

SAT PRACTICE ANSWER SHEET

COMPLETE MARK ●

EXAMPLES OF
INCOMPLETE MARKS



It is recommended that you use a No. 2 pencil. It is very important that you fill in the entire circle darkly and completely. If you change your response, erase as completely as possible. Incomplete marks or erasures may affect your score.

TEST NUMBER

SECTION 1

ENTER TEST NUMBER

For instance, for Practice
Test #1, fill in the circle
for 0 in the first column
and for 1 in the second
column.

| | |
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| | |
|--|--|

| | | |
|---|-----------------------|-----------------------|
| 0 | <input type="radio"/> | <input type="radio"/> |
| 1 | <input type="radio"/> | <input type="radio"/> |
| 2 | <input type="radio"/> | <input type="radio"/> |
| 3 | <input type="radio"/> | <input type="radio"/> |
| 4 | <input type="radio"/> | <input type="radio"/> |
| 5 | <input type="radio"/> | <input type="radio"/> |
| 6 | <input type="radio"/> | <input type="radio"/> |
| 7 | <input type="radio"/> | <input type="radio"/> |
| 8 | <input type="radio"/> | <input type="radio"/> |
| 9 | <input type="radio"/> | <input type="radio"/> |

| | | | | | | | | | | | | | | | | | | | | | | | |
|----|---------|-----------------------|-----------------------|-----------------------|-----------------------|----|---------|-----------------------|-----------------------|-----------------------|-----------------------|----|---------|-----------------------|-----------------------|-----------------------|-----------------------|----|---------|-----------------------|-----------------------|-----------------------|-----------------------|
| 1 | A B C D | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | 14 | A B C D | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | 27 | A B C D | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | 40 | A B C D | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 2 | A B C D | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | 15 | A B C D | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | 28 | A B C D | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | 41 | A B C D | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 3 | A B C D | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | 16 | A B C D | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | 29 | A B C D | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | 42 | A B C D | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 4 | A B C D | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | 17 | A B C D | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | 30 | A B C D | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | 43 | A B C D | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 5 | A B C D | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | 18 | A B C D | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | 31 | A B C D | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | 44 | A B C D | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 6 | A B C D | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | 19 | A B C D | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | 32 | A B C D | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | 45 | A B C D | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 7 | A B C D | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | 20 | A B C D | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | 33 | A B C D | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | 46 | A B C D | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 8 | A B C D | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | 21 | A B C D | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | 34 | A B C D | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | 47 | A B C D | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 9 | A B C D | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | 22 | A B C D | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | 35 | A B C D | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | 48 | A B C D | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 10 | A B C D | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | 23 | A B C D | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | 36 | A B C D | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | 49 | A B C D | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 11 | A B C D | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | 24 | A B C D | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | 37 | A B C D | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | 50 | A B C D | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 12 | A B C D | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | 25 | A B C D | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | 38 | A B C D | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | 51 | A B C D | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 13 | A B C D | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | 26 | A B C D | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | 39 | A B C D | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | 52 | A B C D | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |



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INCOMPLETE MARKS



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SECTION 2








| | | | | |
|---|--|--|--|--|
| 1 <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D | 10 <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D | 19 <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D | 28 <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D | 37 <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D |
| 2 <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D | 11 <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D | 20 <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D | 29 <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D | 38 <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D |
| 3 <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D | 12 <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D | 21 <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D | 30 <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D | 39 <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D |
| 4 <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D | 13 <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D | 22 <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D | 31 <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D | 40 <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D |
| 5 <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D | 14 <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D | 23 <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D | 32 <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D | 41 <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D |
| 6 <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D | 15 <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D | 24 <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D | 33 <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D | 42 <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D |
| 7 <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D | 16 <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D | 25 <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D | 34 <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D | 43 <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D |
| 8 <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D | 17 <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D | 26 <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D | 35 <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D | 44 <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D |
| 9 <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D | 18 <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D | 27 <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D | 36 <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D | |



If you're scoring with our mobile app we recommend that you cut these pages out of the back of this book. The scoring does best with a flat page.



SAT PRACTICE ANSWER SHEET

COMPLETE MARK  **EXAMPLES OF INCOMPLETE MARKS**      

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SECTION 3

| | | | | |
|---|---|---|--|--|
| 1 <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D | 4 <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D | 7 <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D | 10 <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D | 13 <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D |
| 2 <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D | 5 <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D | 8 <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D | 11 <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D | 14 <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D |
| 3 <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D | 6 <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D | 9 <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D | 12 <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D | 15 <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D |

Only answers that are gridded will be scored. You will not receive credit for anything written in the boxes.

| 16 | 17 | 18 | 19 | 20 |
|---|---|---|---|---|
| <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> |
| / <input type="radio"/> <input type="radio"/> | / <input type="radio"/> <input type="radio"/> | / <input type="radio"/> <input type="radio"/> | / <input type="radio"/> <input type="radio"/> | / <input type="radio"/> <input type="radio"/> |
| . <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> | . <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> | . <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> | . <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> | . <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> |
| 0 <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> | 0 <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> | 0 <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> | 0 <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> | 0 <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> |
| 1 <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> | 1 <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> | 1 <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> | 1 <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> | 1 <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> |
| 2 <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> | 2 <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> | 2 <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> | 2 <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> | 2 <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> |
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| 4 <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> | 4 <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> | 4 <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> | 4 <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> | 4 <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> |
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| 7 <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> | 7 <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> | 7 <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> | 7 <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> | 7 <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> |
| 8 <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> | 8 <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> | 8 <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> | 8 <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> | 8 <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> |
| 9 <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> | 9 <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> | 9 <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> | 9 <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> | 9 <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> |



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**NO CALCULATOR
ALLOWED**



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SECTION 4

1 A B C D
○ ○ ○ ○

7 A B C D
○ ○ ○ ○

13 A B C D
○ ○ ○ ○

19 A B C D
○ ○ ○ ○

25 A B C D
○ ○ ○ ○

2 A B C D
○ ○ ○ ○

8 A B C D
○ ○ ○ ○

14 A B C D
○ ○ ○ ○

20 A B C D
○ ○ ○ ○

26 A B C D
○ ○ ○ ○

3 A B C D
○ ○ ○ ○

9 A B C D
○ ○ ○ ○

15 A B C D
○ ○ ○ ○

21 A B C D
○ ○ ○ ○

27 A B C D
○ ○ ○ ○

4 A B C D
○ ○ ○ ○

10 A B C D
○ ○ ○ ○

16 A B C D
○ ○ ○ ○

22 A B C D
○ ○ ○ ○

28 A B C D
○ ○ ○ ○

5 A B C D
○ ○ ○ ○

11 A B C D
○ ○ ○ ○

17 A B C D
○ ○ ○ ○

23 A B C D
○ ○ ○ ○

29 A B C D
○ ○ ○ ○

6 A B C D
○ ○ ○ ○

12 A B C D
○ ○ ○ ○

18 A B C D
○ ○ ○ ○

24 A B C D
○ ○ ○ ○

30 A B C D
○ ○ ○ ○












If you're using our mobile app keep in mind that bad lighting and even shadows cast over the answer sheet can affect your score. Be sure to scan this in a well-lit area for best results.

CALCULATOR
ALLOWED



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SECTION 4 (Continued)

Only answers that are gridded will be scored. You will not receive credit for anything written in the boxes.

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| 31 | 32 | 33 | 34 | 35 |
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| 2 <div><div></div><div></div><div></div><div></div><div></div></div> | 2 <div><div></div><div></div><div></div><div></div><div></div></div> | 2 <div><div></div><div></div><div></div><div></div><div></div></div> | 2 <div><div></div><div></div><div></div><div></div><div></div></div> | 2 <div><div></div><div></div><div></div><div></div><div></div></div> |
| 3 <div><div></div><div></div><div></div><div></div><div></div></div> | 3 <div><div></div><div></div><div></div><div></div><div></div></div> | 3 <div><div></div><div></div><div></div><div></div><div></div></div> | 3 <div><div></div><div></div><div></div><div></div><div></div></div> | 3 <div><div></div><div></div><div></div><div></div><div></div></div> |
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Reading Test

65 MINUTES, 52 QUESTIONS

Turn to Section 1 of your answer sheet to answer the questions in this section.

DIRECTIONS

Each passage or pair of passages below is followed by a number of questions. After reading each passage or pair, choose the best answer to each question based on what is stated or implied in the passage or passages and in any accompanying graphics (such as a table or graph).

Questions 1-10 are based on the following passage.

This passage is adapted from George Eliot, *Silas Marner*. Originally published in 1861. Silas was a weaver and a notorious miser, but then the gold he had hoarded was stolen. Shortly after, Silas adopted a young child, Eppie, the daughter of an impoverished woman who had died suddenly.

Unlike the gold which needed nothing, and must be worshipped in close-locked solitude—which was hidden away from the daylight, was deaf to the song of birds, and started to no human tones—Eppie was a creature of endless claims and ever-growing desires, seeking and loving sunshine, and living sounds, and living movements; making trial of everything, with trust in new joy, and stirring the human kindness in all eyes that looked on her. The gold had kept his thoughts in an ever-repeated circle, leading to nothing beyond itself; but Eppie was an object compacted of changes and hopes that forced his thoughts onward, and carried them far away from their old eager pacing towards the same blank limit—carried them away to the new things that would come with the coming years, when Eppie would have learned to understand how her father Silas cared for her; and made him look for images of that time in the ties and charities that bound together the families of his neighbors. The gold had asked that

he should sit weaving longer and longer, deafened and blinded more and more to all things except the monotony of his loom and the repetition of his web; but Eppie called him away from his weaving, and made him think all its pauses a holiday, reawakening his senses with her fresh life, even to the old winter-flies that came crawling forth in the early spring sunshine, and warming him into joy because she had joy.

And when the sunshine grew strong and lasting, so that the buttercups were thick in the meadows, Silas might be seen in the sunny mid-day, or in the late afternoon when the shadows were lengthening under the hedgerows, strolling out with uncovered head to carry Eppie beyond the Stone-pits to where the flowers grew, till they reached some favorite bank where he could sit down, while Eppie toddled to pluck the flowers, and make remarks to the winged things that murmured happily above the bright petals, calling “Dad-dad’s” attention continually by bringing him the flowers. Then she would turn her ear to some sudden bird-note, and Silas learned to please her by making signs of hushed stillness, that they might listen for the note to come again: so that when it came, she set up her small back and laughed with gurgling triumph. Sitting on the banks in this way, Silas began to look for the once familiar herbs again; and as the leaves, with their unchanged outline and markings, lay on his palm, there was a sense of crowding remembrances from which he turned away timidly, taking refuge in Eppie’s little world, that lay lightly on his enfeebled spirit.

As the child's mind was growing into knowledge, his mind was growing into memory: as her life
 55 unfolded, his soul, long stupefied in a cold narrow prison, was unfolding too, and trembling gradually into full consciousness.

It was an influence which must gather force with every new year: the tones that stirred Silas' heart
 60 grew articulate, and called for more distinct answers; shapes and sounds grew clearer for Eppie's eyes and ears, and there was more that "Dad-dad" was imperatively required to notice and account for. Also, by the time Eppie was three years old, she
 65 developed a fine capacity for mischief, and for devising ingenious ways of being troublesome, which found much exercise, not only for Silas' patience, but for his watchfulness and penetration. Sorely was poor Silas puzzled on such occasions by the incompatible
 70 demands of love.

1

Which choice best describes a major theme of the passage?

- A) The corrupting influence of a materialistic society
- B) The moral purity of young children
- C) The bittersweet brevity of childhood naïveté
- D) The restorative power of parental love

2

As compared with Silas's gold, Eppie is portrayed as having more

- A) vitality.
- B) durability.
- C) protection.
- D) self-sufficiency.

3

Which statement best describes a technique the narrator uses to represent Silas's character before he adopted Eppie?

- A) The narrator emphasizes Silas's former obsession with wealth by depicting his gold as requiring certain behaviors on his part.
- B) The narrator underscores Silas's former greed by describing his gold as seeming to reproduce on its own.
- C) The narrator hints at Silas's former antisocial attitude by contrasting his present behavior toward his neighbors with his past behavior toward them.
- D) The narrator demonstrates Silas's former lack of self-awareness by implying that he is unable to recall life before Eppie.

4

The narrator uses the phrase "making trial of everything" (line 7) to present Eppie as

- A) friendly.
- B) curious.
- C) disobedient.
- D) judgmental.

5

According to the narrator, one consequence of Silas adopting Eppie is that he

- A) has renounced all desire for money.
- B) better understands his place in nature.
- C) seems more accepting of help from others.
- D) looks forward to a different kind of future.

6

Which choice provides the best evidence for the answer to the previous question?

- A) Lines 9-11 (“The gold . . . itself”)
- B) Lines 11-16 (“but Eppie . . . years”)
- C) Lines 41-43 (“Then . . . stillness”)
- D) Lines 61-63 (“shapes . . . for”)

7

What function does the second paragraph (lines 30-52) serve in the passage as a whole?

- A) It presents the particular moment at which Silas realized that Eppie was changing him.
- B) It highlights Silas’s love for Eppie by depicting the sacrifices that he makes for her.
- C) It illustrates the effect that Eppie has on Silas by describing the interaction between them.
- D) It reveals a significant alteration in the relationship between Silas and Eppie.

8

In describing the relationship between Eppie and Silas, the narrator draws a connection between Eppie’s

- A) physical vulnerability and Silas’s emotional fragility.
- B) expanding awareness and Silas’s increasing engagement with life.
- C) boundless energy and Silas’s insatiable desire for wealth.
- D) physical growth and Silas’s painful perception of his own mortality.

9

Which choice provides the best evidence for the answer to the previous question?

- A) Lines 1-9 (“Unlike . . . her”)
- B) Lines 30-41 (“And when . . . flowers”)
- C) Lines 46-48 (“Sitting . . . again”)
- D) Lines 53-57 (“As the . . . consciousness”)

10

As used in line 65, “fine” most nearly means

- A) acceptable.
- B) delicate.
- C) ornate.
- D) keen.

Questions 11-21 are based on the following passage and supplementary material.

This passage is adapted from David Rotman, “How Technology Is Destroying Jobs.” ©2013 by MIT Technology Review.

MIT business scholars Erik Brynjolfsson and Andrew McAfee have argued that impressive advances in computer technology—from improved industrial robotics to automated translation services—are largely behind the sluggish employment growth of the last 10 to 15 years. Even more ominous for workers, they foresee dismal prospects for many types of jobs as these powerful new technologies are increasingly adopted not only in manufacturing, clerical, and retail work but in professions such as law, financial services, education, and medicine.

That robots, automation, and software can replace people might seem obvious to anyone who’s worked in automotive manufacturing or as a travel agent. But Brynjolfsson and McAfee’s claim is more troubling and controversial. They believe that rapid technological change has been destroying jobs faster than it is creating them, contributing to the stagnation of median income and the growth of inequality in the United States. And, they suspect, something similar is happening in other technologically advanced countries.

As evidence, Brynjolfsson and McAfee point to a chart that only an economist could love. In economics, productivity—the amount of economic value created for a given unit of input, such as an hour of labor—is a crucial indicator of growth and wealth creation. It is a measure of progress. On the chart Brynjolfsson likes to show, separate lines represent productivity and total employment in the United States. For years after World War II, the two lines closely tracked each other, with increases in jobs corresponding to increases in productivity. The pattern is clear: as businesses generated more value from their workers, the country as a whole became richer, which fueled more economic activity and created even more jobs. Then, beginning in 2000, the

lines diverge; productivity continues to rise robustly, but employment suddenly wilts. By 2011, a significant gap appears between the two lines, showing economic growth with no parallel increase in job creation. Brynjolfsson and McAfee call it the “great decoupling.” And Brynjolfsson says he is confident that technology is behind both the healthy growth in productivity and the weak growth in jobs.

It’s a startling assertion because it threatens the faith that many economists place in technological progress. Brynjolfsson and McAfee still believe that technology boosts productivity and makes societies wealthier, but they think that it can also have a dark side: technological progress is eliminating the need for many types of jobs and leaving the typical worker worse off than before. Brynjolfsson can point to a second chart indicating that median income is failing to rise even as the gross domestic product soars. “It’s the great paradox of our era,” he says. “Productivity is at record levels, innovation has never been faster, and yet at the same time, we have a falling median income and we have fewer jobs. People are falling behind because technology is advancing so fast and our skills and organizations aren’t keeping up.”

While technological changes can be painful for workers whose skills no longer match the needs of employers, Lawrence Katz, a Harvard economist, says that no historical pattern shows these shifts leading to a net decrease in jobs over an extended period. Katz has done extensive research on how technological advances have affected jobs over the last few centuries—describing, for example, how highly skilled artisans in the mid-19th century were displaced by lower-skilled workers in factories. While it can take decades for workers to acquire the expertise needed for new types of employment, he says, “we never have run out of jobs. There is no long-term trend of eliminating work for people. Over the long term, employment rates are fairly stable. People have always been able to create new jobs. People come up with new things to do.”

Still, Katz doesn’t dismiss the notion that there is something different about today’s digital technologies—something that could affect an even broader range of work. The question, he says, is whether economic history will serve as a useful

85 guide. Will the job disruptions caused by technology
 be temporary as the workforce adapts, or will we see
 a science-fiction scenario in which automated
 processes and robots with superhuman skills take
 over a broad swath of human tasks? Though Katz
 90 expects the historical pattern to hold, it is “genuinely
 a question,” he says. “If technology disrupts enough,
 who knows what will happen?”

Figure 1

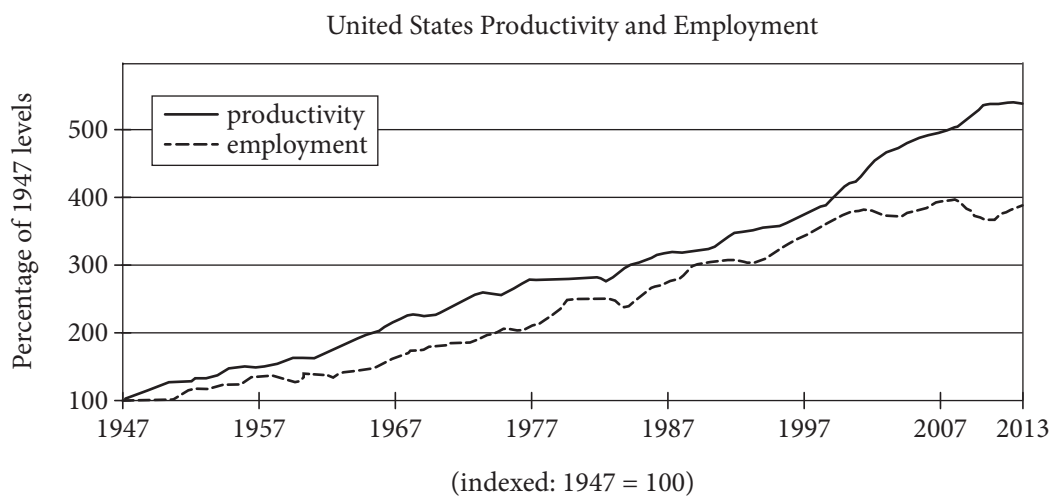
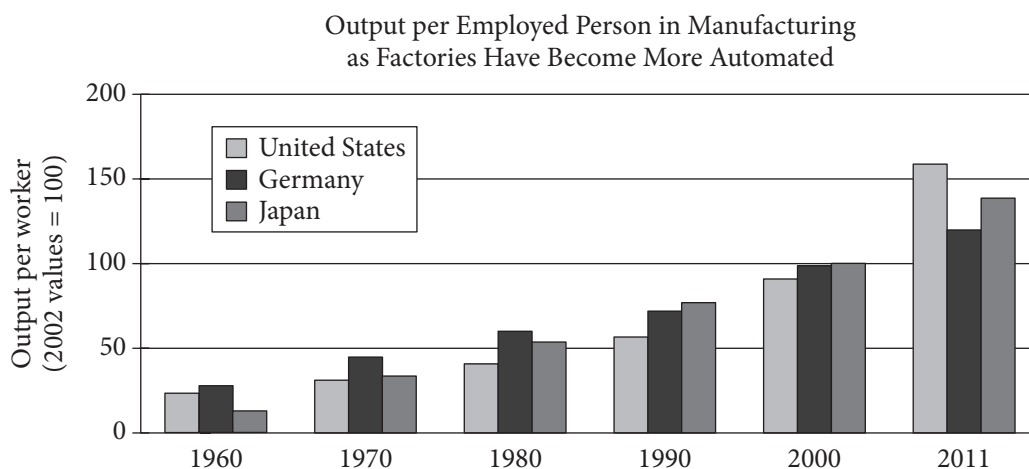


Figure 2



11

The main purpose of the passage is to

- A) examine the role of technology in workers' lives during the last century.
- B) advocate for better technology to enhance workplace conditions.
- C) argue for changes in how technology is deployed in the workplace.
- D) assess the impact of advancements in technology on overall job growth.

12

According to Brynjolfsson and McAfee, advancements in technology since approximately the year 2000 have resulted in

- A) low job growth in the United States.
- B) global workplace changes.
- C) more skilled laborers in the United States.
- D) no global creation of new jobs.

13

Which choice provides the best evidence for the answer to the previous question?

- A) Lines 1-6 ("MIT . . . years")
- B) Lines 13-15 ("That . . . agent")
- C) Lines 21-23 ("And . . . countries")
- D) Lines 35-38 ("as businesses . . . jobs")

14

The primary purpose of lines 26-28 ("the amount . . . labor") is to

- A) describe a process.
- B) highlight a dilemma.
- C) clarify a claim.
- D) explain a term.

15

As used in line 35, "clear" most nearly means

- A) pure.
- B) keen.
- C) untroubled.
- D) unmistakable.

16

Which of the following best characterizes Katz's attitude toward "today's digital technologies" (lines 81-82)?

- A) He is alarmed about countries' increasing reliance on them.
- B) He is unconcerned about their effect on the economy.
- C) He is uncertain how they might affect job growth.
- D) He is optimistic that they will spur job creation to a degree not seen since the mid-nineteenth century.

17

Which choice provides the best evidence for the answer to the previous question?

- A) Lines 68-72 (“Katz . . . factories”)
- B) Lines 73-75 (“While . . . jobs”)
- C) Line 79 (“People come . . . do”)
- D) Lines 91-92 (“If . . . happen”)

18

As used in line 83, “range” most nearly means

- A) region.
- B) scope.
- C) distance.
- D) position.

19

According to figure 1, which of the following years showed the widest gap between percentages of productivity and employment?

- A) 1987
- B) 1997
- C) 2007
- D) 2013

20

Which statement is supported by figure 2?

- A) The country with the greatest growth in output per manufacturing worker from 1960 to 1990 was Germany.
- B) Japan experienced its smallest increase in output per manufacturing worker from 2000 to 2011.
- C) Each of the three countries experienced an increase in its output per manufacturing worker from 1960 to 2011.
- D) Of the three countries, the United States had the greatest output per manufacturing worker for each of the years shown.

21

Which additional information, if presented in figure 2, would be most useful in evaluating the statement in lines 57-60 (“Productivity . . . jobs”)?

- A) The median income of employees as it compares across all three countries in a single year
- B) The number of people employed in factories from 1960 to 2011
- C) The types of organizations at which output of employed persons was measured
- D) The kinds of manufacturing tasks most frequently taken over by machines

Questions 22-31 are based on the following passage.

This passage is adapted from Patricia Waldron, “Why Birds Fly in a V Formation.” ©2014 by American Association for the Advancement of Science.

Anyone watching the autumn sky knows that migrating birds fly in a V formation, but scientists have long debated why. A new study of ibises finds that these big-winged birds carefully position their wingtips and sync their flapping, presumably to catch the preceding bird’s updraft—and save energy during flight.

There are two reasons birds might fly in a V formation: It may make flight easier, or they’re simply following the leader. Squadrons of planes can save fuel by flying in a V formation, and many scientists suspect that migrating birds do the same. Models that treated flapping birds like fixed-wing airplanes estimate that they save energy by drafting off each other, but currents created by airplanes are far more stable than the oscillating eddies coming off of a bird. “Air gets pretty unpredictable behind a flapping wing,” says James Usherwood, a locomotor biomechanist at the Royal Veterinary College at the University of London in Hatfield, where the research took place.

The study, published in *Nature*, took advantage of an existing project to reintroduce endangered northern bald ibises (*Geronticus eremita*) to Europe. Scientists used a microlight plane to show hand-raised birds their ancestral migration route from Austria to Italy. A flock of 14 juveniles carried data loggers specially built by Usherwood and his lab. The device’s GPS determined each bird’s flight position to within 30 cm, and an accelerometer showed the timing of the wing flaps.

Just as aerodynamic estimates would predict, the birds positioned themselves to fly just behind and to the side of the bird in front, timing their wing beats to catch the uplifting eddies. When a bird flew directly behind another, the timing of the flapping reversed so that it could minimize the effects of the downdraft coming off the back of the bird’s body. “We didn’t think this was possible,” Usherwood says, considering that the feat requires careful flight and incredible awareness of one’s neighbors. “Perhaps these big V formation birds can be thought of quite like an airplane with wings that go up and down.”

The findings likely apply to other long-winged birds, such as pelicans, storks, and geese, Usherwood says. Smaller birds create more complex wakes that would make drafting too difficult. The researchers did not attempt to calculate the bird’s energy savings because the necessary physiological measurements would be too invasive for an endangered species. Previous studies estimate that birds can use 20 percent to 30 percent less energy while flying in a V.

“From a behavioral perspective it’s really a breakthrough,” says David Lentink, a mechanical engineer at Stanford University in Palo Alto, California, who was not involved in the work. “Showing that birds care about syncing their wing beats is definitely an important insight that we didn’t have before.”

Scientists do not know how the birds find that aerodynamic sweet spot, but they suspect that the animals align themselves either by sight or by sensing air currents through their feathers. Alternatively, they may move around until they find the location with the least resistance. In future studies, the researchers will switch to more common birds, such as pigeons or geese. They plan to investigate how the animals decide who sets the course and the pace, and whether a mistake made by the leader can ripple through the rest of the flock to cause traffic jams.

“It’s a pretty impressive piece of work as it is, but it does suggest that there’s a lot more to learn,” says Ty Hedrick, a biologist at the University of North Carolina, Chapel Hill, who studies flight aerodynamics in birds and insects. However they do it, he says, “birds are awfully good hang-glider pilots.”

22

The main purpose of the passage is to

- A) describe how squadrons of planes can save fuel by flying in a V formation.
- B) discuss the effects of downdrafts on birds and airplanes.
- C) explain research conducted to study why some birds fly in a V formation.
- D) illustrate how birds sense air currents through their feathers.

23

The author includes the quotation “Air gets pretty unpredictable behind a flapping wing” (lines 17-18) to

- A) explain that the current created by a bird differs from that of an airplane.
- B) stress the amount of control exerted by birds flying in a V formation.
- C) indicate that wind movement is continuously changing.
- D) emphasize that the flapping of a bird’s wings is powerful.

24

What can reasonably be inferred about the reason Usherwood used northern bald ibises as the subjects of his study?

- A) The ibises were well acquainted with their migration route.
- B) Usherwood knew the ibises were familiar with carrying data loggers during migration.
- C) The ibises have a body design that is similar to that of a modern airplane.
- D) The ibises were easily accessible for Usherwood and his team to track and observe.

25

Which choice provides the best evidence for the answer to the previous question?

- A) Lines 3-7 (“A new . . . flight”)
- B) Lines 10-12 (“Squadrons . . . same”)
- C) Lines 22-24 (“The study . . . Europe”)
- D) Lines 29-31 (“The device’s . . . flaps”)

26

What is the most likely reason the author includes the 30 cm measurement in line 30?

- A) To demonstrate the accuracy with which the data loggers collected the data
- B) To present recorded data about how far an ibis flies between successive wing flaps
- C) To provide the wingspan length of a juvenile ibis
- D) To show how far behind the microlight plane each ibis flew

27

What does the author imply about pelicans, storks, and geese flying in a V formation?

