of respect.
   D. A daunting challenge confronted these political innovators.

5. A. Constitution’s and the political culture’s
   B. Constitutions’ and the political cultures’
   C. Constitution’s, and the political cultures’
   D. Constitution’s and the political culture’s,

6. A. a Constitution against political parties had been created by the founders.
   B. what had been created by the founders was a Constitution against political parties.
   C. the founders had created a Constitution against political parties.
   D. a Constitution had been created by the founders against political parties.

7. A. having assumed a statesman who exercised
   B. assumed a statesman who exercised
   C. assumed a statesman whose exercising of
   D. has assumed a statesman who would have exercised

8. A. despite this,
   B. therefore,
   C. however,
   D. in general,

9. A. members, they are required
   B. members and are required
   C. members, it requires them
   D. members, who are required
[1] Martin Van Buren and other Democratic party thinkers defended national political parties as solutions to two crises in presidential selection: the malfunctioning of the electoral college and the dangerous character of presidential campaigns. [2] Furthermore, for Van Buren and like-minded others, regular partisan competition for office checks governmental power more effectively than did the formal constitutional system of separate institutions sharing power. [3] Despite this antiparty tradition, Democratic politicians broke new ground and accepted political parties as constitutional establishments necessary for the proper working of the Constitution.


Passage 2

[1] Lately, in a recent ruling, the Jamaican court system reinforced the local trademark law. A popular store in Kingston, lost its legal challenge in the court of appeal against a Supreme Court order that barred the store from passing off its business as being related to an American company with the same name. The U.S. company has brought a suit seeking

10. A. like-minded others, B. others with his thoughts, C. other similar people, too, D. other people who agreed with his way of thinking,

11. A. checks governmental power more effectively than B. checked governmental power more effectively than C. effectively checks governmental power more then D. more effectively checked governmental power then

12. Which of the following orderings of sentences makes Paragraph 4 most logical?
    A. 1, 2, 3
    B. 1, 3, 2
    C. 2, 3, 1
    D. 3, 1, 2

13. A. Lately, in a recent B. In a late C. In a fresh D. In a recent

14. A. store in Kingston, lost B. store in Kingston lost C. store, in Kingston, loses D. store in Kingston had come to lose

15. A. that barred the store from passing off its business as being related B. that barred the store from passing off its business as bearing a relation C. that barred the store from passing off its business, saying that it was related D. barring the store from passing off its business by saying that it was related

16. A. has brought B. thought to bring C. brought D. was bringing
damages against the local company in the Supreme Court last year for the infringement of its trademark.

A restraining order toward the local company was granted consequent upon the outcome of the suit. A date has not yet been set for the hearing of the case before the Supreme Court.

The Appeals Court ruling recognized the right of a foreign company not operating in Jamaica to protect its reputation and trademark. The court found that the logo used on both the local storefront and its sales tags was either identical to or closely resembled the U.S. company’s trademark. Therefore, the resemblance was likely to confuse consumers. According to the court, in a case where an injunction is requested for infringement of the right to use a trademark, the trademark law requires the defendant to show proof that it will not use the trademark to confuse customers.

### Passage 3

[1] The American landscape has undergone profound transformations since World War II. City dwellers began to move out of compact urban neighborhoods to new suburbs on the cities parameters. The old neighborhoods seemed crowded, dirty, and noisy. The suburbs, contrastedly,

### Questions

17. The best placement for the underlined portion would be:
   A. where it is now.
   B. after the words U.S. company.
   C. after the word suit.
   D. after the word trademark.

18. A. toward
   B. against
   C. for
   D. concerning

19. A. consequent upon the outcome
   B. until the outcome
   C. pending the resulting order
   D. pending the outcome

20. The writer is considering deleting the phrase “not operating in Jamaica” from the preceding sentence. If the phrase were deleted, the paragraph would primarily lose:
   A. a detail that helps to clarify the scope of the Appeals Court ruling.
   B. an unnecessary detail that confuses the issue.
   C. information that contradicts statements made in the first paragraph.
   D. a detail that is used to compare the U.S. and Jamaica.

21. A. has underwent
    B. had underwent
    C. has undergone
    D. had undergone

22. A. on the cities parameters.
    B. on the cities’ edges.
    C. in the area surrounding the cities.
    D. in or around the cities.

23. A. contrastedly.
    B. in terms of that.
    C. competingly.
    D. on the other hand.
offered affordable homes, big yards, and safe streets and schools.

This outward migration has delivered a high quality of life for many. So for others—and for an increase of us as time goes on—the results are mixed. As investment is disinvested out of the urban core, crime and unemployment rise and basic services decrease. As farmland is converted to subdivisions, rural communities struggle to sustain their way of life. As development pushes further out, residents of older suburbs confront many of the “urban” ills they saw to escape. Meanwhile, residents of newer suburbs find themselves mired in traffic for hours that they would prefer to spend with their families. These effects of unplanned growth are known collectively as “sprawl.”

