

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



Download the College Board SAT Practice app to instantly score this test.
Learn more at sat.org/scoring.

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SECTION 2






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

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.

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"/>
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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"/>
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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"/>



Did you know that you can print out these test sheets from the web? Learn more at sat.org/scoring.

**NO CALCULATOR
ALLOWED**



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INCOMPLETE MARKS



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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.

<p>31</p> <div style="border: 1px solid black; width: 100px; height: 20px; margin-bottom: 5px;"></div> <div style="display: flex; justify-content: space-between;"> / <div style="display: flex; gap: 10px;"> <div style="width: 20px; height: 20px; border: 1px solid black; border-radius: 50%;"></div> <div style="width: 20px; height: 20px; border: 1px solid black; border-radius: 50%;"></div> </div> </div> <div style="display: flex; justify-content: space-between;"> . <div style="display: flex; gap: 10px;"> <div style="width: 20px; height: 20px; border: 1px solid black; border-radius: 50%;"></div> <div style="width: 20px; height: 20px; border: 1px solid black; border-radius: 50%;"></div> <div style="width: 20px; height: 20px; border: 1px solid black; border-radius: 50%;"></div> <div style="width: 20px; height: 20px; border: 1px solid black; border-radius: 50%;"></div> </div> </div> <div style="display: flex; justify-content: space-between;"> 0 <div style="display: flex; gap: 10px;"> <div style="width: 20px; height: 20px; border: 1px solid black; border-radius: 50%;"></div> <div style="width: 20px; height: 20px; border: 1px solid black; border-radius: 50%;"></div> <div style="width: 20px; height: 20px; border: 1px solid black; border-radius: 50%;"></div> <div style="width: 20px; height: 20px; border: 1px solid black; border-radius: 50%;"></div> </div> </div> <div style="display: flex; justify-content: space-between;"> 1 <div style="display: flex; gap: 10px;"> <div style="width: 20px; height: 20px; border: 1px solid black; border-radius: 50%;"></div> <div style="width: 20px; height: 20px; border: 1px solid black; border-radius: 50%;"></div> <div style="width: 20px; height: 20px; border: 1px solid black; border-radius: 50%;"></div> <div style="width: 20px; height: 20px; border: 1px solid black; border-radius: 50%;"></div> </div> </div> <div style="display: flex; justify-content: space-between;"> 2 <div style="display: flex; gap: 10px;"> <div style="width: 20px; height: 20px; border: 1px solid black; 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Only answers that are gridded will be scored. You will not receive credit for anything written in the boxes.

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The SAT[®]

Practice Test #5

Make time to take the practice test.
It's one of the best ways to get ready
for the SAT.

After you've taken the practice test, score it
right away at sat.org/scoring.



Test begins on the next page.

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 William Maxwell, *The Folded Leaf*. ©1959 by William Maxwell. Originally published in 1945.

The Alcazar Restaurant was on Sheridan Road near Devon Avenue. It was long and narrow, with tables for two along the walls and tables for four down the middle. The decoration was *art moderne*, except for the series of murals depicting the four seasons, and the sick ferns in the front window. Lymie sat down at the second table from the cash register, and ordered his dinner. The history book, which he propped against the catsup and the glass sugar bowl, had been used by others before him. Blank pages front and back were filled in with maps, drawings, dates, comic cartoons, and organs of the body; also with names and messages no longer clear and never absolutely legible. On nearly every other page there was some marginal notation, either in ink or in very hard pencil. And unless someone had upset a glass of water, the marks on page 177 were from tears.

While Lymie read about the Peace of Paris, signed on the thirtieth of May, 1814, between France and the Allied powers, his right hand managed again and again to bring food up to his mouth. Sometimes he chewed, sometimes he swallowed whole the food that he had no idea he was eating. The Congress of Vienna met, with some allowance for delays, early in November of the same year, and all the powers engaged in the war on either side sent

plenipotentiaries. It was by far the most splendid and important assembly ever convoked to discuss and determine the affairs of Europe. The Emperor of Russia, the King of Prussia, the Kings of Bavaria, Denmark, and Wurttemberg, all were present in person at the court of the Emperor Francis I in the Austrian capital. When Lymie put down his fork and began to count them off, one by one, on the fingers of his left hand, the waitress, whose name was Irma, thought he was through eating and tried to take his plate away. He stopped her. Prince Metternich (his right thumb) presided over the Congress, and Prince Talleyrand (the index finger) represented France.

A party of four, two men and two women, came into the restaurant, all talking at once, and took possession of the center table nearest Lymie. The women had shingled hair and short tight skirts which exposed the underside of their knees when they sat down. One of the women had the face of a young boy but disguised by one trick or another (rouge, lipstick, powder, wet bangs plastered against the high forehead, and a pair of long pendent earrings) to look like a woman of thirty-five, which as a matter of fact she was. The men were older. They laughed more than there seemed any occasion for, while they were deciding between soup and shrimp cocktail, and their laughter was too loud. But it was the women's voices, the terrible not quite sober pitch of the women's voices which caused Lymie to skim over two whole pages without knowing what was on them. Fortunately he realized this and went back. Otherwise he might never have known about the

secret treaty concluded between England, France, and Austria, when the pretensions of Prussia and Russia, acting in concert, seemed to threaten a renewal of the attack. The results of the Congress
 65 were stated clearly at the bottom of page 67 and at the top of page 68, but before Lymie got halfway through them, a coat that he recognized as his father's was hung on the hook next to his chair. Lymie closed the book and said, "I didn't think you
 70 were coming."

Time is probably no more unkind to sporting characters than it is to other people, but physical decay unsustained by respectability is somehow more noticeable. Mr. Peters' hair was turning gray and his
 75 scalp showed through on top. He had lost weight also; he no longer filled out his clothes the way he used to. His color was poor, and the flower had disappeared from his buttonhole. In its place was an American Legion button.

80 Apparently he himself was not aware that there had been any change. He straightened his tie self-consciously and when Irma handed him a menu, he gestured with it so that the two women at the next table would notice the diamond ring on the fourth
 85 finger of his right hand. Both of these things, and also the fact that his hands showed signs of the manicurist, one can blame on the young man who had his picture taken with a derby hat on the back of his head, and also sitting with a girl in the curve of
 90 the moon. The young man had never for one second deserted Mr. Peters. He was always there, tugging at Mr. Peters' elbow, making him do things that were not becoming in a man of forty-five.

1

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

- A) Lymie's inner thoughts to observations made by the other characters.
- B) an exchange between strangers to a satisfying personal relationship.
- C) the physical setting of the scene to the different characters' personality traits.
- D) Lymie's experience reading a book to descriptions of people in the restaurant.

2

The main purpose of the first paragraph is to

- A) introduce the passage's main character by showing his nightly habits.
- B) indicate the date the passage takes place by presenting period details.
- C) convey the passage's setting by describing a place and an object.
- D) foreshadow an event that is described in detail later in the passage.

3

It can reasonably be inferred that Irma, the waitress, thinks Lymie is "through eating" (line 37) because

- A) he has begun reading his book.
- B) his plate is empty.
- C) he is no longer holding his fork.
- D) he has asked her to clear the table.

4

Lymie's primary impression of the "party of four" (line 42) is that they

- A) are noisy and distracting.
- B) are a refreshing change from the other customers.
- C) resemble characters from his history book.
- D) represent glamour and youth.

5

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

- A) Lines 45-47 ("The women . . . down")
- B) Lines 47-52 ("One . . . was")
- C) Lines 55-59 ("But . . . them")
- D) Line 69 ("Lymie . . . book")

6

The narrator indicates that Lymie finally closes the history book because

- A) his father has joined him at the table.
- B) the people at the other table are too disruptive.
- C) he has finished the chapter about the Congress.
- D) he is preparing to leave the restaurant.

7

The primary impression created by the narrator's description of Mr. Peters in lines 74-79 is that he is

- A) healthy and fit.
- B) angry and menacing.
- C) nervous and hesitant.
- D) aging and shriveled.

8

The main idea of the last paragraph is that Mr. Peters

- A) neglects to spend any time with his family members.
- B) behaves as if he is a younger version of himself.
- C) is very conscious of symbols of wealth and power.
- D) is preoccupied with the knowledge that he is growing old.

9

Which choice best supports the conclusion that Mr. Peters wants to attract attention?

- A) Lines 80-81 (“Apparently . . . change”)
- B) Lines 81-85 (“He straightened . . . hand”)
- C) Lines 90-91 (“The young . . . Mr. Peters”)
- D) Lines 91-93 (“He was . . . forty-five”)

10

As used in line 93, “becoming” most nearly means

- A) emerging.
- B) fitting.
- C) developing.
- D) happening.

Questions 11-21 are based on the following passages.

Passage 1 is adapted from Catharine Beecher, *Essay on Slavery and Abolitionism*. Originally published in 1837. Passage 2 is adapted from Angelina E. Grimké, *Letters to Catharine Beecher*. Originally published in 1838. Grimké encouraged Southern women to oppose slavery publicly. Passage 1 is Beecher's response to Grimké's views. Passage 2 is Grimké's response to Beecher.

Passage 1

Heaven has appointed to one sex the superior, and to the other the subordinate station, and this without any reference to the character or conduct of
 Line either. It is therefore as much for the dignity as it is
 5 for the interest of females, in all respects to conform to the duties of this relation. . . . But while woman holds a subordinate relation in society to the other sex, it is not because it was designed that her duties or her influence should be any the less important, or
 10 all-pervading. But it was designed that the mode of gaining influence and of exercising power should be altogether different and peculiar. . . .

A man may act on society by the collision of intellect, in public debate; he may urge his measures
 15 by a sense of shame, by fear and by personal interest; he may coerce by the combination of public sentiment; he may drive by physical force, and he does not outstep the boundaries of his sphere. But all the power, and all the conquests that are lawful to
 20 woman, are those only which appeal to the kindly, generous, peaceful and benevolent principles.

Woman is to win every thing by peace and love; by making herself so much respected, esteemed and loved, that to yield to her opinions and to gratify her
 25 wishes, will be the free-will offering of the heart. But this is to be all accomplished in the domestic and social circle. There let every woman become so cultivated and refined in intellect, that her taste and judgment will be respected; so benevolent in feeling
 30 and action; that her motives will be revered;—so unassuming and unambitious, that collision and competition will be banished;—so “gentle and easy to be entreated,” as that every heart will repose in her presence; then, the fathers, the husbands, and the
 35 sons, will find an influence thrown around them, to which they will yield not only willingly but proudly. . . .

A woman may seek the aid of co-operation and combination among her own sex, to assist her in her
 40 appropriate offices of piety, charity, maternal and

domestic duty; but whatever, in any measure, throws a woman into the attitude of a combatant, either for herself or others—whatever binds her in a party conflict—whatever obliges her in any way to exert
 45 coercive influences, throws her out of her appropriate sphere. If these general principles are correct, they are entirely opposed to the plan of arraying females in any Abolition movement.

Passage 2

The investigation of the rights of the slave has led
 50 me to a better understanding of my own. I have found the Anti-Slavery cause to be the high school of morals in our land—the school in which *human rights* are more fully investigated, and better understood and taught, than in any other. Here a
 55 great fundamental principle is uplifted and illuminated, and from this central light, rays innumerable stream all around.

Human beings have *rights*, because they are *moral* beings: the rights of *all* men grow out of their moral
 60 nature; and as all men have the same moral nature, they have essentially the same rights. These rights may be wrested from the slave, but they cannot be alienated: his title to himself is as perfect now, as is that of Lyman Beecher:¹ it is stamped on his moral
 65 being, and is, like it, imperishable. Now if rights are founded in the nature of our moral being, then the *mere circumstance of sex* does not give to man higher rights and responsibilities, than to woman. To suppose that it does, would be to deny the
 70 self-evident truth, that the “physical constitution is the mere instrument of the moral nature.” To suppose that it does, would be to break up utterly the relations, of the two natures, and to reverse their functions, exalting the animal nature into a monarch,
 75 and humbling the moral into a slave; making the former a proprietor, and the latter its property.

When human beings are regarded as *moral* beings, *sex*, instead of being enthroned upon the summit, administering upon rights and
 80 responsibilities, sinks into insignificance and nothingness. My doctrine then is, that whatever it is morally right for man to do, it is morally right for woman to do. Our duties originate, not from difference of sex, but from the diversity of our
 85 relations in life, the various gifts and talents committed to our care, and the different eras in which we live.