- A) They communicate with each other in the same way as do ibises.
- B) They have the same migration routes as those of ibises.
- C) They create a similar wake to that of ibises.
- D) They expend more energy than do ibises.

28

Which choice provides the best evidence for the answer to the previous question?

- A) Lines 35-38 (“When . . . body”)
- B) Lines 47-48 (“Smaller . . . difficult”)
- C) Lines 52-54 (“Previous . . . a V”)
- D) Lines 66-67 (“Alternatively . . . resistance”)

29

What is a main idea of the seventh paragraph (lines 62-73)?

- A) Different types of hierarchies exist in each flock of birds.
- B) Mistakes can happen when long-winged birds create a V formation.
- C) Future research will help scientists to better understand V formations.
- D) Long-winged birds watch the lead bird closely to keep a V formation intact.

30

The author uses the phrase “aerodynamic sweet spot” in line 63 most likely to

- A) describe how the proper structural design of an airplane helps to save fuel.
- B) show that flying can be an exhilarating experience.
- C) describe the birds’ synchronized wing movement.
- D) suggest that a certain position in a V formation has the least amount of wind resistance.

31

As used in line 72, “ripple” most nearly means

- A) fluctuate.
- B) spread.
- C) wave.
- D) undulate.

Questions 32-41 are based on the following passages.

Passage 1 is adapted from Alexis de Tocqueville, *Democracy in America*, Volume 2. Originally published in 1840. Passage 2 is adapted from Harriet Taylor Mill, "Enfranchisement of Women." Originally published in 1851. As United States and European societies grew increasingly democratic during the nineteenth century, debates arose about whether freedoms enjoyed by men should be extended to women as well.

Passage 1

I have shown how democracy destroys or modifies the different inequalities which originate in society; but is this all? or does it not ultimately affect
 Line that great inequality of man and woman which has
 5 seemed, up to the present day, to be eternally based in human nature? I believe that the social changes which bring nearer to the same level the father and son, the master and servant, and superiors and inferiors generally speaking, will raise woman and
 10 make her more and more the equal of man. But here, more than ever, I feel the necessity of making myself clearly understood; for there is no subject on which the coarse and lawless fancies of our age have taken a freer range.

15 There are people in Europe who, confounding together the different characteristics of the sexes, would make of man and woman beings not only equal but alike. They would give to both the same functions, impose on both the same duties, and grant
 20 to both the same rights; they would mix them in all things—their occupations, their pleasures, their business. It may readily be conceived, that by thus attempting to make one sex equal to the other, both are degraded; and from so preposterous a medley of
 25 the works of nature nothing could ever result but weak men and disorderly women.

It is not thus that the Americans understand that species of democratic equality which may be established between the sexes. They admit, that as
 30 nature has appointed such wide differences between the physical and moral constitution of man and woman, her manifest design was to give a distinct employment to their various faculties; and they hold

that improvement does not consist in making beings
 35 so dissimilar do pretty nearly the same things, but in getting each of them to fulfill their respective tasks in the best possible manner. The Americans have applied to the sexes the great principle of political economy which governs the manufactures of our age,
 40 by carefully dividing the duties of man from those of woman, in order that the great work of society may be the better carried on.

Passage 2

As society was constituted until the last few generations, inequality was its very basis; association
 45 grounded on equal rights scarcely existed; to be equals was to be enemies; two persons could hardly coöperate in anything, or meet in any amicable relation, without the law's appointing that one of them should be the superior of the other.
 50 Mankind have outgrown this state, and all things now tend to substitute, as the general principle of human relations, a just equality, instead of the dominion of the strongest. But of all relations, that between men and women, being the nearest and
 55 most intimate, and connected with the greatest number of strong emotions, was sure to be the last to throw off the old rule, and receive the new; for, in proportion to the strength of a feeling is the tenacity with which it clings to the forms and
 60 circumstances with which it has even accidentally become associated. . . .

. . . The proper sphere for all human beings is the largest and highest which they are able to attain to. What this is, cannot be ascertained without complete
 65 liberty of choice. . . . Let every occupation be open to all, without favor or discouragement to any, and employments will fall into the hands of those men or women who are found by experience to be most capable of worthily exercising them. There need be
 70 no fear that women will take out of the hands of men any occupation which men perform better than they. Each individual will prove his or her capacities, in the only way in which capacities can be proved,—by trial; and the world will have the benefit of the best
 75 faculties of all its inhabitants. But to interfere beforehand by an arbitrary limit, and declare that whatever be the genius, talent, energy, or force of

mind, of an individual of a certain sex or class, those faculties shall not be exerted, or shall be exerted only in some few of the many modes in which others are permitted to use theirs, is not only an injustice to the individual, and a detriment to society, which loses what it can ill spare, but is also the most effectual way of providing that, in the sex or class so fettered, the qualities which are not permitted to be exercised shall not exist.

32

As used in line 9, “raise” most nearly means

- A) increase.
- B) cultivate.
- C) nurture.
- D) elevate.

33

In Passage 1, Tocqueville implies that treatment of men and women as identical in nature would have which consequence?

- A) Neither sex would feel oppressed.
- B) Both sexes would be greatly harmed.
- C) Men would try to reclaim their lost authority.
- D) Men and women would have privileges they do not need.

34

Which choice provides the best evidence for the answer to the previous question?

- A) Lines 15-18 (“There . . . alike”)
- B) Lines 18-20 (“They . . . rights”)
- C) Lines 22-24 (“It may . . . degraded”)
- D) Lines 27-29 (“It is . . . sexes”)

35

As used in line 53, “dominion” most nearly means

- A) omnipotence.
- B) supremacy.
- C) ownership.
- D) territory.

36

In Passage 2, Mill most strongly suggests that gender roles are resistant to change because they

- A) have long served as the basis for the formal organization of society.
- B) are matters of deeply entrenched tradition.
- C) can be influenced by legislative reforms only indirectly.
- D) benefit the groups and institutions currently in power.

37

Which choice provides the best evidence for the answer to the previous question?

- A) Lines 43-44 (“As society . . . basis”)
- B) Lines 46-49 (“two . . . other”)
- C) Lines 58-61 (“in proportion . . . associated”)
- D) Lines 67-69 (“employments . . . them”)

38

Both authors would most likely agree that the changes in gender roles that they describe would be

- A) part of a broad social shift toward greater equality.
- B) unlikely to provide benefits that outweigh their costs.
- C) inevitable given the economic advantages of gender equality.
- D) at odds with the principles of American democracy.

39

Tocqueville in Passage 1 would most likely characterize the position taken by Mill in lines 65-69 in Passage 2 (“Let . . . them”) as

- A) less radical about gender roles than it might initially seem.
- B) persuasive in the abstract but difficult to implement in practice.
- C) ill-advised but consistent with a view held by some other advocates of gender equality.
- D) compatible with economic progress in the United States but not in Europe.

40

Which choice best describes the ways that the two authors conceive of the individual’s proper position in society?

- A) Tocqueville believes that an individual’s position should be defined in important ways by that individual’s sex, while Mill believes that an individual’s abilities should be the determining factor.
- B) Tocqueville believes that an individual’s economic class should determine that individual’s position, while Mill believes that class is not a legitimate consideration.
- C) Tocqueville believes that an individual’s temperament should determine that individual’s position, while Mill believes that temperament should not be a factor in an individual’s position.
- D) Tocqueville believes that an individual’s position should be determined by what is most beneficial to society, while Mill believes it should be determined by what an individual finds most rewarding.

41

Based on Passage 2, Mill would most likely say that the application of the “great principle of political economy” (lines 38-39, Passage 1) to gender roles has which effect?

- A) It prevents many men and women from developing to their full potential.
- B) It makes it difficult for men and women to sympathize with each other.
- C) It unintentionally furthers the cause of gender equality.
- D) It guarantees that women take occupations that men are better suited to perform.

Questions 42-52 are based on the following passage and supplementary material.

This passage is adapted from Brian Greene, "How the Higgs Boson Was Found." ©2013 by Smithsonian Institution. The Higgs boson is an elementary particle associated with the Higgs field. Experiments conducted in 2012–2013 tentatively confirmed the existence of the Higgs boson and thus of the Higgs field.

Nearly a half-century ago, Peter Higgs and a handful of other physicists were trying to understand the origin of a basic physical feature: mass. You can think of mass as an object's heft or, a little more
 5 precisely, as the resistance it offers to having its motion changed. Push on a freight train (or a feather) to increase its speed, and the resistance you feel reflects its mass. At a microscopic level, the freight train's mass comes from its constituent
 10 molecules and atoms, which are themselves built from fundamental particles, electrons and quarks. But where do the masses of these and other fundamental particles come from?

When physicists in the 1960s modeled the
 15 behavior of these particles using equations rooted in quantum physics, they encountered a puzzle. If they imagined that the particles were all massless, then each term in the equations clicked into a perfectly symmetric pattern, like the tips of a perfect
 20 snowflake. And this symmetry was not just mathematically elegant. It explained patterns evident in the experimental data. But—and here's the puzzle—physicists knew that the particles did have mass, and when they modified the equations to
 25 account for this fact, the mathematical harmony was spoiled. The equations became complex and unwieldy and, worse still, inconsistent.

What to do? Here's the idea put forward by Higgs. Don't shove the particles' masses down the throat of
 30 the beautiful equations. Instead, keep the equations pristine and symmetric, but consider them operating within a peculiar environment. Imagine that all of space is uniformly filled with an invisible substance—now called the Higgs field—that exerts a
 35 drag force on particles when they accelerate through it. Push on a fundamental particle in an effort to increase its speed and, according to Higgs, you would

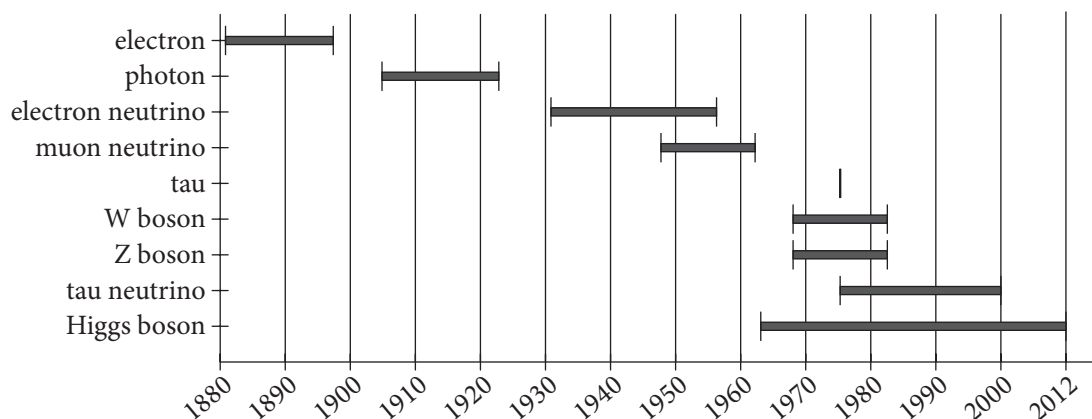
feel this drag force as a resistance. Justifiably, you would interpret the resistance as the particle's mass.
 40 For a mental toehold, think of a ping-pong ball submerged in water. When you push on the ping-pong ball, it will feel much more massive than it does outside of water. Its interaction with the watery environment has the effect of endowing it with mass.
 45 So with particles submerged in the Higgs field.

In 1964, Higgs submitted a paper to a prominent physics journal in which he formulated this idea mathematically. The paper was rejected. Not because it contained a technical error, but because the
 50 premise of an invisible something permeating space, interacting with particles to provide their mass, well, it all just seemed like heaps of overwrought speculation. The editors of the journal deemed it "of no obvious relevance to physics."

But Higgs persevered (and his revised paper appeared later that year in another journal), and physicists who took the time to study the proposal gradually realized that his idea was a stroke of genius, one that allowed them to have their cake and eat it
 60 too. In Higgs's scheme, the fundamental equations can retain their pristine form because the dirty work of providing the particles' masses is relegated to the environment.

While I wasn't around to witness the initial
 65 rejection of Higgs's proposal in 1964 (well, I was around, but only barely), I can attest that by the mid-1980s, the assessment had changed. The physics community had, for the most part, fully bought into the idea that there was a Higgs field permeating
 70 space. In fact, in a graduate course I took that covered what's known as the Standard Model of Particle Physics (the quantum equations physicists have assembled to describe the particles of matter and the dominant forces by which they influence
 75 each other), the professor presented the Higgs field with such certainty that for a long while I had no idea it had yet to be established experimentally. On occasion, that happens in physics. Mathematical equations can sometimes tell such a convincing tale,
 80 they can seemingly radiate reality so strongly, that they become entrenched in the vernacular of working physicists, even before there's data to confirm them.

Years from Introduction of Concept of Particle to Experimental Confirmation



Adapted from the editors of *The Economist*, "Worth the Wait." ©2012 by The Economist Newspaper Limited.

42

Over the course of the passage, the main focus shifts from

- A) a technical account of the Higgs field to a description of it aimed at a broad audience.
- B) a review of Higgs's work to a contextualization of that work within Higgs's era.
- C) an explanation of the Higgs field to a discussion of the response to Higgs's theory.
- D) an analysis of the Higgs field to a suggestion of future discoveries that might build upon it.

43

The main purpose of the analogy of the ping-pong ball (line 40) is to

- A) popularize a little-known fact.
- B) contrast competing scientific theories.
- C) criticize a widely accepted explanation.
- D) clarify an abstract concept.

44

The author most strongly suggests that the reason the scientific community initially rejected Higgs's idea was that the idea

- A) addressed a problem unnoticed by other physicists.
- B) only worked if the equations were flawless.
- C) rendered accepted theories in physics obsolete.
- D) appeared to have little empirical basis.

45

Which choice provides the best evidence for the answer to the previous question?

- A) Lines 30-32 ("Instead . . . environment")
- B) Lines 46-48 ("In 1964 . . . mathematically")
- C) Lines 48-53 ("Not . . . speculation")
- D) Lines 67-70 ("The physics . . . space")

46

The author notes that one reason Higgs's theory gained acceptance was that it

- A) let scientists accept two conditions that had previously seemed irreconcilable.
- B) introduced an innovative approach that could be applied to additional problems.
- C) answered a question that earlier scientists had not even raised.
- D) explained why two distinct phenomena were being misinterpreted as one phenomenon.

47

Which choice provides the best evidence for the answer to the previous question?

- A) Lines 36-39 ("Push . . . mass")
- B) Lines 43-45 ("Its interaction . . . field")
- C) Lines 55-63 ("But . . . environment")
- D) Lines 78-83 ("On occasion . . . them")

48

Which statement best describes the technique the author uses to advance the main point of the last paragraph?

- A) He recounts a personal experience to illustrate a characteristic of the discipline of physics.
- B) He describes his own education to show how physics has changed during his career.
- C) He provides autobiographical details to demonstrate how Higgs's theory was confirmed.
- D) He contrasts the status of Higgs's theory at two time periods to reveal how the details of the theory evolved.

49

As used in line 77, "established" most nearly means

- A) validated.
- B) founded.
- C) introduced.
- D) enacted.

50

What purpose does the graph serve in relation to the passage as a whole?

- A) It indicates that the scientific community's quick acceptance of the Higgs boson was typical.
- B) It places the discussion of the reception of the Higgs boson into a broader scientific context.
- C) It demonstrates that the Higgs boson was regarded differently than were other hypothetical particles.
- D) It clarifies the ways in which the Higgs boson represented a major discovery.

51

Which statement is best supported by the data presented in the graph?

- A) The W boson and the Z boson were proposed and experimentally confirmed at about the same time.
- B) The Higgs boson was experimentally confirmed more quickly than were most other particles.
- C) The tau neutrino was experimentally confirmed at about the same time as the tau.
- D) The muon neutrino took longer to experimentally confirm than did the electron neutrino.

52

Based on the graph, the author's depiction of Higgs's theory in the mid-1980s is most analogous to which hypothetical situation?

- A) The muon neutrino was widely disputed until being confirmed in the early 1960s.
- B) Few physicists in 2012 doubted the reality of the tau neutrino.
- C) No physicists prior to 1960 considered the possibility of the W or Z boson.
- D) Most physicists in 1940 believed in the existence of the electron neutrino.

STOP

**If you finish before time is called, you may check your work on this section only.
Do not turn to any other section.**

No Test Material On This Page

Writing and Language Test

35 MINUTES, 44 QUESTIONS

Turn to Section 2 of your answer sheet to answer the questions in this section.

DIRECTIONS

Each passage below is accompanied by a number of questions. For some questions, you will consider how the passage might be revised to improve the expression of ideas. For other questions, you will consider how the passage might be edited to correct errors in sentence structure, usage, or punctuation. A passage or a question may be accompanied by one or more graphics (such as a table or graph) that you will consider as you make revising and editing decisions.

Some questions will direct you to an underlined portion of a passage. Other questions will direct you to a location in a passage or ask you to think about the passage as a whole.

After reading each passage, choose the answer to each question that most effectively improves the quality of writing in the passage or that makes the passage conform to the conventions of standard written English. Many questions include a “NO CHANGE” option. Choose that option if you think the best choice is to leave the relevant portion of the passage as it is.

Questions 1-11 are based on the following passage.

NASA: A Space Program with Down-to-Earth Benefits

The National Aeronautics and Space Administration (NASA) is a US government agency whose budget is frequently **1** many times contested. Many people think of NASA’s programs as trivial. In truth, the agency has a widespread positive **2** effect on society by serving as a catalyst for innovation and scientific understanding,

1

- A) NO CHANGE
- B) oftentimes
- C) repeatedly
- D) DELETE the underlined portion.

2

- A) NO CHANGE
- B) affect on
- C) effect to
- D) affects on

3 to create jobs, and showing humanity its place within the universe.

In 1958, the program's first year, very few people believed that it was even possible for a manned spacecraft to leave the atmosphere and orbit Earth. But by initiating and collaborating on projects such as the Apollo Moon missions, the space shuttle program, the Hubble Space

4 Telescope, and unmanned planetary exploration, NASA has continually challenged its scientists and engineers to do things that were previously thought impossible. All along, these NASA projects have

5 greatly increased international cooperation. A short list of inventions 6 elaborated by NASA includes communications satellites, invisible braces, and cordless tools. All these inventions 7 spawns new industries, and with those industries, jobs. NASA also sponsors the Small Business Innovation Research and Small Business Technology Transfer programs, which are specifically designed to support technological development in the private sector.

3

- A) NO CHANGE
- B) creating jobs,
- C) for job creation,
- D) the creation of jobs,

4

- A) NO CHANGE
- B) Telescope; and
- C) Telescope and;
- D) Telescope and,

5

Which choice most effectively sets up the list of examples that follows in the next sentence?

- A) NO CHANGE
- B) garnered national publicity for the agency.
- C) generated a steady stream of new technology.
- D) made a lot of money for the agency.

6

- A) NO CHANGE
- B) evolved
- C) developed
- D) progressed

7

- A) NO CHANGE
- B) spawned
- C) has spawned
- D) spawning

[1] A report by the Space Foundation estimated that NASA contributed \$180 billion to the economy in 2005.

[2] More than 60 percent of the contribution **8** coming from commercial goods and services created by companies using space-related technology. [3] This translates as excellent returns from an agency that received approximately 17.7 billion in tax dollars in 2014.

[4] This investment by taxpayers enhances not only the national economy but also the United States' competitiveness in the international market.

[5] Moreover, the benefits of NASA funding extend beyond the purely economic, as astrophysicist Neil deGrasse Tyson indicated in his testimony before the US Senate: "For . . . a penny on a dollar—we can transform the country from a sullen, dispirited nation, weary of economic struggle, to one where it has reclaimed its twentieth-century birthright to dream of tomorrow." **9**

8

- A) NO CHANGE
- B) which came
- C) to come
- D) came

9

To make this paragraph most logical, sentence 1 should be placed

- A) where it is now.
- B) after sentence 2.
- C) after sentence 3.
- D) after sentence 4.

Tyson's expansive vision for the agency hints at another mission of NASA's, illuminated in this observation by Apollo 14 astronaut Edgar Mitchell: "You develop an instant global consciousness, a people orientation, an intense dissatisfaction with the state of the world, and a compulsion to do something about it."

10 With world population topping seven billion, humanity is in need of some perspective. **11** Therefore, we should continue to support NASA not only for practical reasons but also because it is a necessary vehicle for increasing our awareness of how we can fulfill our responsibilities to the planet and each other.

10

At this point, the writer is considering adding the following sentence.

In addition, NASA has facilities in Washington, DC, Florida, Texas, California, and other states.

Should the writer make this addition here?

- A) Yes, because it serves as a counterargument to the quotation from astrophysicist Neil deGrasse Tyson.
- B) Yes, because it reinforces the passage's point about the importance of NASA's work.
- C) No, because it undermines the passage's claim about the economic benefits of NASA's work.
- D) No, because it blurs the paragraph's focus by introducing information that does not support the paragraph's claim about the importance of NASA's work.

11

- A) NO CHANGE
- B) Instead,
- C) For example,
- D) However,

Questions 12-22 are based on the following passage and supplementary material.

Professional Development: A Shared Responsibility

New theories, **12** new practices too, and technologies are transforming the twenty-first-century workplace at lightning speed. To perform their jobs successfully in this dynamic environment, workers in many **13** fields—from social services to manufacturing, must continually acquire relevant knowledge and update key skills. This practice of continued education, also known as professional development, benefits not only employees but also their employers. **14** Accordingly, meaningful professional development is a shared responsibility: it is the responsibility of employers to provide useful programs, and it is also the responsibility of employees to take advantage of the opportunities offered to them.

Critics of employer-provided professional development argue that employees **15** might consider a popular career path. If employees find themselves falling behind in the workplace, these critics **16** contend. Then it is the duty of those employees to identify, and even pay

12

- A) NO CHANGE
- B) also new practices,
- C) in addition to practices,
- D) practices,

13

- A) NO CHANGE
- B) fields
- C) fields,
- D) fields;

14

- A) NO CHANGE
- B) Nevertheless,
- C) Regardless,
- D) Similarly,

15

Which choice best establishes the argument that follows?

- A) NO CHANGE
- B) should lean heavily on their employers.
- C) must be in charge of their own careers.
- D) will be ready for changes in the job market.

16

- A) NO CHANGE
- B) contend; then
- C) contend then
- D) contend, then

for, appropriate resources to **17** show them how and why they are falling behind and what they should do about it. This argument ignores research pointing to high employee turnover and training of new staff as significant costs plaguing employers in many fields. Forward-thinking employers recognize the importance of investing in the employees they have rather than hiring new staff when the skills of current workers **18** get old and worn out.

17

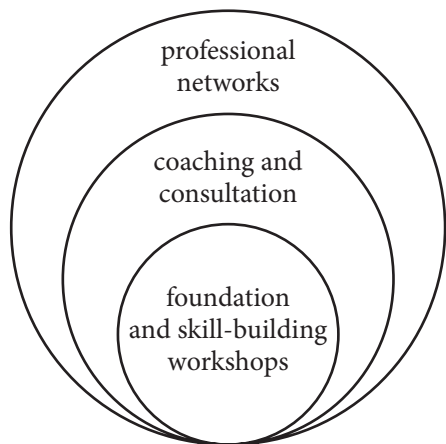
- A) NO CHANGE
- B) address their deficiencies.
- C) deal with their flaws and shortcomings.
- D) allow them to meet their employers' needs in terms of the knowledge they are supposed to have.

18

- A) NO CHANGE
- B) are no good anymore.
- C) become obsolete.
- D) have lost their charm.

The most common forms of professional development provided to employees **19** includes coaching, mentoring, technical assistance, and workshops. Some employers utilize several approaches simultaneously, developing a framework that suits the particular needs of their employees. **20** Around the same time, the figure illustrates a simple yet comprehensive professional-development model created for special education personnel. As the figure suggests, **21** receiving coaching and consultation is the overarching framework, while the opportunity to belong to professional networks and participate in activities such as foundation and skill-building workshops is relatively unimportant.

Professional-Development Framework



Adapted from Northern Suburban Special Education District, "Professional Development Framework." ©2014 by Northern Suburban Special Education Program.

19

- A) NO CHANGE
- B) include
- C) including
- D) has included

20

- A) NO CHANGE
- B) Besides that,
- C) Nevertheless,
- D) DELETE the underlined portion and begin the sentence with a capital letter.

21

Which choice makes the writer's description of the figure most accurate?

- A) NO CHANGE
- B) participation in foundation and skill-building workshops is the overarching framework within which staff receive coaching and consultation as well as the opportunity to belong to a professional network.
- C) membership in a professional network is the overarching framework within which staff receive coaching and consultation as well as the opportunity to attend foundation and skill-building workshops.
- D) receiving coaching and consultation is the overarching framework within which staff have the opportunity to belong to a professional network as well as attend foundation and skill-building workshops.

A recent trend in professional development that has provided advantages to both employers and employees is online instruction. From an employer perspective, the first and perhaps most obvious advantage is the lower cost of online professional development compared with that of in-person workshops and training. Employers can also **22** identify, which employees have successfully completed instructional modules and which need to be offered additional training. For employees, online professional development provides the opportunity to receive instruction at their own pace and interact with other professionals online. This exciting trend has the potential to make the shared responsibility of professional development less burdensome for both employers and employees.

22

- A) NO CHANGE
- B) identify:
- C) identify
- D) identify—

Questions 23-33 are based on the following passage.

The Evolution of Slow Food

In 1986, McDonald's caused a stir in Italy when it opened a restaurant next to Rome's historic Spanish Steps. Young, on-the-go eaters were thrilled; **23** specifically, those who prized regional foods and Italy's convivial culture built on cooking and long meals feared that the restaurant signaled the death of a way of life. To counter the rise of fast food and fast **24** life, a cohort of chefs, journalists, and sociologists spearheaded a Slow Food movement, declaring loyalty to unhurried enjoyment. **25**

From its beginning, the movement **26** had opposed the standardization of taste that fast food chains promote. For example, a McDonald's hamburger made in Boston tastes more or less the same as one made in Beijing. This consistency is made possible by industrial mass production. Slow Food supporters, by contrast, back methods of growing and preparing food based on regional culinary traditions. When produced using traditional methods, goat cheese made in France tastes different from goat cheese made in Vermont. A goat

23

- A) NO CHANGE
- B) for example,
- C) however,
- D) in fact,

24

- A) NO CHANGE
- B) life; a
- C) life: a
- D) life. A

25

At this point, the writer is considering adding the following sentence.

The group's philosophy was connected to the tale of the hare and the tortoise, in which the tortoise wins the race.

Should the writer make this addition here?

- A) Yes, because it explains the primary belief that led to the development of the Slow Food movement.
- B) Yes, because it reinforces a claim that the writer makes earlier in the paragraph.
- C) No, because it blurs the paragraph's focus by introducing a new idea that is not clearly explained.
- D) No, because it distracts from the paragraph's emphasis on the Slow Food movement's origins and beliefs.

26

- A) NO CHANGE
- B) opposes
- C) will oppose
- D) has opposed

ingests the vegetation particular to the meadow in which it grazes, which, along with other environmental **27** factors such as altitude and weather shapes the cheese's taste and texture. If all foods were produced under the industrial model, **28** we would have meals that are not very flavorful.

During **29** their early years, the movement also focused on the value of **30** spending lots of time with friends and family during long meals. It emphasized the importance of preserving these "easygoing, slow

27

- A) NO CHANGE
- B) factors, such as altitude and weather,
- C) factors such as, altitude and weather,
- D) factors, such as altitude and weather

28

Which choice most effectively supports the central point of the paragraph?

- A) NO CHANGE
- B) the public would not be interested in learning about traditional foods.
- C) people would not be able to determine how a particular food was made.
- D) consumers would lose this diversity of flavors.