24. A. streets and  
B. streets, and  
C. streets and safe  
D. streets, and safe

25. The writer wants to insert the following phrase: Enjoying post-war prosperity and able to afford new cars,
The best place for this phrase would be at the beginning of Sentence
A. 1.  
B. 2.  
C. 3.  
D. 4.

26. A. So  
B. But  
C. Instead  
D. Except

27. A. an increase  
B. increasingly many more  
C. more and more  
D. an increasingly great amount

28. A. disinvested out of  
B. divested out of  
C. divided from  
D. diverted from

29. A. there  
B. theyre  
C. they’re  
D. their

30. A. saw  
B. sought  
C. sought  
D. thought

31. A. would prefer to spending  
B. will have been spending  
C. would prefer to spend  
D. will have spent
One response to sprawl is New Urbanism; a growing movement of architects, planners, and developers. According to New Urbanist planners, returning to traditional neighborhood patterns are essential to restoring livable communities. Still in its infancy the movement is beginning to be impactful. In the U.S., more than 200 new towns, villages, and neighborhoods are planned or under construction using principles of New Urbanism.

According to those principles, a community should have a describable center—a town square, village green, or simply a memorable street corner—within an easy walk of residential areas. The neighborhood should include a variety of types of housing that is freestanding houses, rowhouses, and apartment buildings both wealthy and poor to accommodate single people, families, and retirees. To create a strong sense of place, buildings should be close to the street, with parking delegated to the rear and accessed through the means of alleys. Streets should form a connected network through the neighborhood in such a way as to provide a variety of routes to any destination. Such changes would lose support for the argument that New Urbanism is a movement of planners and developers, interested in creating livable communities, still young and developing its principles, beginning to influence U.S. development.
slow and dispense traffic, creating an environment that encourages walking and biking.

Clearly, a central goal of New Urbanism is to get us out of the cars that first brought us to the suburbs half a century ago. But America’s driving passion for the automobile is not over just yet, and it remains to be seen whether our destination is the livable community.

43. A. dispense  
   B. disburse  
   C. disperse  
   D. dispel

44. The writer wants to substitute an expression that fits with the imagery in the rest of the sentence. Which expression fits best?
   A. on its last legs  
   B. withering away  
   C. running on empty  
   D. down for the count

45. The writer wishes to include the following sentence in the essay:
   Seaside and Celebration, Florida, are two of the best-known examples of New Urbanism in practice.
   This sentence would fit best at the end of Paragraph
   A. ¶1.  
   B. ¶2.  
   C. ¶3.  
   D. ¶5.
Questions 46-50: In the following sentences, certain words and phrases are underlined and numbered. Each sentence is followed by alternatives for each underlined part. Choose the alternative that best expresses the idea in standard written English. If you think the original version is best, choose option A., which is the same as the original version.

46. Amidst the worlds nations, China is the most populist, with more than a billion inhabitants.
   A. Amidst
   B. Among
   C. Between
   D. Within

47. worlds nations,
   A. worlds nations,
   B. world’s nation’s,
   C. worlds’ nations,
   D. world’s nations,

48. populist,
   A. populist,
   B. popular,
   C. populous,
   D. popularized,

49. At least seven people died and dozens more were injured when a bomb exploded beneath a bus. Such acts of violence are clearly contrary to the interests of all the people of Lapatria. We call upon all parties in Lapatria to remain calm, to avoid violent acts of reprisal, and to seek political means to resolving their grievances.

   A. All violence is clearly wrong and should cease right now, according to the United States view of things.
   B. The United States deplores the most recent attack on Freedonian civilians traveling in Lapatria.
   C. The United States hopes that the violence in Lapatria will end and that these terrorist acts will discontinue.
   D. The United States finds terrorist acts unacceptable, including those in Lapatria and other hotspots around the world.

The annual Binational Border Walk includes U.S. and Mexican officials from different agencies, as well as representatives of the border states.

50. If the writer wants to add a sentence here to explain the purpose of the Border Walk, which of the following sentences best accomplishes that goal?

   A. The Border Walk allows officials to personally visit the border crossings and evaluate current operations and existing infrastructure, as well as to discuss proposals for new border crossings.
   B. The Border Walk is held at different locations along the U.S.-Mexican border each year and includes delegates from the United States and Mexican governments and the border states.
   C. In the year 2001, the Border Walk took place in the Arizona-Sonora border area, but it has been scheduled elsewhere in other years.
   D. It is important for border officials to meet along the border at regular intervals for a number of reasons relating to both national and international concerns of the countries concerned.
Rationales for Sample English Expression Questions

Main sources used: *The Elements of Style* by William Strunk, Jr., and E. B. White; *The Chicago Manual of Style*, 14th ed.