¹ Lyman Beecher was a famous minister and the father of Catharine Beecher.

11

In Passage 1, Beecher makes which point about the status of women relative to that of men?

- A) Women depend on men for their safety and security, but men are largely independent of women.
- B) Women are inferior to men, but women play a role as significant as that played by men.
- C) Women have fewer rights than men do, but women also have fewer responsibilities.
- D) Women are superior to men, but tradition requires women to obey men.

12

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

- A) Lines 6-10 (“But . . . all-pervading”)
- B) Lines 13-14 (“A man . . . debate”)
- C) Lines 16-18 (“he may coerce . . . sphere”)
- D) Lines 41-46 (“but whatever . . . sphere”)

13

In Passage 1, Beecher implies that women’s effect on public life is largely

- A) overlooked, because few men are interested in women’s thoughts about politics.
- B) indirect, because women exert their influence within the home and family life.
- C) unnecessary, because men are able to govern society themselves.
- D) symbolic, because women tend to be more idealistic about politics than men are.

14

As used in line 2, “station” most nearly means

- A) region.
- B) studio.
- C) district.
- D) rank.

15

As used in line 12, “peculiar” most nearly means

- A) eccentric.
- B) surprising.
- C) distinctive.
- D) infrequent.

16

What is Grimké’s central claim in Passage 2?

- A) The rights of individuals are not determined by race or gender.
- B) Men and women must learn to work together to improve society.
- C) Moral rights are the most important distinction between human beings and animals.
- D) Men and women should have equal opportunities to flourish.

17

In Passage 2, Grimké makes which point about human rights?

- A) They are viewed differently in various cultures around the world.
- B) They retain their moral authority regardless of whether they are recognized by law.
- C) They are sometimes at odds with moral responsibilities.
- D) They have become more advanced and refined throughout history.

18

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

- A) Lines 58-61 (“Human . . . same rights”)
- B) Lines 61-65 (“These . . . imperishable”)
- C) Lines 71-76 (“To suppose . . . property”)
- D) Lines 77-81 (“When . . . nothingness”)

19

Which choice best states the relationship between the two passages?

- A) Passage 2 illustrates the practical difficulties of a proposal made in Passage 1.
- B) Passage 2 takes issue with the primary argument of Passage 1.
- C) Passage 2 provides a historical context for the perspective offered in Passage 1.
- D) Passage 2 elaborates upon several ideas implied in Passage 1.

20

Based on the passages, both authors would agree with which of the following claims?

- A) Women have moral duties and responsibilities.
- B) Men often work selflessly for political change.
- C) The ethical obligations of women are often undervalued.
- D) Political activism is as important for women as it is for men.

21

Beecher would most likely have reacted to lines 65-68 (“Now . . . woman”) of Passage 2 with

- A) sympathy, because she feels that human beings owe each other a debt to work together in the world.
- B) agreement, because she feels that human responsibilities are a natural product of human rights.
- C) dismay, because she feels that women actually have a more difficult role to play in society than men do.
- D) disagreement, because she feels that the natures of men and women are fundamentally different.

Questions 22-31 are based on the following passage and supplementary material.

This passage is adapted from Bryan Walsh, “Whole Food Blues: Why Organic Agriculture May Not Be So Sustainable.” ©2012 by Time Inc.

When it comes to energy, everyone loves efficiency. Cutting energy waste is one of those goals that both sides of the political divide can agree on, even if they sometimes diverge on how best to get there. Energy efficiency allows us to get more out of our given resources, which is good for the economy and (mostly) good for the environment as well. In an increasingly hot and crowded world, the only sustainable way to live is to get more out of less. Every environmentalist would agree.

But change the conversation to food, and suddenly efficiency doesn’t look so good. Conventional industrial agriculture has become incredibly efficient on a simple land to food basis. Thanks to fertilizers, mechanization and irrigation, each American farmer feeds over 155 people worldwide. Conventional farming gets more and more crop per square foot of cultivated land—over 170 bushels of corn per acre in Iowa, for example—which can mean less territory needs to be converted from wilderness to farmland. And since a third of the planet is already used for agriculture—destroying forests and other wild habitats along the way—anything that could help us produce more food on less land would seem to be good for the environment.

Of course, that’s not how most environmentalists regard their arugula [a leafy green]. They have embraced organic food as better for the planet—and healthier and tastier, too—than the stuff produced by agricultural corporations. Environmentalists disdain the enormous amounts of energy needed and waste created by conventional farming, while organic practices—forgoing artificial fertilizers and chemical pesticides—are considered far more sustainable. Sales of organic food rose 7.7% in 2010, up to \$26.7 billion—and people are making those purchases for their consciences as much as their taste buds.

Yet a new meta-analysis in *Nature* does the math and comes to a hard conclusion: organic farming yields 25% fewer crops on average than conventional agriculture. More land is therefore needed to produce fewer crops—and that means organic farming may not be as good for the planet as we think.

In the *Nature* analysis, scientists from McGill University in Montreal and the University of Minnesota performed an analysis of 66 studies comparing conventional and organic methods across 50 34 different crop species, from fruits to grains to legumes. They found that organic farming delivered a lower yield for every crop type, though the disparity varied widely. For rain-watered legume crops like beans or perennial crops like fruit trees, organic 55 trailed conventional agriculture by just 5%. Yet for major cereal crops like corn or wheat, as well as most vegetables—all of which provide the bulk of the world’s calories—conventional agriculture outperformed organics by more than 25%.

60 The main difference is nitrogen, the chemical key to plant growth. Conventional agriculture makes use of 171 million metric tons of synthetic fertilizer each year, and all that nitrogen enables much faster plant growth than the slower release of nitrogen from the 65 compost or cover crops used in organic farming. When we talk about a Green Revolution, we really mean a nitrogen revolution—along with a lot of water.

But not all the nitrogen used in conventional 70 fertilizer ends up in crops—much of it ends up running off the soil and into the oceans, creating vast polluted dead zones. We’re already putting more nitrogen into the soil than the planet can stand over the long term. And conventional agriculture also 75 depends heavily on chemical pesticides, which can have unintended side effects.

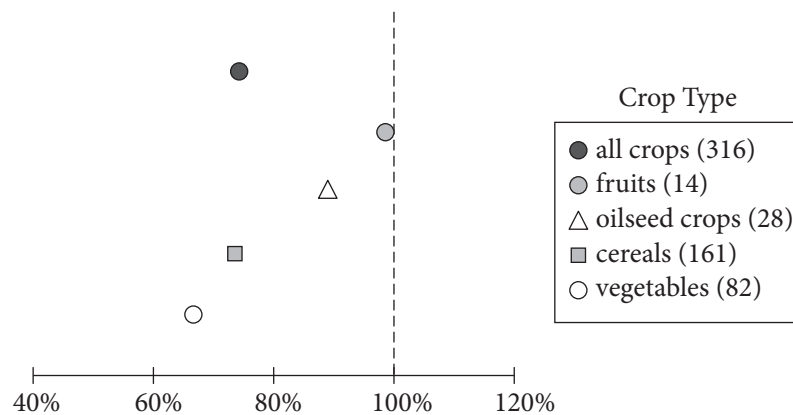
What that means is that while conventional agriculture is more efficient—sometimes much more efficient—than organic farming, there are trade-offs 80 with each. So an ideal global agriculture system, in the views of the study’s authors, may borrow the best from both systems, as Jonathan Foley of the University of Minnesota explained:

85 The bottom line? Today’s organic farming practices are probably best deployed in fruit and vegetable farms, where growing nutrition (not just bulk calories) is the primary goal. But for delivering sheer calories, especially in our staple crops of wheat, rice, maize, soybeans and so on, 90 conventional farms have the advantage right now.

Looking forward, I think we will need to deploy 95 different kinds of practices (especially new, mixed approaches that take the best of organic and conventional farming systems) where they are best suited—geographically, economically, socially, etc.

Figure 1

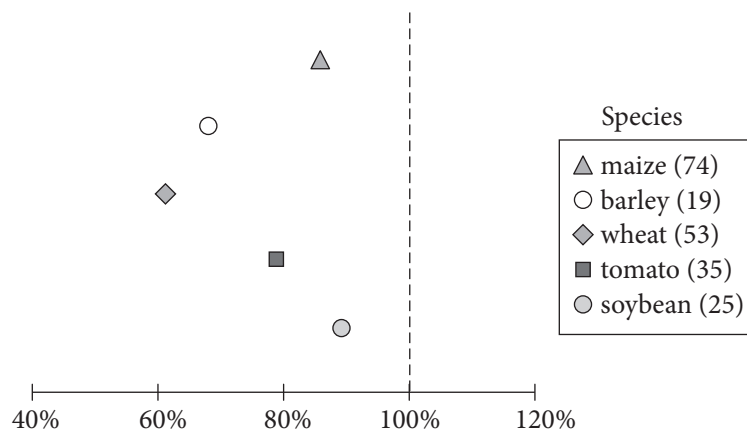
Organic Yield as a Percentage of Conventional Yield, by Crop Type



At 100%, the organic yield is the same as the conventional yield. The number of observations for each crop type is shown in parentheses.

Figure 2

Organic Yield as a Percentage of Conventional Yield, by Species



At 100%, the organic yield is the same as the conventional yield. The number of observations for each species is shown in parentheses.

Figures adapted from Verena Seufert, Navin Ramankutty, and Jonathan A. Foley, "Comparing the Yields of Organic and Conventional Agriculture." ©2012 by Nature Publishing Group.

22

As used in line 14, “simple” most nearly means

- A) straightforward.
- B) modest.
- C) unadorned.
- D) easy.

23

According to the passage, a significant attribute of conventional agriculture is its ability to

- A) produce a wide variety of fruits and vegetables.
- B) maximize the output of cultivated land.
- C) satisfy the dietary needs of the world’s population.
- D) lessen the necessity of nitrogen in plant growth.

24

Which choice best reflects the perspective of the “environmentalists” (line 27) on conventional agriculture?

- A) It produces inferior fruits and vegetables and is detrimental to the environment.
- B) It is energy efficient and reduces the need to convert wilderness to farmland.
- C) It is good for the environment only in the short run.
- D) It depletes critical resources but protects wildlife habitats.

25

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

- A) Lines 27-28 (“Of course . . . green”)
- B) Lines 28-31 (“They . . . corporations”)
- C) Lines 31-35 (“Environmentalists . . . sustainable”)
- D) Lines 42-45 (“More . . . think”)

26

Which statement best expresses a relationship between organic farming and conventional farming that is presented in the passage?

- A) Both are equally sustainable, but they differ dramatically in the amount of land they require to produce equivalent yields.
- B) Both rely on artificial chemicals for pest control, but organic farmers use the chemicals sparingly in conjunction with natural remedies.
- C) Both use nitrogen to encourage plant growth, but the nitrogen used in conventional farming comes from synthetic sources.
- D) Both create a substantial amount of nitrogen runoff, but only the type of nitrogen found in fertilizers used in conventional farming can be dangerous.

27

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

- A) Lines 13-14 (“Conventional . . . basis”)
- B) Lines 22-26 (“And since . . . environment”)
- C) Lines 51-53 (“They . . . widely”)
- D) Lines 61-65 (“Conventional . . . farming”)

28

According to Foley, an “ideal global agriculture system” (line 80)

- A) focuses primarily on yield percentages and global markets.
- B) considers multiple factors in the selection of farming techniques.
- C) weighs the economic interests of farmers against the needs of consumers.
- D) puts the nutritional value of produce first and foremost.

29

In line 88, “sheer” most nearly means

- A) transparent.
- B) abrupt.
- C) steep.
- D) pure.

30

Which statement is best supported by the information provided in figure 1?

- A) The organic yield as a percentage of conventional yield is greater for vegetables than for fruits.
- B) The organic yield as a percentage of conventional yield is similar for cereals and all crops.
- C) The reported number of observations for each crop type exceeds 82.
- D) The organic yield as a percentage of conventional yield is greater for vegetable crops than it is for oilseed crops.

31

Which of the following claims is supported by figure 2?

- A) Of the organically grown species represented, soybeans have the lowest yield.
- B) The organically grown maize and barley represented are comparable in their yields to conventionally grown maize and barley.
- C) Of the organically grown species represented, tomatoes have the highest yield.
- D) The organically grown species represented have lower yields than their conventionally grown counterparts do.