29

- A) NO CHANGE
- B) there
- C) its
- D) it's

30

- A) NO CHANGE
- B) leisurely meals with friends and family.
- C) eating slowly and in the company of loved ones such as friends and family.
- D) joining friends as well as family for time-consuming meals.

pleasures.” As the movement grew beyond Italy’s borders—today Slow Food International boasts more than 100,000 members in 150 countries—this emphasis on pleasure **31** pictured criticism for being elitist. Critics have also asked if growing food using traditional methods, as opposed to mass production, **32** can adequately and affordably feed the world? Given the hectic pace of modern life, who among us has the time and resources for elaborate meals? Such questions, in addition to environmental concerns, are at the heart of perennial debates about food production.

Over time, Slow Food has broadened its mission to focus on food that is good, clean, and fair for all. Members assert that food should be flavorful, carrying the properties of a particular region; it should be raised using environmentally sustainable practices that preserve biodiversity; and it should be accessible to all without exploiting the labors of those who produced it. **33** In short, Slow Food runs programs that support small-scale producers in marketing regional foods in a world where food corporations threaten to drive them out of the marketplace and homogenize food choices.

31

- A) NO CHANGE
- B) portrayed
- C) drew
- D) sketched

32

- A) NO CHANGE
- B) adequately and affordably can feed the world?
- C) can adequately and affordably feed the world.
- D) adequately and affordably can feed the world.

33

- A) NO CHANGE
- B) Nonetheless,
- C) To these ends,
- D) By the same token,

Questions 34-44 are based on the following passage.

Was the Hoax a Hoax?

For an hour on the evening of October 30, 1938, Orson Welles and other performers from the Mercury Theatre flooded the airwaves with alarming “news bulletins” about a Martian invasion supposedly occurring in Grover’s Mill, New Jersey. They were performing a radio play adapted from *The War of the Worlds*, a science fiction novel by H. G. Wells. The next day, a front-page **34** headline in the *New York Times* declared, “Radio Listeners in Panic, Taking War Drama as Fact.” **35** The *Times* article claimed that people had fled their homes and that police stations had been swamped with calls. This version of events persisted, and the legend became that Welles’s broadcast had as many as twelve million people **36** who feared that Martians had invaded Earth.

Recently, however, scholars have questioned the accuracy of this legend, suggesting the degree of public hysteria has been grossly exaggerated. The authors of an article published in October 2013 go **37** so far to assign blame for the distortion to the newspaper industry.

34

- A) NO CHANGE
- B) headline in the *New York Times*, declared
- C) headline, in the *New York Times* declared,
- D) headline, in the *New York Times*, declared

35

The writer wants to add a supporting detail to indicate that the story was widely reported. Which choice best accomplishes this goal?

- A) NO CHANGE
- B) Other newspapers also ran stories claiming that the broadcast had incited mass hysteria.
- C) In 2013, many newspapers and magazines featured articles about the seventy-fifth anniversary of the broadcast.
- D) The *Times* was then and is now one of the United States’ most popular news sources.

36

- A) NO CHANGE
- B) that feared
- C) fearing
- D) to fear

37

- A) NO CHANGE
- B) as far
- C) as far and
- D) so far as

38 At this time, Jefferson Pooley and Michael Socolow, both professors of communication studies, argue that the newspaper industry sought to discredit the newly emerging technology of radio, which was cutting into newspapers' 39 profits. The newspaper industry tried to do this by portraying the new medium as irresponsible.

[1] Proof of ulterior motives is scarce,

40 consequently weakening Pooley and Socolow's argument. [2] For instance, the C. E. Hooper ratings indicate that a mere 2 percent of households had tuned in to the broadcast. [3] Pooley and Socolow also call into question the validity of an oft-cited report that was based on a survey conducted six weeks after the broadcast. [4] Just because some people found the broadcast unsettling, the authors contend, doesn't mean they believed it and reacted with real terror. [5] According to this report, one million people indicated that they had been "frightened" by the broadcast. [6] Ratings, however, reveal that 41 far fewer than a million people had been

38

- A) NO CHANGE
- B) On one hand,
- C) In the article,
- D) Next,

39

Which choice most effectively combines the sentences at the underlined portion?

- A) profits, which is what the newspaper industry tried to do when it portrayed
- B) profits, by which the newspaper industry portrayed
- C) profits and tried to do this by portraying
- D) profits, by portraying

40

Which choice best establishes the main idea of the paragraph?

- A) NO CHANGE
- B) but evidence does suggest that reports of panic have been overblown.
- C) yet Pooley and Socolow maintain that the newspaper industry intentionally distorted the story.
- D) making it difficult to determine what really happened in 1938.

41

- A) NO CHANGE
- B) many less than
- C) much less then
- D) much fewer then

listening to the broadcast. [7] Furthermore, Pooley and Socolow note that this survey “conflated being ‘frightened,’ ‘disturbed,’ or ‘excited’ by the program with being ‘panicked.’” 42

Pooley and Socolow describe a more likely scenario: most people who heard the broadcast understood they were listening to a piece of fiction, but 43 some being influenced by the sensationalized news coverage afterward, later “remembered” being more afraid than they had been. The researchers also suggest that, 44 not unlike people who got caught up in the excitement of the story when reading about it in the newspaper, the American public may have been willing to embrace the legend because of its appeal to the imagination.

42

To make this paragraph most logical, sentence 4 should be placed

- A) where it is now.
- B) after sentence 2.
- C) after sentence 5.
- D) after sentence 7.

43

- A) NO CHANGE
- B) some, they were
- C) some,
- D) some

44

Which choice most effectively signals the comparison the writer is making between the two groups mentioned?

- A) NO CHANGE
- B) unlike
- C) not like
- D) different from

STOP

**If you finish before time is called, you may check your work on this section only.
Do not turn to any other section.**



Math Test – No Calculator

25 MINUTES, 20 QUESTIONS

Turn to Section 3 of your answer sheet to answer the questions in this section.

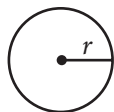
DIRECTIONS

For questions 1-15, solve each problem, choose the best answer from the choices provided, and fill in the corresponding circle on your answer sheet. For questions 16-20, solve the problem and enter your answer in the grid on the answer sheet. Please refer to the directions before question 16 on how to enter your answers in the grid. You may use any available space in your test booklet for scratch work.

NOTES

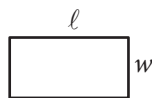
1. The use of a calculator **is not permitted**.
2. All variables and expressions used represent real numbers unless otherwise indicated.
3. Figures provided in this test are drawn to scale unless otherwise indicated.
4. All figures lie in a plane unless otherwise indicated.
5. Unless otherwise indicated, the domain of a given function f is the set of all real numbers x for which $f(x)$ is a real number.

REFERENCE

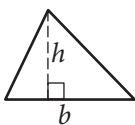


$$A = \pi r^2$$

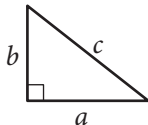
$$C = 2\pi r$$



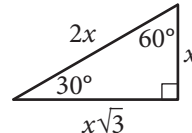
$$A = \ell w$$



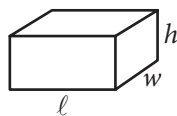
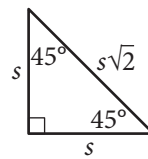
$$A = \frac{1}{2}bh$$



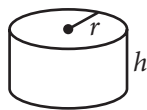
$$c^2 = a^2 + b^2$$



Special Right Triangles



$$V = \ell wh$$



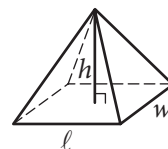
$$V = \pi r^2 h$$



$$V = \frac{4}{3}\pi r^3$$



$$V = \frac{1}{3}\pi r^2 h$$



$$V = \frac{1}{3}\ell wh$$

The number of degrees of arc in a circle is 360.

The number of radians of arc in a circle is 2π .

The sum of the measures in degrees of the angles of a triangle is 180.



1

$$x + y = 75$$

The equation above relates the number of minutes, x , Maria spends running each day and the number of minutes, y , she spends biking each day. In the equation, what does the number 75 represent?

- A) The number of minutes spent running each day
- B) The number of minutes spent biking each day
- C) The total number of minutes spent running and biking each day
- D) The number of minutes spent biking for each minute spent running

2

Which of the following is equivalent to $3(x + 5) - 6$?

- A) $3x - 3$
- B) $3x - 1$
- C) $3x + 9$
- D) $15x - 6$

3

$$x = y - 3$$

$$\frac{x}{2} + 2y = 6$$

Which ordered pair (x, y) satisfies the system of equations shown above?

- A) $(-3, 0)$
- B) $(0, 3)$
- C) $(6, -3)$
- D) $(36, -6)$

4

Which of the following complex numbers is equal to $(5 + 12i) - (9i^2 - 6i)$, for $i = \sqrt{-1}$?

- A) $-14 - 18i$
- B) $-4 - 6i$
- C) $4 + 6i$
- D) $14 + 18i$



5

If $f(x) = \frac{x^2 - 6x + 3}{x - 1}$, what is $f(-1)$?

- A) -5
- B) -2
- C) 2
- D) 5

6

A company that makes wildlife videos purchases camera equipment for \$32,400. The equipment depreciates in value at a constant rate for 12 years, after which it is considered to have no monetary value. How much is the camera equipment worth 4 years after it is purchased?

- A) \$10,800
- B) \$16,200
- C) \$21,600
- D) \$29,700

7

$$x^2 + 6x + 4$$

Which of the following is equivalent to the expression above?

- A) $(x + 3)^2 + 5$
- B) $(x + 3)^2 - 5$
- C) $(x - 3)^2 + 5$
- D) $(x - 3)^2 - 5$

8

Ken is working this summer as part of a crew on a farm. He earned \$8 per hour for the first 10 hours he worked this week. Because of his performance, his crew leader raised his salary to \$10 per hour for the rest of the week. Ken saves 90% of his earnings from each week. What is the least number of hours he must work the rest of the week to save at least \$270 for the week?

- A) 38
- B) 33
- C) 22
- D) 16



9

Marisa needs to hire at least 10 staff members for an upcoming project. The staff members will be made up of junior directors, who will be paid \$640 per week, and senior directors, who will be paid \$880 per week. Her budget for paying the staff members is no more than \$9,700 per week. She must hire at least 3 junior directors and at least 1 senior director. Which of the following systems of inequalities represents the conditions described if x is the number of junior directors and y is the number of senior directors?

- A) $640x + 880y \geq 9,700$
 $x + y \leq 10$
 $x \geq 3$
 $y \geq 1$
- B) $640x + 880y \leq 9,700$
 $x + y \geq 10$
 $x \geq 3$
 $y \geq 1$
- C) $640x + 880y \geq 9,700$
 $x + y \geq 10$
 $x \leq 3$
 $y \leq 1$
- D) $640x + 880y \leq 9,700$
 $x + y \leq 10$
 $x \leq 3$
 $y \leq 1$

10

$$ax^3 + bx^2 + cx + d = 0$$

In the equation above, a , b , c , and d are constants. If the equation has roots -1 , -3 , and 5 , which of the following is a factor of $ax^3 + bx^2 + cx + d$?

- A) $x - 1$
B) $x + 1$
C) $x - 3$
D) $x + 5$



11

The expression $\frac{x^{-2}y^{\frac{1}{2}}}{x^{\frac{1}{3}}y^{-1}}$, where $x > 1$ and $y > 1$, is

equivalent to which of the following?

- A) $\frac{\sqrt{y}}{\sqrt[3]{x^2}}$
- B) $\frac{y\sqrt{y}}{\sqrt[3]{x^2}}$
- C) $\frac{y\sqrt{y}}{x\sqrt{x}}$
- D) $\frac{y\sqrt{y}}{x^2\sqrt[3]{x}}$

12

The function f is defined by $f(x) = (x + 3)(x + 1)$. The graph of f in the xy -plane is a parabola. Which of the following intervals contains the x -coordinate of the vertex of the graph of f ?

- A) $-4 < x < -3$
- B) $-3 < x < 1$
- C) $1 < x < 3$
- D) $3 < x < 4$



13

Which of the following expressions is equivalent to

$$\frac{x^2 - 2x - 5}{x - 3} ?$$

- A) $x - 5 - \frac{20}{x - 3}$
- B) $x - 5 - \frac{10}{x - 3}$
- C) $x + 1 - \frac{8}{x - 3}$
- D) $x + 1 - \frac{2}{x - 3}$

14

A shipping service restricts the dimensions of the boxes it will ship for a certain type of service. The restriction states that for boxes shaped like rectangular prisms, the sum of the perimeter of the base of the box and the height of the box cannot exceed 130 inches. The perimeter of the base is determined using the width and length of the box. If a box has a height of 60 inches and its length is 2.5 times the width, which inequality shows the allowable width x , in inches, of the box?

- A) $0 < x \leq 10$
- B) $0 < x \leq 11\frac{2}{3}$
- C) $0 < x \leq 17\frac{1}{2}$
- D) $0 < x \leq 20$

15

The expression $\frac{1}{3}x^2 - 2$ can be rewritten as $\frac{1}{3}(x - k)(x + k)$, where k is a positive constant.

What is the value of k ?

- A) 2
- B) 6
- C) $\sqrt{2}$
- D) $\sqrt{6}$

**DIRECTIONS**

For questions 16-20, solve the problem and enter your answer in the grid, as described below, on the answer sheet.

- Although not required, it is suggested that you write your answer in the boxes at the top of the columns to help you fill in the circles accurately. You will receive credit only if the circles are filled in correctly.
- Mark no more than one circle in any column.
- No question has a negative answer.
- Some problems may have more than one correct answer. In such cases, grid only one answer.
- Mixed numbers** such as $3\frac{1}{2}$ must be gridded as 3.5 or $7/2$. (If

| | | | |
|----------------------------------|-----------------------|----------------------------------|----------------------------------|
| 3 | 1 | / | 2 |
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 1 | 1 | <input checked="" type="radio"/> | 1 |
| 2 | 2 | 2 | <input checked="" type="radio"/> |
| 3 | 3 | 3 | 3 |
| 4 | 4 | 4 | 4 |
| 5 | 5 | 5 | 5 |
| 6 | 6 | 6 | 6 |
| <input checked="" type="radio"/> | 7 | 7 | 7 |
| 8 | 8 | 8 | 8 |
| 9 | 9 | 9 | 9 |

 is entered into the grid, it will be interpreted as $\frac{31}{2}$, not $3\frac{1}{2}$.)
- Decimal answers:** If you obtain a decimal answer with more digits than the grid can accommodate, it may be either rounded or truncated, but it must fill the entire grid.

Write answer in boxes. →

Grid in result. →

← Fraction line

← Decimal point

Answer: $\frac{7}{12}$

| | | | |
|----------------------------------|----------------------------------|----------------------------------|----------------------------------|
| 7 | / | 1 | 2 |
| <input type="radio"/> | <input checked="" type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 0 | 0 | 0 | 0 |
| 1 | 1 | <input checked="" type="radio"/> | 1 |
| 2 | 2 | 2 | <input checked="" type="radio"/> |
| 3 | 3 | 3 | 3 |
| 4 | 4 | 4 | 4 |
| 5 | 5 | 5 | 5 |
| 6 | 6 | 6 | 6 |
| <input checked="" type="radio"/> | 7 | 7 | 7 |
| 8 | 8 | 8 | 8 |
| 9 | 9 | 9 | 9 |

Answer: 2.5

| | | | |
|-----------------------|----------------------------------|----------------------------------|----------------------------------|
| | 2 | . | 5 |
| <input type="radio"/> | <input type="radio"/> | <input checked="" type="radio"/> | <input type="radio"/> |
| 0 | 0 | 0 | 0 |
| 1 | 1 | 1 | 1 |
| 2 | <input checked="" type="radio"/> | 2 | 2 |
| 3 | 3 | 3 | 3 |
| 4 | 4 | 4 | 4 |
| 5 | 5 | 5 | <input checked="" type="radio"/> |
| 6 | 6 | 6 | 6 |
| 7 | 7 | 7 | 7 |
| 8 | 8 | 8 | 8 |
| 9 | 9 | 9 | 9 |

Acceptable ways to grid $\frac{2}{3}$ are:

| | | | |
|-----------------------|----------------------------------|----------------------------------|----------------------------------|
| | 2 | / | 3 |
| <input type="radio"/> | <input type="radio"/> | <input checked="" type="radio"/> | <input type="radio"/> |
| 0 | 0 | 0 | 0 |
| 1 | 1 | 1 | 1 |
| 2 | <input checked="" type="radio"/> | 2 | 2 |
| 3 | 3 | 3 | <input checked="" type="radio"/> |
| 4 | 4 | 4 | 4 |
| 5 | 5 | 5 | 5 |
| 6 | 6 | 6 | 6 |
| 7 | 7 | 7 | 7 |
| 8 | 8 | 8 | 8 |

| | | | |
|----------------------------------|----------------------------------|----------------------------------|----------------------------------|
| . | 6 | 6 | 6 |
| <input checked="" type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 0 | 0 | 0 | 0 |
| 1 | 1 | 1 | 1 |
| 2 | 2 | 2 | 2 |
| 3 | 3 | 3 | 3 |
| 4 | 4 | 4 | 4 |
| 5 | 5 | 5 | 5 |
| 6 | <input checked="" type="radio"/> | <input checked="" type="radio"/> | <input checked="" type="radio"/> |
| 7 | 7 | 7 | 7 |
| 8 | 8 | 8 | 8 |

| | | | |
|----------------------------------|----------------------------------|----------------------------------|----------------------------------|
| . | 6 | 6 | 7 |
| <input checked="" type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 0 | 0 | 0 | 0 |
| 1 | 1 | 1 | 1 |
| 2 | 2 | 2 | 2 |
| 3 | 3 | 3 | 3 |
| 4 | 4 | 4 | 4 |
| 5 | 5 | 5 | 5 |
| 6 | <input checked="" type="radio"/> | <input checked="" type="radio"/> | 6 |
| 7 | 7 | 7 | <input checked="" type="radio"/> |
| 8 | 8 | 8 | 8 |

Answer: 201 – either position is correct

| | | | |
|-----------------------|----------------------------------|----------------------------------|----------------------------------|
| | 2 | 0 | 1 |
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 0 | 0 | <input checked="" type="radio"/> | 0 |
| 1 | 1 | 1 | <input checked="" type="radio"/> |
| 2 | <input checked="" type="radio"/> | 2 | 2 |
| 3 | 3 | 3 | 3 |

| | | | |
|----------------------------------|-----------------------|----------------------------------|-----------------------|
| 2 | 0 | 1 | |
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| <input checked="" type="radio"/> | 0 | 0 | 0 |
| 1 | 1 | <input checked="" type="radio"/> | 1 |
| 2 | 2 | 2 | 2 |
| 3 | 3 | 3 | 3 |

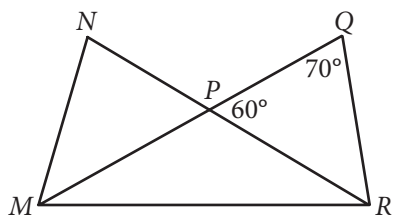
NOTE: You may start your answers in any column, space permitting. Columns you don't need to use should be left blank.



16

If $2x + 8 = 16$, what is the value of $x + 4$?

17



In the figure above, \overline{MQ} and \overline{NR} intersect at point P , $NP = QP$, and $MP = PR$. What is the measure, in degrees, of $\angle QMR$? (Disregard the degree symbol when gridding your answer.)

18

The number of radians in a 720-degree angle can be written as $a\pi$, where a is a constant. What is the value of a ?



19

The graph of a line in the xy -plane passes through the point $(1, 4)$ and crosses the x -axis at the point $(2, 0)$. The line crosses the y -axis at the point $(0, b)$. What is the value of b ?

20

$$(7532 + 100y^2) + 10(10y^2 - 110)$$

The expression above can be written in the form $ay^2 + b$, where a and b are constants. What is the value of $a + b$?

STOP

**If you finish before time is called, you may check your work on this section only.
Do not turn to any other section.**

No Test Material On This Page



Math Test – Calculator

55 MINUTES, 38 QUESTIONS

Turn to Section 4 of your answer sheet to answer the questions in this section.

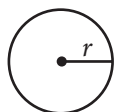
DIRECTIONS

For questions 1-30, solve each problem, choose the best answer from the choices provided, and fill in the corresponding circle on your answer sheet. For questions 31-38, solve the problem and enter your answer in the grid on the answer sheet. Please refer to the directions before question 31 on how to enter your answers in the grid. You may use any available space in your test booklet for scratch work.

NOTES

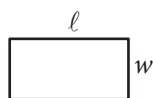
1. The use of a calculator **is permitted**.
2. All variables and expressions used represent real numbers unless otherwise indicated.
3. Figures provided in this test are drawn to scale unless otherwise indicated.
4. All figures lie in a plane unless otherwise indicated.
5. Unless otherwise indicated, the domain of a given function f is the set of all real numbers x for which $f(x)$ is a real number.

REFERENCE

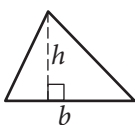


$$A = \pi r^2$$

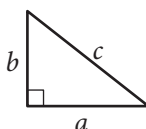
$$C = 2\pi r$$



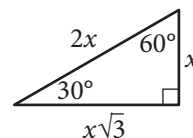
$$A = \ell w$$



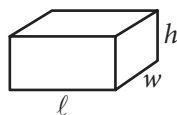
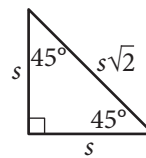
$$A = \frac{1}{2}bh$$



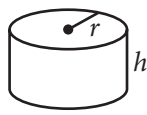
$$c^2 = a^2 + b^2$$



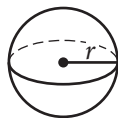
Special Right Triangles



$$V = \ell wh$$



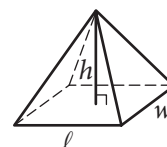
$$V = \pi r^2 h$$



$$V = \frac{4}{3}\pi r^3$$



$$V = \frac{1}{3}\pi r^2 h$$



$$V = \frac{1}{3}\ell wh$$

The number of degrees of arc in a circle is 360.

The number of radians of arc in a circle is 2π .

The sum of the measures in degrees of the angles of a triangle is 180.



1

Feeding Information for Boarded Pets

| | Fed only dry food | Fed both wet and dry food | Total |
|-------|-------------------|---------------------------|-------|
| Cats | 5 | 11 | 16 |
| Dogs | 2 | 23 | 25 |
| Total | 7 | 34 | 41 |

The table above shows the kinds of foods that are fed to the cats and dogs currently boarded at a pet care facility. What fraction of the dogs are fed only dry food?

- A) $\frac{2}{41}$
B) $\frac{2}{25}$
C) $\frac{7}{41}$
D) $\frac{2}{7}$

2

$$(x^2 - 3) - (-3x^2 + 5)$$

Which of the following expressions is equivalent to the one above?

- A) $4x^2 - 8$
B) $4x^2 - 2$
C) $-2x^2 - 8$
D) $-2x^2 - 2$

3

A certain package requires 3 centimeters of tape to be closed securely. What is the maximum number of packages of this type that can be secured with 6 meters of tape? (1 meter = 100 cm)

- A) 100
B) 150
C) 200
D) 300

4

A market researcher selected 200 people at random from a group of people who indicated that they liked a certain book. The 200 people were shown a movie based on the book and then asked whether they liked or disliked the movie. Of those surveyed, 95% said they disliked the movie. Which of the following inferences can appropriately be drawn from this survey result?

- A) At least 95% of people who go see movies will dislike this movie.
B) At least 95% of people who read books will dislike this movie.
C) Most people who dislike this book will like this movie.
D) Most people who like this book will dislike this movie.



5

Which of the following ordered pairs (x, y) satisfies the inequality $5x - 3y < 4$?

- I. $(1, 1)$
- II. $(2, 5)$
- III. $(3, 2)$

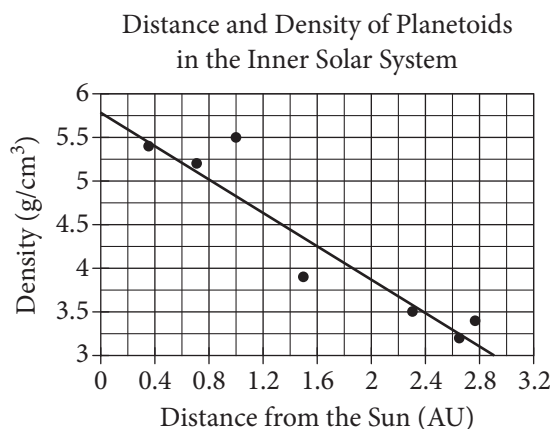
- A) I only
- B) II only
- C) I and II only
- D) I and III only

6

In the equation $(ax + 3)^2 = 36$, a is a constant. If $x = -3$ is one solution to the equation, what is a possible value of a ?

- A) -11
- B) -5
- C) -1
- D) 0

Questions 7 and 8 refer to the following information.



The scatterplot above shows the densities of 7 planetoids, in grams per cubic centimeter, with respect to their average distances from the Sun in astronomical units (AU). The line of best fit is also shown.

7

According to the scatterplot, which of the following statements is true about the relationship between a planetoid's average distance from the Sun and its density?

- A) Planetoids that are more distant from the Sun tend to have lesser densities.
- B) Planetoids that are more distant from the Sun tend to have greater densities.
- C) The density of a planetoid that is twice as far from the Sun as another planetoid is half the density of that other planetoid.
- D) The distance from a planetoid to the Sun is unrelated to its density.



8

An astronomer has discovered a new planetoid about 1.2 AU from the Sun. According to the line of best fit, which of the following best approximates the density of the planetoid, in grams per cubic centimeter?

- A) 3.6
- B) 4.1
- C) 4.6
- D) 5.5

9

$$9ax + 9b - 6 = 21$$

Based on the equation above, what is the value of $ax + b$?

- A) 3
- B) 6
- C) 8
- D) 12

10

Lani spent 15% of her 8-hour workday in meetings. How many minutes of her workday did she spend in meetings?

- A) 1.2
- B) 15
- C) 48
- D) 72

11

A software company is selling a new game in a standard edition and a collector's edition. The box for the standard edition has a volume of 20 cubic inches, and the box for the collector's edition has a volume of 30 cubic inches. The company receives an order for 75 copies of the game, and the total volume of the order to be shipped is 1,870 cubic inches. Which of the following systems of equations can be used to determine the number of standard edition games, s , and collector's edition games, c , that were ordered?

- A)
$$\begin{aligned} 75 - s &= c \\ 20s + 30c &= 1,870 \end{aligned}$$
- B)
$$\begin{aligned} 75 - s &= c \\ 30s + 20c &= 1,870 \end{aligned}$$
- C)
$$\begin{aligned} s - c &= 75 \\ 25(s + c) &= 1,870 \end{aligned}$$
- D)
$$\begin{aligned} s - c &= 75 \\ 30s + 20c &= 1,870 \end{aligned}$$



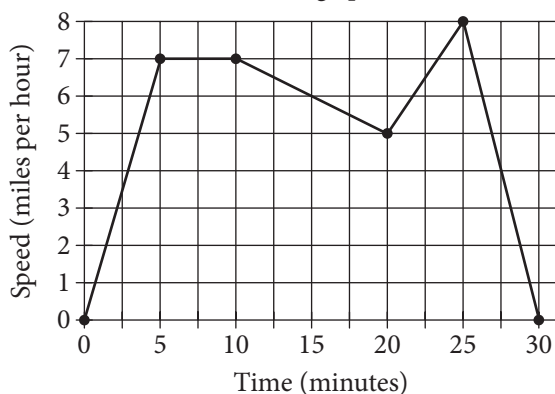
12

A customer paid \$53.00 for a jacket after a 6 percent sales tax was added. What was the price of the jacket before the sales tax was added?

- A) \$47.60
- B) \$50.00
- C) \$52.60
- D) \$52.84

13

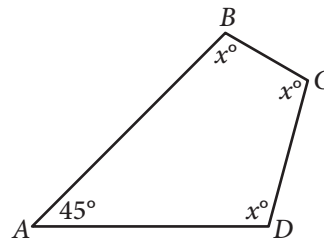
Theresa's Running Speed and Time



Theresa ran on a treadmill for thirty minutes, and her time and speed are shown on the graph above. According to the graph, which of the following statements is NOT true concerning Theresa's run?