1. Concepts tested: Avoiding unnecessary punctuation; choosing words to fit meaning and function.
   - A. The comma after “world” is unnecessary.
   - B. The phrase “creations in politics” is vague.
   - C. The colon after “world” is incorrect and should be deleted.
   - D. This is the best answer. The colon after “creations” is correctly used to introduce the two-item list.

2. Concepts tested: Avoiding unnecessary punctuation; avoiding sentence fragments.
   - A. The comma after “agree” is unnecessary.
   - B. This is the best answer. It is a complete sentence that needs no internal punctuation.
   - C. This creates a sentence fragment.
   - D. The comma after “that” is unnecessary.

3. Concepts tested: Assuring grammatical agreement—predicate with subjects of varying complexity; using the idioms of standard written English.
   - A. The singular verb “was” is not in agreement with the compound subject.
   - B. See A. In addition, the preposition “from” is not idiomatic.
   - C. This is the best answer. The plural verb “were” agrees with the compound subject.
   - D. The preposition “from” is not idiomatic. Also, adding a plural possessive to “partisan” is unnecessary.

   - A. This choice does not introduce the main topic of the paragraph.
   - B. This choice introduces a subject that is not included in the paragraph.
   - C. This choice suggests a theme that is not covered in the paragraph.
   - D. This is the best answer. It effectively introduces the subject of the paragraph: the challenge that the political innovators faced.

5. Concepts tested: Punctuating relationships that indicate possession; avoiding unnecessary punctuation.
   - A. This is the best answer. Both possessives are singular and are punctuated correctly.
   - B. This incorrectly uses the plural possessive for both “Constitution” and “culture.”
   - C. This adds an unnecessary comma after “Constitution’s,” and incorrectly uses the plural possessive for “culture.”
   - D. This adds an unnecessary comma after “culture’s.”

6. Concepts tested: Using modifiers—placing modifiers so that they modify the appropriate element; managing sentence elements effectively—using rhetorically effective subordination and combination.
   - A. This choice creates a misplaced modifier and confuses the reader. “A Constitution” does not modify the opening clause.
   - B. The ineffective subordination results in an unclear sentence.
   - C. This is the best answer. The word “founders” modifies and should immediately follow the subordinate clause in this sentence.
   - D. See A.

7. Concepts tested: Avoiding sentence fragments; avoiding unnecessary shifts in construction.
   - A. This choice results in an incomplete sentence.
   - B. This is the best answer. It is a complete sentence and uses the appropriate verb tense.
   - C. See A.
   - D. There is an illogical tense shift from the past tense to the present perfect “has assumed.”

8. Concept tested: Establishing logical order—choosing the appropriate transition word or phrase.
   - A. The phrase “despite this” does not logically link this sentence with the point made in the preceding sentence.
   - B. “Therefore” indicates a cause-effect relationship that does not exist.
   - C. This is the best answer. “However” shows the contrast between two points.
   - D. “In general” implies a generalization that does not exist.

   - A. This is a comma splice.
   - B. Faulty sentence structure makes this sentence unclear.
   - C. This is a comma splice.
   - D. This is the best answer. It is the only choice that is structurally sound.

10. Concepts tested: Using words precisely and fluently; avoiding redundancy; avoiding wordiness.
    - A. This is the best answer. “Like-minded” precisely indicates that the others thought along the same lines as Van Buren.
    - B. “Others with his thoughts” is an ineffective way to make this comparison.
    - C. “Similar people” is imprecise and does not fully express the writer’s intent. “Futhermore” and “too” create a redundancy.
    - D. This choice is unnecessarily wordy.
11. Concepts tested: Avoiding unnecessary shifts in construction (tense); using the idioms of standard written English.

A. The verb “checks” creates an illogical shift from past to present tense.
B. This is the best answer. The use of the past tense “checked” is the same construction as the rest of the paragraph.
C. See A.
D. “Then” is incorrect usage.


A. Sentence 3, not Sentence 1, logically follows the point made at the end of Paragraph 3.
B. See A.
C. Sentence 2 logically follows Sentence 1 and cannot, therefore, open the paragraph.
D. This is the best answer. The phrase “Despite this antiparty tradition” logically flows from the point made at the end of Paragraph 3.

13. Concepts tested: choosing words to fit meaning and function; avoiding redundancy.

A. “Lately” and “recent” create a redundancy.
B. Because “late” has several meanings, the phrase “in a late ruling” is vague.
C. “In a fresh ruling” is nonsensical.
D. This is the best answer. It is clear and precise.