Questions 32-41 are based on the following passage and supplementary material.

This passage is adapted from John Bohannon, “Why You Shouldn’t Trust Internet Comments.” ©2013 by American Association for the Advancement of Science.

The “wisdom of crowds” has become a mantra of the Internet age. Need to choose a new vacuum cleaner? Check out the reviews on online merchant
 Line Amazon. But a new study suggests that such online
 5 scores don’t always reveal the best choice. A massive controlled experiment of Web users finds that such ratings are highly susceptible to irrational “herd behavior”—and that the herd can be manipulated.

Sometimes the crowd really is wiser than you. The
 10 classic examples are guessing the weight of a bull or the number of gumballs in a jar. Your guess is probably going to be far from the mark, whereas the average of many people’s choices is remarkably close to the true number.

15 But what happens when the goal is to judge something less tangible, such as the quality or worth of a product? According to one theory, the wisdom of the crowd still holds—measuring the aggregate of people’s opinions produces a stable, reliable
 20 value. Skeptics, however, argue that people’s opinions are easily swayed by those of others. So nudging a crowd early on by presenting contrary opinions—for example, exposing them to some very good or very bad attitudes—will steer the crowd in a
 25 different direction. To test which hypothesis is true, you would need to manipulate huge numbers of people, exposing them to false information and determining how it affects their opinions.

A team led by Sinan Aral, a network scientist at
 30 the Massachusetts Institute of Technology in Cambridge, did exactly that. Aral has been secretly working with a popular website that aggregates news stories. The website allows users to make comments about news stories and vote each other’s comments
 35 up or down. The vote tallies are visible as a number next to each comment, and the position of the comments is chronological. (Stories on the site get an average of about ten comments and about three votes per comment.) It’s a follow-up to his experiment
 40 using people’s ratings of movies to measure how much individual people influence each other online (answer: a lot). This time, he wanted to know how much the crowd influences the individual, and whether it can be controlled from outside.

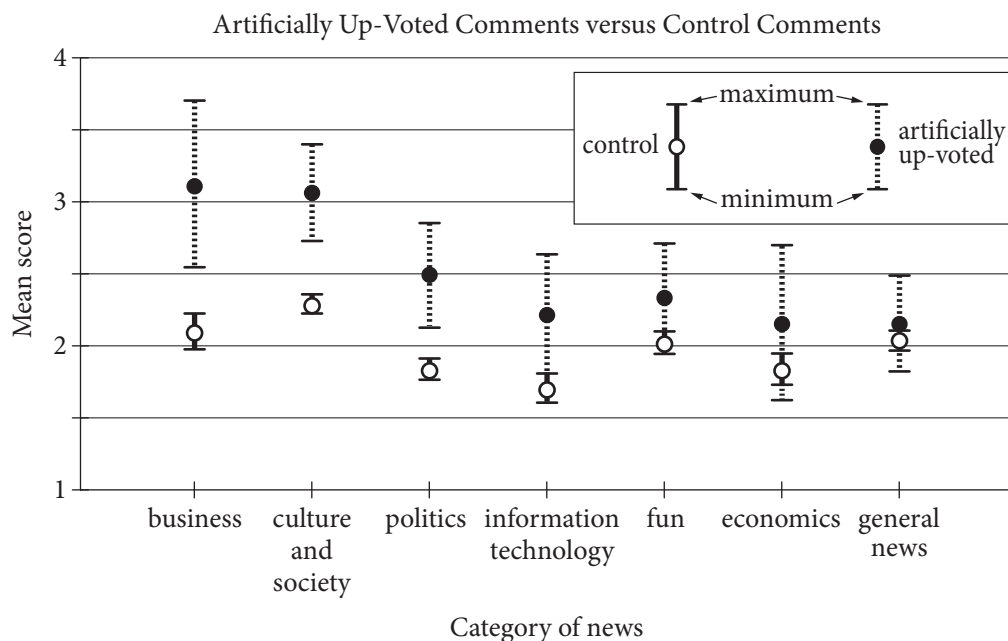
45 For five months, every comment submitted by a user randomly received an “up” vote (positive); a “down” vote (negative); or as a control, no vote at all. The team then observed how users rated those comments. The users generated more than
 50 100,000 comments that were viewed more than 10 million times and rated more than 300,000 times by other users.

At least when it comes to comments on news sites, the crowd is more herdlike than wise.
 55 Comments that received fake positive votes from the researchers were 32% more likely to receive more positive votes compared with a control, the team reports. And those comments were no more likely than the control to be down-voted by the next viewer
 60 to see them. By the end of the study, positively manipulated comments got an overall boost of about 25%. However, the same did not hold true for negative manipulation. The ratings of comments that got a fake down vote were usually negated by an up
 65 vote by the next user to see them.

“Our experiment does not reveal the psychology behind people’s decisions,” Aral says, “but an intuitive explanation is that people are more skeptical of negative social influence. They’re more
 70 willing to go along with positive opinions from other people.”

Duncan Watts, a network scientist at Microsoft Research in New York City, agrees with that conclusion. “[But] one question is whether the
 75 positive [herding] bias is specific to this site” or true in general, Watts says. He points out that the category of the news items in the experiment had a strong effect on how much people could be manipulated. “I would have thought that ‘business’ is
 80 pretty similar to ‘economics,’ yet they find a much stronger effect (almost 50% stronger) for the former than the latter. What explains this difference? If we’re going to apply these findings in the real world, we’ll need to know the answers.”

85 Will companies be able to boost their products by manipulating online ratings on a massive scale? “That is easier said than done,” Watts says. If people detect—or learn—that comments on a website are being manipulated, the herd may spook and leave
 90 entirely.



Mean score: mean of scores for the comments in each category, with the score for each comment being determined by the number of positive votes from website users minus the number of negative votes

Adapted from Lev Muchnik, Sinan Aral, and Sean J. Taylor, "Social Influence Bias: A Randomized Experiment." ©2013 by American Association for the Advancement of Science.

32

Over the course of the passage, the main focus shifts from a discussion of an experiment and its results to

- A) an explanation of the practical applications of the results.
- B) a consideration of the questions prompted by the results.
- C) an analysis of the defects undermining the results.
- D) a conversation with a scientist who disputes the results.

33

The author of the passage suggests that crowds may be more effective at

- A) creating controversy than examining an issue in depth.
- B) reinforcing members' ideas than challenging those ideas.
- C) arriving at accurate quantitative answers than producing valid qualitative judgments.
- D) ranking others' opinions than developing genuinely original positions.

34

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

- A) Line 9 (“Sometimes . . . you”)
- B) Lines 11-14 (“Your . . . number”)
- C) Lines 17-20 (“According . . . value”)
- D) Lines 25-28 (“To test . . . opinions”)

35

Which choice best supports the view of the “skeptics” (line 20)?

- A) Lines 55-58 (“Comments . . . reports”)
- B) Lines 58-60 (“And . . . them”)
- C) Lines 63-65 (“The ratings . . . them”)
- D) Lines 76-79 (“He . . . manipulated”)

36

Which action would best address a question Watts raises about the study?

- A) Providing fewer fake positive comments
- B) Using multiple websites to collect ratings
- C) Requiring users to register on the website before voting
- D) Informing users that voting data are being analyzed

37

As used in line 85, “boost” most nearly means

- A) increase.
- B) accelerate.
- C) promote.
- D) protect.

38

As used in line 86, “scale” most nearly means

- A) level.
- B) wage.
- C) interval.
- D) scheme.

39

In the figure, which category of news has an artificially up-voted mean score of 2.5?

- A) Business
- B) Politics
- C) Fun
- D) General news

40

According to the figure, which category of news showed the smallest difference in mean score between artificially up-voted comments and control comments?

- A) Culture and society
- B) Information technology
- C) Fun
- D) General news

41

Data presented in the figure most directly support which idea from the passage?

- A) The mean score of artificially down-voted comments is similar to that of the control.
- B) The patterns observed in the experiment suggest that people are suspicious of negative social influence.
- C) The positive bias observed in users of the news site may not apply to human behavior in other contexts.
- D) The type of story being commented on has an impact on the degree to which people can be influenced.

Questions 42-52 are based on the following passage.

This passage is adapted from Joshua Foer, *Moonwalking with Einstein: The Art and Science of Remembering Everything*. ©2011 by Joshua Foer.

In 2000, a neuroscientist at University College London named Eleanor Maguire wanted to find out what effect, if any, all that driving around the labyrinthine streets of London might have on
 5 cabbies' brains. When she brought sixteen taxi drivers into her lab and examined their brains in an MRI scanner, she found one surprising and important difference. The right posterior hippocampus, a part of the brain known to be
 10 involved in spatial navigation, was 7 percent larger than normal in the cabbies—a small but very significant difference. Maguire concluded that all of that way-finding around London had physically altered the gross structure of their brains. The more
 15 years a cabbie had been on the road, the more pronounced the effect.

The brain is a mutable organ, capable—within limits—of reorganizing itself and readapting to new kinds of sensory input, a phenomenon known as
 20 neuroplasticity. It had long been thought that the adult brain was incapable of spawning new neurons—that while learning caused synapses to rearrange themselves and new links between brain cells to form, the brain's basic anatomical structure
 25 was more or less static. Maguire's study suggested the old inherited wisdom was simply not true.

After her groundbreaking study of London cabbies, Maguire decided to turn her attention to mental athletes. She teamed up with Elizabeth
 30 Valentine and John Wilding, authors of the academic monograph *Superior Memory*, to study ten individuals who had finished near the top of the World Memory Championship. They wanted to find out if the memorizers' brains were—like the London
 35 cabbies'—structurally different from the rest of ours, or if they were somehow just making better use of memory abilities that we all possess.

The researchers put both the mental athletes and a group of matched control subjects into MRI scanners
 40 and asked them to memorize three-digit numbers, black-and-white photographs of people's faces, and magnified images of snowflakes, while their brains were being scanned. Maguire and her team thought it was possible that they might discover anatomical
 45 differences in the brains of the memory champs,

evidence that their brains had somehow reorganized themselves in the process of doing all that intensive remembering. But when the researchers reviewed the imaging data, not a single significant structural
 50 difference turned up. The brains of the mental athletes appeared to be indistinguishable from those of the control subjects. What's more, on every single test of general cognitive ability, the mental athletes' scores came back well within the normal range. The
 55 memory champs weren't smarter, and they didn't have special brains.

But there was one telling difference between the brains of the mental athletes and the control subjects: When the researchers looked at which parts of the
 60 brain were lighting up when the mental athletes were memorizing, they found that they were activating entirely different circuitry. According to the functional MRIs [fMRIs], regions of the brain that were less active in the control subjects seemed to be
 65 working in overdrive for the mental athletes.

Surprisingly, when the mental athletes were learning new information, they were engaging several regions of the brain known to be involved in two specific tasks: visual memory and spatial
 70 navigation, including the same right posterior hippocampal region that the London cabbies had enlarged with all their daily way-finding. At first glance, this wouldn't seem to make any sense. Why would mental athletes be conjuring images in
 75 their mind's eye when they were trying to learn three-digit numbers? Why should they be navigating like London cabbies when they're supposed to be remembering the shapes of snowflakes?

Maguire and her team asked the mental athletes
 80 to describe exactly what was going through their minds as they memorized. The mental athletes said they were consciously converting the information they were being asked to memorize into images, and distributing those images along familiar spatial
 85 journeys. They weren't doing this automatically, or because it was an inborn talent they'd nurtured since childhood. Rather, the unexpected patterns of neural activity that Maguire's fMRIs turned up were the result of training and practice.

42

According to the passage, Maguire's findings regarding taxi drivers are significant because they

- A) demonstrate the validity of a new method.
- B) provide evidence for a popular viewpoint.
- C) call into question an earlier consensus.
- D) challenge the authenticity of previous data.

43

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

- A) Lines 8-12 ("The right . . . difference")
- B) Lines 12-16 ("Maguire . . . effect")
- C) Lines 17-20 ("The brain . . . neuroplasticity")
- D) Lines 20-26 ("It had . . . true")

44

As used in line 24, "basic" most nearly means

- A) initial.
- B) simple.
- C) necessary.
- D) fundamental.

45

Which question was Maguire's study of mental athletes primarily intended to answer?