- A) Theresa ran at a constant speed for five minutes.
- B) Theresa's speed was increasing for a longer period of time than it was decreasing.
- C) Theresa's speed decreased at a constant rate during the last five minutes.
- D) Theresa's speed reached its maximum during the last ten minutes.

14



In the figure above, what is the value of x ?

- A) 45
- B) 90
- C) 100
- D) 105

15

If 50 one-cent coins were stacked on top of each other in a column, the column would be approximately $3\frac{7}{8}$ inches tall. At this rate, which of the following is closest to the number of one-cent coins it would take to make an 8-inch-tall column?

- A) 75
- B) 100
- C) 200
- D) 390



16

If $a - b = 12$ and $\frac{b}{2} = 10$, what is the value of $a + b$?

- A) 2
- B) 12
- C) 32
- D) 52

17

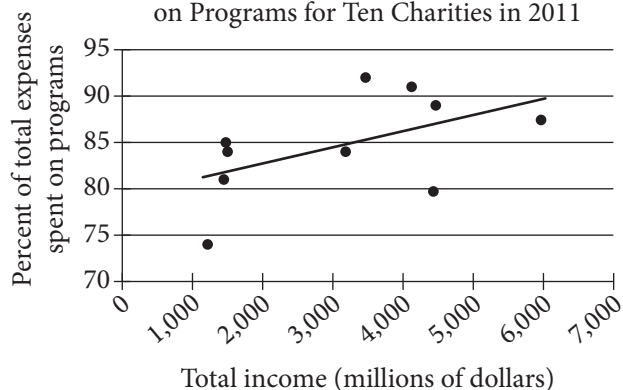
$$y = 19.99 + 1.50x$$

The equation above models the total cost y , in dollars, that a company charges a customer to rent a truck for one day and drive the truck x miles. The total cost consists of a flat fee plus a charge per mile driven. When the equation is graphed in the xy -plane, what does the y -intercept of the graph represent in terms of the model?

- A) A flat fee of \$19.99
- B) A charge per mile of \$1.50
- C) A charge per mile of \$19.99
- D) Total daily charges of \$21.49

18

Income and Percent of Total Expenses Spent on Programs for Ten Charities in 2011



The scatterplot above shows data for ten charities along with the line of best fit. For the charity with the greatest percent of total expenses spent on programs, which of the following is closest to the difference of the actual percent and the percent predicted by the line of best fit?

- A) 10%
- B) 7%
- C) 4%
- D) 1%



Questions 19 and 20 refer to the following information.

Mosteller's formula: $A = \frac{\sqrt{hw}}{60}$

Current's formula: $A = \frac{4 + w}{30}$

The formulas above are used in medicine to estimate the body surface area A , in square meters, of infants and children whose weight w ranges between 3 and 30 kilograms and whose height h is measured in centimeters.

19

Based on Current's formula, what is w in terms of A ?

- A) $w = 30A - 4$
- B) $w = 30A + 4$
- C) $w = 30(A - 4)$
- D) $w = 30(A + 4)$

20

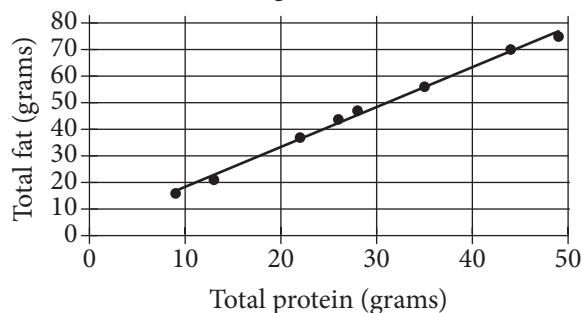
If Mosteller's and Current's formulas give the same estimate for A , which of the following expressions is equivalent to \sqrt{hw} ?

- A) $\frac{4 + w}{2}$
- B) $\frac{4 + w}{1,800}$
- C) $2(4 + w)$
- D) $\frac{(4 + w)^2}{2}$



21

Total Protein and Total Fat
for Eight Sandwiches



The scatterplot above shows the numbers of grams of both total protein and total fat for eight sandwiches on a restaurant menu. The line of best fit for the data is also shown. According to the line of best fit, which of the following is closest to the predicted increase in total fat, in grams, for every increase of 1 gram in total protein?

- A) 2.5
- B) 2.0
- C) 1.5
- D) 1.0

22

Percent of Residents Who Earned
a Bachelor's Degree or Higher

| State | Percent of residents |
|---------|----------------------|
| State A | 21.9% |
| State B | 27.9% |
| State C | 25.9% |
| State D | 19.5% |
| State E | 30.1% |
| State F | 36.4% |
| State G | 35.5% |

A survey was given to residents of all 50 states asking if they had earned a bachelor's degree or higher. The results from 7 of the states are given in the table above. The median percent of residents who earned a bachelor's degree or higher for all 50 states was 26.95%. What is the difference between the median percent of residents who earned a bachelor's degree or higher for these 7 states and the median for all 50 states?

- A) 0.05%
- B) 0.95%
- C) 1.22%
- D) 7.45%



23

A cylindrical can containing pieces of fruit is filled to the top with syrup before being sealed. The base of the can has an area of 75 cm^2 , and the height of the can is 10 cm. If 110 cm^3 of syrup is needed to fill the can to the top, which of the following is closest to the total volume of the pieces of fruit in the can?

- A) 7.5 cm^3
- B) 185 cm^3
- C) 640 cm^3
- D) 750 cm^3

24

$$h(t) = -16t^2 + 110t + 72$$

The function above models the height h , in feet, of an object above ground t seconds after being launched straight up in the air. What does the number 72 represent in the function?

- A) The initial height, in feet, of the object
- B) The maximum height, in feet, of the object
- C) The initial speed, in feet per second, of the object
- D) The maximum speed, in feet per second, of the object

Questions 25 and 26 refer to the following information.

Energy per Gram of Typical Macronutrients

| Macronutrient | Food calories | Kilojoules |
|---------------|---------------|------------|
| Protein | 4.0 | 16.7 |
| Fat | 9.0 | 37.7 |
| Carbohydrate | 4.0 | 16.7 |

The table above gives the typical amounts of energy per gram, expressed in both food calories and kilojoules, of the three macronutrients in food.

25

If x food calories is equivalent to k kilojoules, of the following, which best represents the relationship between x and k ?

- A) $k = 0.24x$
- B) $k = 4.2x$
- C) $x = 4.2k$
- D) $xk = 4.2$



26

If the 180 food calories in a granola bar come entirely from p grams of protein, f grams of fat, and c grams of carbohydrate, which of the following expresses f in terms of p and c ?

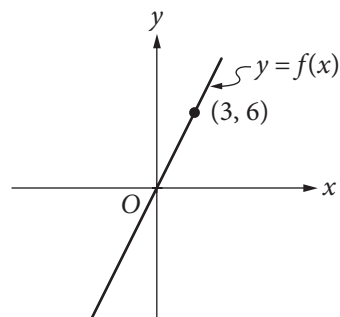
- A) $f = 20 + \frac{4}{9}(p + c)$
- B) $f = 20 - \frac{4}{9}(p + c)$
- C) $f = 20 - \frac{4}{9}(p - c)$
- D) $f = 20 + \frac{9}{4}(p + c)$

27

The world's population has grown at an average rate of 1.9 percent per year since 1945. There were approximately 4 billion people in the world in 1975. Which of the following functions represents the world's population P , in billions of people, t years since 1975? (1 billion = 1,000,000,000)

- A) $P(t) = 4(1.019)^t$
- B) $P(t) = 4(1.9)^t$
- C) $P(t) = 1.19t + 4$
- D) $P(t) = 1.019t + 4$

28



In the xy -plane above, a point (not shown) with coordinates (s, t) lies on the graph of the linear function f . If s and t are positive integers, what is the ratio of t to s ?

- A) 1 to 3
- B) 1 to 2
- C) 2 to 1
- D) 3 to 1



29

A circle in the xy -plane has equation $(x + 3)^2 + (y - 1)^2 = 25$. Which of the following points does NOT lie in the interior of the circle?

- A) $(-7, 3)$
- B) $(-3, 1)$
- C) $(0, 0)$
- D) $(3, 2)$

30

| Year | Subscriptions sold |
|------|-----------------------|
| 2012 | 5,600 |
| 2013 | 5,880 |

The manager of an online news service received the report above on the number of subscriptions sold by the service. The manager estimated that the percent increase from 2012 to 2013 would be double the percent increase from 2013 to 2014. How many subscriptions did the manager expect would be sold in 2014?

- A) 6,020
- B) 6,027
- C) 6,440
- D) 6,468

**DIRECTIONS**

For questions 31-38, solve the problem and enter your answer in the grid, as described below, on the answer sheet.

- Although not required, it is suggested that you write your answer in the boxes at the top of the columns to help you fill in the circles accurately. You will receive credit only if the circles are filled in correctly.
- Mark no more than one circle in any column.
- No question has a negative answer.
- Some problems may have more than one correct answer. In such cases, grid only one answer.

- Mixed numbers** such as $3\frac{1}{2}$ must be gridded

as 3.5 or $7/2$. (If $\begin{array}{|c|c|c|c|} \hline 3 & 1 & / & 2 \\ \hline \bullet & \bullet & \bullet & \bullet \\ \hline \end{array}$ is entered into the grid, it will be interpreted as $\frac{31}{2}$, not $3\frac{1}{2}$.)

- Decimal answers:** If you obtain a decimal answer with more digits than the grid can accommodate, it may be either rounded or truncated, but it must fill the entire grid.

Write answer in boxes. →

Grid in result. →

Answer: $\frac{7}{12}$

| | | | |
|---|---|---|---|
| 7 | / | 1 | 2 |
| • | • | • | • |
| 0 | 0 | 0 | 0 |
| 1 | 1 | • | 1 |
| 2 | 2 | 2 | • |
| 3 | 3 | 3 | 3 |
| 4 | 4 | 4 | 4 |
| 5 | 5 | 5 | 5 |
| 6 | 6 | 6 | 6 |
| • | 7 | 7 | 7 |
| 8 | 8 | 8 | 8 |
| 9 | 9 | 9 | 9 |

← Fraction line

Answer: 2.5

| | | | |
|---|---|---|---|
| | 2 | . | 5 |
| • | • | • | • |
| 0 | 0 | 0 | 0 |
| 1 | 1 | 1 | 1 |
| 2 | • | 2 | 2 |
| 3 | 3 | 3 | 3 |
| 4 | 4 | 4 | 4 |
| 5 | 5 | 5 | • |
| 6 | 6 | 6 | 6 |
| 7 | 7 | 7 | 7 |
| 8 | 8 | 8 | 8 |
| 9 | 9 | 9 | 9 |

← Decimal point

Acceptable ways to grid $\frac{2}{3}$ are:

| | | | |
|---|---|---|---|
| | 2 | / | 3 |
| • | • | • | • |
| 0 | 0 | 0 | 0 |
| 1 | 1 | 1 | 1 |
| 2 | • | 2 | 2 |
| 3 | 3 | 3 | • |
| 4 | 4 | 4 | 4 |
| 5 | 5 | 5 | 5 |
| 6 | 6 | 6 | 6 |
| 7 | 7 | 7 | 7 |
| 8 | 8 | 8 | 8 |

| | | | |
|---|---|---|---|
| . | 6 | 6 | 6 |
| • | • | • | • |
| 0 | 0 | 0 | 0 |
| 1 | 1 | 1 | 1 |
| 2 | 2 | 2 | 2 |
| 3 | 3 | 3 | 3 |
| 4 | 4 | 4 | 4 |
| 5 | 5 | 5 | 5 |
| 6 | • | • | • |
| 7 | 7 | 7 | 7 |
| 8 | 8 | 8 | 8 |

| | | | |
|---|---|---|---|
| . | 6 | 6 | 7 |
| • | • | • | • |
| 0 | 0 | 0 | 0 |
| 1 | 1 | 1 | 1 |
| 2 | 2 | 2 | 2 |
| 3 | 3 | 3 | 3 |
| 4 | 4 | 4 | 4 |
| 5 | 5 | 5 | 5 |
| 6 | • | • | 6 |
| 7 | 7 | 7 | • |
| 8 | 8 | 8 | 8 |

Answer: 201 – either position is correct

| | | | |
|---|---|---|---|
| | 2 | 0 | 1 |
| • | • | • | • |
| 0 | 0 | • | 0 |
| 1 | 1 | 1 | • |
| 2 | • | 2 | 2 |
| 3 | 3 | 3 | 3 |

| | | | |
|---|---|---|---|
| 2 | 0 | 1 | |
| • | • | • | • |
| 0 | • | 0 | 0 |
| 1 | 1 | • | 1 |
| • | 2 | 2 | 2 |
| 3 | 3 | 3 | 3 |

NOTE: You may start your answers in any column, space permitting. Columns you don't need to use should be left blank.

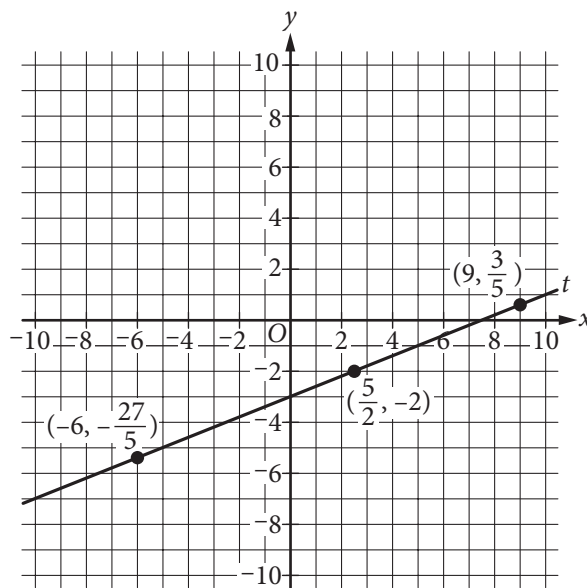


31

In 1854, during the California gold rush, each ounce of gold was worth \$20, and the largest known mass of gold found in California was worth \$62,400 in that year. What was the weight, in pounds, of this mass of gold? (16 ounces = 1 pound)

32

Line t is shown in the xy -plane below.



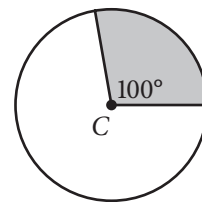
What is the slope of line t ?



33

The score on a trivia game is obtained by subtracting the number of incorrect answers from twice the number of correct answers. If a player answered 40 questions and obtained a score of 50, how many questions did the player answer correctly?

34



Point C is the center of the circle above. What fraction of the area of the circle is the area of the shaded region?



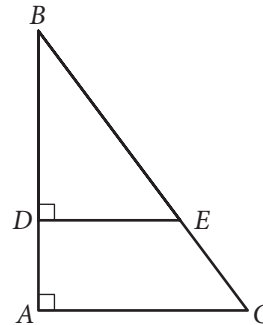
35

$$y = x^2 - 4x + 4$$

$$y = 4 - x$$

If the ordered pair (x, y) satisfies the system of equations above, what is one possible value of x ?

36



In the figure above, $\tan B = \frac{3}{4}$. If $BC = 15$ and $DA = 4$, what is the length of \overline{DE} ?



Questions 37 and 38 refer to the following information.

Number of Contestants by Score and Day

| | 5 out of 5 | 4 out of 5 | 3 out of 5 | 2 out of 5 | 1 out of 5 | 0 out of 5 | Total |
|-------|------------------|------------------|------------------|------------------|------------------|------------------|-------|
| Day 1 | 2 | 3 | 4 | 6 | 2 | 3 | 20 |
| Day 2 | 2 | 3 | 5 | 5 | 4 | 1 | 20 |
| Day 3 | 3 | 3 | 4 | 5 | 3 | 2 | 20 |
| Total | 7 | 9 | 13 | 16 | 9 | 6 | 60 |

The same 20 contestants, on each of 3 days, answered 5 questions in order to win a prize. Each contestant received 1 point for each correct answer. The number of contestants receiving a given score on each day is shown in the table above.

37

What was the mean score of the contestants on Day 1?

38

No contestant received the same score on two different days. If a contestant is selected at random, what is the probability that the selected contestant received a score of 5 on Day 2 or Day 3, given that the contestant received a score of 5 on one of the three days?

STOP

**If you finish before time is called, you may check your work on this section only.
Do not turn to any other section.**

No Test Material On This Page

No Test Material On This Page



Answer Explanations

SAT® Practice Test #7

Answer Explanations

SAT Practice Test #7

Section 1: Reading Test

QUESTION 1.

Choice D is the best answer. The final sentence of the first paragraph makes clear that before adopting his daughter, the weaver Silas was greedy for gold and chained to his work, “deafened and blinded more and more to all things except the monotony of his loom.” But after adopting Eppie, Silas became more interested in life outside his job: “Eppie called him away from his weaving, and made him think all its pauses a holiday, reawakening his senses with her fresh life.” A major theme of the passage can be seen in this transformation, as it represents how loving a child can improve or change a parent’s life.

Choice A is incorrect because even if the passage implies that Silas was too materialistic before his daughter’s arrival in his life, his greediness was a personal characteristic only, not a societal one; whether the society Silas lives in is overly materialistic is never addressed. Choice B is incorrect because even if the passage represents the “moral purity” of children, it does so only indirectly and not as a major theme. Choice C is incorrect because the passage addresses childhood enthusiasm and curiosity more than “naïveté” and never discusses the length or “brevity” of that naïveté.

QUESTION 2.

Choice A is the best answer. The first sentence of the first paragraph notes that “Unlike the gold . . . Eppie was a creature of endless claims and ever-growing desires, seeking and loving sunshine, and living sounds, and living movements; making trial of everything, with trust in new joy, and stirring the human kindness in all eyes that looked on her.” These lines make clear that in contrast to Silas’s gold, his new daughter is vibrant and alive.

Choices B, C, and D are incorrect because the lines from the first paragraph cited above reveal Eppie’s interest in “living sounds” and “living movements” and thus characterize her vitality in comparison to the gold, rather than her durability, protection, or self-sufficiency.

QUESTION 3.

Choice A is the best answer. In the first paragraph, the narrator describes Silas as having been so obsessed as to have felt required to worship the gold “in close-locked solitude,” with “his thoughts in an ever-repeated circle” centered on his hoard. Moreover, this obsession compelled him to “sit weaving longer and longer, deafened and blinded more and more to all things except the monotony of his loom and the repetition of his web.” These lines convey the extent to which Silas’s behaviors were determined by his obsession.

Choice B is incorrect because the narrator does not make it seem as if Silas’s gold could reproduce on its own, with the first paragraph suggesting that his hoard was a consequence of hard work, his being “deafened and blinded more and more to all things except the monotony of his loom and the repetition of his web.” Choice C is incorrect because even if the first paragraph mentions that, after Eppie’s arrival, Silas thinks about “the ties and charities that bound together the families of his neighbors,” the passage never addresses how Silas interacted with those neighbors previously. Choice D is incorrect because the third paragraph makes clear that Silas is not only able to recall life before Eppie, but that with her in his life, “his mind was growing into memory.”

QUESTION 4.

Choice B is the best answer. The first paragraph of the passage describes Eppie as “a creature of endless claims and ever-growing desires,” one who is “making trial of everything.” In this context, her “making trial of everything” can be read as her acting on her curiosity by striving to experience the world around her.

Choices A, C, and D are incorrect because in the context of her “making trial of everything,” Eppie can be seen as curious, not friendly (choice A), disobedient (choice C), or judgmental (choice D).

QUESTION 5.

Choice D is the best answer. In the first paragraph, the narrator indicates that with the arrival of Eppie, Silas’s thoughts turn from his work and his gold toward Eppie’s future and his life with her: “Eppie was an object compacted of changes and hopes that forced his thoughts onward, and carried them far away from their old eager pacing towards the same blank limit — carried them away to the new things that would come with the coming years.” By influencing Silas to think “onward” and of “the coming years,” Eppie prompts Silas to envision a far different future than he would experience otherwise.

Choice A is incorrect because although the passage implies that Silas is less obsessed with money than before, there is no indication that he has actually renounced his desire for it. Choice B is incorrect because although the passage explains that Silas spends time outdoors after the arrival of Eppie, there is no indication that her presence has

necessarily changed his understanding of his place in nature. Choice C is incorrect because at no point in the passage is Silas shown accepting help from anyone.

QUESTION 6.

Choice B is the best answer. The previous question asks what consequence Silas has experienced as a result of adopting Eppie. The answer, that he begins to imagine a new future for himself and her, is supported in the first paragraph: “but Eppie was an object compacted of changes and hopes that forced his thoughts onward, and carried them far away from their old eager pacing towards the same blank limit — carried them away to the new things that would come with the coming years.”

Choices A, C, and D are incorrect because the lines cited do not support the answer to the previous question about the consequence of Silas’s adoption of Eppie, instead describing Silas’s life before Eppie entered it (choice A), how he occasionally acts in her presence (choice C), and the changes in Eppie’s perception of the world as she ages (choice D).

QUESTION 7.

Choice C is the best answer. In the second paragraph, the description of Silas and Eppie’s interaction outdoors conveys the extent to which he has changed since her arrival: where he once worked all day at his loom to earn more and more money, he now “might be seen in the sunny mid-day” strolling with her, accepting the flowers she brings him, or listening to birdcalls with her. With these experiences also come “crowding remembrances” of his early life — the life he led before amassing his hoard of gold. In its entirety, the paragraph can therefore be seen as illustrating the profound change into a more sociable being that Silas has undergone as a result of parenting Eppie.

Choice A is incorrect because the second paragraph does not present a particular moment when Silas realizes that Eppie has changed him but instead describes a pattern of behavior indicative of that change. Choice B is incorrect because the second paragraph shows the benefits Silas derives from Eppie’s presence, rather than any sacrifices he has made for her. Choice D is incorrect because the second paragraph dramatizes a change in Silas’s life overall, rather than showing a change in the dynamic that has arisen between Silas and Eppie.

QUESTION 8.

Choice B is the best answer. The third paragraph of the passage shows that as Eppie learns more and more, Silas reengages with life: “As the child’s mind was growing into knowledge, his mind was growing into memory: as her life unfolded, his soul, long stupefied in a cold narrow prison, was unfolding too, and trembling gradually into full consciousness.” As Eppie grows into a world that is new to her, Silas recovers a world he’d largely forgotten.

Choice A is incorrect because the narrator portrays Eppie as being curious and eager, not physically vulnerable, and also implies that Silas is becoming ever more emotionally robust, not psychologically fragile. Choice C is incorrect because the only connection the narrator makes regarding Silas's former greed and Eppie's presence in his life is that she has brought an end to his obsessive pursuit of wealth. Choice D is incorrect because the narrator does not address Silas's mortality in any way but rather shows him becoming more and more alive through Eppie's love.

QUESTION 9.

Choice D is the best answer. The previous question asks what connection the narrator draws between Eppie and Silas. The answer, that as she learns more about the world, he becomes more involved in it, is supported in the third paragraph: "As the child's mind was growing into knowledge, his mind was growing into memory: as her life unfolded, his soul, long stupefied in a cold narrow prison, was unfolding too, and trembling gradually into full consciousness."

Choices A, B, and C are incorrect because the lines cited do not support the answer to the previous question about the connection between Eppie and Silas, instead contrasting Silas's fixation on his gold with Eppie's curiosity (choice A) and describing Silas's habitual behavior when accompanying Eppie outdoors (choices B and C).

QUESTION 10.

Choice D is the best answer. In the last paragraph, the narrator states, "Also, by the time Eppie was three years old, she developed a fine capacity for mischief, and for devising ingenious ways of being troublesome." In this context, the word "fine" most nearly means keen, or acute.

Choices A, B, and C are incorrect because in the context of a description in which Eppie was said to have a "fine capacity for mischief," the word "fine" most nearly means keen, or acute, not acceptable (choice A), delicate (choice B), or ornate (choice C).

QUESTION 11.

Choice D is the best answer. The first paragraph of the passage explains the theory of two MIT business scholars who believe that technological advances in the workplace could lead to fewer jobs for human workers, explaining that they "foresee dismal prospects for many types of jobs as these powerful new technologies are increasingly adopted not only in manufacturing, clerical, and retail work but in professions such as law, financial services, education, and medicine." The fifth paragraph of the passage, however, offers a contrasting view, citing a Harvard economist who "says that no historical pattern shows these shifts leading to a net decrease in

jobs over an extended period.” Combined, these different opinions indicate the main purpose of the passage, which is to assess how new technologies in the workplace might affect job growth as a whole.

Choice A is incorrect because the passage does not examine how workers’ lives have been affected by technology during the last century. Choices B and C are incorrect because the passage does not advocate or argue for a course of action; instead, the passage considers both sides of an issue, taking no position of its own.

QUESTION 12.

Choice A is the best answer. In the first paragraph of the passage, Brynjolfsson and McAfee clearly state that technological advances since the year 2000 have led to low job growth in the United States: “MIT business scholars Erik Brynjolfsson and Andrew McAfee have argued that impressive advances in computer technology — from improved industrial robotics to automated translation services — are largely behind the sluggish employment growth of the last 10 to 15 years.”

Choice B is incorrect because although Brynjolfsson and McAfee assert that certain “changes” have occurred in the workplace as a result of technological advancement, they offer only tentative speculation that those changes may be reflected globally. Choice C is incorrect because the passage notes a decrease, rather than an increase, in skilled laborers. Choice D is incorrect because the passage makes no mention of the global creation of new jobs, even speculating that jobs may have been negatively impacted in technologically advanced nations.

QUESTION 13.

Choice A is the best answer. The previous question asks what Brynjolfsson and McAfee say has resulted in the workplace from advances in technology since the year 2000. The answer, that low job growth has resulted from these advances, is supported in the first sentence of the first paragraph: “MIT business scholars Erik Brynjolfsson and Andrew McAfee have argued that impressive advances in computer technology — from improved industrial robotics to automated translation services — are largely behind the sluggish employment growth of the last 10 to 15 years.”

Choices B, C, and D are incorrect because the lines cited do not support the answer to the previous question about what Brynjolfsson and McAfee say has resulted in the workplace from advances in technology since the year 2000; instead they point to industries not under specific consideration by Brynjolfsson and McAfee (choice B), speculate as to whether changes might also be happening in other countries (choice C), and explain the importance of productivity in the marketplace in the decades following World War II. (choice D).

QUESTION 14.

Choice D is the best answer. The second sentence of the third paragraph reads, “In economics, productivity — the amount of economic value created for a given unit of input, such as an hour of labor — is a crucial indicator of growth and wealth creation.” In this context, the primary purpose of the appositive (“the amount of economic value . . . such as an hour of labor”) is to define “productivity.”

Choices A, B, and C are incorrect because in the context of the third paragraph, the appositive (“the amount of economic value . . . such as an hour of labor”) is clearly provided to help explain the term “productivity,” not to describe a process (choice A), highlight a dilemma (choice B), or clarify a claim (choice C).

QUESTION 15.

Choice D is the best answer. The third paragraph states that “the pattern is clear: as businesses generated more value from their workers, the country as a whole became richer.” In this context, the word “clear” most nearly means obvious, or unmistakable.

Choices A, B, and C are incorrect because in the context of the third paragraph, the word “clear” can be seen to mean obvious, or unmistakable, not pure (choice A), keen (choice B), or untroubled (choice C).

QUESTION 16.

Choice C is the best answer. Katz doesn’t necessarily agree with Brynjolfsson and McAfee that new technologies will lead to sluggish job growth, saying in the fifth paragraph that “no historical pattern shows these shifts leading to a net decrease in jobs over an extended period.” However, he’s not sure that will remain true, explaining in the sixth paragraph that no one can be certain what is going to happen to the workplace as a result of these new technologies: “If technology disrupts enough, who knows what will happen?”

Choices A, B, and D are incorrect because it would not be accurate to characterize Katz as being alarmed (choice A), unconcerned (choice B), or optimistic (choice D) about today’s digital technologies. Rather, it’s clear from the conclusion of the sixth paragraph that Katz isn’t sure how technological advancement will affect the workplace: “If technology disrupts enough, who knows what will happen?”

QUESTION 17.