A. The comma after “Kingston” is unnecessary.
B. This is the best answer. It has no unnecessary punctuation, and the verb tense is correct.
C. The commas are unnecessary, and “loses” creates an illogical tense shift.
D. “Had come to lose” is a tense shift that is unnecessarily wordy.

15. Concepts tested: Choosing words to fit meaning and function; managing sentence elements effectively.

A. This is the best answer. It is clear and concise.
B. “Bearing a relation to” is unclear and imprecise.
C. The sentence is poorly constructed, resulting in a nonsensical statement.
D. See C.


A. The action by the U.S. company is in the past, so use of the present perfect “has brought” creates an illogical tense shift.
B. “Thought to bring” is imprecise, and it is not in keeping with the tone of the paragraph.
C. This is the best answer. The past tense “brought” indicates that the action by the U.S. company occurred in past time.
D. “Was bringing” wrongly suggests that the action has not yet occurred.

17. Concepts tested: Placing modifiers so that they modify the appropriate element; managing sentence elements effectively.

A. The phrase “in the Supreme Court last year” is misplaced, making the meaning of the sentence unclear.
B. With this placement, the sentence reads as though the U.S. company were in the Supreme Court.
C. This is the best placement. “In the Supreme Court last year” should be placed after “a suit” because it describes the suit brought by the U.S. company.
D. With this placement, the sentence reads as though the trademark infringement occurred “in the Supreme Court last year.”

18. Concepts tested: Using the idioms of standard written English; choosing words to fit meaning and function.

A. This choice creates a prepositional phrase that is not idiomatic.
B. This is the best answer. “A restraining order against the local company” is logical, precise, and idiomatic.
C. See A.
D. With this choice, the meaning of the sentence is unclear.

19. Concepts tested: Editing and revising effectively; choosing words to fit meaning and function; using the idioms of standard written English.

A. “Consequent upon” distorts the meaning of the sentence and is not in keeping with the style of the essay.
B. “Until the outcome” is not idiomatic.
C. “Resulting order” is vague and confusing.
D. This is the best answer. “Pending the outcome” clearly indicates that the restraining order is in effect until the suit is settled.

20. Concept tested: Making decisions about appropriateness of expressions for audience and purpose; judging the relevancy of material.

A. This is the best answer. Deleting the phrase would distort the intent of the Appeals Court ruling.
B. The phrase is an essential detail that brings clarity.
C. The phrase supports, rather than contradicts, the information in the first paragraph.
D. The phrase is not used to make a comparison.
   A. The auxiliary verb “has” cannot be combined with “underwent.”
   B. Past perfect tense is inappropriate here. “Has” cannot be added to “underwent.”
   C. This is the best answer. The correct tense, present perfect, is used to refer to the time between WWII and the present.
   D. Past perfect tense is inappropriate.

22. Concepts tested: Choosing words to fit meaning and function; editing and revising; making decisions about appropriateness of expression.
   A. A “parameter” is a quantity that a mathematical system depends on.
   B. This is the best answer. Because the topic of the article is urban sprawl, this provides a point of spatial contrast.
   C. This vague wording is redundant. It reiterates the definition of “suburbs” and implies that all cities are in the same area.
   D. By definition, suburbs are never “in” the city.

23. Concepts tested: Using the idioms of standard written English; making decisions about cohesive devices; choosing words to fit meaning and function.
   A. This word is unrecognized.
   B. This vague reference is a weak transition that fails to convey the intended relationship of contrast.
   C. See A.
   D. This is the best response. It establishes contrast and provides a transition that enhances coherence.

24. Concepts tested: Avoiding unnecessary punctuation; punctuating relationships and sequences; editing and revising effectively.
   A. This is the best answer. No comma should separate “schools” from its modifier, “safe.”
   B. See A.
   C. The second use of “safe” is unnecessary.
   D. This construction would be correct if the first “and” were deleted, but using “safe” twice would still be somewhat redundant.

   A. This choice creates a dangling modifier.
   B. This is the best answer. “City dwellers”—not the American landscape, the old neighborhoods, or the suburbs—are the only subjects capable of “enjoying” and “affording” anything, so this placement is the only one that fits within the logical order of the paragraph.
   C. See A.
   D. See A.

26. Concepts tested: Relating clauses; choosing words to fit meaning and function.
   A. “So” incorrectly implies a conclusion drawn from the previous statement. Contrast is intended.
   B. This is the best answer. “But” leads into contrasting information about a new group of people.
   C. “Instead” connotes contrast, but its placement here is awkward and unclear.
   D. “Except” implies a deviation from a general rule that has not been established, and its use here creates a sentence fragment.