- A) Does the act of memorization make use of different brain structures than does the act of navigation?
- B) Do mental athletes inherit their unusual brain structures, or do the structures develop as a result of specific activities?
- C) Does heightened memorization ability reflect abnormal brain structure or an unusual use of normal brain structure?
- D) What is the relationship between general cognitive ability and the unusual brain structures of mental athletes?

46

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

- A) Lines 27-29 ("After . . . athletes")
- B) Lines 33-37 ("They . . . possess")
- C) Lines 38-43 ("The researchers . . . scanned")
- D) Lines 52-54 ("What's . . . range")

47

As used in line 39, “matched” most nearly means

- A) comparable.
- B) identical.
- C) distinguishable.
- D) competing.

48

The main purpose of the fifth paragraph (lines 57-65) is to

- A) relate Maguire’s study of mental athletes to her study of taxi drivers.
- B) speculate on the reason for Maguire’s unexpected results.
- C) identify an important finding of Maguire’s study of mental athletes.
- D) transition from a summary of Maguire’s findings to a description of her methods.

49

According to the passage, when compared to mental athletes, the individuals in the control group in Maguire’s second study

- A) showed less brain activity overall.
- B) demonstrated a wider range of cognitive ability.
- C) exhibited different patterns of brain activity.
- D) displayed noticeably smaller hippocampal regions.

50

The passage most strongly suggests that mental athletes are successful at memorization because they

- A) exploit parts of the brain not normally used in routine memorization.
- B) convert information they are trying to memorize into abstract symbols.
- C) organize information into numerical lists prior to memorization.
- D) exercise their brains regularly through puzzles and other mental challenges.

51

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

- A) Lines 66-72 (“Surprisingly . . . way-finding”)
- B) Lines 72-73 (“At first . . . sense”)
- C) Lines 79-81 (“Maguire . . . memorized”)
- D) Lines 85-87 (“They . . . childhood”)

52

The questions in lines 74-78 primarily serve to

- A) raise doubts about the reliability of the conclusions reached by Maguire.
- B) emphasize and elaborate on an initially puzzling result of Maguire’s study of mental athletes.
- C) imply that Maguire’s findings undermine earlier studies of the same phenomenon.
- D) introduce and explain a connection between Maguire’s two studies and her earlier work.

STOP

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

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.

Prehistoric Printing

Paleontologists are using modern technology to gain a greater understanding of the distant past. With the aid of computed tomography (CT) scanning and 3-D printing, researchers are able to create accurate models of prehistoric fossils. **1** These models have expanded

1

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

Fossils provide paleontologists with a convenient way of estimating the age of the rock in which the fossils are found.

Should the writer make this addition here?

- A) Yes, because it supports the paragraph’s argument with an important detail.
- B) Yes, because it provides a logical transition from the preceding sentence.
- C) No, because it is not directly related to the main point of the paragraph.
- D) No, because it undermines the main claim of the paragraph.

researchers' knowledge of ancient species and **2** swear to advance the field of paleontology in the years to come.

CT scanners use X-rays to map the surface of a fossil in minute detail, recording as many as one million data points to create a digital blueprint. A 3-D printer then builds a polymer model based on this blueprint, much as a regular computer printer reproduces digital documents on paper. **3** Whereas the head of an ordinary computer printer moves back and forth while printing ink onto paper, the corresponding part of a 3-D printer moves in multiple dimensions while squirting out thin layers of melted polymer plastic. The plastic hardens quickly, **4** it allows the printer to build the layers of the final model. Compared with older ways of modeling fossils, scanning and printing in this way is extremely versatile.

2

- A) NO CHANGE
- B) subscribe
- C) vow
- D) promise

3

The writer is considering deleting the underlined sentence. Should the sentence be kept or deleted?

- A) Kept, because it helps explain why X-rays are used in CT scanners.
- B) Kept, because it provides details to illustrate how a 3-D printer works.
- C) Deleted, because it contradicts the passage's information about digital blueprints.
- D) Deleted, because it creates confusion about how researchers gather data.

4

- A) NO CHANGE
- B) this
- C) which
- D) that

[1] One significant benefit of 3-D printing technology is its ability to create scale reproductions of fossils. [2] But now 3-D scale models can be rearranged with ease, which is a huge boon to scientists. [3] A team led by Drexel University professor Kenneth Lacovara is making models of dinosaur bones one-tenth the bones' original sizes [5] in order to learn how they fit together when the animals were alive. [4] In the past, such research was limited by the weight and bulk of the fossils as well as [6] its preciousness and fragility. [5] In many cases, scientists had to rearrange bones virtually, using artists' renderings. [7]

Because CT scanners can map objects that are impossible to excavate, CT scanning and 3-D printing can also be used to reproduce fossils that scientists cannot observe firsthand. [8] By contrast, researchers

5

- A) NO CHANGE
- B) in order for learning
- C) so that one is learning
- D) so to learn

6

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

7

To make this paragraph most logical, sentence 2 should be placed

- A) where it is now.
- B) before sentence 1.
- C) after sentence 4.
- D) after sentence 5.

8

- A) NO CHANGE
- B) Nonetheless,
- C) Besides,
- D) For example,

from the National Museum of Brazil **9** has relied on this technique to study a fossilized skeleton that was discovered protruding from a rock at an old São Paulo railroad site. **10** The fossil was too delicate to be removed from the rock. Because of the fossil's delicate nature, the team dug up a block of stone around the fossil and brought it to their lab. With the aid of a CT scanner and a 3-D printer, they were able to produce a resin model of the fossil. Examining the model, the researchers determined that **11** one had found a new species, a 75-million-year-old crocodile. While not every discovery will be as dramatic as this one, paleontologists anticipate further expanding their knowledge of ancient life-forms as CT scanning and 3-D printing continue to make fossils more accessible.

9

- A) NO CHANGE
- B) relied
- C) will rely
- D) is relying

10

Which choice most effectively combines the underlined sentences?

- A) The fossil could not be removed from the rock on account of it being too delicate; moreover, the team dug up a block of stone around it and brought it to their lab.
- B) The team thought the fossil was too delicate to remove from the rock, and their next decision was to dig up a block of stone around the fossil and bring it to their lab.
- C) The fossil was too delicate to be removed from the rock, so the team dug up a block of stone around the fossil and brought it to their lab.
- D) In removing the fossil from the rock, the team found it was too delicate; then they dug up a block of stone around the fossil and brought it to their lab.

11

- A) NO CHANGE
- B) he or she
- C) they
- D) it

Questions 12-22 are based on the following passage.

Thomas Nast, the Crusading Cartoonist

“Stop them pictures!” Legend has it that the corrupt politician William “Boss” Tweed once used those words when ordering someone to offer a bribe to Thomas Nast, an artist who had become famous for cartoons that called for reforms to end corruption. **12** As a result, Tweed’s attempt to silence the artist failed, and Nast’s cartoons, published in magazines like *Harper’s Weekly*, actually played a key role in bringing Boss Tweed and his cronies to justice.

13 There were powerful political organizations in the 1860s and the 1870s. The organizations were known as “political machines” and started taking control of city governments. These political machines were able to pack legislatures and courts with hand-picked supporters by purchasing **14** votes, a form of election fraud involving the exchange of money or favors for votes. Once a political machine had control of enough important positions, its members were able to use public funds to enrich themselves and their friends. Boss Tweed’s Tammany Hall group, which controlled New York

15 City in the 1860s—stole more than \$30 million,

12

- A) NO CHANGE
- B) Therefore,
- C) Furthermore,
- D) DELETE the underlined portion.

13

Which choice most effectively combines the underlined sentences?

- A) Powerful political organizations in the 1860s and the 1870s started taking control of city governments, and they were known as “political machines.”
- B) Known as “political machines,” in the 1860s and the 1870s, political organizations that were powerful started taking control of city governments.
- C) City governments were taken control of in the 1860s and the 1870s, and powerful political organizations known as “political machines” did so.
- D) In the 1860s and the 1870s, powerful political organizations known as “political machines” started taking control of city governments.

14

- A) NO CHANGE
- B) votes, being
- C) votes, that is
- D) votes, which it is

15

- A) NO CHANGE
- B) City in the 1860s,
- C) City, in the 1860s,
- D) City in the 1860s

the equivalent of more than \$365 million today.

16 Tweed had been elected to a single two-year term in Congress in 1852. Tammany Hall was so powerful and

17 corrupt that, the *New York Times*, commented
 “There is absolutely nothing . . . in the city which is beyond the reach of the insatiable gang.”

Given the extent of Tweed’s power, it is remarkable that a single cartoonist could have played such a significant role in bringing about his downfall. Nast’s cartoons depicted Tweed as a great big bloated thief. One of the artist’s most **18** famous images showed Tweed with a bag of money in place of his **19** head. Another featured Tweed leaning against a ballot box with the caption “As long as I count the votes, what are you going to do about it?” These cartoons were so effective in part because many of the citizens who supported Tweed were illiterate and thus could not read the newspaper accounts of his criminal activities. Nast’s cartoons, though, widely exposed the public to the injustice of Tweed’s political machine.

16

The writer is considering deleting the underlined sentence. Should the sentence be kept or deleted?

- A) Kept, because it introduces the quote from the *New York Times* in the next sentence.
- B) Kept, because it adds a vital detail about Tweed that is necessary to understand his power.
- C) Deleted, because it blurs the focus of the paragraph by introducing loosely related information.
- D) Deleted, because it contains information that undermines the main claim of the passage.

17

- A) NO CHANGE
- B) corrupt, that the *New York Times* commented,
- C) corrupt that the *New York Times* commented,
- D) corrupt that the *New York Times*, commented

18

- A) NO CHANGE
- B) famous and well-known
- C) famous and commonly known
- D) famous, commonly known

19

Which choice adds the most relevant supporting information to the paragraph?

- A) head; like many other Nast cartoons, that one was published in *Harper’s Weekly*.
- B) head; Nast would later illustrate Tweed’s escape from prison.
- C) head, one depiction that omits Tweed’s signature hat.
- D) head, an image that perfectly captured Tweed’s greedy nature.

Nast's campaign to bring down Tweed and the Tammany Hall gang was ultimately successful. In the elections of 1871, the public voted against most of the Tammany Hall candidates, greatly weakening Tweed's power. Eventually, Tweed and his gang were **20** persecuted for a number of charges, including fraud and larceny, and many of them were sent to jail. In 1875 Tweed escaped from jail and fled to Spain and unwittingly **21** brought about one final **22** pinnacle for the power of political cartoons: A Spanish police officer recognized Tweed from one of Nast's cartoons. Consequently, Tweed was sent back to jail, and Nast was hailed as the man who toppled the great Tammany Hall machine.

20

- A) NO CHANGE
- B) persecuted on
- C) persecuted with
- D) prosecuted on

21

- A) NO CHANGE
- B) bringing
- C) brings
- D) has brought

22

- A) NO CHANGE
- B) triumph
- C) culmination
- D) apex

Questions 23-33 are based on the following passage and supplementary material.

Rethinking Crowdfunding in the Arts

Crowdfunding is a popular way to raise money using the Internet. The process sounds simple: an artist, entrepreneur, or other innovator takes his or her ideas straight to the public via a crowdfunding website. The innovator creates a video about the project and offers, in exchange for donations, a series of “perks,” from acknowledgment on a social media site to a small piece of art. Many crowdfunding programs are all-or-nothing; in other words, the innovator must garner 100 percent funding for the project or the money is refunded to the donors. At **23** it’s best, the system can give creators direct access to millions of potential backers.

The home page of one leading crowdfunding site features a project to manufacture pinhole cameras on a 3-D printer. **24** The idea is obviously very attractive. An obscure method of photography may be made available to many with little expense. Within weeks, the project was 621 percent funded. In contrast, on the same page, a small Brooklyn performance venue is attempting to raise money for its current season. The venue features works of performance art showcased in a storefront window. Those who have seen the space consider it vital.

25 However, that group may not be large enough; with just fourteen days to go in the fund-raising period, the campaign is only 46 percent funded.

23

- A) NO CHANGE
- B) its
- C) its’
- D) their

24

Which choice most effectively combines the underlined sentences?

- A) With the idea being obviously very attractive, an obscure method of photography may be made available to many at little expense.
- B) The idea is obviously very attractive: an obscure method of photography may be made available to many at little expense.
- C) An obscure method of photography may be made available to many at little expense, and the idea is obviously very attractive.
- D) An obscure method of photography, an idea that is obviously very attractive, may be made available to many at little expense.