Choice D is the best answer. The previous question asks how Katz’s attitude toward “today’s digital technologies” can best be characterized. The answer, that he is uncertain about their possible effects, is supported in the final sentence of the sixth paragraph: “If technology disrupts enough, who knows what will happen?”

Choices A, B, and C are incorrect because the lines cited do not support the answer to the previous question Katz’s attitude toward “today’s digital technologies”; instead, they describe some of his earlier research (choice A) and provide insight only into his initial thoughts but not his final conclusion on the matter (choices B and C).

QUESTION 18.

Choice B is the best answer. The sixth paragraph of the passage states that “Katz doesn’t dismiss the notion that there is something different about today’s digital technologies — something that could affect an even broader range of work.” In the context of this sentence, the “range” of work being discussed means the scope of work or all the various kinds of work.

Choices A, C, and D are incorrect because in the context of the sentence, the “range” of work being discussed means the array or scope of work, not a physical delineation like a region (choice A) or distance (choice C), or the professional position of those who perform particular jobs (choice D).

QUESTION 19.

Choice D is the best answer. Figure 1 shows the highest gap between the percentages of productivity and employment in relation to 1947 levels occurring in 2013, when there was a difference of approximately 150 percentage points between 2013 employment (under 400%) and 2013 productivity (well over 500%).

Choices A, B, and C are incorrect because Figure 1 shows a gap of well over 100 percentage points between 2013 employment and 2013 productivity in relation to 1947 levels, while 1987 (choice A) and 1997 (choice B) show a difference of about 30 percentage points or less between employment and productivity, and 2007 (choice C) indicates a difference of approximately 100 percentage points.

QUESTION 20.

Choice C is the best answer. Figure 2 clearly shows an increase of worker output in all three countries between 1960 and 2011, with workers in each country producing on average less than 50 units of output in 1960 but more than 100 units by 2011.

Choice A is incorrect because figure 2 shows that Japan saw greater growth in output between 1960 and 1990 than Germany saw. Choice B is incorrect because figure 2 shows that Japan experienced its greatest increase in output from 2000 to 2011, not its smallest. Choice D is incorrect because figure 2 shows that the United States had the greatest output of all three countries only in 2011, not in each of the years shown.

QUESTION 21.

Choice B is the best answer. In the fourth paragraph, Brynjolfsson asserts, “Productivity is at record levels, innovation has never been faster, and yet at the same time, we have a falling median income and we have fewer jobs.” In order to evaluate his statement that today “we have fewer jobs,” figure 2 would need to include accurate information about the number of jobs held by people employed in factories from 1960 to 2011. Without knowing those numbers, it’s not possible to determine whether Brynjolfsson’s statement is correct.

Choice A is incorrect because a comparison of the median income of all three nations’ factory workers within a single year would not aid in the evaluation of Brynjolfsson’s statement regarding changes in worker productivity over a span of 10 to 15 years. Choices C and D are incorrect because knowing either the types of organizations where those outputs were measured or which specific manufacturing jobs might have been lost to new technologies would not be helpful in evaluating Brynjolfsson’s statement about how median incomes have fallen and job growth has reduced over time.

QUESTION 22.

Choice C is the best answer. The main purpose of the passage is conveyed by the first sentence: “Anyone watching the autumn sky knows that migrating birds fly in a V formation, but scientists have long debated why.” The first paragraph continues by focusing on new research that might answer the question of why birds fly in that formation (“presumably to catch the preceding bird’s updraft — and save energy during flight”). As a whole, the passage can therefore be seen as a discussion of the biological motivation behind migrating birds’ reliance on the V formation.

Choice A is incorrect because the squadrons of planes mentioned in the second paragraph are used as an example to discuss migrating birds but are not themselves the main subject of this passage.

Choice B is incorrect because although the fourth paragraph does discuss the role of downdrafts in V-formation flight, this discussion is brief and does not constitute a main purpose. Choice D is incorrect because the passage does not illustrate how birds sense air currents through their feathers; instead, the seventh paragraph suggests in passing that such sensation may play a role in maintaining the V formation: “Scientists do not know how the birds find that aerodynamic sweet spot, but they suspect that the animals align themselves either by sight or by sensing air currents through their feathers.”

QUESTION 23.

Choice A is the best answer. In the second paragraph of the passage, the quotation “Air gets pretty unpredictable behind a flapping wing” immediately follows the statement that “currents created by airplanes are far more stable than the oscillating eddies coming off of a bird.”

The inclusion of the above quotation can therefore be seen as a way to explain that the current created by a bird's flapping wings is different from the current coming off the fixed wing of an airplane.

Choice B is incorrect because the quotation's explanation that air is "unpredictable" behind a bird's wing stresses the bird's lack of control over the air current. Choice C is incorrect because the quotation attributes the unpredictability of the current "behind a flapping wind" to the action of the wing rather than to wind, and in fact the passage makes no mention of wind. Choice D is incorrect because the quotation characterizes the flapping of the bird's wings in terms of the unpredictability of its effects, not of its comparative strength.

QUESTION 24.

Choice D is the best answer. The reason Usherwood used northern bald ibises as the subjects of his study is clearly stated at the beginning of the third paragraph: "The study, published in *Nature*, took advantage of an existing project to reintroduce endangered northern bald ibises (*Geronticus eremita*) to Europe." Because the project reintroducing those birds was already underway, it was therefore easy for Usherwood and his team to join it.

Choice A is incorrect because it would not be accurate to say that ibises were well acquainted with their migration route, as the third paragraph explains that scientists needed to "show hand-raised birds their ancestral migration route." Choice B is incorrect because the third paragraph states that the ibises wore "data loggers specially built by Usherwood and his lab" but never indicates that they had worn any such device before or undertaken migration previously. Choice C is incorrect because the passage never claims that ibises' body shape is similar to the design of a modern airplane, instead comparing only a V formation of birds to an airplane in the fourth paragraph.

QUESTION 25.

Choice C is the best answer. The previous question asks why Usherwood used northern bald ibises as the subject of his study. The answer, that he had easy access to them because they were being used in another scientific study, is supported at the beginning of the passage's third paragraph: "The study, published in *Nature*, took advantage of an existing project to reintroduce endangered northern bald ibises (*Geronticus eremita*) to Europe."

Choices A, B, and D are incorrect because the lines cited do not support the answer to the previous question as to why Usherwood chose northern bald ibises as the subject of his study; instead, they describe the results of the study (choice A), compare birds and planes in flight (choice B), and describe one element of the actual study (choice D) but not the reason ibises were chosen.

QUESTION 26.

Choice A is the best answer. At the end of the third paragraph the author notes that the GPS tracking devices attached to the birds “determined each bird’s flight position to within 30 cm.” This detail, along with the author’s mention in the same sentence of another device that measured the timing of the wing flaps, provides evidence for the inference that the author likely specified 30 cm to underscore Usherwood’s use of precise data-collection methods.

Choice B is incorrect because the passage does not state that the distance an ibis flies between wing flaps was something that could be ascertained by Usherwood’s study. Choice C is incorrect because the passage does not discuss the wingspan length of juvenile ibises or suggest that this length could be determined from Usherwood’s tracking data. Choice D is incorrect because the passage does not discuss the distance maintained between the plane and the ibises in flight.

QUESTION 27.

Choice C is the best answer. At the beginning of the fifth paragraph the passage states that “the findings likely apply to other long-winged birds, such as pelicans, storks, and geese, Usherwood says. Smaller birds create more complex wakes that would make drafting too difficult.” In these lines the author therefore implies that unlike smaller birds, pelicans, storks, and geese flying in a V formation likely create a similar wake to that of ibises.

Choice A is incorrect because the passage focuses entirely on bird flight, not bird communication. Choices B and D are incorrect because the passage discusses pelicans, storks, and geese only with respect to their drafting behavior, not in terms of their migration routes or how much energy they might expend when flying.

QUESTION 28.

Choice B is the best answer. The previous question asks what the author implies about pelicans, storks, and geese flying in a V formation. The answer, that they produce a similar wake to ibises, is supported at the beginning of the fifth paragraph: “Smaller birds create more complex wakes that would make drafting too difficult.” This sentence, in conjunction with the preceding sentence’s assertion of the probable applicability of Usherwood’s findings to pelicans, storks, and geese, underscores that the point of probable similarity between ibises and those other species is in their wake and the drafting it makes possible.

Choices A, C, and D are incorrect because the lines cited do not support the answer to the previous question regarding what the author implies about pelicans, storks, and geese flying in a V formation. Instead, they explain one finding in the ibis study, with no reference to other long-winged species (choice A); highlight the findings of a previous study of energy use in bird flight, with no reference to the relationship between ibises and other species (choice C); and offer a theory about ibises in flight, again with no reference to other species (choice D).

QUESTION 29.

Choice C is the best answer. The seventh paragraph speculates that further research may provide insight into how and why birds fly in formation: “In future studies, the researchers will switch to more common birds, such as pigeons or geese. They plan to investigate how the animals decide who sets the course and the pace.” In sum, the seventh paragraph can therefore be seen as recognizing that more research is needed to explain the phenomenon of flight formation more completely.

Choice A is incorrect because neither the seventh paragraph nor the passage as a whole is concerned with bird hierarchies; the decision as to which bird sets the “course” or “pace” is mentioned only as another aspect of bird flight that scientists have yet to explain fully. Choice B is incorrect because the seventh paragraph only briefly mentions mistakes in V-formation flight, and this subject is not a central focus of the paragraph. Choice D is incorrect because although the seventh paragraph mentions the sighting of a lead bird or “leader” as a possible factor in the V formation, this factor is mentioned briefly and in conjunction with other factors, so that to describe it as a main idea would misrepresent the paragraph as a whole.

QUESTION 30.

Choice D is the best answer. In describing the way that long-winged birds like ibises fly in a V formation by drafting off each other, the seventh paragraph begins by stating, “scientists do not know how the birds find that aerodynamic sweet spot.” In context, the phrase “aerodynamic sweet spot” characterizes the particular spatial relationship among birds in the formation that affords the least amount of wind resistance and is thus beneficial for flock members to maintain.

Choice A is incorrect because the author uses the phrase “aerodynamic sweet spot” in relation to bird flight, not plane flight. Choice B is incorrect because the phrase is not meant to imply the joy of flight so much as the optimum efficiency that can be found by flying in a certain position. Choice C is incorrect because the phrase is not used to discuss synchronized wing movement among birds, nor is synchronization addressed anywhere in the seventh paragraph.

QUESTION 31.

Choice B is the best answer. In the seventh paragraph, the passage explains that one aspect of bird flight that awaits further study by scientists is the question of whether “a mistake made by the leader can ripple through the rest of the flock to cause traffic jams.” In this context, to say that a mistake might “ripple” through the flock most nearly means that it might progressively spread through the flock.

Choices A, C, and D are incorrect because in the context of the seventh paragraph, to “ripple” through the flock means to spread through it progressively, not to fluctuate (choice A), to wave, or move in the pattern of the ebb and flow of waves (choice C), or to undulate, or move in a manner that creates a textured, undulating appearance (choice D).

QUESTION 32.

Choice D is the best answer. In the first paragraph of Passage 1, Tocqueville predicts that “the social changes which bring nearer to the same level the father and son, the master and servant, and superiors and inferiors generally speaking, will raise woman and make her more and more the equal of man.” In this context, to “raise” women to a higher social position most nearly means to elevate, or lift, them.

Choices A, B, and C are incorrect because in the context of Tocqueville’s prediction that women will attain a higher social position, the word “raise” most nearly means elevate, not increase (choice A), cultivate, or support (choice B), or nurture (choice C).

QUESTION 33.

Choice B is the best answer. In Passage 1, Tocqueville expresses concern that treating men and women as identical would likely harm both genders, rather than benefit them. This sentiment can be seen most clearly in the second paragraph, when he writes that “it may readily be conceived, that by thus attempting to make one sex equal to the other, both are degraded.”

Choice A is incorrect because Tocqueville says treating men and women as identical in nature would result in the degradation of both genders, a condition closer to oppression than to freedom from oppression. Choice C is incorrect because Tocqueville does not address the issue of whether men might ultimately try to reclaim any authority they lost as a result of the treatment of both genders as identical. Choice D is incorrect because in the passage, Tocqueville never claims that treating men and women the same would result in superfluous privileges for either.

QUESTION 34.

Choice C is the best answer. The previous question asks what Tocqueville implies would result from treating men and women as identical in nature. The answer, that he believes such treatment would harm both men and women, is supported in the second paragraph of Passage 1: “It may readily be conceived, that by thus attempting to make one sex equal to the other, both are degraded.”

Choices A, B, and D are incorrect because the lines cited do not support the answer to the previous question about what Tocqueville implies would result from treating men and women as identical; instead, they discuss European approaches to such treatment, with no reference to the actual effects of it on men and women (choices A and B), and what Tocqueville considers Americans’ proper conception of equality as it relates to gender roles (choice D).

QUESTION 35.

Choice B is the best answer. In the first paragraph of Passage 2, when discussing changing social relations, Mill writes that in her time there had come to exist “a just equality, instead of the dominion of the strongest.” In this context of a society where some had once wielded much greater power than others, the word “dominion” most nearly means supremacy, or greater power.

Choices A, C, and D are incorrect because in the context of a paragraph discussing differences in the amount of power possessed by members of a society, “dominion” means supremacy, or greater power, not omnipotence, or the state of being all-powerful (choice A), ownership (choice C), or territory (choice D).

QUESTION 36.

Choice B is the best answer. In the first paragraph of Passage 2, Mill suggests that social roles are resistant to change in part because of their being entrenched in the cultural tradition: “for, in proportion to the strength of a feeling is the tenacity with which it clings to the forms and circumstances with which it has even accidentally become associated.” In the context of a discussion of equality between men and women, Mill’s statement serves to imply that gender roles change so slowly precisely because they are so deeply ingrained in society and culture.

Choice A is incorrect because although Mill suggests in Passage 2 that gender roles are deeply entrenched, she does not imply that they serve as the foundation of society. Choice C is incorrect because Passage 2 does not address the issue of legislative reforms, only societal ones. Choice D is incorrect because although Mill addresses the difficulty of reforming traditional gender roles, she does not attribute it to the benefits that certain groups or institutions derive from those roles.

QUESTION 37.

Choice C is the best answer. The previous question asks about what Mill implies is the reason it is hard to change gender roles. The answer, that they are deeply entrenched in tradition, is supported in the first paragraph of Passage 2: “In proportion to the strength of a feeling is the tenacity with which it clings to the forms and circumstances with which it has even accidentally become associated.”

Choices A, B, and D are incorrect because the lines cited do not support the answer to the previous question about what Mill implies is the reason it is hard to change gender roles, instead describing the condition of general inequality in prior eras (choices A and B) and optimistically considering a future society that she imagines will be less unequal (choice D).

QUESTION 38.

Choice A is the best answer. Although the authors generally disagree about the roles men and women should occupy, both Tocqueville and Mill share the idea that gender equality is one small part of a societal shift toward equality in general. This can be seen in the first paragraph of Passage 1, where Tocqueville explains that raising woman to be “more and more the equal of man” is part of the overall “social changes which bring nearer to the same level the father and son, the master and servant,” and in the first paragraph of Passage 2, where Mill writes that “mankind have outgrown” the state of inequality and “now tend to substitute, as the general principle of human relations, a just equality,” with gender roles being the last of these relations to undergo such a shift.

Choice B is incorrect because although in Passage 1 Tocqueville argues that there are costs to treating men and women the same, in Passage 2 Mill characterizes gender equality as a source of benefits only. Choice C is incorrect because neither author considers changing gender roles in terms of economic ramifications, focusing instead on questions of fairness and justice and the fulfillment of people’s potential. Choice D is incorrect because Mill does not discuss the issue in terms of American democracy, though Tocqueville does.

QUESTION 39.

Choice C is the best answer. In the second paragraph of Passage 2, Mill writes that she believes job opportunities in her society should be open to all: “Let every occupation be open to all, without favor or discouragement to any, and employments will fall into the hands of those men or women who are found by experience to be most capable of worthily exercising them.” In the second paragraph of Passage 1, Tocqueville argues that equality between men and women would leave both degraded; nonetheless, he recognizes that the belief in such equality is widespread: “There are people in Europe who . . . would give to both the same functions, impose on both the same duties, and

grant to both the same rights; they would mix them in all things — their occupations.” It can be inferred, then, that although Tocqueville would consider Mill’s position ill-advised, he does recognize this position as one that is held by a number of reformers.

Choice A is incorrect because Tocqueville in Passage 1 never characterizes advocacy on behalf of gender equality (such as Mill engages in, in Passage 2) as less radical than it initially seems.

Choice B is incorrect because Mill’s stated belief that all jobs should be open to both men and women would clearly be refuted by Tocqueville as harmful to men and women alike. Choice D is incorrect because what Tocqueville praises the United States for is not gender equality as a component of economic progress, but rather the United States’ division of activity into masculine and feminine spheres, which he likens to the division of labor in industrial production.

QUESTION 40.

Choice A is the best answer. In Passage 1, Tocqueville argues that equality is generally beneficial for society, but he moderates that claim in the third paragraph by further stating that even if men and women should be considered equal, they should not work in the same jobs: “As nature has appointed such wide differences between the physical and moral constitution of man and woman, her manifest design was to give a distinct employment to their various faculties.” In contrast, Mill argues in the second paragraph of Passage 2 that men and women should be awarded work based on individual ability: “Let every occupation be open to all, without favor or discouragement to any, and employments will fall into the hands of those men or women who are found by experience to be most capable of worthily exercising them.” It can therefore be said that Tocqueville believes one’s gender should play a determining factor in one’s position in society, whereas Mill believes it should not.

Choice B is incorrect because both Tocqueville in Passage 1 and Mill in Passage 2 would likely argue against limiting an individual to the social class he or she was born to. Choice C is incorrect because it is Mill, not Tocqueville, who argues that individual temperament is the proper determining factor for social position. Choice D is incorrect because although it accurately represents Tocqueville’s implicit stance that an individual’s social position should contribute to society as a whole, it misrepresents Mill’s argument, which conceives of social position in relation to individual aptitude, not individual satisfaction.

QUESTION 41.

Choice A is the best answer. In the third paragraph of Passage 1, Tocqueville credits the Americans of his time for applying “to the sexes the great principle of political economy . . . by carefully dividing the duties of man from those of woman.” In contrast, in the second paragraph of Passage 2, Mill argues that rigid social roles function to

“declare that whatever be the genius, talent, energy, or force of mind, of an individual of a certain sex or class, those faculties shall not be exerted.” It can be inferred, then, that Mill would argue that the principle praised by Tocqueville tends to limit both men and women from developing their full potential.

Choice B is incorrect because in Passage 2, Mill focuses her argument on gender roles and equality between sexes but never addresses the idea of sympathy between them. Choice C is incorrect because Mill considers the division of professions by gender as a perpetuation of a long tradition of gender inequality. Choice D is incorrect because although Mill suggests that gender equality would involve rethinking the professional options available to men and women, she dismisses the notion that one gender is better suited to certain professions or would displace the other gender in certain professions.

QUESTION 42.

Choice C is the best answer. The passage’s first two paragraphs describe how “Peter Higgs and a handful of other physicists were trying to understand the origin of a basic physical feature: mass,” and the third paragraph discusses the idea put forth (“now called the Higgs field”) to explain the environment where mathematical equations are most helpful in understanding mass. The passage shifts its focus, however: the fourth and fifth paragraphs describe how the idea of the Higgs field was not initially well-received in the scientific community, and the last paragraph illustrates that in modern times, the idea ultimately became an accepted fact to most scientists. Over the course of the passage, then, it can be seen that the main focus of the passage changes from an explanation of what the Higgs field is to an explanation of how the theory of it was received.

Choice A is incorrect because the passage makes no shift from a more to a less technical mode of description, and indeed the entire passage is aimed at readers with no specialized knowledge of physics. Choice B is incorrect because the passage never provides any contextualization of Higgs’s work within other lines of inquiry in physics contemporary to Higgs. Choice D is incorrect because the passage offers no speculation regarding future discoveries that may result from the confirmation of the Higgs field’s existence.

QUESTION 43.

Choice D is the best answer. The third paragraph of the passage provides the following analogy: “For a mental toehold, think of a ping-pong ball submerged in water.” Since this analogy occurs in a discussion of how mass operates within the Higgs field, it functions to explain an abstract concept in terms more readily grasped by readers with no background in physics.

Choices A, B, and C are incorrect because the analogy of the ping-pong ball is used in the passage to help laypeople understand the difficult concept of the Higgs field, rather than to make a little-known fact more widely known (choice A), draw a contrast between oppositional scientific theories (choice B), or refute any established explanation (choice C).

QUESTION 44.

Choice D is the best answer. The fourth paragraph of the passage explains why Higgs's idea of the Higgs field was initially rebuffed by the scientific community: "The paper was rejected. Not because it contained a technical error, but because the premise of an invisible something permeating space, interacting with particles to provide their mass, well, it all just seemed like heaps of overwrought speculation." In other words, the scientific community was skeptical of Higgs's idea because it appeared to be mere theoretical speculation, with no empirical evidence to support it.

Choice A is incorrect because the passage makes clear that Higgs's idea addressed a theoretical problem already recognized by scientists, rather than a problem yet to be noticed by them. Choice B is incorrect because the fourth paragraph implies that Higgs's paper was rigorous (free from "technical error"), rather than problematic at the level of its equations. Choice C is incorrect because the passage never indicates that the acceptance of the Higgs field had the effect of rendering other, earlier theories in physics obsolete.

QUESTION 45.

Choice C is the best answer. The previous question asks why the scientific community initially rejected the idea of the Higgs field. The answer, that Higgs offered only theoretical speculation for the existence of the field, not actual evidence, is supported in the fourth paragraph: "The paper was rejected. Not because it contained a technical error, but because the premise of an invisible something permeating space, interacting with particles to provide their mass, well, it all just seemed like heaps of overwrought speculation."

Choices A, B, and D are incorrect because the lines cited do not support the answer to the previous question about why the scientific community initially rejected the idea of the Higgs field, instead discussing how Higgs dealt with established equations in physics when he theorized the field (choice A), describing the circumstances in which Higgs revealed his theory to the scientific community (choice B), and illustrating the fact that the Higgs field eventually came to be an accepted fact to most scientists (choice D).

QUESTION 46.

Choice A is the best answer. The fifth paragraph of the passage explains how the idea of the Higgs field eventually came to be accepted in the scientific community: “But Higgs persevered (and his revised paper appeared later that year in another journal), and physicists who took the time to study the proposal gradually realized that his idea was a stroke of genius, one that allowed them to have their cake and eat it too. In Higgs’s scheme, the fundamental equations can retain their pristine form because the dirty work of providing the particles’ masses is relegated to the environment.” In saying that the Higgs field came to be accepted because it allowed scientists to “have their cake and eat it too,” the author suggests that Higgs’s theory was ultimately accepted as fact in part because it allowed physicists to reconcile what had seemed to be contradictory conditions: the harmony of the mathematical equations and the particles’ apparent mass.

Choice B is incorrect because the passage does not suggest that the Higgs field was necessarily a concept that could be applied to other problems in physics than those immediately under Higgs’s consideration. Choice C is incorrect because the passage does not suggest that Higgs’s theory was accepted because it provided an answer to a question that earlier scientists had failed to anticipate. Choice D is incorrect because the passage never addresses any two phenomena being misinterpreted as a single phenomenon.

QUESTION 47.

Choice C is the best answer. The previous question asks for one reason Higgs’s theory eventually gained acceptance in the scientific community. The answer, that it reconciled two seemingly irreconcilable conditions, is supported in the passage’s fifth paragraph: “But Higgs persevered (and his revised paper appeared later that year in another journal), and physicists who took the time to study the proposal gradually realized that his idea was a stroke of genius, one that allowed them to have their cake and eat it too. In Higgs’s scheme, the fundamental equations can retain their pristine form because the dirty work of providing the particles’ masses is relegated to the environment.” These lines make clear that Higgs’s theory allowed for the particles’ mass, while at the same time accepting the fundamental equations as valid.

Choices A, B, and D are incorrect because the lines cited do not support the answer to the previous question about why the Higgs field eventually gained acceptance in the scientific community, instead explaining certain aspects of the Higgs field (choices A and B) and discussing how certain scientific theories become accepted as fact even before they are proven (choice D).

QUESTION 48.

Choice A is the best answer. The main point of the last paragraph can be seen in its final sentence, which states that “mathematical equations can sometimes tell such a convincing tale, they can seemingly radiate reality so strongly, that they become entrenched in the vernacular of working physicists, even before there’s data to confirm them.” This point is borne out by the preceding lines of the paragraph, which recount the author’s own experience of studying the still unproven Higgs field as if it were already a settled fact.

Choice B is incorrect because the anecdote the author shares about his own education does not demonstrate that physics, as a discipline, has come to operate differently over the course of his career. Choice C is incorrect because the details of the author’s experience do not point to the process by which the existence of the Higgs field was confirmed, and indeed the passage does not describe that process at all. Choice D is incorrect because the passage broadly discusses the status of Higgs’s theory at two different times (its initial rejection and later acceptance by physicists) and never considers how the details of the theory may have evolved.

QUESTION 49.

Choice A is the best answer. In the last paragraph, the author states that “the professor presented the Higgs field with such certainty that for a long while I had no idea it had yet to be established experimentally.” In this context, for a scientific theory to be established most nearly means that it is validated, or proven.

Choices B, C, and D are incorrect because in the context of the last paragraph describing a scientific theory as being “established experimentally,” the word “established” means validated, or proven, not founded (choice B), introduced (choice C), or enacted (choice D).

QUESTION 50.

Choice B is the best answer. The graph shows the periods of time that transpired between the moment when certain scientific concepts were introduced and the moment when those concepts were scientifically proven. Given the passage’s discussion of the Higgs field, which was initially rejected by the scientific community before ultimately being accepted by it, the graph can therefore be seen as a means to put Higgs’s work on mass into a greater context with other radical concepts that were ultimately accepted by the scientific community.

Choice A is incorrect because the graph illustrates that the Higgs boson required significantly more time to be confirmed than did any of the other theorized particles. Choice C is incorrect because the graph displays information only on the length of time necessary for any of the particles to be confirmed experimentally and does not indicate how any

of them were regarded by scientists. Choice D is incorrect because the graph does not clarify anything about the Higgs boson other than the time that transpired between its being introduced and being confirmed.

QUESTION 51.

Choice A is the best answer. Both the W boson and Z boson were introduced in the late 1960s and experimentally confirmed in the early 1980s. It is therefore accurate to say that they were both proposed and proven at about the same time.

Choice B is incorrect because the graph shows that it took more than forty years for the Higgs boson to be experimentally confirmed, while all the other particles were confirmed in a significantly shorter period of time than that. Choice C is incorrect because the graph shows that the tau neutrino was experimentally confirmed in 2000, while tau itself was experimentally confirmed in approximately 1975. Choice D is incorrect because the muon neutrino took approximately fifteen years to be confirmed, while the electron neutrino took well over twenty years.

QUESTION 52.

Choice D is the best answer. In the last paragraph of the passage, the author explains that by the mid-1980s, “the physics community had, for the most part, fully bought into the idea that there was a Higgs field permeating space.” That was fifteen years after the concept was introduced but decades before it would be confirmed, which would be analogous to most physicists believing in the existence of the electron neutrino in 1940, well after it had been introduced but many years before it was confirmed via experiment.

Choices A, B, and C are incorrect because the author depicts the Higgs field in the mid-1980s as being virtually an accepted fact, even though it had not yet been proven experimentally. This situation is not analogous to a proposed particle that is widely disputed until it is confirmed experimentally (choice A), a particle that has already been confirmed and consequently elicits widespread acceptance (choice B), or particles that are not considered as possibilities before the date on which they are formally proposed (choice C).

Section 2: Writing Test

QUESTION 1.

Choice D is the best answer. Since “frequently” and “many times” repeat the same idea, “many times” can be deleted without changing the meaning of the sentence.

Choices A, B, and C are incorrect. They all provide options that repeat the idea of “frequently” and are unnecessary in the sentence.