27. Concepts tested: Editing and revising effectively; forming modifiers.
   A. “Increase” should precede expressions of quantity, such as “the percent of” or “the number of.”
   B. This choice is awkward and wordy.
   C. This is the best answer. It is clear, straightforward, and concise.
   D. “Amount” cannot be used to describe people, and the choice is also wordy.

28. Concepts tested: Choosing words to fit meaning and function; using idioms of standard written English.
   A. “Disinvested” is not a generally recognized word.
   B. “Divested” is not used with “out.”
   C. Division is not the intended meaning here.
   D. This is the best answer. It means that monies have been withdrawn from one area and turned toward another—a major point of this article.

29. Concept tested: Use the proper form of the possessives.
   A. “There” indicates location and is not a possessive.
   B. “They’re” is not a word.
   C. “They’re” is a contraction of “they are” and is not a possessive.
   D. This is the correct answer; “their” is a possessive referring to the rural communities.

30. Concepts tested: Forming verbs; choosing words to fit meaning and function.
   A. “Saw” is the past tense of “see,” which does not fit the intended meaning.
   B. “Seeked” is an incorrect formation of the past tense.
   C. This is the best answer. “Sought” expresses the intended meaning, and the form is correct.
   D. “Thought” does not fit the intended meaning.
   A. This formation of the verb doesn’t make sense in context.
   B. See A.
   C. This is the best answer. The formation of the verb is proper for the context.
   D. See A.

32. Concepts tested: Punctuating relationships to indicate apposition; relating clauses; avoiding sentence fragments.
   A. Semicolons are not used to form appositives.
   B. This choice would create a fragment of the phrase containing “movement.”
   C. A colon would be appropriate for a lengthy appositive or a statement going from general to specific.
   D. This is the best answer. “New Urbanism” is correctly separated from its definition by a comma.

33. Concepts tested: Assuring grammatical agreement; avoiding unnecessary shifts in tense.
   A. “Are” does not agree in number with the subject “returning.”
   B. This is the correct answer. The verb agrees in number with the subject.
   C. “Were” disagrees with the verb in number and inappropriately shifts the tense to the past.
   D. “Was” agrees with the verb in number, but inappropriately shifts the tense to the past.

34. Concepts tested: Punctuating introductory phrases; indicating possession.
   A. There is no apostrophe in the possessive form of “it.” A comma is required after “infancy.”
   B. See A.
   C. See A.
   D. This is the best answer. The possessive form is correct and the comma correctly separates the introductory phrase from the subject it modifies.

35. Concept tested: Choosing words to fit function; using the idioms of standard written English.
   A. This is not a recognized word.
   B. “Impact” is not a verb and “us” as an object is vague.
   C. This is the best answer. The noun “impact” is correctly used here as a direct object.
   D. “Impact” is not a verb.

36. Concept tested: Judging the relevance of material.
   A. The sentence to which the question refers is not relevant to this aspect of New Urbanism.
   B. See A.
   C. See A.
   D. This is the best answer. The sentence provides evidence of the movement’s growing influence and this is relevant.

37. Concepts tested: Using words to fit meaning and function; editing and revising.
   A. “Describable” is vague in this context, falling short of the intended meaning.
   B. This is the best answer. In this context, it means a common area that can be identified as distinct from the residential part of the community.
   C. This word does not fit the intended meaning at all.
   D. See C.

38. Concepts tested: Managing sentence elements to avoid ambiguity; punctuating phrases.
   A. Without punctuation before and after “that is,” this word choice is confusing. It seems to be leading into a clause where “that” refers to “housing.”
   B. This phrase must be set off with punctuation.
   C. This is the best answer. It is clear and requires no punctuation.
   D. See B.

   A. Since “wealthy and poor” are intended to describe the people in the community, this choice creates a misplaced modifier.
   B. See A.
   C. See A.
   D. This is the best answer. “Wealthy and poor” correctly refers to the people who would live in the community.

40. Concept tested: Choosing words to fit meaning.
   A. “Delegated” refers to the assignment of tasks or the appointment of someone as an agent.
   B. Availability is not relevant here, and the construction is wordy.
   C. “Demoted” means a lowering of rank.
   D. “Related” is unclear in this context.

41. Concepts tested: Editing and revising to avoid wordiness; choosing words to fit meaning; forming modifiers.
   A. “Access” is not a verb, and this construction is wordy.
   B. Availability is not relevant here, and the construction is wordy.
   C. “Addressed” is unclear and incorrect here.
   D. This is the best answer; “accessible” properly modifies “parking.”

42. Concept tested: Editing and revising to avoid wordiness.
   A. This answer is wordy.
   B. See A.
   C. See A.
   D. This wording is correct and concise.
43. Concepts tested: Using words to fit meaning and function.
   A. “Dispense” means to hand out or deal out in portions, so it is not appropriate here.
   B. “Disburse” means to pay out monies.
   C. This is the best answer. In this context, it means to spread the traffic flow among a number of streets.
   D. “Dispel” means to get rid of something.