25

- A) NO CHANGE
- B) Therefore,
- C) In effect,
- D) As a rule,

Artists such as these Brooklyn performers find that crowdfunding exacerbates problems that already exist.

26 Work, that is easily understood and appreciated, is supported, while more complex work goes unnoticed.

27 Time that could be used creating art is spent devising clever perks to draw the attention of potential contributors. **28** In addition, audiences may contain many “free **29** riders,” they did not make contributions.

26

- A) NO CHANGE
- B) Work that is easily understood and appreciated is supported,
- C) Work that is easily understood, and appreciated is supported
- D) Work—that is easily understood and appreciated—is supported,

27

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

Crowdfunding tends to attract contributors from a wide variety of professional fields.

Should the writer make this addition here?

- A) Yes, because it gives more information about the people who donate to crowdfunding campaigns.
- B) Yes, because it reinforces the writer’s point about the funding of artistic projects.
- C) No, because it fails to take into account project funding received from public institutions.
- D) No, because it blurs the focus of the paragraph by introducing a poorly integrated piece of information.

28

- A) NO CHANGE
- B) Conversely,
- C) However,
- D) Thus,

29

- A) NO CHANGE
- B) riders,” not making
- C) riders,” who did not make
- D) riders” to not make

Ironically, the success of crowdfunding may weaken overall funding for the arts if people begin to feel that paying for the art **30** loved by them is someone else's responsibility.

[1] One innovative playwright has woven the deficiencies of the system into her crowdfunding model. [2] Though the price for her tickets was higher than that of tickets for comparable shows, it was still affordable to most theatergoers—and reflected the real cost of the performance. [3] She presented the total cost for producing her play on a crowdfunding site. [4] Then she divided the total cost by the number of people she expected to attend the performance. [5] The result of the calculation was the minimum donor price, and only donors who paid at least the minimum ticket price were allowed to attend the performance. [6] By subverting the presumption that money used for her project is an altruistic donation, the playwright showed that **31** our work has monetary value to those who enjoy it. **32**

30

- A) NO CHANGE
- B) they love
- C) loved by him or her
- D) he or she loves

31

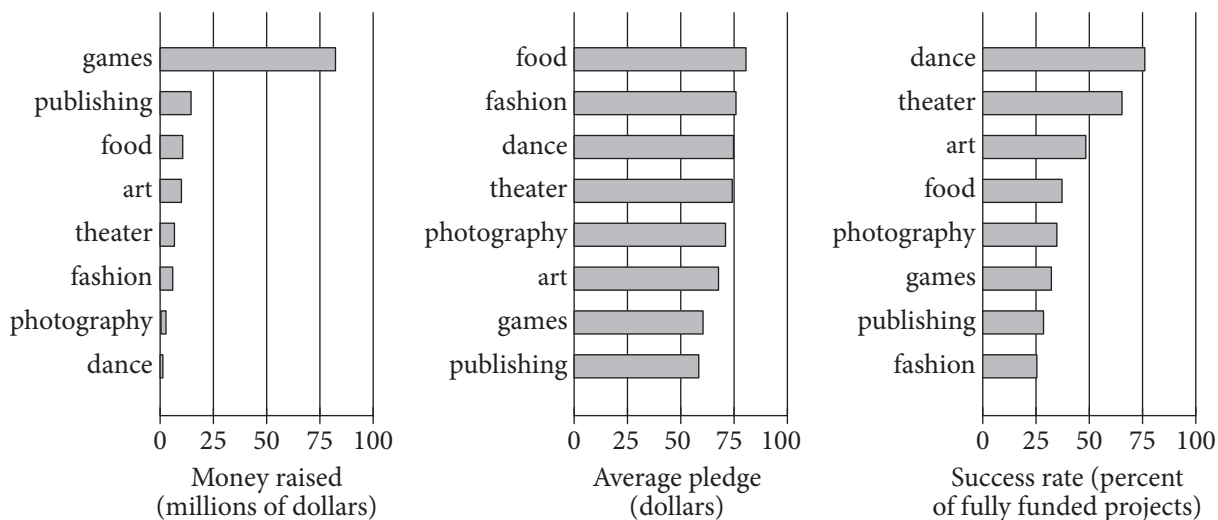
- A) NO CHANGE
- B) their
- C) her
- D) its

32

To make this paragraph most logical, sentence 2 should be placed

- A) where it is now.
- B) after sentence 3.
- C) after sentence 4.
- D) after sentence 5.

Crowdfunded Projects on Kickstarter in 2012



Adapted from "These Were the Most Successful Projects on Kickstarter Last Year." ©2013 by The Economist Newspaper Limited.

Question 33 asks about the graphic.

33

Which choice offers an accurate interpretation of the data in the graphs?

- A) The project category with the lowest amount of money raised was also the most successfully funded project category.
- B) The project category with the highest average pledge amount was also the most successfully funded project category.
- C) The project category with the lowest average pledge amount was also the project category that raised the most money.
- D) The project category with the highest average pledge amount was also the project category with the most money raised.

Questions 34-44 are based on the following passage.

Investigative Journalism: An Evolving American Tradition

[1] The recent precipitous decline of print journalism as a viable profession has exacerbated long-held concerns about the state of investigative reporting in the United States. [2] Facing lower print circulation and diminished advertising revenue, many major newspapers have reduced or eliminated investigative resources. [3] Newspapers, the traditional nurturing ground for investigative journalism, have been hit especially hard by the widespread availability of free news online. [4] To survive, investigative journalism must continue to adapt to the digital age. **34**

It is not difficult to understand why a cash-strapped, understaffed publication might feel pressure to cut teams of investigative **35** reporter's—their work is expensive and time-consuming. **36** Taking on the public interest, investigative journalism involves original, often long-form reporting on such topics as **37** illegal activities, street crime, corporate wrongdoing, and political corruption. An investigative story involves one or more experienced journalists dedicating their full energy and the resources of the publisher to a piece for a prolonged period of time. Expensive legal battles may ensue. The results of this work, though costly, have

34

For the sake of the logic and cohesion of the paragraph, sentence 3 should be

- A) placed where it is now.
- B) placed before sentence 1.
- C) placed after sentence 1.
- D) DELETED from the paragraph.

35

- A) NO CHANGE
- B) reporters:
- C) reporters,
- D) reporter's;

36

- A) NO CHANGE
- B) Undertaken in
- C) Overtaking
- D) Taking off from

37

- A) NO CHANGE
- B) business scandals,
- C) abuse of government power,
- D) DELETE the underlined portion.

helped keep those in power accountable. The exposure by *Washington Post* reporters Bob Woodward and Carl Bernstein of government misconduct in the Watergate scandal resulted in the resignation of President Richard Nixon in 1974. More recently, Seymour Hersh, reporting for the *New Yorker* in 2004, helped publicize the mistreatment of Iraqi prisoners by US personnel at Abu Ghraib during the Iraq War. **38** In these and other cases, exposure from reporters has served as an important **39** blockade to or scolding of malfeasance.

38

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

In 1954, Edward R. Murrow and Fred Friendly produced episodes of the CBS television show *See It Now* that contributed to the end of US senator Joseph McCarthy’s anticommunist “witch hunts.”

Should the writer make this addition here?

- A) Yes, because it helps clarify that the passage’s main focus is on investigations of political corruption.
- B) Yes, because it offers an important counterpoint to the other cases previously described in the paragraph.
- C) No, because it gives an example that is both chronologically and substantively out of place in the paragraph.
- D) No, because it provides an example that is inconsistent with the passage’s definition of investigative journalism.

39

- A) NO CHANGE
- B) interference to or condemnation of
- C) drag on or reproof of
- D) deterrent or rebuke to

While worrisome, the decline of traditional print media **40** could not entail the end of investigative journalism. **41** Although many newsrooms have reduced their staff, some still employ investigative reporters. Nonprofit **42** enterprises such as the Organized Crime and Corruption Reporting Project have begun to fill the void created by staff losses at newspapers and magazines. Enterprising freelance reporters, newly funded by nonprofits, make extensive use of social media,

40

Which choice most effectively suggests that the “end of investigative journalism” is a real possibility but one that can be prevented?

- A) NO CHANGE
- B) need
- C) will
- D) must

41

Which choice most effectively sets up the examples in the following sentences?

- A) NO CHANGE
- B) Investigative journalism also declined between the 1930s and 1950s, only to be revived in the 1960s.
- C) According to the Pew Research Center, more people get their national and international news from the Internet than from newspapers.
- D) Indeed, recent years have witnessed innovative adjustments to changing times.

42

- A) NO CHANGE
- B) enterprises: such as
- C) enterprises such as:
- D) enterprises, such as

including blogs and Twitter, to foster a public conversation about key issues. The Help Me Investigate project, **43** for example, solicited readers to submit tips and information related to ongoing stories to its website. Far from marking the end of investigative journalism, **44** cooperation among journalists and ordinary citizens has been facilitated by the advent of the digital age through an increase in the number of potential investigators.

43

- A) NO CHANGE
- B) therefore,
- C) however,
- D) in any case,

44

- A) NO CHANGE
- B) the number of potential investigators has increased since the advent of the digital age owing to the facilitation of cooperation among journalists and ordinary citizens.
- C) the advent of the digital age has increased the number of potential investigators by facilitating cooperation among journalists and ordinary citizens.
- D) by facilitating cooperation among journalists and ordinary citizens the advent of the digital age has increased the number of potential investigators.

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 – No Calculator

25 MINUTES, 20 QUESTIONS

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

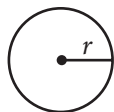
DIRECTIONS

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

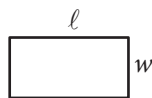
1. The use of a calculator **is not permitted**.
2. All variables and expressions used represent real numbers unless otherwise indicated.
3. Figures provided in this test are drawn to scale unless otherwise indicated.
4. All figures lie in a plane unless otherwise indicated.
5. Unless otherwise indicated,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

REFERENCE

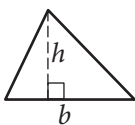


$$A = \pi r^2$$

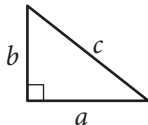
$$C = 2\pi r$$



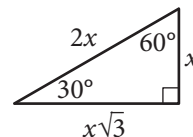
$$A = \ell w$$



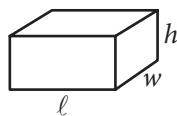
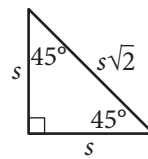
$$A = \frac{1}{2}bh$$



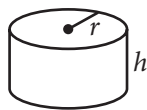
$$c^2 = a^2 + b^2$$



Special Right Triangles



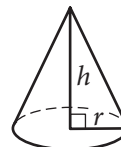
$$V = \ell wh$$



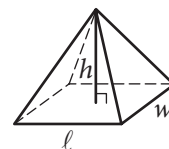
$$V = \pi r^2 h$$



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



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



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

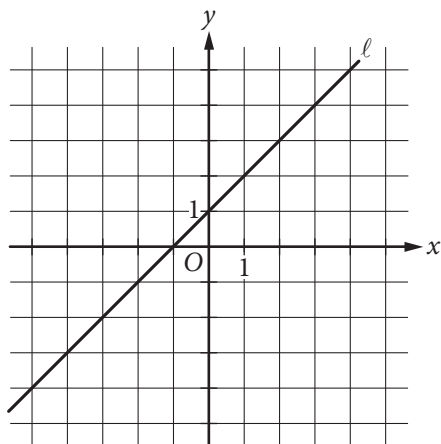
The number of degrees of arc in a circle is 360.

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.



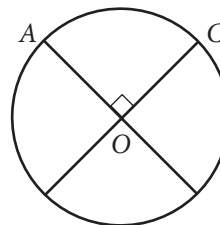
1



Which of the following is an equation of line ℓ in the xy -plane above?

- A) $x = 1$
- B) $y = 1$
- C) $y = x$
- D) $y = x + 1$

2



The circle above with center O has a circumference of 36. What is the length of minor arc \widehat{AC} ?

- A) 9
- B) 12
- C) 18
- D) 36

3

What are the solutions of the quadratic equation $4x^2 - 8x - 12 = 0$?

- A) $x = -1$ and $x = -3$
- B) $x = -1$ and $x = 3$
- C) $x = 1$ and $x = -3$
- D) $x = 1$ and $x = 3$



4

Which of the following is an example of a function whose graph in the xy -plane has no x -intercepts?