QUESTION 2.

Choice A is the best answer. The noun “effect” is needed in the sentence to provide a direct object for the verb “has.” Furthermore, the article “a” indicates that a noun will follow. In this sentence the noun “effect” is used to suggest a positive influence. The preposition “on” is idiomatic when used with “effect.”

Choice B is incorrect because “affect” is a verb and the noun “effect” is needed in the sentence. (There is also the noun “affect,” but it means a “display of emotion” and is not appropriate in this context.) Choice C is incorrect because the preposition “to” is not idiomatic in this context. Choice D is incorrect because a noun is needed, not the verb “affects.”

QUESTION 3.

Choice B is the best answer. The participle “creating” is consistent with “serving” and “showing,” the other participles in the sentence, and provides parallel structure in the sentence.

Choices A, C, and D are incorrect and do not provide options that create parallel structure in the sentence.

QUESTION 4.

Choice A is the best answer. The comma between “Telescope” and the conjunction “and” correctly separates the series of projects listed in the sentence.

Choices B and C are incorrect because there is no reason to use a semicolon in the sentence. Choices C and D are incorrect because when listing a series of items in a sentence, punctuation should be placed before the conjunction.

QUESTION 5.

Choice C is the best answer. It most effectively sets up the list of examples of new technology that are listed in the sentence that follows: “communications satellites, invisible braces, and cordless tools.”

Choices A, B, and D are incorrect because they mention “international cooperation,” “national publicity,” and “money for the agency,” respectively; however, the sentence that follows lists examples of technology.

QUESTION 6.

Choice C is the best answer because this option makes the most sense within the context of the paragraph. The inventions listed in the sentence were created or “developed” by NASA.

Choices A, B, and D are incorrect because they don’t clearly convey the idea that NASA created the inventions.

QUESTION 7.

Choice B is the best answer. The past tense verb “spawned” is consistent with the other past tense verbs in the paragraph.

Choice A is incorrect because the present tense verb “spawns” is inconsistent with the past tense verbs in the paragraph. Choice C is incorrect because the helping verb “has” is not needed since the action took place in the past. Choice D is incorrect because the sentence needs a simple verb to create a complete sentence, and the participle “spawning” doesn’t provide that.

QUESTION 8.

Choice D is the best answer. The contribution of money occurred in 2005, so the simple past tense verb “came” makes the most sense in the sentence. It also acts as a main verb, which creates a complete sentence.

Choices A, B, and C are incorrect because the participle “coming,” the relative clause that begins “which came,” and the infinitive phrase “to come” would each result in a sentence fragment and not a complete sentence in this context.

QUESTION 9.

Choice A is the best answer. Leaving the sentence where it is now makes the paragraph logical. Sentence 1 serves as a topic sentence for the paragraph by introducing the idea that NASA contributed a significant amount of money to the economy in 2005. The supporting sentences that follow develop the topic sentence by explaining why the benefits of the NASA funding are significant.

Choices B, C, and D are incorrect because if sentence 1 were to be placed after any other sentence, the paragraph would not be logical and would therefore be confusing.

QUESTION 10.

Choice D is the best answer. The sentence should not be added because the information it contains — the locations of various NASA facilities — is not relevant to the claim about the importance of NASA’s work.

Choices A and B are incorrect because the sentence should not be added. Choice C is incorrect because the information it contains is not true. A statement about the locations of various NASA facilities does not undermine the claim about the economic benefits of NASA's work.

QUESTION 11.

Choice A is the best answer. "Therefore" conveys the true relationship between the previous sentence and the statement that follows by indicating that, in addition to the practical benefits it contributes to the economy and society, NASA needs to be supported for global reasons as well.

Choices B, C, and D are incorrect because the transitional words "instead," "for example," and "however" would change the meaning of the sentence and do not convey the idea that a result or reason will follow.

QUESTION 12.

Choice D is the best answer because it is clear and concise and provides parallel structure in the sentence. This choice eliminates unnecessary words and creates a list in which the topics "theories," "practices," and "technologies" are equally important.

Choices A, B, and C are incorrect because they contain words that are unnecessary and interrupt the flow of the sentence.

QUESTION 13.

Choice C is the best answer. A pair of commas is needed to set off the phrase "from social services to manufacturing" to indicate that this information is explanatory but not crucial for understanding the sentence.

Choices A and D are incorrect because they both provide an incorrect punctuation mark. Choice B is incorrect because it doesn't provide a comma.

QUESTION 14.

Choice A is the best answer. The adverb "accordingly" indicates correctly that because professional development provides a joint benefit to employers and employees, both parties share a joint responsibility to take advantage of the opportunities offered.

Choices B, C, and D are incorrect because they provide transitions that don't indicate the true relationship of shared responsibility between employees and employers.

QUESTION 15.

Choice C is the best answer. Employees “must be in charge of their own careers.” This claim provides an argument for what follows — “it is the duty of . . . employees to identify . . . resources” should they find themselves “falling behind in the workplace” — and supports the previous statement about shared responsibility, as well.

Choices A, B, and D are incorrect because they do not provide an argument for what must happen if employees find themselves “falling behind in the workplace.”

QUESTION 16.

Choice D is the best answer. A comma is needed between the dependent and independent clauses in order to create one sentence. The introductory conditional dependent clause beginning with “if” cannot stand alone and needs to be separated from the independent clause by a comma.

Choice A is incorrect because the dependent clause needs to be attached to an independent clause. Choice B is incorrect because a semicolon would be correct in this context only if it were connecting two independent clauses. Choice C is incorrect because there is no comma between the dependent and independent clauses.

QUESTION 17.

Choice B is the best answer. It provides a clear and concise sentence that doesn’t repeat ideas and specifically focuses on workers’ “deficiencies.”

Choices A and D are incorrect because they are wordy and repeat previously stated ideas. Choice C uses the casual expression “deal with,” which is not the appropriate tone for the passage, and “flaws and shortcomings” mean the same thing.

QUESTION 18.

Choice C is the best answer. “Obsolete” clearly and concisely conveys the idea that skills can become outdated.

Choices A, B, and D are incorrect either because they are not clear or they convey a tone that is inappropriate for the passage.

QUESTION 19.

Choice B is the best answer. “Include” is a plural, present tense verb that agrees in number with the plural noun “forms” and the other present tense verbs in the paragraph.

Choice A is incorrect because the singular verb “includes” does not agree in number with the plural noun “forms.” Choice C is incorrect because a simple present tense verb is needed to provide a predicate

for the sentence. The participle “including” doesn’t provide a predicate. Choice D is incorrect because the present perfect verb form is inconsistent with the present tense verbs in the paragraph.

QUESTION 20.

Choice D is the best answer. No transitional link is needed between the two sentences.

In addition to the fact that no transition is needed, choice A is incorrect because “around the same time” indicates that time has been discussed earlier in the passage, but it hasn’t. Choice B incorrectly indicates that additional information will be added to the previous statement. Choice C wrongly indicates that regardless of what has been said already, what follows is true.

QUESTION 21.

Choice C is the best answer. Since “professional networks” is the largest circle in the illustration, it is therefore the overarching framework “within which staff receive coaching and consultation as well as the opportunity to attend foundation and skill-building workshops.”

Choices A, B, and D are incorrect because as shown in the illustration, “coaching and consultation” and “foundation and skill-building workshops” occupy smaller circles within the professional-development framework, and thus cannot be the overarching framework.

QUESTION 22.

Choice C is the best answer. No punctuation is needed between the main verb “can identify” and the clause that begins with “which” and functions as the object of the verb.

Choices A, B, and D are incorrect because they all contain punctuation marks.

QUESTION 23.

Choice C is the best answer. The transition “however” indicates that a contrast or difference will follow. In this sentence two types of diners are being contrasted: “on-the-go eaters” and those who value “regional foods” and “culture built on cooking and long meals.”

Choices A, B, and D are incorrect because these transitions do not indicate the contrast that sets up the resistance to the Slow Food movement discussed in the passage.

QUESTION 24.

Choice A is the best answer. A comma is needed to separate the introductory infinitive phrase beginning with “to counter” from the independent main clause of the sentence beginning with “a cohort.”

Choice B is incorrect because a semicolon is used in this context between two independent clauses. Choice C is incorrect because a colon is used before a list or to set off an important idea. Choice D is incorrect because the infinitive phrase beginning with “to counter” is not a complete sentence.

QUESTION 25.

Choice C is the best answer. The sentence should not be added because the fact that the Slow Food movement’s philosophy “was connected to the tale of the hare and the tortoise” blurs the focus of the paragraph, which is the contrast between two attitudes toward eating. The idea is also not clearly explained.

Choices A and B are incorrect because the sentence is irrelevant without further explanation. Choice D is incorrect because the paragraph doesn’t emphasize the “Slow Food movement’s origins and beliefs.”

QUESTION 26.

Choice D is the best answer. The auxiliary verb “has” correctly indicates that the Slow Food movement’s opposition to fast food’s standardization of taste is ongoing.

Choices A, B, and C provide verb tenses that do not indicate an opposition that began in the past and is ongoing: choice A provides a past perfect tense verb; choice B, a present tense verb; and choice C, a future tense verb.

QUESTION 27.

Choice B is the best answer. The comma, which is necessary to set off information that may be informative but is not necessary for understanding the sentence, is placed correctly after the noun “factors” and after the noun “weather.”

Choice A is incorrect because commas are needed to set off the nonrestrictive phrase. Choice C is incorrect because the first comma is misplaced. Choice D is incorrect because there should be a comma after “weather.”

QUESTION 28.

Choice D is the best answer. This choice most effectively supports the central point of the paragraph — the factors that influence the diversity of food flavors.

Choices A, B, and C are incorrect because they contain ideas that are not consistent with those in the paragraph. Choice A is subjective and mentions flavor quality instead of diversity, choice B addresses learning about traditional food, and choice C addresses how food is made.

QUESTION 29.

Choice C is the best answer. The singular possessive pronoun “its” refers correctly to the singular noun “movement.”

Choice A is incorrect because “their” is a plural possessive pronoun, which cannot be used with a singular noun. Choice B is incorrect because the pronoun “there” refers to a place or is used to introduce a clause, and it is not possessive. Choice D is incorrect because “it’s” is a contraction for “it is,” not a possessive pronoun, and does not make sense in the sentence.

QUESTION 30.

Choice B is the best answer. “Leisurely meals with friends and family” is clear and concise and eliminates unnecessary repetition.

Choices A and C are wordy and contain unnecessary repetition: In choice A, “lots of time” and “long meals” are the same. In choice C, “loved ones such as friends and family” is redundant. In choice D, “time-consuming meals” has a negative connotation, which is not consistent with the Slow Food movement’s belief that long, leisurely meals are beneficial.

QUESTION 31.

Choice C is the best answer. “Drew criticism” is an idiomatic phrase meaning “caused criticism to flow forth,” which fits in the context of the sentence.

Choices A, B, and D are incorrect. All contain synonyms for “drew,” but they refer to drawing as an artistic exercise. None of these choices works, within the context of the sentence, since drawing here means enticing or attracting.

QUESTION 32.

Choice C is the best answer. The sentence contains an indirect question, which does not take a question mark.

Choices A and B are incorrect because they contain question marks. Choice D is incorrect because the word order is confusing.

QUESTION 33.

Choice C is the best answer. The prepositional phrase “to these ends” is used correctly as a transition to show that the three beliefs identified in the previous sentence cause the action (supporting small-scale producers) in the sentence that the prepositional phrase introduces.

Choices A, B, and D are incorrect. None of these options shows the true relationship between the sentences. “In short” (choice A) means that a summary will follow; “nonetheless” (choice B) means that in spite of the fact that something has been stated as being a certain way, an exception or contrasting statement will follow; and “by the same token” (choice D) indicates that a similar idea will follow.

QUESTION 34.

Choice A is the best answer. The comma is placed correctly after “declared” to set off the headline that follows.

Choices B, C, and D are incorrect because they contain misplaced commas. Additionally, the inclusion of a second comma in choices C and D suggests incorrectly that the information between the commas could be eliminated without changing the meaning of the sentence.

QUESTION 35.

Choice B is the best answer. This choice clearly says that “other newspapers also ran stories claiming that the broadcast had incited mass hysteria,” which suggests that the story was widely reported.

Choice A is incorrect because it identifies only one news source. Choices C and D are incorrect because they are not relevant to the paragraph.

QUESTION 36.

Choice C is the best answer. The participle “fearing” clearly describes the people who thought that Martians had invaded Earth and places the focus on “fear.”

Choice A is incorrect because it changes the meaning of the sentence. A broadcast can’t “have” people. Choice A would also require a comma before “who feared” to make it grammatically correct. Choice B is incorrect because the relative pronoun “that” isn’t used to begin clauses describing people. Choice D is incorrect because the infinitive “to fear” doesn’t make sense in the sentence.

QUESTION 37.

Choice D is the best answer. “Go so far as to” is an idiomatic expression meaning “proceed to the point of doing something.”

Choices A, B, and C are incorrect because they are not idiomatic.

QUESTION 38.

Choice C is the best answer. The prepositional phrase “in the article” is used correctly to link the article mentioned in the previous sentence to a statement that was made in the article.

Choices A, B, and D are incorrect because they don’t show the true relationship between the sentences. The previous sentence makes a statement that the following sentence expands upon.

QUESTION 39.

Choice D is the best answer. The prepositional phrase “by portraying the new medium as irresponsible” clearly and concisely tells how the newspaper industry “sought to discredit the newly emerging technology of radio.”

Choices A and B are incorrect because they include unnecessary words that do not add meaning to the sentence. Choice C is incorrect because the conjunction “and” is unnecessary and confusing.

QUESTION 40.

Choice B is the best answer. It best establishes the main idea of the paragraph by focusing on the overblown reports of panic. The paragraph lists various pieces of evidence to support the claim that reports were exaggerated; for instance, “a mere 2 percent of households had tuned in to the broadcast” and the validity of “an oft-cited report” is called into question.

Choices A, C, and D are incorrect. Choice A is too specific since the paragraph doesn’t evaluate the strength of Pooley and Socolow’s argument. Choice C is too specific since the paragraph doesn’t focus on Pooley and Socolow’s insistence on newspapers’ distortions. Choice D is too general and doesn’t focus on a topic.

QUESTION 41.

Choice A is the best answer. “Fewer” is an adjective that is used with things that can be counted and therefore is used correctly in this sentence to describe “people.” “Far” is an adverb that describes the adjective “fewer” and is used to indicate the extent to which the number of people listening to the broadcast differed from a million.

Choices B and C are incorrect because the adjective “less” is used when describing things that cannot be counted. Choices C and D are incorrect because they use “then” and not the appropriate comparison preposition “than.”

QUESTION 42.

Choice D is the best answer. Sentence 4 is most logically placed after sentence 7 because sentence 7 implies that the words used in the survey were used synonymously, even though the words convey different levels of reaction. Sentence 4 supports this idea with further explanation.

Choices A, B, and C are incorrect because it would be illogical and confusing to place sentence 4 after sentence 2, 3, or 5.

QUESTION 43.

Choice C is the best answer. The pronoun “some” is used correctly as the subject of the independent clause. The comma after “some” is needed to set off the nonrestrictive clause (“influenced by the sensationalized news coverage afterward”) that follows it.

Choice A is incorrect because without a comma, the resulting restrictive clause changes the meaning of the sentence. Choice B is incorrect because the pronoun “they” introduces an independent clause and provides another, unnecessary subject for the sentence. Choice D is incorrect because a comma is needed to set off the nonrestrictive clause.

QUESTION 44.

Choice A is the best answer. “Not unlike,” which means the same as “like,” most effectively signals the similarity between the two groups mentioned by the researchers.

Choices B, C, and D are incorrect because they all indicate difference instead of similarity.

Section 3: Math Test — No Calculator

QUESTION 1.

Choice C is correct. Maria spends x minutes running each day and y minutes biking each day. Therefore, $x + y$ represents the total number of minutes Maria spent running and biking each day. Because $x + y = 75$, it follows that 75 is the total number of minutes that Maria spent running and biking each day.

Choices A and B are incorrect. The problem states that Maria spends time in both activities each day, therefore x and y must be positive. If 75 represents the number of minutes Maria spent running each day, then Maria spent no minutes biking each day. Similarly, if 75 represents the number of minutes Maria spent biking each day, then Maria spent no minutes running each day. The number of minutes Maria spends running each day and biking each day may vary; however, the total number of minutes she spends each day on these activities is constant and equal to 75. Choice D is incorrect. The number of minutes Maria spent biking for each minute spent running cannot be determined from the information provided.

QUESTION 2.

Choice C is correct. Using the distributive property to multiply 3 and $(x + 5)$ gives $3x + 15 - 6$, which can be rewritten as $3x + 9$.

Choice A is incorrect and may result from rewriting the given expression as $3(x + 5 - 6)$. Choice B is incorrect and may result from incorrectly rewriting the expression as $(3x + 5) - 6$. Choice D is incorrect and may result from incorrectly rewriting the expression as $3(5x) - 6$.

Alternatively, evaluating the given expression and each answer choice for the same value of x , for example $x = 0$, will reveal which of the expressions is equivalent to the given expression.

QUESTION 3.

Choice B is correct. The first equation can be rewritten as $y - x = 3$ and the second as $\frac{x}{4} + y = 3$, which implies that $-x = \frac{x}{4}$, and so $x = 0$. The ordered pair $(0, 3)$ satisfies the first equation and also the second, since $0 + 2(3) = 6$ is a true equality.

Alternatively, the first equation can be rewritten as $y = x + 3$.

Substituting $x + 3$ for y in the second equation gives $\frac{x}{2} + 2(x + 3) = 6$.

This can be rewritten using the distributive property as $\frac{x}{2} + 2x + 6 = 6$.

It follows that $2x + \frac{x}{2}$ must be 0. Thus, $x = 0$. Substituting 0 for x in the equation $y = x + 3$ gives $y = 3$. Therefore, the ordered pair $(0, 3)$ is the solution to the system of equations shown.

Choice A is incorrect; it satisfies the first equation but not the second. Choices C and D are incorrect because neither satisfies the first equation, $x = y - 3$.

QUESTION 4.

Choice D is correct. Applying the distributive property, the original expression is equivalent to $5 + 12i - 9i^2 + 6i$. Since $i = \sqrt{-1}$, it follows that $i^2 = -1$. Substituting -1 for i^2 into the expression and simplifying yields $5 + 12i + 9 + 6i$, which is equal to $14 + 18i$.

Choices A, B, and C are incorrect and may result from substituting 1 for i^2 or errors made when rewriting the given expression.

QUESTION 5.

Choice A is correct. Substituting -1 for x in the equation that defines

f gives $f(-1) = \frac{(-1)^2 - 6(-1) + 3}{(-1) - 1}$. Simplifying the expressions in the numerator and denominator yields $\frac{1 + 6 + 3}{-2}$, which is equal to $\frac{10}{-2}$ or -5 .

Choices B, C, and D are incorrect and may result from misapplying the order of operations when substituting -1 for x .

QUESTION 6.

Choice C is correct. The value of the camera equipment depreciates from its original purchase value at a constant rate for 12 years. So if x is the amount, in dollars, by which the value of the equipment depreciates each year, the value of the camera equipment, in dollars, t years after it is purchased would be $32,400 - xt$. Since the value of the camera equipment after 12 years is \$0, it follows that $32,400 - 12x = 0$. To solve for x , rewrite the equation as $32,400 = 12x$. Dividing both sides of the equation by 12 gives $x = 2,700$. It follows that the value of the camera equipment depreciates by \$2,700 each year. Therefore, the value of the equipment after 4 years, represented by the expression $32,400 - 2,700(4)$, is \$21,600.

Choice A is incorrect. The value given in choice A is equivalent to $\$2,700 \times 4$. This is the amount, in dollars, by which the value of the camera equipment depreciates 4 years after it is purchased, not the dollar value of the camera equipment 4 years after it is purchased.

Choice B is incorrect. The value given in choice B is equal to $\$2,700 \times 6$, which is the amount, in dollars, by which the value of the camera equipment depreciates 6 years after it is purchased, not the dollar value of the camera equipment 4 years after it is purchased.

Choice D is incorrect. The value given in choice D is equal to $\$32,400 - \$2,700$. This is the dollar value of the camera equipment 1 year after it is purchased.

QUESTION 7.

Choice B is correct. Each of the options is a quadratic expression in vertex form. To rewrite the given expression in this form, the number 9 needs to be added to the first two terms, because $x^2 + 6x + 9$ is equivalent to $(x + 3)^2$. Rewriting the number 4 as $9 - 5$ in the given expression yields $x^2 + 6x + 9 - 5$, which is equivalent to $(x + 3)^2 - 5$.

Choice A is incorrect. Squaring the binomial and simplifying the expression in option A gives $x^2 + 6x + 9 + 5$. Combining like terms gives $x^2 + 6x + 14$, not $x^2 + 6x + 4$. Choice C is incorrect. Squaring the binomial and simplifying the expression in choice C gives $x^2 - 6x + 9 + 5$.

Combining like terms gives $x^2 - 6x + 14$, not $x^2 + 6x + 4$. Choice D is incorrect. Squaring the binomial and simplifying the expression in choice D gives $x^2 - 6x + 9 - 5$. Combining like terms gives $x^2 - 6x + 4$, not $x^2 + 6x + 4$.

QUESTION 8.

Choice C is correct. Ken earned \$8 per hour for the first 10 hours he worked, so he earned a total of \$80 for the first 10 hours he worked. For the rest of the week, Ken was paid at the rate of \$10 per hour. Let x be the number of hours he will work for the rest of the week. The total of Ken's earnings, in dollars, for the week will be $10x + 80$. He saves

90% of his earnings each week, so this week he will save $0.9(10x + 80)$ dollars. The inequality $0.9(10x + 80) \geq 270$ represents the condition that he will save at least \$270 for the week. Factoring 10 out of the expression $10x + 80$ gives $10(x + 8)$. The product of 10 and 0.9 is 9, so the inequality can be rewritten as $9(x + 8) \geq 270$. Dividing both sides of this inequality by 9 yields $x + 8 \geq 30$, so $x \geq 22$. Therefore, the least number of hours Ken must work the rest of the week to save at least \$270 for the week is 22.

Choices A and B are incorrect because Ken can save \$270 by working fewer hours than 38 or 33 for the rest of the week. Choice D is incorrect. If Ken worked 16 hours for the rest of the week, his total earnings for the week will be $\$80 + \$160 = \$240$, which is less than \$270. Since he saves only 90% of his earnings each week, he would save even less than \$240 for the week.

QUESTION 9.

Choice B is correct. Marisa will hire x junior directors and y senior directors. Since she needs to hire at least 10 staff members, $x + y \geq 10$. Each junior director will be paid \$640 per week, and each senior director will be paid \$880 per week. Marisa's budget for paying the new staff is no more than \$9,700 per week; in terms of x and y , this condition is $640x + 880y \leq 9,700$. Since Marisa must hire at least 3 junior directors and at least 1 senior director, it follows that $x \geq 3$ and $y \geq 1$. All four of these conditions are represented correctly in choice B.

Choices A and C are incorrect. For example, the first condition, $640x + 880y \geq 9,700$, in each of these options implies that Marisa can pay the new staff members more than her budget of \$9,700. Choice D is incorrect because Marisa needs to hire at least 10 staff members, not at most 10 staff members, as the inequality $x + y \leq 10$ implies.

QUESTION 10.

Choice B is correct. In general, a binomial of the form $x + f$, where f is a constant, is a factor of a polynomial when the remainder of dividing the polynomial by $x + f$ is 0. Let R be the remainder resulting from the division of the polynomial $P(x) = ax^3 + bx^2 + cx + d$ by $x + 1$. So the polynomial $P(x)$ can be rewritten as $P(x) = (x + 1)q(x) + R$, where $q(x)$ is a polynomial of second degree and R is a constant. Since -1 is a root of the equation $P(x) = 0$, it follows that $P(-1) = 0$.

Since $P(-1) = 0$ and $P(-1) = R$, it follows that $R = 0$. This means that $x + 1$ is a factor of $P(x)$.

Choices A, C, and D are incorrect because none of these choices can be a factor of the polynomial $P(x) = ax^3 + bx^2 + cx + d$. For example, if $x - 1$ were a factor (choice A), then $P(x) = (x - 1)h(x)$, for some polynomial function h . It follows that $P(1) = (1 - 1)h(1) = 0$, so 1 would be another root of the given equation, and thus the given equation would have at least 4 roots. However, a third-degree equation cannot have more than three roots. Therefore, $x - 1$ cannot be a factor of $P(x)$.

QUESTION 11.

Choice D is correct. For $x > 1$ and $y > 1$, $x^{\frac{1}{3}}$ and $y^{\frac{1}{2}}$ are equivalent to $\sqrt[3]{x}$ and \sqrt{y} , respectively. Also, x^{-2} and y^{-1} are equivalent to $\frac{1}{x^2}$ and $\frac{1}{y}$, respectively. Using these equivalences, the given expression can be rewritten as $\frac{y\sqrt{y}}{x^2\sqrt[3]{x}}$.

Choices A, B, and C are incorrect because these choices are not equivalent to the given expression for $x > 1$ and $y > 1$.

For example, for $x = 2$ and $y = 2$, the value of the given expression is $2^{-\frac{5}{6}}$; the values of the choices, however, are $2^{-\frac{1}{3}}$, $2^{\frac{5}{6}}$, and 1, respectively.

QUESTION 12.

Choice B is correct. The graph of a quadratic function in the xy -plane is a parabola. The axis of symmetry of the parabola passes through the vertex of the parabola. Therefore, the vertex of the parabola and the midpoint of the segment between the two x -intercepts of the graph have the same x -coordinate. Since $f(-3) = f(-1) = 0$, the x -coordinate of the vertex is $\frac{(-3) + (-1)}{2} = -2$. Of the shown intervals, only the interval in choice B contains -2 .

Choices A, C, and D are incorrect and may result from either calculation errors or misidentification of the graph's x -intercepts.

QUESTION 13.

Choice D is correct. The numerator of the given expression can be rewritten in terms of the denominator, $x - 3$, as follows:

$x^2 - 2x - 5 = x^2 - 3x + x - 3 - 2$, which is equivalent to $x(x - 3) + (x - 3) - 2$. So the given expression is equivalent to $\frac{x(x - 3) + (x - 3) - 2}{x - 3} = \frac{x(x - 3)}{x - 3} + \frac{x - 3}{x - 3} - \frac{2}{x - 3}$. Since the given expression is defined for $x \neq 3$, the expression can be rewritten as $x + 1 - \frac{2}{x - 3}$.

Long division can also be used as an alternate approach.

Choices A, B, and C are incorrect and may result from errors made when dividing the two polynomials or making use of structure.

QUESTION 14.

Choice A is correct. If x is the width, in inches, of the box, then the length of the box is $2.5x$ inches. It follows that the perimeter of the base is $2(2.5x + x)$, or $7x$ inches. The height of the box is given to be 60 inches. According to the restriction, the sum of the perimeter of the base and the height of the box should not exceed 130 inches. Algebraically, that is $7x + 60 \leq 130$, or $7x \leq 70$. Dividing both sides of the inequality by 7 gives $x \leq 10$. Since x represents the width of the box, x must also be a positive number. Therefore, the inequality $0 < x \leq 10$ represents all the allowable values of x that satisfy the given conditions.

Choices B, C, and D are incorrect and may result from calculation errors or misreading the given information.

QUESTION 15.

Choice D is correct. Factoring out the coefficient $\frac{1}{3}$, the given expression can be rewritten as $\frac{1}{3}(x^2 - 6)$. The expression $x^2 - 6$ can be approached as a difference of squares and rewritten as $(x - \sqrt{6})(x + \sqrt{6})$. Therefore, k must be $\sqrt{6}$.

Choice A is incorrect. If k were 2, then the expression given would be rewritten as $\frac{1}{3}(x - 2)(x + 2)$, which is equivalent to $\frac{1}{3}x^2 - \frac{4}{3}$, not $\frac{1}{3}x^2 - 2$.