44. Concepts tested: Using words to fit meaning and function.
   A. “Legs” does not fit with the image of cars and driving.
   B. “Withering” would fit with flowers, not cars.
   C. This answer fits best with the images of driving and cars in the rest of the sentence.
   D. “Down for the count” is a boxing image.

45. Concepts tested: Establishing logical order.
   A. New Urbanism has not been introduced, so it is too soon to give an example of it.
   B. See A.
   C. This is the best answer. The discussion of New Urbanism is in progress at this point.
   D. This final paragraph wraps up the essay. It is too late to introduce examples.

46. Concepts tested: Choosing words to fit meaning.
   A. “Amidst” means “surrounded by.” It does not fit the intended meaning.
   B. This is the correct response. In this context, China is one among many nations.
   C. “Between” is not usually applied to more than two nouns and is not appropriate here.
   D. “Within” refers to an inner area.

47. Concepts tested: Punctuating correctly to indicate plural forms and possessives.
   A. “Worlds” is not in the possessive case.
   B. The apostrophe is incorrect. “Nations” should not be in the possessive case.
   C. This implies more than one world.
   D. This is the correct response. The apostrophe correctly forms the possessive case of “world,” and “nations” is the correct plural form of “nation.”

48. Concept tested: Choosing words to fit meaning.
   A. A populist is a believer in populism, a political ideology.
   B. “Popular” means favored by many people.
   C. This is the correct response. It fits the intended meaning of having many people.
   D. “Popularized” means made widely known or easily understandable to the layman.

49. Concept tested: Making decisions about cohesion devices (opening)—selecting an effective statement relative to a specific paragraph.
   A. The tone of this sentence is not consistent with the rest of the paragraph.
   B. This is the best answer. It introduces a specific event that occurred and provides a viewpoint that is consistent with the last two sentences in the paragraph.
   C. The phrases “will end” and “will discontinue” are redundant.
   D. The phrase “other hotspots around the world” introduces a topic that is not covered in this paragraph.

50. Concept tested: Making decisions about appropriateness of expressions for audience and purpose.
   A. This is the best answer. It is the only choice that explains the purpose of the Border Walk, which is to “evaluate current operations” and “discuss proposals.”
   B. This sentence repeats information already given and does not explain the purpose of the Border Walk.
   C. This refers to a specific Border Walk without providing information about its purpose.
   D. This choice is vague and unnecessarily wordy.
The Biographic Information Questionnaire

The biographic questionnaire is a non-cognitive measure designed to assess an individual’s previous experience. Past behavior has been shown to be highly related to job performance. Consequently, this type of instrument has been found to be a consistently good predictor of a variety of performance measures for many different jobs.

Unlike cognitive tests, this questionnaire does not consist of questions with right and wrong answers. Therefore, it is not a test for which advance preparation is necessary. Instead, the biographic questionnaire measures previous experiences that are related to successful Foreign Service Officer performance. The questions were written to assess relevant past interests, activities, and behaviors that are related to specific performance dimensions, such as communication, interpersonal, and problem-solving skills.

When completing the biographic questionnaire, you should answer each item with your first impression. The “best” answer is an honest answer to the item. Therefore, you should not spend too much time answering any one item.

Each dimension is measured by many different items written to assess a variety of contexts in which relevant behaviors may be exhibited. Items may assess the degree to which you have had particular experiences as well as your reactions to different situations. Some questions ask about your perceptions of others’ reactions to your behavior. The questions combine both subjective items as well as objective, highly verifiable items.

On some questions, you might be asked to elaborate on your answer choice. For example, if a question asked how many jobs you had held, you might be asked to list them. When completing your elaborations, it is important to manage your time effectively. Be as brief as possible. Since there is little space available on the answer sheet for writing your elaborations and the amount of time is limited, you may not be able to provide much detail. It is important to answer all of the questions in the Biographic Information Questionnaire in order to convey a complete picture of your previous experiences.

Other examples of the types of items included in the biographic questionnaire are found below and on the next two pages. In developing the biographic questionnaire, items were subjected to multiple screenings in order to eliminate items that would be considered an invasion of privacy, not under the candidate’s control, and/or biased against race, gender, or national origin.

Sometimes the relationship between an item and the dimension it measures is readily apparent. More frequently, though, the relationship is not as clear. This apparent lack of job-relatedness is a concern candidates sometimes express about biographic inventories. However, each of the items, whether apparent or not, was included on the questionnaire based upon specific relationships between the item and a performance dimension. Many of the biographic items are also multidimensional, which means that an item may measure several dimensions relevant to job performance.