- A) A linear function whose rate of change is not zero
- B) A quadratic function with real zeros
- C) A quadratic function with no real zeros
- D) A cubic polynomial with at least one real zero

5

$$\sqrt{k+2} - x = 0$$

In the equation above, k is a constant. If $x = 9$, what is the value of k ?

- A) 1
- B) 7
- C) 16
- D) 79

6

Which of the following is equivalent to the sum of the expressions $a^2 - 1$ and $a + 1$?

- A) $a^2 + a$
- B) $a^3 - 1$
- C) $2a^2$
- D) a^3

7

Jackie has two summer jobs. She works as a tutor, which pays \$12 per hour, and she works as a lifeguard, which pays \$9.50 per hour. She can work no more than 20 hours per week, but she wants to earn at least \$220 per week. Which of the following systems of inequalities represents this situation in terms of x and y , where x is the number of hours she tutors and y is the number of hours she works as a lifeguard?

- A) $12x + 9.5y \leq 220$
 $x + y \geq 20$
- B) $12x + 9.5y \leq 220$
 $x + y \leq 20$
- C) $12x + 9.5y \geq 220$
 $x + y \leq 20$
- D) $12x + 9.5y \geq 220$
 $x + y \geq 20$



8

In air, the speed of sound S , in meters per second, is a linear function of the air temperature T , in degrees Celsius, and is given by $S(T) = 0.6T + 331.4$. Which of the following statements is the best interpretation of the number 331.4 in this context?

- A) The speed of sound, in meters per second, at 0°C
- B) The speed of sound, in meters per second, at 0.6°C
- C) The increase in the speed of sound, in meters per second, that corresponds to an increase of 1°C
- D) The increase in the speed of sound, in meters per second, that corresponds to an increase of 0.6°C

9

$$y = x^2$$
$$2y + 6 = 2(x + 3)$$

If (x, y) is a solution of the system of equations above and $x > 0$, what is the value of xy ?

- A) 1
- B) 2
- C) 3
- D) 9

10

If $a^2 + b^2 = z$ and $ab = y$, which of the following is equivalent to $4z + 8y$?

- A) $(a + 2b)^2$
- B) $(2a + 2b)^2$
- C) $(4a + 4b)^2$
- D) $(4a + 8b)^2$



11

The volume of right circular cylinder A is 22 cubic centimeters. What is the volume, in cubic centimeters, of a right circular cylinder with twice the radius and half the height of cylinder A?

- A) 11
- B) 22
- C) 44
- D) 66

12

Which of the following is equivalent to $9^{\frac{3}{4}}$?

- A) $\sqrt[3]{9}$
- B) $\sqrt[4]{9}$
- C) $\sqrt{3}$
- D) $3\sqrt{3}$

13

At a restaurant, n cups of tea are made by adding t tea bags to hot water. If $t = n + 2$, how many additional tea bags are needed to make each additional cup of tea?

- A) None
- B) One
- C) Two
- D) Three

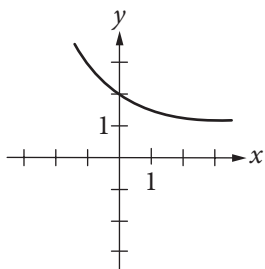


14

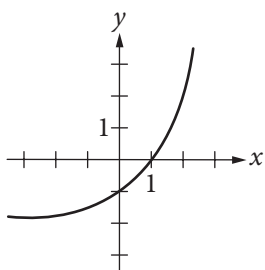
$$f(x) = 2^x + 1$$

The function f is defined by the equation above. Which of the following is the graph of $y = -f(x)$ in the xy -plane?

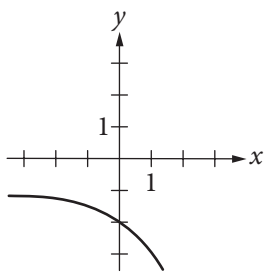
A)



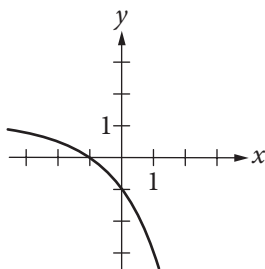
B)



C)



D)



15

Alan drives an average of 100 miles each week. His car can travel an average of 25 miles per gallon of gasoline. Alan would like to reduce his weekly expenditure on gasoline by \$5. Assuming gasoline costs \$4 per gallon, which equation can Alan use to determine how many fewer average miles, m , he should drive each week?

A) $\frac{25}{4}m = 95$


B) $\frac{25}{4}m = 5$

C) $\frac{4}{25}m = 95$

D) $\frac{4}{25}m = 5$

DIRECTIONS

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

1. 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.
2. Mark no more than one circle in any column.
3. No question has a negative answer.
4. Some problems may have more than one correct answer. In such cases, grid only one answer.
5. **Mixed numbers** such as $3\frac{1}{2}$ must be gridded as 3.5 or $7/2$. (If  is entered into the grid, it will be interpreted as $\frac{31}{2}$, not $3\frac{1}{2}$.)
6. **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 \rightarrow
answer
in boxes.

Grid in
result.

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

7	/	1	2
	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

Answer: 2.5











← Fraction line

← Decimal point

	2	.	5
	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















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

	2	/	3
	7		
.	.	.	.
	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
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

.	6	6	7
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
●			
○			
1			
2			
3			

2	0	1	

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



16

Maria plans to rent a boat. The boat rental costs \$60 per hour, and she will also have to pay for a water safety course that costs \$10. Maria wants to spend no more than \$280 for the rental and the course. If the boat rental is available only for a whole number of hours, what is the maximum number of hours for which Maria can rent the boat?

17

$$2(p + 1) + 8(p - 1) = 5p$$

What value of p is the solution of the equation above?

18

$$\begin{aligned}\frac{1}{2}(2x + y) &= \frac{21}{2} \\ y &= 2x\end{aligned}$$

The system of equations above has solution (x, y) .
What is the value of x ?



19

$$\frac{2x+6}{(x+2)^2} - \frac{2}{x+2}$$

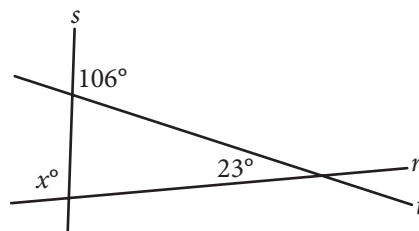
The expression above is equivalent to $\frac{a}{(x+2)^2}$,

where a is a positive constant and $x \neq -2$.

What is the value of a ?

20

Intersecting lines r , s , and t are shown below.



What is the value of x ?

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.

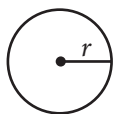
DIRECTIONS

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

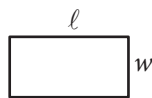
1. The use of a calculator **is permitted**.
2. All variables and expressions used represent real numbers unless otherwise indicated.
3. Figures provided in this test are drawn to scale unless otherwise indicated.
4. All figures lie in a plane unless otherwise indicated.
5. Unless otherwise indicated,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

REFERENCE

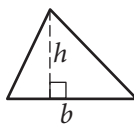


$$A = \pi r^2$$

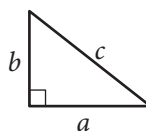
$$C = 2\pi r$$



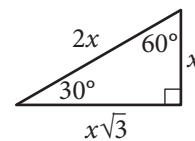
$$A = \ell w$$



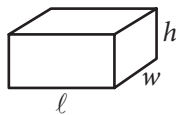
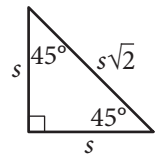
$$A = \frac{1}{2}bh$$



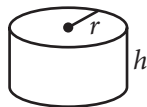
$$c^2 = a^2 + b^2$$



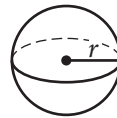
Special Right Triangles



$$V = \ell wh$$



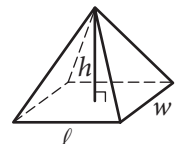
$$V = \pi r^2 h$$



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



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



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

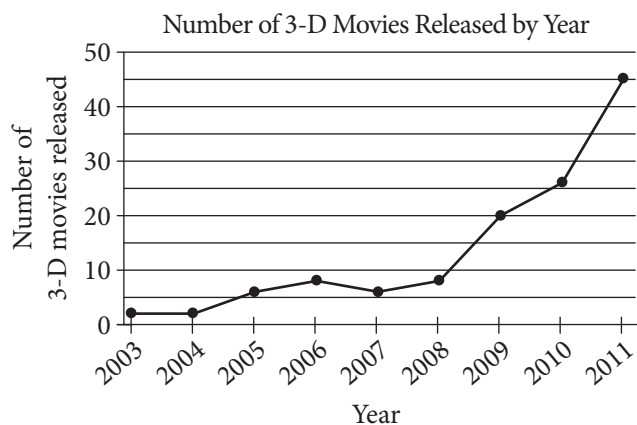
The number of degrees of arc in a circle is 360.

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



According to the line graph above, between which two consecutive years was there the greatest change in the number of 3-D movies released?

- A) 2003–2004
- B) 2008–2009
- C) 2009–2010
- D) 2010–2011

2

x	$f(x)$
1	5
3	13
5	21

Some values of the linear function f are shown in the table above. Which of the following defines f ?

- A) $f(x) = 2x + 3$
- B) $f(x) = 3x + 2$
- C) $f(x) = 4x + 1$
- D) $f(x) = 5x$

3

To make a bakery's signature chocolate muffins, a baker needs 2.5 ounces of chocolate for each muffin. How many pounds of chocolate are needed to make 48 signature chocolate muffins?
(1 pound = 16 ounces)

- A) 7.5
- B) 10
- C) 50.5
- D) 120



4

If $3(c + d) = 5$, what is the value of $c + d$?

- A) $\frac{3}{5}$
- B) $\frac{5}{3}$
- C) 3
- D) 5

5

The weight of an object on Venus is approximately $\frac{9}{10}$ of its weight on Earth. The weight of an object on Jupiter is approximately $\frac{23}{10}$ of its weight on Earth. If an object weighs 100 pounds on Earth, approximately how many more pounds does it weigh on Jupiter than it weighs on Venus?

- A) 90
- B) 111
- C) 140
- D) 230

6

An online bookstore sells novels and magazines. Each novel sells for \$4, and each magazine sells for \$1. If Sadie purchased a total of 11 novels and magazines that have a combined selling price of \$20, how many novels did she purchase?

- A) 2
- B) 3
- C) 4
- D) 5



7

The Downtown Business Association (DBA) in a certain city plans to increase its membership by a total of n businesses per year. There were b businesses in the DBA at the beginning of this year. Which function best models the total number of businesses, y , the DBA plans to have as members x years from now?

- A) $y = nx + b$
- B) $y = nx - b$
- C) $y = b(n)^x$
- D) $y = n(b)^x$

8

Which of the following is an equivalent form of $(1.5x - 2.4)^2 - (5.2x^2 - 6.4)$?

- A) $-2.2x^2 + 1.6$
- B) $-2.2x^2 + 11.2$
- C) $-2.95x^2 - 7.2x + 12.16$
- D) $-2.95x^2 - 7.2x + 0.64$

9

In the 1908 Olympic Games, the Olympic marathon was lengthened from 40 kilometers to approximately 42 kilometers. Of the following, which is closest to the increase in the distance of the Olympic marathon, in miles? (1 mile is approximately 1.6 kilometers.)

- A) 1.00
- B) 1.25
- C) 1.50
- D) 1.75



10

The density d of an object is found by dividing the mass m of the object by its volume V . Which of the following equations gives the mass m in terms of d and V ?

- A) $m = dV$
- B) $m = \frac{d}{V}$
- C) $m = \frac{V}{d}$
- D) $m = V + d$

11

$$-2x + 3y = 6$$

In the xy -plane, the graph of which of the following equations is perpendicular to the graph of the equation above?

- A) $3x + 2y = 6$
- B) $3x + 4y = 6$
- C) $2x + 4y = 6$
- D) $2x + 6y = 3$

12

$$\begin{aligned}\frac{1}{2}y &= 4 \\ x - \frac{1}{2}y &= 2\end{aligned}$$

The system of equations above has solution (x, y) . What is the value of x ?

- A) 3
- B) $\frac{7}{2}$
- C) 4
- D) 6

13

$$\begin{aligned}y &\leq 3x + 1 \\ x - y &> 1\end{aligned}$$

Which of the following ordered pairs (x, y) satisfies the system of inequalities above?