Choice B is incorrect. This may result from incorrectly factoring the expression and finding $(x - 6)(x + 6)$ as the factored form of the expression. Choice C is incorrect. This may result from incorrectly distributing the $\frac{1}{3}$ and rewriting the expression as $\frac{1}{3}(x^2 - 2)$.

QUESTION 16.

The correct answer is 8. The expression $2x + 8$ contains a factor of $x + 4$. It follows that the original equation can be rewritten as $2(x + 4) = 16$. Dividing both sides of the equation by 2 gives $x + 4 = 8$.

QUESTION 17.

The correct answer is 30. It is given that the measure of $\angle QPR$ is 60° . Angle MPR and $\angle QPR$ are collinear and therefore are supplementary angles. This means that the sum of the two angle measures is 180° , and so the measure of $\angle MPR$ is 120° . The sum of the angles in a triangle is 180° . Subtracting the measure of $\angle MPR$ from 180° yields the sum of the other angles in the triangle MPR . Since $180 - 120 = 60$, the sum of the measures of $\angle QMR$ and $\angle NRM$ is 60° . It is given that $MP = PR$, so it follows that triangle MPR is isosceles. Therefore $\angle QMR$ and $\angle NRM$ must be congruent. Since the sum of the measure of these two angles is 60° , it follows that the measure of each angle is 30° .

An alternate approach would be to use the exterior angle theorem, noting that the measure of $\angle QPR$ is equal to the sum of the measures of $\angle QMR$ and $\angle NRM$. Since both angles are equal, each of them has a measure of 30° .

QUESTION 18.

The correct answer is 4. There are π radians in a 180° angle. A 720° angle is 4 times greater than a 180° angle. Therefore, the number of radians in a 720° angle is 4π .

QUESTION 19.

The correct answer is 8. Since the line passes through the point $(2, 0)$, its equation is of the form $y = m(x - 2)$. The coordinates of the point $(1, 4)$ must also satisfy this equation. So $4 = m(1 - 2)$, or $m = -4$. Substituting -4 for m in the equation of the line gives $y = -4(x - 2)$, or equivalently $y = -4x + 8$. Therefore, $b = 8$.

Alternate approach: Given the coordinates of two points through which the line passes, the slope of the line is $\frac{4 - 0}{1 - 2} = -4$. So, the equation of the line is of the form $y = -4x + b$. Since $(2, 0)$ satisfies this equation, $0 = -4(2) + b$ must be true. Solving this equation for b gives $b = 8$.

QUESTION 20.

The correct answer is 6632. Applying the distributive property to the expression yields $7532 + 100y^2 + 100y^2 - 1100$. Then adding together $7532 + 100y^2$ and $100y^2 - 1100$ and collecting like terms results in $200y^2 + 6432$. This is written in the form $ay^2 + b$, where $a = 200$ and $b = 6432$. Therefore $a + b = 200 + 6432 = 6632$.

Section 4: Math Test - Calculator

QUESTION 1.

Choice B is correct. There are 2 dogs that are fed only dry food and a total of 25 dogs. Therefore, the fraction of dogs fed only dry food is $\frac{2}{25}$.

Choice A is incorrect. This fraction is the number of dogs fed only dry food divided by the total number of pets instead of the total number of dogs. Choice C is incorrect because it is the fraction of all pets fed only dry food. Choice D is incorrect. This fraction is the number of dogs fed only dry food divided by the total number of pets fed only dry food.

QUESTION 2.

Choice A is correct. Applying the distributive property, the given expression can be rewritten as $x^2 - 3 + 3x^2 - 5$. Combining like terms yields $4x^2 - 8$.

Choice B is incorrect and is the result of disregarding the negative sign in front of the first 3 before combining like terms. Choice C is incorrect and is the result of not multiplying $-3x^2$ by -1 before combining like terms. Choice D is incorrect and is the result of disregarding the negative sign in front of the first 3 and not multiplying $-3x^2$ by -1 before combining like terms.

QUESTION 3.

Choice C is correct. Multiplying each side of 1 meter = 100 cm by 6 gives 6 meters = 600 cm. Each package requires 3 centimeters of tape. The number of packages that can be secured with 600 cm of tape is $\frac{600}{3}$, or 200 packages.

Choices A, B, and D are incorrect and may be the result of incorrect interpretations of the given information or of computation errors.

QUESTION 4.

Choice D is correct. The survey was given to a group of people who liked the book, and therefore, the survey results can be applied only to the population of people who liked the book. Choice D is the most appropriate inference from the survey results because it describes a conclusion about people who liked the book, and the results of the survey indicate that most people who like the book disliked the movie.

Choices A, B, and C are incorrect because none of these inferences can be drawn from the survey results. Choices A and B need not be true. The people surveyed all liked the book on which the movie was based, which is not true of all people who go see movies or all people who read books. Thus, the people surveyed are not representative of all people who go see movies or all people who read books. Therefore, the results of this survey cannot appropriately be extended to at least 95% of people who go see movies or to at least 95% of people who read books. Choice C need not be true because the sample includes only people who liked the book, and so the results do not extend to people who dislike the book.

QUESTION 5.

Choice C is correct. Substituting (1, 1) into the inequality gives $5(1) - 3(1) < 4$, or $2 < 4$, which is a true statement. Substituting (2, 5) into the inequality gives $5(2) - 3(5) < 4$, or $-5 < 4$, which is a true statement. Substituting (3, 2) into the inequality gives $5(3) - 3(2) < 4$, or $9 < 4$, which is not a true statement. Therefore, (1, 1) and (2, 5) are the only ordered pairs that satisfy the given inequality.

Choice A is incorrect because the ordered pair (2, 5) also satisfies the inequality. Choice B is incorrect because the ordered pair (1, 1) also satisfies the inequality. Choice D is incorrect because the ordered pair (3, 2) does not satisfy the inequality.

QUESTION 6.

Choice C is correct. Since $x = -3$ is a solution to the equation, substituting -3 for x gives $(-3a + 3)^2 = 36$. Taking the square root of each side of this equation gives the two equations $-3a + 3 = 6$ and $-3a + 3 = -6$. Solving each of these for a yields $a = -1$ and $a = 3$. Therefore, -1 is a possible value of a .

Choice A is incorrect and may be the result of ignoring the squared expression and solving $-3a + 3 = 36$ for a . Choice B is incorrect and may be the result of dividing 36 by 2 instead of taking the square root of 36 when solving for a . Choice D is incorrect and may be the result of taking the sum of the value of x , -3 , and the constant, 3.

QUESTION 7.

Choice A is correct. The slope of the line of best fit is negative, meaning as the distance of planetoids from the Sun increases, the density of the planetoids decreases. Therefore, planetoids that are more distant from the Sun tend to have lesser densities.

Choice B is incorrect because as the distance of planetoids from the sun increases, the density of the planetoids decreases. Choice C is incorrect. For example, according to the line of best fit, a planetoid that is 0.8 AU from the Sun has a density of 5 g/cm³, but a planetoid that is twice as far from the Sun with a distance of 1.6 AU has a density of 4.25 g/cm³. However, the density of 4.25 g/cm³ is not half the density of 5 g/cm³. Choice D is incorrect because there is a relationship between the distance from a planetoid to the Sun and density, as shown by the line of best fit.

QUESTION 8.

Choice C is correct. According to the line of best fit, a planetoid with a distance from the Sun of 1.2 AU has a density between 4.5 g/cm³ and 4.75 g/cm³. The only choice in this range is 4.6.

Choices A, B, and D are incorrect and may result from misreading the information in the scatterplot.

QUESTION 9.

Choice A is correct. To isolate the terms that contain ax and b , 6 can be added to both sides of the equation, which gives $9ax + 9b = 27$. Then, both sides of this equation can be divided by 9, which gives $ax + b = 3$.

Choices B, C, and D are incorrect and may result from computation errors.

QUESTION 10.

Choice D is correct. There are 60 minutes in one hour, so an 8-hour workday has $(60)(8) = 480$ minutes. To calculate 15% of 480, multiply 0.15 by 480: $(0.15)(480) = 72$. Therefore, Lani spent 72 minutes of her workday in meetings.

Choice A is incorrect because 1.2 is 15% of 8, which gives the time Lani spent of her workday in meetings in hours, not minutes. Choices B and C are incorrect and may be the result of computation errors.

QUESTION 11.

Choice A is correct. The total number of copies of the game the company will ship is 75, so one equation in the system is $s + c = 75$, which can be written as $75 - s = c$. Because each standard edition of the game has a volume of 20 cubic inches and s represents the number of standard edition games, the expression $20s$ represents the volume of the shipment that comes from standard edition copies of the game. Similarly, the expression $30c$ represents the volume of the shipment that comes from collector's edition copies of the games. Because these volumes combined are 1,870 cubic inches, the equation $20s + 30c = 1,870$ represents this situation. Therefore, the correct answer is choice A.

Choice B is incorrect. This equation gives the volume of each standard edition game as 30 cubic inches and the volume of each collector's edition game as 20 cubic inches. Choice C is incorrect. This is the result of finding the average volume of the two types of games, using that average volume (25) for both types of games, and assuming that there are 75 more standard editions of the game than there are collector's editions of the game. Choice D is incorrect. This is the result of assuming that the volume of each standard edition game is 30 cubic inches, that the volume of each collector's edition game is 20 cubic inches, and that there are 75 more standard editions than there are collector's editions.

QUESTION 12.

Choice B is correct. Let x be the price, in dollars, of the jacket before sales tax. The price of the jacket after the 6% sales tax is added was \$53. This can be expressed by the equation $x + 0.06x = 53$, or $1.06x = 53$. Dividing each side of this equation by 1.06 gives $x = 50$. Therefore, the price of the jacket before sales tax was \$50.

Choices A, C, and D are incorrect and may be the result of computation errors.

QUESTION 13.

Choice B is correct. Theresa's speed was increasing from 0 to 5 minutes and from 20 to 25 minutes, which is a total of 10 minutes. Theresa's speed was decreasing from 10 minutes to 20 minutes and from 25 to 30 minutes, which is a total of 15 minutes. Therefore, Theresa's speed was NOT increasing for a longer period of time than it was decreasing.

Choice A is incorrect. Theresa ran at a constant speed for the 5-minute period from 5 to 10 minutes. Choice C is incorrect. Theresa's speed decreased at a constant rate during the last 5 minutes. Choice D is incorrect. Theresa's speed reached its maximum at 25 minutes, which is within the last 10 minutes.

QUESTION 14.

Choice D is correct. The figure is a quadrilateral, so the sum of the measures of its interior angles is 360° . The value of x can be found by using the equation $45 + 3x = 360$. Subtracting 45 from both sides of the equation results in $3x = 315$, and dividing both sides of the resulting equation by 3 yields $x = 105$. Therefore, the value of x in the figure is 105.

Choice A is incorrect. If the value of x were 45, the sum of the measures of the angles in the figure would be $45 + 3(45)$, or 180° , but the sum of the measures of the angles in a quadrilateral is 360° .

Choice B is incorrect. If the value of x were 90, the sum of the measures of the angles in the figure would be $45 + 3(90)$, or 315° , but the sum of the measures of the angles in a quadrilateral is 360° .

Choice C is incorrect. If the value of x were 100, the sum of the measures of the angles in the figure would be $45 + 3(100)$, or 345° , but the sum of the measures of the angles in a quadrilateral is 360° .

QUESTION 15.

Choice B is correct. A column of 50 stacked one-cent coins is about $3\frac{7}{8}$ inches tall, which is slightly less than 4 inches tall. Therefore a column of stacked one-cent coins that is 4 inches tall would contain slightly more than 50 one-cent coins. It can then be reasoned that because 8 inches is twice 4 inches, a column of stacked one-cent coins that is 8 inches tall would contain slightly more than twice as many coins; that is, slightly more than 100 one-cent coins. An alternate approach is to set up a proportion comparing the column height to the

number of one-cent coins, or $\frac{3\frac{7}{8} \text{ inches}}{50 \text{ coins}} = \frac{8 \text{ inches}}{x \text{ coins}}$, where x is the

number of coins in an 8-inch-tall column. Multiplying each side of the proportion by $50x$ gives $3\frac{7}{8}x = 400$. Solving for x gives $x = \frac{400 \times 8}{31}$, which is approximately 103. Therefore, of the given choices, 100 is closest to the number of one-cent coins it would take to build an 8-inch-tall column.

Choice A is incorrect. A column of 75 stacked one-cent coins would be slightly less than 6 inches tall. Choice C is incorrect. A column of 200 stacked one-cent coins would be more than 15 inches tall. Choice D is incorrect. A column of 390 stacked one-cent coins would be over 30 inches tall.

QUESTION 16.

Choice D is correct. If $\frac{b}{2} = 10$, then multiplying each side of this equation by 2 gives $b = 20$. Substituting 20 for b in the equation $a - b = 12$ gives $a - 20 = 12$. Adding 20 to each side of this equation gives $a = 32$. Since $a = 32$ and $b = 20$, it follows that the value of $a + b$ is $32 + 20$, or 52.

Choice A is incorrect. If the value of $a + b$ were less than the value of $a - b$, it would follow that b is negative. But if $\frac{b}{2} = 10$, then b must be positive. This contradiction shows that the value of $a + b$ cannot be 2. Choice B is incorrect. If the value of $a + b$ were equal to the value of $a - b$, then it would follow that $b = 0$. However, b cannot equal zero because it is given that $\frac{b}{2} = 10$. Choice C is incorrect. This is the value of a , but the question asks for the value of $a + b$.

QUESTION 17.

Choice A is correct. The y -intercept of the graph of $y = 19.99 + 1.50x$ in the xy -plane is the point on the graph with an x -coordinate equal to 0. In the model represented by the equation, the x -coordinate represents the number of miles a rental truck is driven during a one-day rental, and so the y -intercept represents the charge, in dollars, for the rental when the truck is driven 0 miles; that is, the y -intercept represents the cost, in dollars, of the flat fee. Since the y -intercept of the graph of $y = 19.99 + 1.50x$ is $(0, 19.99)$, the y -intercept represents a flat fee of \$19.99 in terms of the model.

Choice B is incorrect. The slope of the graph of $y = 19.99 + 1.50x$ in the xy -plane, not the y -intercept, represents a driving charge per mile of \$1.50 in terms of the model. Choice C is incorrect. Since the coefficient of x in the equation is 1.50, the charge per mile for driving the rental truck is \$1.50, not \$19.99. Choice D is incorrect. The sum of 19.99 and 1.50, which is 21.49, represents the cost, in dollars, for renting the truck for one day and driving the truck 1 mile; however, the total daily charges for renting the truck does not need to be \$21.49.

QUESTION 18.

Choice B is correct. The charity with the greatest percent of total expenses spent on programs is represented by the highest point on the scatterplot; this is the point that has a vertical coordinate slightly less than halfway between 90 and 95 and a horizontal coordinate slightly less than halfway between 3,000 and 4,000. Thus, the charity represented by this point has a total income of about \$3,400 million and spends about 92% of its total expenses on programs. The percent predicted by the line of best fit is the vertical coordinate of the point on the line of best fit with horizontal coordinate \$3,400 million; this vertical coordinate is very slightly more than 85. Thus, the line of best fit predicts that the charity with the greatest percent of total expenses spent on programs will spend slightly more than 85% on programs. Therefore, the difference between the actual percent (92%) and the prediction (slightly more than 85%) is slightly less than 7%.

Choice A is incorrect. There is no charity represented in the scatterplot for which the difference between the actual percent of total expenses spent on programs and the percent predicted by the line of best fit is as much as 10%. Choices C and D are incorrect. These choices may result

from misidentifying in the scatterplot the point that represents the charity with the greatest percent of total expenses spent on programs.

QUESTION 19.

Choice A is correct. Current's formula is $A = \frac{4 + w}{30}$. Multiplying each side of the equation by 30 gives $30A = 4 + w$. Subtracting 4 from each side of $30A = 4 + w$ gives $w = 30A - 4$.

Choices B, C, and D are incorrect and may result from errors in choosing and applying operations to isolate w as one side of the equation in Current's formula.

QUESTION 20.

Choice C is correct. If Mosteller's and Current's formulas give the same estimate for A , then the right-hand sides of these two equations are equal; that is, $\frac{\sqrt{hw}}{60} = \frac{4 + w}{30}$. Multiplying each side of this equation by 60 to isolate the expression \sqrt{hw} gives $\sqrt{hw} = 60\left(\frac{4 + w}{30}\right)$ or $\sqrt{hw} = 2(4 + w)$. Therefore, if Mosteller's and Current's formulas give the same estimate for A , then \sqrt{hw} is equivalent to $2(4 + w)$.

An alternate approach is to multiply the numerator and denominator of Current's formula by 2, which gives $\frac{2(4 + w)}{60}$. Since it is given that Mosteller's and Current's formulas give the same estimate for A , $\frac{2(4 + w)}{60} = \frac{\sqrt{hw}}{60}$. Therefore, $\sqrt{hw} = 2(4 + w)$.

Choices A, B, and D are incorrect and may result from errors in the algebraic manipulation of the equations.

QUESTION 21.

Option C is correct. The predicted increase in total fat, in grams, for every increase of 1 gram in total protein is represented by the slope of the line of best fit. Any two points on the line can be used to calculate the slope of the line as the change in total fat over the change in total protein. For instance, it can be estimated that the points (20, 34) and (30, 48) are on the line of best fit, and the slope of the line that passes through them is $\frac{48 - 34}{30 - 20} = \frac{14}{10}$, or 1.4. Of the choices given, 1.5 is the closest to the slope of the line of best fit.

Choices A, B, and D are incorrect and may be the result of incorrectly finding ordered pairs that lie on the line of best fit or of incorrectly calculating the slope.

QUESTION 22.

Choice B is correct. The median of a set of numbers is the middle value of the set values when ordered from least to greatest. If the percents in the table are ordered from least to greatest, the middle value is 27.9%. The difference between 27.9% and 26.95% is 0.95%.

Choice A is incorrect and may be the result of calculation errors or not finding the median of the data in the table correctly. Choice C is incorrect and may be the result of finding the mean instead of the median. Choice D is incorrect and may be the result of using the middle value of the unordered list.

QUESTION 23.

Choice C is correct. The total volume of the cylindrical can is found by multiplying the area of the base of the can, 75 cm^2 , by the height of the can, 10 cm, which yields 750 cm^3 . If the syrup needed to fill the can has a volume of 110 cm^3 , then the remaining volume for the pieces of fruit is $750 - 110 = 640 \text{ cm}^3$.

Choice A is incorrect because if the fruit had a volume of 7.5 cm^3 , there would be $750 - 7.5 = 742.5 \text{ cm}^3$ of syrup needed to fill the can to the top. Choice B is incorrect because if the fruit had a volume of 185 cm^3 , there would be $750 - 185 = 565 \text{ cm}^3$ of syrup needed to fill the can to the top. Choice D is incorrect because it is the total volume of the can, not just of the pieces of fruit.

QUESTION 24.

Choice A is correct. The variable t represents the seconds after the object is launched. Since $h(0) = 72$, this, means that the height, in feet, at 0 seconds, or the initial height, is 72 feet.

Choices B, C, and D are incorrect and may be the result of misinterpreting the function in context.

QUESTION 25.

Choice B is correct. The relationship between x food calories and k kilojoules can be modeled as a proportional relationship. Let (x_1, k_1) and (x_2, k_2) represent the values in the first two rows in the table:

$(4.0, 16.7)$ and $(9.0, 37.7)$. The rate of change, or $\frac{(k_2 - k_1)}{(x_2 - x_1)}$, is $\frac{21}{5} = 4.2$;

therefore, the equation that best represents the relationship between x and k is $k = 4.2x$.

Choice A is incorrect and may be the result of calculating the rate of change using $\frac{(x_2 - x_1)}{(k_2 - k_1)}$. Choice C is incorrect and may be the result of confusing the independent and dependent variables. Choice D is incorrect and may be the result of an error when setting up the equation.

QUESTION 26.

Choice B is correct. It is given that there are 4.0 food calories per gram of protein, 9.0 food calories per gram of fat, and 4.0 food calories per gram of carbohydrate. If 180 food calories in a granola bar came from p grams of protein, f grams of fat, and c grams of carbohydrate, then the situation can be represented by the equation $180 = 4p + 9f + 4c$. The equation can then be rewritten in terms of f by subtracting $4p$ and $4c$ from both sides of the equation and then dividing both sides of the equation by 9. The result is the equation $f = 20 - \frac{4}{9}(p + c)$.

Choices A, C, and D are incorrect and may be the result of not representing the situation with the correct equation or incorrectly rewriting the equation in terms of f .

QUESTION 27.

Choice A is correct. Because the world's population has grown at an average rate of 1.9% per year since 1945, it follows that the world's population has been growing by a constant factor of 1.019 since 1945. If the world's population in 1975 was about 4 billion, in 1976 the world's population would have been about $4(1.019)$; in 1977 the world's population would have been about $4(1.019)(1.019)$, or $4(1.019)^2$; and so forth. Therefore, the world's population, $P(t)$, t years since 1975 could be represented by the function $P(t) = 4(1.019)^t$.

Choice B is incorrect because it represents a 90% increase in population each year. Choices C and D are incorrect because they are linear models, which represent situations that have a constant growth.

QUESTION 28.

Choice C is correct. The line shown has a slope of $\frac{6-0}{3-0} = 2$ and a y -intercept of $(0, 0)$; therefore, the equation of the line is $y = 2x$. This means that for each point on the line, the value of the y -coordinate is twice the value of the x -coordinate. Therefore, for the point (s, t) , the ratio of t to s is 2 to 1.

Choice A is incorrect and would be the ratio of t to s if the slope of the line were $\frac{1}{3}$. Choice B is incorrect and would be the ratio of t to s if the slope of the line were $\frac{1}{2}$. Choice D is incorrect and would be the ratio of t to s if the slope of the line were 3.

QUESTION 29.

Choice D is correct. The circle with equation $(x + 3)^2 + (y - 1)^2 = 25$ has center $(-3, 1)$ and radius 5. For a point to be inside of the circle, the distance from that point to the center must be less than the radius, 5. The distance between $(3, 2)$ and $(-3, 1)$ is $\sqrt{(-3 - 3)^2 + (1 - 2)^2} = \sqrt{(-6)^2 + (-1)^2} = \sqrt{37}$, which is greater than 5. Therefore, $(3, 2)$ does NOT lie in the interior of the circle.

Choice A is incorrect. The distance between $(-7, 3)$ and $(-3, 1)$ is $\sqrt{(-7 + 3)^2 + (3 - 1)^2} = \sqrt{(-4)^2 + (2)^2} = \sqrt{20}$, which is less than 5, and therefore $(-7, 3)$ lies in the interior of the circle. Choice B is incorrect because it is the center of the circle. Choice C is incorrect because the distance between $(0, 0)$ and $(-3, 1)$ is $\sqrt{(0 + 3)^2 + (0 - 1)^2} = \sqrt{(3)^2 + (1)^2} = \sqrt{8}$, which is less than 5, and therefore $(0, 0)$ lies in the interior of the circle.

QUESTION 30.

Choice B is correct. The percent increase from 2012 to 2013 was $\frac{5,880 - 5,600}{5,600} = 0.05$, or 5%. Since the percent increase from 2012 to 2013 was estimated to be double the percent increase from 2013 to 2014, the percent increase from 2013 to 2014 was expected to be 2.5%. Therefore, the number of subscriptions sold in 2014 is expected to be the number of subscriptions sold in 2013 multiplied by $(1 + 0.025)$, or $5,880(1.025) = 6,027$.

Choices A and C are incorrect and may be the result of a conceptual or calculation error. Choice D is incorrect and is the result of interpreting the percent increase from 2013 to 2014 as double the percent increase from 2012 to 2013.

QUESTION 31.

The correct answer is 195. Since the mass of gold was worth \$62,400 and each ounce of gold was worth \$20, the mass of the gold was $\frac{62,400}{20} = 3120$ ounces. Since 1 pound = 16 ounces, 3120 ounces is equivalent to $\frac{3120}{16} = 195$ pounds.

QUESTION 32.

The correct answer is $\frac{2}{5}$. The slope of the line can be found by selecting any two points (x_1, y_1) and (x_2, y_2) on the line and then dividing the difference of the y-coordinates $(y_2 - y_1)$ by the difference of the x-coordinates $(x_2 - x_1)$. Using the points $(-6, -\frac{27}{5})$ and $(9, \frac{3}{5})$, the slope is $\frac{\frac{3}{5} - (-\frac{27}{5})}{9 - (-6)} = \frac{\frac{30}{5}}{15}$. This can be rewritten as $\frac{6}{15}$, which reduces to $\frac{2}{5}$. Any of the following equivalent expressions can be gridded as the correct answer: $\frac{2}{5}$, .4, .40, .400, $\frac{4}{10}$, $\frac{8}{20}$.

QUESTION 33.

The correct answer is 30. Let x represent the number of correct answers from the player and y represent the number of incorrect answers from the player. Since the player answered 40 questions in total, the equation $x + y = 40$ represents this situation. Also, since the score is found by subtracting the number of incorrect answers from twice the number of correct answers and the player received a score of 50, the equation $2x - y = 50$ represents this situation. Adding the system of

two equations together yields $(x + y) + (2x - y) = 40 + 50$. This can be rewritten as $3x = 90$. Finally, solving for x by dividing both sides of the equation by 3 yields $x = 30$.

QUESTION 34.

The correct answer is $\frac{5}{18}$. There are 360° in a circle, and it is shown that the central angle of the shaded region is 100° . Therefore, the area of the shaded region can be represented as a fraction of the area of the entire circle, $\frac{100}{360}$, which can be reduced to $\frac{5}{18}$. Either $5/18$, .277, or .288 can be gridded as the correct answer.

QUESTION 35.

The correct answer is 0 or 3. For an ordered pair to satisfy a system of equations, both the x - and y -values of the ordered pair must satisfy each equation in the system. Both expressions on the right-hand side of the given equations are equal to y , therefore it follows that both expressions on the right-hand side of the equations are equal to each other: $x^2 - 4x + 4 = 4 - x$. This equation can be rewritten as $x^2 - 3x = 0$, and then through factoring, the equation becomes $x(x - 3) = 0$. Because the product of the two factors is equal to 0, it can be concluded that either $x = 0$ or $x - 3 = 0$, or rather, $x = 0$ or $x = 3$.

QUESTION 36.

The correct answer is 6. Since $\tan B = \frac{3}{4}$, $\triangle ABC$ and $\triangle DBE$ are both 3-4-5 triangles. This means that they are both similar to the right triangle with sides of lengths 3, 4, and 5. Since $BC = 15$, which is 3 times as long as the hypotenuse of the 3-4-5 triangle, the similarity ratio of $\triangle ABC$ to the 3-4-5 triangle is 3:1. Therefore, the length of \overline{AC} (the side opposite to B) is $3 \times 3 = 9$, and the length of \overline{AB} (the side adjacent to angle B) is $4 \times 3 = 12$. It is also given that $DA = 4$. Since $AB = DA + DB$ and $AB = 12$, it follows that $DB = 8$, which means that the similarity ratio of $\triangle DBE$ to the 3-4-5 triangle is 2:1 (\overline{DB} is the side adjacent to angle B). Therefore, the length of \overline{DE} , which is the side opposite to angle B , is $3 \times 2 = 6$.

QUESTION 37.

The correct answer is 2.4. The mean score of the 20 contestants on Day 1 is found by dividing the sum of the total scores of the contestants by the number of contestants. It is given that each contestant received 1 point for each correct answer. The table shows that on Day 1, 2 contestants each answered 5 questions correctly, so those 2 contestants scored 10 points in total ($2 \times 5 = 10$). Similarly, the table shows 3 contestants each answered 4 questions correctly, so those 3 contestants scored 12 points in total ($3 \times 4 = 12$). Continuing these calculations reveals that the 4 contestants who answered 3 questions correctly scored 12 points in total ($4 \times 3 = 12$);

the 6 contestants who answered 2 questions correctly scored 12 points in total ($6 \times 2 = 12$); the 2 contestants who answered 1 question correctly scored 2 points in total ($2 \times 1 = 2$); and the 3 contestants who answered 0 questions correctly scored 0 points in total ($3 \times 0 = 0$). Adding up the total of points scored by these 20 contestants gives $10 + 12 + 12 + 2 + 0 = 48$. Therefore, the mean score of the contestants is $\frac{48}{20} = 2.4$. Either $12/5$, 2.4, or 2.40 can be gridded as the correct answer.