The biographic questionnaire measures a number of dimensions identified from job analyses as highly relevant for successful Foreign Service Officer performance. The biographic questionnaire has been validated in accordance with professional standards and legal guidelines.

Sample Items for the Biographic Information Questionnaire

The Biographic Information Questionnaire consists of approximately 105 questions and is administered in 75 minutes. There are 20 sample items provided below. Answer the items by circling the choice that is most accurate, and elaborating your choice where required.

1. During the last year, how often have you felt you had undertaken too many responsibilities?
   A. Very Often
   B. Often
   C. Sometimes
   D. Seldom
   E. Never

2. When going out with friends, how often are you relied upon to decide where to go or what to do?
   A. Always
   B. Almost Always
   C. Often
   D. Sometimes
   E. Rarely
3. How many times over the last five years have you been in charge of planning an important “big” event (e.g., party, fund-raiser, wedding, reunion, important meeting)?
   A. Never
   B. Once
   C. Twice
   D. 3 or 4 times
   E. 5 or more times

   If you answered b, c, d, or e above briefly describe up to five of the events you planned.

4. In the past six months, how many gatherings have you attended where you knew very few people?
   A. 0
   B. 1
   C. 2
   D. 3
   E. 4 or more

5. How difficult would your colleagues say that you find it to adjust to a change in your environment?
   A. Extremely Difficult
   B. Very Difficult
   C. Moderately Difficult
   D. Somewhat Difficult
   E. Not Very Difficult

6. How frequently have your friends or colleagues sought your help with resolving work- or school-related problems?
   A. Very Frequently
   B. Frequently
   C. Occasionally
   D. Rarely
   E. Never

7. How many of your past jobs or positions have required that you coordinate the activities of others?
   A. 0
   B. 1
   C. 2
   D. 3
   E. 4 or more

   If you answered b, c, d, or e above list the names of the positions.

8. During the last two years, how many non-credit courses have you taken to improve your skills?
   A. 0
   B. 1
   C. 2
   D. 3
   E. 4 or more

   If you answered b, c, d, or e above list the names of the courses.

9. During the last six months, how often have you volunteered to help someone with a difficult task?
   A. Quite a few times
   B. Several times
   C. A couple of times
   D. Once
   E. Never

   If you answered a, b, c, or d above briefly list the most significant tasks and how you helped.

10. In general, how likely has it been for you to mentally rehearse your thoughts before speaking?
    A. Very Likely
    B. Likely
    C. Neutral – Neither Likely nor Unlikely
    D. Unlikely
    E. Very Unlikely

11. In general, how frequently have you engaged in hobbies or activities to reduce or minimize stress?
    A. Very Frequently
    B. Frequently
    C. Sometimes
    D. Seldom
    F. Not At All

12. How comfortable have members of other ethnic or cultural groups been when interacting with you?
    A. Much more comfortable with me than with others
    B. Somewhat more comfortable with me than with others
    C. About as comfortable with me as with others
    D. Somewhat less comfortable with me than with others
    E. Much less comfortable with me than with others
13. During the last six months, how often have you worked overtime to get something done?
   A. Very Often
   B. Often
   C. Sometimes
   D. Seldom
   E. Very Rarely

If you answered a, b, c, or d above list the approximate dates and how much overtime you worked each time.

__________________________________________
__________________________________________
__________________________________________
__________________________________________

14. How often would your classmates or coworkers say that you have complimented them for a good idea?
   A. Almost Always
   B. Very Often
   C. Often
   D. Sometimes
   E. Rarely

15. How often do you make a grocery list before shopping?
   A. Almost Always
   B. Often
   C. Sometimes
   D. Rarely
   E. Never

16. In school, how often did you take notes or create outlines to summarize book chapters or articles?
   A. Almost Always
   B. Often
   C. Sometimes
   D. Rarely
   E. Never

17. During the last year, how often have you complimented someone for good service?
   A. Very Often
   B. Often
   C. Sometimes
   D. Seldom
   E. Never

18. How often have others described your ideas or solutions as creative or innovative?
   A. Very Often
   B. Often
   C. Sometimes
   D. Seldom
   E. Never

If you answered a, b, c, or d above briefly describe one or two of your ideas that were described as creative by others.