- A) $(-2, -1)$
- B) $(-1, 3)$
- C) $(1, 5)$
- D) $(2, -1)$



14

Type of surgeon	Major professional activity		Total
	Teaching	Research	
General	258	156	414
Orthopedic	119	74	193
Total	377	230	607

In a survey, 607 general surgeons and orthopedic surgeons indicated their major professional activity. The results are summarized in the table above. If one of the surgeons is selected at random, which of the following is closest to the probability that the selected surgeon is an orthopedic surgeon whose indicated professional activity is research?

- A) 0.122
- B) 0.196
- C) 0.318
- D) 0.379



15

A polling agency recently surveyed 1,000 adults who were selected at random from a large city and asked each of the adults, “Are you satisfied with the quality of air in the city?” Of those surveyed, 78 percent responded that they were satisfied with the quality of air in the city. Based on the results of the survey, which of the following statements must be true?

- I. Of all adults in the city, 78 percent are satisfied with the quality of air in the city.
 - II. If another 1,000 adults selected at random from the city were surveyed, 78 percent of them would report they are satisfied with the quality of air in the city.
 - III. If 1,000 adults selected at random from a different city were surveyed, 78 percent of them would report they are satisfied with the quality of air in the city.
- A) None
B) II only
C) I and II only
D) I and III only

Questions 16-18 refer to the following information.

Species of tree	Growth factor
Red maple	4.5
River birch	3.5
Cottonwood	2.0
Black walnut	4.5
White birch	5.0
American elm	4.0
Pin oak	3.0
Shagbark hickory	7.5

One method of calculating the approximate age, in years, of a tree of a particular species is to multiply the diameter of the tree, in inches, by a constant called the growth factor for that species. The table above gives the growth factors for eight species of trees.

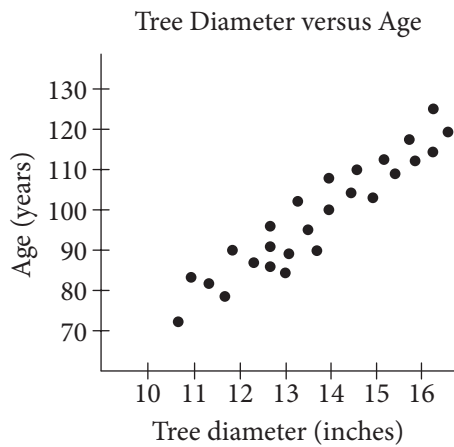
16

According to the information in the table, what is the approximate age of an American elm tree with a diameter of 12 inches?

- A) 24 years
B) 36 years
C) 40 years
D) 48 years



17



The scatterplot above gives the tree diameter plotted against age for 26 trees of a single species. The growth factor of this species is closest to that of which of the following species of tree?

- A) Red maple
- B) Cottonwood
- C) White birch
- D) Shagbark hickory

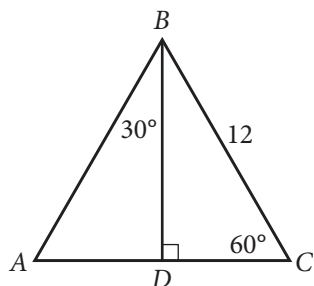
18

If a white birch tree and a pin oak tree each now have a diameter of 1 foot, which of the following will be closest to the difference, in inches, of their diameters 10 years from now? (1 foot = 12 inches)

- A) 1.0
- B) 1.2
- C) 1.3
- D) 1.4



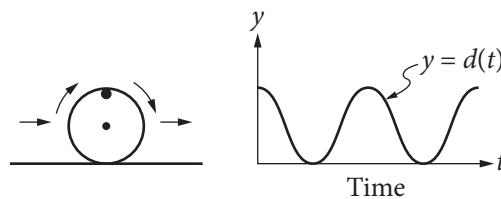
19



In $\triangle ABC$ above, what is the length of \overline{AD} ?

- A) 4
- B) 6
- C) $6\sqrt{2}$
- D) $6\sqrt{3}$

20



The figure on the left above shows a wheel with a mark on its rim. The wheel is rolling on the ground at a constant rate along a level straight path from a starting point to an ending point. The graph of $y = d(t)$ on the right could represent which of the following as a function of time from when the wheel began to roll?

- A) The speed at which the wheel is rolling
- B) The distance of the wheel from its starting point
- C) The distance of the mark on the rim from the center of the wheel
- D) The distance of the mark on the rim from the ground



21

$$\frac{a-b}{a} = c$$

In the equation above, if a is negative and b is positive, which of the following must be true?

- A) $c > 1$
- B) $c = 1$
- C) $c = -1$
- D) $c < -1$

22

In State X, Mr. Camp's eighth-grade class consisting of 26 students was surveyed and 34.6 percent of the students reported that they had at least two siblings. The average eighth-grade class size in the state is 26. If the students in Mr. Camp's class are representative of students in the state's eighth-grade classes and there are 1,800 eighth-grade classes in the state, which of the following best estimates the number of eighth-grade students in the state who have fewer than two siblings?

- A) 16,200
- B) 23,400
- C) 30,600
- D) 46,800



Questions 23 and 24 refer to the following information.

Townsend Realty Group Investments		
Property address	Purchase price (dollars)	Monthly rental price (dollars)
Clearwater Lane	128,000	950
Driftwood Drive	176,000	1,310
Edgemont Street	70,000	515
Glenview Street	140,000	1,040
Hamilton Circle	450,000	3,365

The Townsend Realty Group invested in the five different properties listed in the table above. The table shows the amount, in dollars, the company paid for each property and the corresponding monthly rental price, in dollars, the company charges for the property at each of the five locations.

23

The relationship between the monthly rental price r , in dollars, and the property's purchase price p , in thousands of dollars, can be represented by a linear function. Which of the following functions represents the relationship?

- A) $r(p) = 2.5p - 870$
- B) $r(p) = 5p + 165$
- C) $r(p) = 6.5p + 440$
- D) $r(p) = 7.5p - 10$

24

Townsend Realty purchased the Glenview Street property and received a 40% discount off the original price along with an additional 20% off the discounted price for purchasing the property in cash. Which of the following best approximates the original price, in dollars, of the Glenview Street property?

- A) \$350,000
- B) \$291,700
- C) \$233,300
- D) \$175,000



25

A psychologist set up an experiment to study the tendency of a person to select the first item when presented with a series of items. In the experiment, 300 people were presented with a set of five pictures arranged in random order. Each person was asked to choose the most appealing picture. Of the first 150 participants, 36 chose the first picture in the set. Among the remaining 150 participants, p people chose the first picture in the set. If more than 20% of all participants chose the first picture in the set, which of the following inequalities best describes the possible values of p ?

- A) $p > 0.20(300 - 36)$, where $p \leq 150$
- B) $p > 0.20(300 + 36)$, where $p \leq 150$
- C) $p - 36 > 0.20(300)$, where $p \leq 150$
- D) $p + 36 > 0.20(300)$, where $p \leq 150$

26

The surface area of a cube is $6\left(\frac{a}{4}\right)^2$, where a is a positive constant. Which of the following gives the perimeter of one face of the cube?

- A) $\frac{a}{4}$
- B) a
- C) $4a$
- D) $6a$

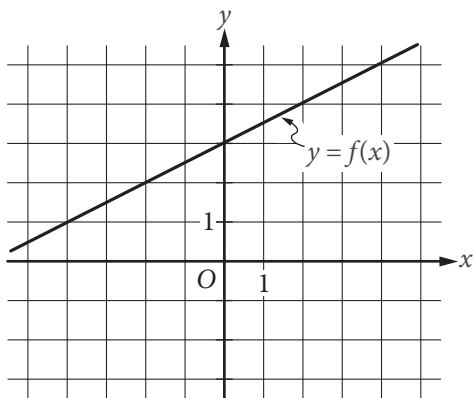
27

The mean score of 8 players in a basketball game was 14.5 points. If the highest individual score is removed, the mean score of the remaining 7 players becomes 12 points. What was the highest score?

- A) 20
- B) 24
- C) 32
- D) 36



28



The graph of the linear function f is shown in the xy -plane above. The slope of the graph of the linear function g is 4 times the slope of the graph of f . If the graph of g passes through the point $(0, -4)$, what is the value of $g(9)$?

- A) 5
- B) 9
- C) 14
- D) 18

29

$$x^2 + 20x + y^2 + 16y = -20$$

The equation above defines a circle in the xy -plane. What are the coordinates of the center of the circle?

- A) $(-20, -16)$
- B) $(-10, -8)$
- C) $(10, 8)$
- D) $(20, 16)$

30

$$y = x^2 - a$$

In the equation above, a is a positive constant and the graph of the equation in the xy -plane is a parabola. Which of the following is an equivalent form of the equation?

- A) $y = (x + a)(x - a)$
- B) $y = (x + \sqrt{a})(x - \sqrt{a})$
- C) $y = \left(x + \frac{a}{2}\right)\left(x - \frac{a}{2}\right)$
- D) $y = (x + a)^2$

**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

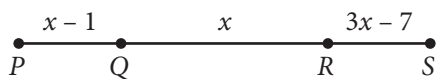
Horsepower and watts are units of measure of power. They are directly proportional such that 5 horsepower is equal to 3730 watts. How much power, in watts, is equal to 2 horsepower?

32

The painting *The Starry Night* by Vincent van Gogh is rectangular in shape with height 29 inches and width 36.25 inches. If a reproduction was made where each dimension is $\frac{1}{3}$ the corresponding original dimension, what is the height of the reproduction, in inches?



33



Note: Figure not drawn to scale.

On \overline{PS} above, $PQ = RS$. What is the length of \overline{PS} ?

34

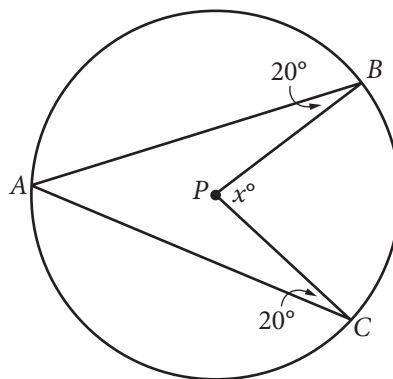
In the xy -plane, the point $(2, 5)$ lies on the graph of the function f . If $f(x) = k - x^2$, where k is a constant, what is the value of k ?



35

A landscaper is designing a rectangular garden. The length of the garden is to be 5 feet longer than the width. If the area of the garden will be 104 square feet, what will be the length, in feet, of the garden?

36



Point P is the center of the circle in the figure above. What is the value of x ?



Questions 37 and 38 refer to the following information.

Ms. Simon's Workday Morning Drive

Segment of drive	Distance (miles)	Average driving speed with no traffic delay (mph)
From home to freeway entrance	0.6	25
From freeway entrance to freeway exit	15.4	50
From freeway exit to workplace	1.4	35

Ms. Simon drives her car from her home to her workplace every workday morning. The table above shows the distance, in miles, and her average driving speed, in miles per hour (mph), when there is no traffic delay, for each segment of her drive.

37

One morning, Ms. Simon drove directly from her home to her workplace in 24 minutes. What was her average speed, in miles per hour, during her drive that morning?

38

If Ms. Simon starts her drive at 6:30 a.m., she can drive at her average driving speed with no traffic delay for each segment of the drive. If she starts her drive at 7:00 a.m., the travel time from the freeway entrance to the freeway exit increases by 33% due to slower traffic, but the travel time for each of the other two segments of her drive does not change. Based on the table, how many more minutes does Ms. Simon take to arrive at her workplace if she starts her drive at 7:00 a.m. than if she starts her drive at 6:30 a.m.? (Round your answer to the nearest minute.)

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

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The SAT[®]

Practice Essay #5

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As you read the passage below, consider how Eric Klinenberg 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 Eric Klinenberg, “Viewpoint: Air-Conditioning Will Be the End of Us.” ©2013 by Time Inc. Originally published July 17, 2013.