QUESTION 38.

The correct answer is $\frac{5}{7}$. It is given that no contestant received the same score on two different days, so each of the contestants who received a score of 5 is represented in the “5 out of 5” column of the table exactly once. Therefore, the probability of selecting a contestant who received a score of 5 on Day 2 or Day 3, given that the contestant received a score of 5 on one of the three days, is found by dividing the total number of contestants who received a score of 5 on Day 2 or Day 3 ($2 + 3 = 5$) by the total number of contestants who received a score of 5, which is given in the table as 7. So the probability is $\frac{5}{7}$. Either $5/7$ or .714 can be gridded as the correct answer.

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As you read the passage below, consider how Zadie Smith uses

- evidence, such as facts or examples, to support claims.
- reasoning to develop ideas and to connect claims and evidence.
- stylistic or persuasive elements, such as word choice or appeals to emotion, to add power to the ideas expressed.

Adapted from Zadie Smith, “The North West London Blues.” ©2012 by NYREV, Inc. Originally published June 2, 2012. Writer Zadie Smith wrote the following piece in response to news that several local libraries in the greater London area, including Kensal Rise and Willesden Green Libraries, would be closed down.

- ¹ What kind of a problem is a library? It’s clear that for many people it is not a problem at all, only a kind of obsolescence.¹ At the extreme pole of this view is the technocrat’s total faith: with every book in the world online, what need could there be for the physical reality? This kind of argument thinks of the library as a function rather than a plurality of individual spaces. But each library is a different kind of problem and “the Internet” is no more a solution for all of them than it is their universal death knell. Each morning I struggle to find a seat in the packed university library in which I write this, despite the fact every single student in here could be at home in front of their macbook browsing Google Books. . . . Kensal Rise is being closed not because it is unpopular but because it is unprofitable, this despite the fact that the friends of Kensal Rise library are willing to run their library themselves. . . . Meanwhile it is hard not to conclude that Willesden Green is being mutilated not least because the members of the council see the opportunity for a sweet real estate deal.
- All libraries have a different character and setting. Some are primarily for children or primarily for students, or the general public, primarily full of books or microfilms or digitized material or with a café in the basement or a market out front. Libraries are not failing “because they are libraries.” Neglected libraries get neglected, and this cycle, in time, provides the excuse to close them. Well-run libraries are filled with people because what a good library offers cannot be easily found elsewhere: an indoor public space in which you do not have to buy anything in order to stay.
- In the modern state there are very few sites where this is possible. . . . It would seem the most obvious thing in the world to say that the reason why the market is not an efficient solution to libraries is because the market has no use for a library. Nor can the experience of library life be recreated online. It’s not just a matter of free books. A library is a different kind of social reality (of the three dimensional kind), which by its very existence teaches a system of values beyond the fiscal.

¹ The condition of being old-fashioned or no longer useful

- 4 I don't think the argument in favor of libraries is especially ideological or ethical. I would even agree with those who say it's not especially logical. I think for most people it's emotional. Not logos or ethos but pathos. This is not a denigration: emotion also has a place in public policy. We're humans, not robots. The people protesting the closing of Kensal Rise Library love that library. They were open to any solution on the left or on the right if it meant keeping their library open. . . . A library is one of those social goods that matter to people of many different political attitudes. All that the friends of Kensal Rise and Willesden Library and similar services throughout the country are saying is: these places are important to us. We get that money is tight, we understand that there is a hierarchy of needs, and that [libraries] are not hospital beds and classroom size. But they are still a significant part of our social reality, the only thing left on the . . . street that doesn't want either your soul or your wallet.
- 5 If the losses of private companies are to be socialized within already struggling communities the very least we can do is listen to people when they try to tell us where in the hierarchy of their needs things like public space, access to culture, and preservation of environment lie. "But I never use the damn things!" says Mr. Notmytaxes, under the line. Sir, I believe you. However. British libraries received over 300 million visits last year, and this despite the common neglect of the various councils that oversee them. In North West London people are even willing to form human chains in front of them. People have taken to writing long pieces in newspapers to "defend" them. Just saying the same thing over and over again. Defend our libraries. We like libraries. Can we keep our libraries? We need to talk about libraries. Pleading, like children. Is that really where we are?

Write an essay in which you explain how Zadie Smith builds an argument to persuade her audience that public libraries are important and should remain open. In your essay, analyze how Smith uses one or more of the features listed in the box above (or features of your own choice) to strengthen the logic and persuasiveness of her argument. Be sure that your analysis focuses on the most relevant features of the passage.

Your essay should not explain whether you agree with Smith's claims, but rather explain how Smith builds an argument to persuade her audience.

Scoring Your SAT[®] Practice Test #7

Congratulations on completing an SAT[®] practice test. To score your test, use these instructions and the conversion tables and answer key at the end of this document.

Scores Overview

The redesigned SAT will provide more information about your learning by reporting more scores than ever before. Each of the redesigned assessments (SAT, PSAT/NMSQT[®], PSAT[™] 10, and PSAT[™] 8/9) will report test scores and cross-test scores on a common scale. Additionally, subscores will be reported to provide more diagnostic information to students, educators, and parents. For more details about scores, visit collegereadiness.collegeboard.org/sat/scores.

The practice test you completed was written by the College Board's Assessment Design & Development team using the same processes and review standards used when writing the actual SAT. Everything from the layout of the page to the construction of the questions accurately reflects what you'll see on test day.

How to Calculate Your Practice Test Scores

GET SET UP

- ❶ You'll need the answer sheet that you bubbled in while taking the practice test. You'll also need the conversion tables and answer key at the end of this document.
- ❷ Using the answer key, count up your total correct answers for each section. You may want to write the number of correct answers for each section at the bottom of that section in the answer key.
- ❸ Using your marked-up answer key and the conversion tables, follow the directions to get all of your scores.

GET SECTION AND TOTAL SCORES

Your total score on the SAT practice test is the sum of your Evidence-Based Reading and Writing Section score and your Math Section score. To get your total score, you will convert what we call the “raw score” for each section — the number of questions you got right in that section — into the “scaled score” for that section, then calculate the total score.

GET YOUR EVIDENCE-BASED READING AND WRITING SECTION SCORE

Calculate your SAT Evidence-Based Reading and Writing Section score (it’s on a scale of 200–800) by first determining your Reading Test score and your Writing and Language Test score. Here’s how:

- 1 Count the number of correct answers you got on Section 1 (the Reading Test). There is no penalty for wrong answers. The number of correct answers is your raw score.
- 2 Go to Raw Score Conversion Table 1: Section and Test Scores on page 7. Look in the “Raw Score” column for your raw score, and match it to the number in the “Reading Test Score” column.
- 3 Do the same with Section 2 to determine your Writing and Language Test score.
- 4 Add your Reading Test score to your Writing and Language Test score.
- 5 Multiply that number by 10. This is your Evidence-Based Reading and Writing Section score.

EXAMPLE: Sofia answered 29 of the 52 questions correctly on the SAT Reading Test and 19 of the 44 questions correctly on the SAT Writing and Language Test. Using the table on page 7, she calculates that she received an SAT Reading Test score of 27 and an SAT Writing and Language Test score of 23. She adds 27 to 23 (gets 50) and then multiplies by 10 to determine her SAT Evidence-Based Reading and Writing Section score of 500.

GET YOUR MATH SECTION SCORE

Calculate your SAT Math Section score (it’s on a scale of 200–800).

- 1 Count the number of correct answers you got on Section 3 (Math Test — No Calculator) and Section 4 (Math Test — Calculator). There is no penalty for wrong answers.
- 2 Add the number of correct answers you got on Section 3 (Math Test — No Calculator) and Section 4 (Math Test — Calculator).
- 3 Use Raw Score Conversion Table 1: Section and Test Scores to turn your raw score into your Math Section score.

GET YOUR TOTAL SCORE

Add your Evidence-Based Reading and Writing Section score to your Math Section score. The result is your total score on the SAT Practice Test, on a scale of 400–1600.

GET SUBSCORES

Subscores provide more detailed information about your strengths in specific areas within literacy and math. They are reported on a scale of 1–15.

HEART OF ALGEBRA

The Heart of Algebra subscore is based on questions from the Math Test that focus on linear equations and inequalities.

1 Add up your total correct answers from the following set of questions:

- ▶ Math Test – No Calculator: Questions 1; 3; 6; 8–9; 14; 16; 19
- ▶ Math Test – Calculator: Questions 5; 9; 11; 14; 16–17; 25–26; 28; 32–33

Your total correct answers from all of these questions is your raw score.

2 Use Raw Score Conversion Table 2: Subscores on page 8 to determine your Heart of Algebra subscore.

PROBLEM SOLVING AND DATA ANALYSIS

The Problem Solving and Data Analysis subscore is based on questions from the Math Test that focus on quantitative reasoning, the interpretation and synthesis of data, and solving problems in rich and varied contexts.

1 Add up your total correct answers from the following set of questions:

- ▶ Math Test – No Calculator: No Questions
- ▶ Math Test – Calculator: Questions 1; 3–4; 7–8; 10; 12–13; 15; 18; 21–22; 30–31; 34; 37–38

Your total correct answers from all of these questions is your raw score.

2 Use Raw Score Conversion Table 2: Subscores to determine your Problem Solving and Data Analysis subscore.

PASSPORT TO ADVANCED MATH

The Passport to Advanced Math subscore is based on questions from the Math Test that focus on topics central to the ability of students to progress to more advanced mathematics, such as understanding the structure of expressions, reasoning with more complex equations, and interpreting and building functions.

1 Add up your total correct answers from the following set of questions:

- ▶ Math Test – No Calculator: Questions 2; 5; 7; 10–13; 15; 20
- ▶ Math Test – Calculator: Questions 2; 6; 19–20; 24; 27; 35

Your total correct answers from all of these questions is your raw score.

2 Use Raw Score Conversion Table 2: Subscores to determine your Passport to Advanced Math subscore.

EXPRESSION OF IDEAS

The Expression of Ideas subscore is based on questions from the Writing and Language Test that focus on topic development, organization, and rhetorically effective use of language.

- 1 Add up your total correct answers from the following set of questions:
 - ▶ Writing and Language Test: Questions 1; 5–6; 9–11; 14–15; 17–18; 20–21; 23; 25; 28; 30–31; 33; 35; 38–40; 42; 44Your total correct answers from all of these questions is your raw score.
- 2 Use Raw Score Conversion Table 2: Subscores to determine your Expression of Ideas subscore.

STANDARD ENGLISH CONVENTIONS

The Standard English Conventions subscore is based on questions from the Writing and Language Test that focus on sentence structure, usage, and punctuation.

- 1 Add up your total correct answers from the following set of questions:
 - ▶ Writing and Language Test: Questions 2–4; 7–8; 12–13; 16; 19; 22; 24; 26–27; 29; 32; 34; 36–37; 41; 43Your total correct answers from all of these questions is your raw score.
- 2 Use Raw Score Conversion Table 2: Subscores to determine your Standard English Conventions subscore.

WORDS IN CONTEXT

The Words in Context subscore is based on questions from both the Reading Test and the Writing and Language Test that address word/phrase meaning in context and rhetorical word choice.

- 1 Add up your total correct answers from the following set of questions:
 - ▶ Reading Test: Questions 4; 10; 15; 18; 30–32; 35; 43; 49
 - ▶ Writing and Language Test: Questions 1; 6; 17–18; 30–31; 39; 44Your total correct answers from all of these questions is your raw score.
- 2 Use Raw Score Conversion Table 2: Subscores to determine your Words in Context subscore.

COMMAND OF EVIDENCE

The Command of Evidence subscore is based on questions from both the Reading Test and the Writing and Language Test that ask you to interpret and use evidence found in a wide range of passages and informational graphics, such as graphs, tables, and charts.

- 1 Add up your total correct answers from the following set of questions:
 - ▶ Reading Test: Questions 6; 9; 19; 21; 25; 28; 34; 37; 45; 50
 - ▶ Writing and Language Test: Questions 5; 10; 15; 21; 25; 28; 35; 40Your total correct answers from all of these questions is your raw score.
- 2 Use Raw Score Conversion Table 2: Subscores to determine your Command of Evidence subscore.

GET CROSS-TEST SCORES

The new SAT also reports two cross-test scores: Analysis in History/Social Studies and Analysis in Science. These scores are based on questions in the Reading, Writing and Language, and Math Tests that ask students to think analytically about texts and questions in these subject areas. Cross-test scores are reported on a scale of 10–40.

ANALYSIS IN HISTORY/SOCIAL STUDIES

1 Add up your total correct answers from the following set of questions:

- ▶ Reading Test: Questions 11–21; 32–41
- ▶ Writing and Language Test: Questions 23; 25; 28; 30–31; 33
- ▶ Math Test – No Calculator: Questions 6; 9
- ▶ Math Test – Calculator: Questions 4; 11; 18; 22; 27; 31

Your total correct answers from all of these questions is your raw score.

2 Use Raw Score Conversion Table 3: Cross-Test Scores on page 9 to determine your Analysis in History/Social Studies cross-test score.

ANALYSIS IN SCIENCE

1 Add up your total correct answers from the following set of questions:

- ▶ Reading Test: Questions 22–31; 42–52
- ▶ Writing and Language Test: Questions 1; 5–6; 9–11
- ▶ Math Test – No Calculator: No Questions
- ▶ Math Test – Calculator: Questions 7–8; 19–21; 24–26

Your total correct answers from all of these questions is your raw score.

2 Use Raw Score Conversion Table 3: Cross-Test Scores on page 9 to determine your Analysis in Science cross-test score.

SAT Practice Test #7: Worksheets

ANSWER KEY

Reading Test Answers

| | | | | |
|------|------|------|------|------|
| 1 D | 12 A | 23 A | 34 C | 45 C |
| 2 A | 13 A | 24 D | 35 B | 46 A |
| 3 A | 14 D | 25 C | 36 B | 47 C |
| 4 B | 15 D | 26 A | 37 C | 48 A |
| 5 D | 16 C | 27 C | 38 A | 49 A |
| 6 B | 17 D | 28 B | 39 C | 50 B |
| 7 C | 18 B | 29 C | 40 A | 51 A |
| 8 B | 19 D | 30 D | 41 A | 52 D |
| 9 D | 20 C | 31 B | 42 C | |
| 10 D | 21 B | 32 D | 43 D | |
| 11 D | 22 C | 33 B | 44 D | |

READING TEST
RAW SCORE
(NUMBER OF
CORRECT ANSWERS)

Writing and Language Test Answers

| | | | |
|------|------|------|------|
| 1 D | 12 D | 23 C | 34 A |
| 2 A | 13 C | 24 A | 35 B |
| 3 B | 14 A | 25 C | 36 C |
| 4 A | 15 C | 26 D | 37 D |
| 5 C | 16 D | 27 B | 38 C |
| 6 C | 17 B | 28 D | 39 D |
| 7 B | 18 C | 29 C | 40 B |
| 8 D | 19 B | 30 B | 41 A |
| 9 A | 20 D | 31 C | 42 D |
| 10 D | 21 C | 32 C | 43 C |
| 11 A | 22 C | 33 C | 44 A |

WRITING AND
LANGUAGE TEST
RAW SCORE
(NUMBER OF
CORRECT ANSWERS)

Math Test No Calculator Answers

| | |
|------|---------|
| 1 C | 11 D |
| 2 C | 12 B |
| 3 B | 13 D |
| 4 D | 14 A |
| 5 A | 15 D |
| 6 C | 16 8 |
| 7 B | 17 30 |
| 8 C | 18 4 |
| 9 B | 19 8 |
| 10 B | 20 6632 |

MATH TEST
NO CALCULATOR
RAW SCORE
(NUMBER OF
CORRECT ANSWERS)

Math Test Calculator Answers

| | | | |
|------|------|------|------------------------|
| 1 B | 11 A | 21 C | 31 195 |
| 2 A | 12 B | 22 B | 32 $2/5$, .4 |
| 3 C | 13 B | 23 C | 33 30 |
| 4 D | 14 D | 24 A | 34 $5/18$, .277, .278 |
| 5 C | 15 B | 25 B | 35 0, 3 |
| 6 C | 16 D | 26 B | 36 6 |
| 7 A | 17 A | 27 A | 37 2.4, $12/5$ |
| 8 C | 18 B | 28 C | 38 $5/7$, .714 |
| 9 A | 19 A | 29 D | |
| 10 D | 20 C | 30 B | |

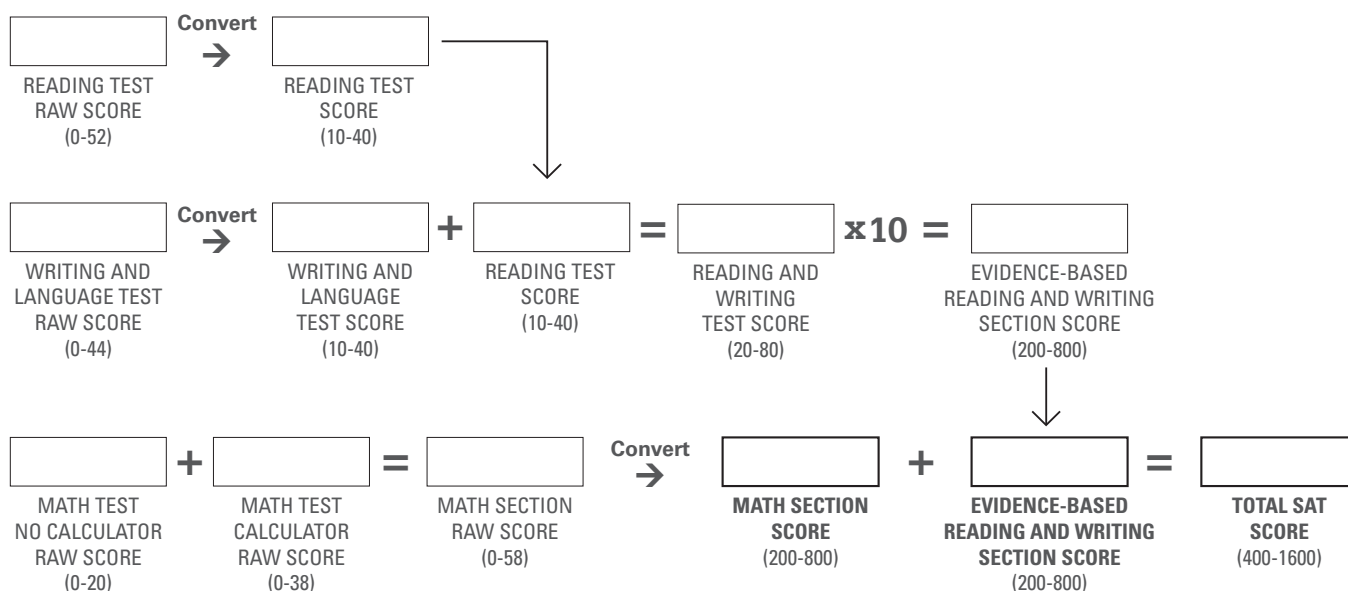
MATH TEST
CALCULATOR
RAW SCORE
(NUMBER OF
CORRECT ANSWERS)

SAT Practice Test #7: Worksheets

RAW SCORE CONVERSION TABLE 1 SECTION AND TEST SCORES

| Raw Score (# of correct answers) | Math Section Score | Reading Test Score | Writing and Language Test Score | Raw Score (# of correct answers) | Math Section Score | Reading Test Score | Writing and Language Test Score |
|-------------------------------------|--------------------|--------------------|---------------------------------|-------------------------------------|--------------------|--------------------|---------------------------------|
| 0 | 200 | 10 | 10 | 30 | 530 | 27 | 29 |
| 1 | 200 | 10 | 10 | 31 | 530 | 27 | 30 |
| 2 | 210 | 10 | 10 | 32 | 540 | 28 | 31 |
| 3 | 230 | 10 | 10 | 33 | 550 | 28 | 31 |
| 4 | 250 | 11 | 11 | 34 | 550 | 29 | 32 |
| 5 | 260 | 12 | 12 | 35 | 560 | 29 | 32 |
| 6 | 280 | 13 | 12 | 36 | 570 | 30 | 33 |
| 7 | 290 | 14 | 13 | 37 | 580 | 30 | 34 |
| 8 | 310 | 15 | 14 | 38 | 590 | 31 | 34 |
| 9 | 320 | 15 | 15 | 39 | 590 | 31 | 35 |
| 10 | 330 | 16 | 15 | 40 | 600 | 32 | 36 |
| 11 | 350 | 17 | 16 | 41 | 610 | 32 | 36 |
| 12 | 360 | 17 | 17 | 42 | 620 | 33 | 37 |
| 13 | 370 | 18 | 18 | 43 | 630 | 34 | 39 |
| 14 | 380 | 18 | 18 | 44 | 640 | 35 | 40 |
| 15 | 390 | 19 | 19 | 45 | 650 | 35 | |
| 16 | 400 | 20 | 19 | 46 | 660 | 36 | |
| 17 | 420 | 20 | 20 | 47 | 670 | 37 | |
| 18 | 430 | 21 | 21 | 48 | 680 | 37 | |
| 19 | 430 | 21 | 22 | 49 | 680 | 38 | |
| 20 | 440 | 22 | 22 | 50 | 690 | 39 | |
| 21 | 450 | 22 | 23 | 51 | 700 | 39 | |
| 22 | 460 | 23 | 24 | 52 | 720 | 40 | |
| 23 | 470 | 23 | 25 | 53 | 730 | | |
| 24 | 480 | 24 | 25 | 54 | 740 | | |
| 25 | 490 | 24 | 26 | 55 | 760 | | |
| 26 | 500 | 25 | 26 | 56 | 770 | | |
| 27 | 510 | 25 | 27 | 57 | 790 | | |
| 28 | 510 | 26 | 28 | 58 | 800 | | |
| 29 | 520 | 26 | 29 | | | | |

CONVERSION EQUATION 1 SECTION AND TEST SCORES



SAT Practice Test #7: Worksheets

RAW SCORE CONVERSION TABLE 2 SUBSCORES

| Raw Score (# of correct answers) | Expression of Ideas | Standard English Conventions | Heart of Algebra | Problem Solving and Data Analysis | Passport to Advanced Math | Words in Context | Command of Evidence |
|-------------------------------------|---------------------|------------------------------|------------------|-----------------------------------|---------------------------|------------------|---------------------|
| 0 | 1 | 1 | 1 | 1 | 1 | 1 | 1 |
| 1 | 1 | 1 | 1 | 1 | 3 | 1 | 2 |
| 2 | 1 | 1 | 2 | 1 | 4 | 1 | 3 |
| 3 | 2 | 1 | 3 | 2 | 5 | 2 | 4 |
| 4 | 3 | 2 | 4 | 4 | 6 | 3 | 5 |
| 5 | 4 | 3 | 5 | 5 | 7 | 4 | 5 |
| 6 | 4 | 3 | 6 | 6 | 7 | 5 | 6 |
| 7 | 5 | 4 | 7 | 6 | 8 | 6 | 7 |
| 8 | 5 | 5 | 7 | 7 | 9 | 7 | 7 |
| 9 | 6 | 6 | 8 | 8 | 10 | 8 | 8 |
| 10 | 7 | 6 | 8 | 9 | 10 | 8 | 9 |
| 11 | 8 | 7 | 9 | 10 | 11 | 9 | 9 |
| 12 | 8 | 8 | 9 | 10 | 12 | 10 | 10 |
| 13 | 9 | 9 | 10 | 11 | 13 | 10 | 11 |
| 14 | 9 | 9 | 10 | 12 | 14 | 11 | 12 |
| 15 | 10 | 10 | 11 | 13 | 14 | 12 | 13 |
| 16 | 11 | 11 | 12 | 14 | 15 | 12 | 14 |
| 17 | 11 | 12 | 13 | 15 | | 13 | 15 |
| 18 | 12 | 13 | 14 | | | 15 | 15 |
| 19 | 12 | 14 | 15 | | | | |
| 20 | 13 | 15 | | | | | |
| 21 | 14 | | | | | | |
| 22 | 14 | | | | | | |
| 23 | 15 | | | | | | |
| 24 | 15 | | | | | | |

CONVERSION EQUATION 2 SUBSCORES

HEART OF ALGEBRA
 RAW SCORE
 (0-19)

Convert →

HEART OF ALGEBRA
 SUBSCORE
 (1-15)

EXPRESSION
 OF IDEAS
 RAW SCORE
 (0-24)

Convert →

EXPRESSION
 OF IDEAS
 SUBSCORE
 (1-15)

COMMAND OF
 EVIDENCE
 RAW SCORE
 (0-18)

Convert →

COMMAND OF
 EVIDENCE
 SUBSCORE
 (1-15)

PROBLEM
 SOLVING AND DATA
 ANALYSIS RAW SCORE
 (0-17)

Convert →

PROBLEM
 SOLVING AND DATA
 ANALYSIS SUBSCORE
 (1-15)

STANDARD ENGLISH
 CONVENTIONS
 RAW SCORE
 (0-20)

Convert →

STANDARD ENGLISH
 CONVENTIONS
 SUBSCORE
 (1-15)

WORDS IN
 CONTEXT
 RAW SCORE
 (0-18)

Convert →

WORDS IN
 CONTEXT
 SUBSCORE
 (1-15)

PASSPORT TO
 ADVANCED MATH
 RAW SCORE
 (0-16)

Convert →

PASSPORT TO
 ADVANCED MATH
 SUBSCORE
 (1-15)

SAT Practice Test #7: Worksheets

RAW SCORE CONVERSION TABLE 3 CROSS-TEST SCORES

| Raw Score (# of correct answers) | Analysis in History/ Social Studies Cross-Test Score | Analysis in Science Cross-Test Score | Raw Score (# of correct answers) | Analysis in History/ Social Studies Cross-Test Score | Analysis in Science Cross-Test Score |
|-------------------------------------|--|---|-------------------------------------|--|---|
| 0 | 10 | 10 | 18 | 26 | 25 |
| 1 | 10 | 10 | 19 | 27 | 25 |
| 2 | 10 | 12 | 20 | 27 | 26 |
| 3 | 12 | 13 | 21 | 28 | 27 |
| 4 | 13 | 14 | 22 | 29 | 27 |
| 5 | 14 | 15 | 23 | 29 | 28 |
| 6 | 15 | 16 | 24 | 30 | 29 |
| 7 | 16 | 16 | 25 | 31 | 30 |
| 8 | 17 | 17 | 26 | 32 | 30 |
| 9 | 18 | 18 | 27 | 33 | 31 |
| 10 | 19 | 19 | 28 | 34 | 32 |
| 11 | 20 | 20 | 29 | 35 | 33 |
| 12 | 21 | 20 | 30 | 35 | 34 |
| 13 | 22 | 21 | 31 | 36 | 35 |
| 14 | 23 | 22 | 32 | 37 | 36 |
| 15 | 24 | 23 | 33 | 38 | 37 |
| 16 | 24 | 23 | 34 | 39 | 38 |
| 17 | 25 | 24 | 35 | 40 | 40 |

CONVERSION EQUATION 3 CROSS-TEST SCORES

| | Analysis in History/Social Studies | | Analysis in Science | |
|----------------------------|------------------------------------|-----------|---------------------|-----------|
| Test | Questions | Raw Score | Questions | Raw Score |
| Reading Test | 11–21; 32–41 | | 22–31; 42–52 | |
| Writing and Language Test | 23; 25; 28; 30–31; 33 | | 1; 5–6; 9–11 | |
| Math Test No Calculator | 6; 9 | | No Questions | |
| Math Test Calculator | 4; 11; 18; 22; 27; 31 | | 7–8; 19–21; 24–26 | |
| Total | | | | |