__________________________________________
__________________________________________
__________________________________________
__________________________________________

19. Compared to others, how comfortable are you in mediating conflicts between others?
   A. Much more comfortable than most people
   B. Somewhat more comfortable than most people
   C. About as comfortable as most people
   D. Somewhat less comfortable than most people
   E. A good bit less comfortable than most people

20. When presenting ideas to others, how frequently have you been asked to repeat yourself because you were not initially understood?
   A. Very Frequently
   B. Frequently
   C. Occasionally
   D. Rarely
   E. Never
Suggested Study Materials
(updated November 2002)

United States (culture, customs, economics, foreign policy, government, history, political system, society)


Mankiw, G. *Principles of Microeconomics*, 1998


World History and Geography


Management and Human Behavior


Communication and the Media


Mathematics, Statistics, and Computer Applications


Other Helpful Reading


*Time, U.S. News and World Report, The Economist*

A major daily newspaper such as *The Wall Street Journal*, *New York Times*, *Washington Post*, *Los Angeles Times*, or *the Boston Globe*

Journals such as *Foreign Affairs* and *Foreign Policy*

Books on the Foreign Service


The Oral Assessment

Candidates who pass the Foreign Service written examination and the written essay are invited to participate in the Oral Assessment, a series of exercises that constitute the next stage of their candidacy.

The principal Foreign Service Assessment Center is located in Washington, D.C. Centers may also be established for limited periods in other major U.S. cities. On FSWE test day, you will have the opportunity to request an Assessment Center location for the Oral Assessment should you qualify. The Oral Assessment will normally take place between three and twelve months following the Written Examination.

Candidates must report to their assigned Assessment Center at 7:00 a.m. on their scheduled day. The assessment may end as late as 6:00 p.m. for successful candidates.

Candidates who are invited to the Oral Assessment must complete and bring to the Oral Assessment the DS-1950 application form, which provides information on the candidates’ education and work experience, a Statement of Interest, and a completed SF-86. Candidates who ultimately receive a conditional offer of employment will submit the SF-86 and will be given additional required documents during the employment phase of their candidacy. Candidates with disabilities should notify the Assessment Center of any special needs in writing with supporting documentation when they return the confirmation form. To confirm these arrangements, candidates should also contact The Department of State, Board of Examiners, 2401 E Street, NW, 5th Floor, Washington, D.C. 20522, well in advance of the scheduled assessment date.

The Oral Assessment is an examination, not a job interview. Oral Assessment exercises are based on a job analysis of the work of the Foreign Service and the skills, abilities, and personal qualities deemed essential to the performance of that work. The assessment measures the following dimensions:

**Written Communication.** To write concise, well organized, grammatically correct, effective, and persuasive English in a limited amount of time.

**Oral Communication.** To speak fluently in a concise, grammatically correct, organized, precise, and persuasive manner; to convey nuances of meaning accurately; to use appropriate styles of communication to fit the audience and purpose.

**Information Integration and Analysis.** To absorb and retain complex information drawn from a variety of sources; to draw reasoned conclusions from analysis and synthesis of available information; to evaluate the importance, reliability, and usefulness of information; to remember details of a meeting or event without the benefit of notes.

**Planning and Organizing.** To prioritize and order tasks effectively; to employ a systematic approach to achieving objectives; to make appropriate use of limited resources.

**Judgment.** To discern what is appropriate, practical, and realistic in a given situation; to weigh relative merits of competing demands.

**Resourcefulness.** To formulate creative alternatives or solutions to resolve problems; to show flexibility in response to unanticipated circumstances.

**Initiative and Leadership.** To recognize and assume responsibility for work that needs to be done; to persist in the completion of a task; to significantly influence a group’s activity, direction, or opinion; to motivate others to participate in the activity one is leading.

**Experience and Motivation.** To demonstrate knowledge, skills or other attributes gained from previous experience of relevance to the Foreign Service.

**Working With Others.** To interact in a constructive, cooperative, and harmonious manner; to work effectively as a team player; to establish positive relationships and gain the confidence of others; to use humor as appropriate.

**Composure.** To stay calm, poised, and effective in stressful or difficult situations; to think on one’s feet, adjusting quickly to changing situations; to maintain self-control.

**Quantitative Analysis.** To review statistical information, identify pertinent data, and perform simple mathematical operations.
Objectivity and Integrity. To be fair and honest; to avoid deceit, favoritism, and discrimination; to present issues frankly and fully, without injecting subjective bias; to work without letting personal bias prejudice actions.

Cultural Adaptability. To work and communicate effectively and harmoniously with persons of other cultures, value systems, political beliefs, and economic circumstances; to recognize and respect differences in new and different cultural environments.

Candidates are evaluated against these criteria by a team of examiners, who observe the performance of candidates in a variety of situations designed to enable them to demonstrate the requisite skills. As trained observers with years of actual Foreign Service experience, the examiners are able to evaluate candidates and provide professional judgments of their performance. The oral examination is not an adversarial process. Candidates do not compete against one another, but instead are judged on their capacity to demonstrate the skills and abilities sought by the Foreign Service.

For more information

Candidates who wish to read more about the Oral Assessment process or see practice scenarios from the Oral Assessment may visit the State Department website at the following address:

www.careers.state.gov/officer/officerorals.html