- 1 Earlier this week, as the temperature in New York City hit the upper 90s and the heat index topped 100, my utility provider issued a heat alert and advised customers to use air-conditioning “wisely.” It was a nice, polite gesture but also an utterly ineffectual one. After all, despite our other green tendencies, most Americans still believe that the wise way to use air conditioners is to crank them up, cooling down every room in the house—or even better, relax in the cold blasts of a movie theater or shopping mall, where someone else pays the bills. Today Americans use twice as much energy for air-conditioning as we did 20 years ago, and more than the rest of the world’s nations combined. As a climate-change adaptation strategy, this is as dumb as it gets.
- 2 I’m hardly against air-conditioning. During heat waves, artificial cooling can save the lives of old, sick and frail people, and epidemiologists have shown that owning an AC unit is one of the strongest predictors of who survives during dangerously hot summer weeks. I’ve long advocated public-health programs that help truly vulnerable people, whether isolated elders in broiling urban apartments or farm workers who toil in sunbaked fields, by giving them easy access to air-conditioning.
- 3 I also recognize that air conditioners can enhance productivity in offices and make factories safer for workers who might otherwise wilt in searing temperatures. Used conservatively—say, to reduce indoor temperatures to the mid-70s in rooms that, because of shortsighted design, cannot be cooled by cross-ventilation from fans and windows—air conditioners may well generate enough benefits to balance the indisputable, irreversible damage they generate. But in most situations, the case for air-conditioning is made of hot air.
- 4 What’s indefensible is our habit of converting homes, offices and massive commercial outlets into igloos on summer days, regardless of how hot it is outdoors. Recently, New York City prohibited stores from pumping arctic air out onto the searing sidewalks in an attempt to lure customers while burning through fossil fuels in suicidal fashion. I can’t help but wonder whether cities like New York will ever prohibit stores from cooling their facilities below, say, 70°F. No doubt a law like that would raise even more objections than Mayor Michael Bloomberg’s attempt to ban big sodas, but it might well be necessary if we can’t turn down the dial on our own.

- 5 I'm skeptical that American businesses and consumers will reduce their use of air-conditioning without new rules and regulations, especially now that natural gas has helped bring down energy bills and the short-term costs of cranking the AC are relatively low. Part of the problem is that in recent decades, the fastest-growing U.S. cities—places like Las Vegas, Phoenix and Austin—have effectively been built on air-conditioning. (This is also true in the Middle East and Asia, and as a result, global energy consumption is soaring precisely when it needs to be lowered.) Throughout the country, most designs for new office, commercial and residential property rely entirely on AC, rather than on time-honored cooling technologies such as shading from trees and cross-ventilation from windows and fans. As a result, there is now an expectation that indoor air will be frigid on even the steamiest days everywhere from the Deep South to the Great West. What's worse, this expectation is spreading to the nations where American culture carries influence; sales of air conditioners rose 20% in India and China last year.
- 6 Trying to engineer hot weather out of existence rather than adjust our culture of consumption for the age of climate change is one of our biggest environmental blind spots. If you can't stand the heat, you should know that blasting the AC will ultimately make us all even hotter. Let's put our air conditioners on ice before it's too late.

Write an essay in which you explain how Eric Klinenberg builds an argument to persuade his audience that Americans need to greatly reduce their reliance on air-conditioning. In your essay, analyze how Klinenberg 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 his argument. Be sure that your analysis focuses on the most relevant features of the passage.

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



Answer Explanations

SAT® Practice Test #5

Answer Explanations

SAT Practice Test #5

Section 1: Reading Test

QUESTION 1

Choice D is the best answer. The passage begins with the main character, Lymie, sitting in a restaurant and reading a history book. The first paragraph describes the book in front of him (“Blank pages front and back were filled in with maps, drawings, dates, comic cartoons, and organs of the body,” lines 11-13). The second paragraph reveals what Lymie is reading about (the Peace of Paris and the Congress of Vienna) and suggests his intense concentration on the book (“sometimes he swallowed whole the food that he had no idea he was eating,” lines 23-24). In the third paragraph, the focus of the passage shifts to a description and discussion of others in the restaurant, namely “A party of four, two men and two women . . .” (lines 42-43).

Choice A is incorrect because the passage does not provide observations made by other characters, only offering Lymie’s and the narrator’s observations. Choice B is incorrect because the beginning of the passage focuses on Lymie as he reads by himself and the end of the passage focuses on the arrival of Lymie’s father, with whom Lymie’s relationship seems somewhat strained. Choice C is incorrect because the setting is described in the beginning of the first paragraph but is never the main focus of the passage.

QUESTION 2

Choice C is the best answer. The main purpose of the first paragraph is to establish the passage’s setting by describing a place and an object. The place is the Alcazar Restaurant, which is described as being “long and narrow” and decorated with “*art moderne*,” murals, and plants (lines 2-6), and the object is the history book Lymie is reading.

Choice A is incorrect because rather than establishing what Lymie does every night, the first paragraph describes what Lymie is doing on *one* night. Choice B is incorrect because nothing in the first paragraph indicates when the passage takes place, as the details provided (such as the restaurant and the book) are not specific to one era. Choice D is incorrect because nothing in the first paragraph clearly foreshadows a later event.

QUESTION 3

Choice C is the best answer. The passage states that “when Lymie put down his fork and began to count . . . the waitress, whose name was Irma, thought he was through eating and tried to take his plate away” (lines 34-38). It is reasonable to assume that Irma thinks Lymie is finished eating because he is no longer holding his fork.

Choice A is incorrect because Lymie has already been reading his book while eating for some time before Irma thinks he is finished eating. Choice B is incorrect because the passage doesn’t state that Lymie’s plate is empty, and the fact that Lymie stops Irma from taking his plate suggests that it is not empty. Choice D is incorrect because the passage gives no indication that Lymie asks Irma to clear the table.

QUESTION 4

Choice A is the best answer. The passage makes it clear that Lymie finds the party of four who enter the restaurant to be loud and bothersome, as their entrance means he is no longer able to concentrate on his book: “They laughed more than there seemed any occasion for . . . and their laughter was too loud. But it was the women’s voices . . . which caused Lymie to skim over two whole pages without knowing what was on them” (lines 52-59).

Choices B, C, and D are incorrect because lines 55-59 make clear that Lymie is annoyed by the party of four, not that he finds their presence refreshing (choice B), thinks they resemble the people he is reading about (choice C), or thinks they represent glamour and youth (choice D).

QUESTION 5

Choice C is the best answer. The previous question asks about Lymie’s impression of the party of four who enter the restaurant, with the correct answer being that he finds them noisy and distracting. This is supported in lines 55-59: “But it was the women’s voices, the terrible not quite sober pitch of the women’s voices, which caused Lymie to skim over two whole pages without knowing what was on them.”

Choices A, B, and D are incorrect because the lines cited do not support the answer to the previous question about Lymie’s impression of the party of four who enter the restaurant. Rather than showing that Lymie finds the group of strangers noisy and distracting, the lines simply describe how two of the four people look (choices A and B) and indicate what Lymie does when his father joins him in the restaurant (choice D).

QUESTION 6

Choice A is the best answer. In the passage, Lymie closes his book only after “a coat that he recognized as his father’s was hung on the hook next to his chair” (lines 67-68). It is Lymie’s father’s arrival that causes him to close the book.

Choices B, C, and D are incorrect because lines 67-70 of the passage clearly establish that Lymie closes his book because his father has arrived, not that he does so because the party of four is too loud (choice B), because he has finished reading a section of the book (choice C), or because he is getting ready to leave (choice D).

QUESTION 7

Choice D is the best answer. In lines 74-79, the narrator describes Mr. Peters as “gray” and balding, noting that he has “lost weight” and his color is “poor.” This description suggests Mr. Peters is aging and losing strength and vigor.

Choices A, B, and C are incorrect because the description of Mr. Peters in lines 74-79 suggests he is a person who is wan and losing vitality, not someone who is healthy and in good shape (choice A), angry and intimidating (choice B), or emotionally anxious (choice C).

QUESTION 8

Choice B is the best answer. In the last paragraph of the passage, Mr. Peters is described as being unaware “that there had been any change” in his appearance since he was younger (lines 80-81). Later in the paragraph, the passage states that “the young man” Mr. Peters once was “had never for one second deserted” him (lines 90-91). The main idea of the last paragraph is that Mr. Peters still thinks of himself as young, or at least acts as if he is a younger version of himself.

Choice A is incorrect because Mr. Peters is spending time with Lymie, his son, and there is no indication that he generally does not spend time with his family. Choice C is incorrect because although there are brief mentions of a diamond ring and manicured fingers, the paragraph focuses on Mr. Peters’s overall appearance, not on his awareness of status symbols. Choice D is incorrect because the last paragraph clearly states that Mr. Peters is “not aware that there had been any change” and thinks of himself as young.

QUESTION 9

Choice B is the best answer. In lines 81-85, Mr. Peters is described as having “straightened his tie self-consciously” and gestured with a menu “so that the two women at the next table would notice the diamond ring on the fourth finger of his right hand.” Mr. Peters’s actions are those of someone who wants to attract attention and be noticed.

Choices A, C, and D are incorrect because the lines cited do not support the idea Mr. Peters wants to attract attention to himself. Choices A and C address Mr. Peters’s view of himself. Choice D indicates that Mr. Peters’s view of himself affects his behavior but does not reveal that he acts in a way meant to draw attention.

QUESTION 10

Choice B is the best answer. The last sentence of the passage states that Mr. Peters's mischaracterization of himself makes him act in ways that are not "becoming" for a man of his age. In this context, "becoming" suggests behavior that is appropriate or fitting.

Choices A, C, and D are incorrect because in the context of describing one's behavior, "becoming" means appropriate or fitting, not becoming known (choice A), becoming more advanced (choice C), or simply occurring (choice D).

QUESTION 11

Choice B is the best answer. In Passage 1, Beecher makes the point that even if women in her society are perceived as being inferior to men, they are still able to effect considerable influence on that society: "But while woman holds a subordinate relation in society to the other sex, it is not because it was designed that her duties or her influence should be any the less important, or all-pervading" (lines 6-10).

Choice A is incorrect because Beecher describes the dynamic between men and women in terms of the way they can change society, not in terms of security and physical safety. Choice C is incorrect because even though Beecher implies that women have fewer rights in society than men do, she doesn't say that women have fewer responsibilities. Choice D is incorrect because Beecher does not assert that women are superior to men.

QUESTION 12

Choice A is the best answer. The previous question asks what point Beecher makes regarding the relationship between men and women in her society, with the answer being that women are considered inferior but can still have influence. This is supported in lines 6-10: "But while woman holds a subordinate relation in society to the other sex, it is not because it was designed that her duties or her influence should be any the less important, or all-pervading."

Choices B, C, and D are incorrect because the lines cited do not support the answer to the previous question about the point Beecher makes regarding the relationship between men and women in her society. Instead, they describe ways men can affect society (choices B and C) and explain how certain actions undertaken by a woman can be viewed negatively (choice D).

QUESTION 13

Choice B is the best answer. In the third paragraph (lines 22-37), Beecher suggests that women can be "so much respected, esteemed and loved" by those around them that men will accede to their wishes: "then, the fathers, the husbands, and the sons, will find an influence thrown around them, to which they will yield not only willingly but proudly . . ." These lines show that Beecher believes women can influence society by influencing the men around them; in other words, women have an indirect influence on public life.

Choices A, C, and D are incorrect because lines 34-37 make it clear that Beecher believes women do have an effect on society, even if it is an indirect effect. Beecher does not indicate that women's effect on public life is ignored because most men are not interested (choice A), unnecessary because men do not need help governing society (choice C), or merely symbolic because women tend to be idealistic (choice D).

QUESTION 14

Choice D is the best answer. Regarding the dynamic of men and women in society, Beecher says that one sex is given "the subordinate station" while the other is given the "superior" station (lines 1-2). In the context of how one gender exists in comparison to the other, the word "station" suggests a standing or rank.

Choices A, B, and C are incorrect because in the context of the relative standing of men and women in Beecher's society, the word "station" suggests a standing or rank, not a physical location or area (choices A, B, and C).

QUESTION 15

Choice C is the best answer. When describing how men and women can influence society, Beecher says the ways they can do so "should be altogether different and peculiar" (lines 11-12). In the context of the "altogether different" ways men and women can influence society, the word "peculiar" implies being unique or distinctive.

Choices A, B, and D are incorrect because in the context of the "altogether different" ways men and women can influence society, the word "peculiar" suggests something unique or distinctive, not something unusual and odd (choice A), unexpected (choice B), or rare (choice D).

QUESTION 16

Choice A is the best answer. In Passage 2, Grimké makes the main point that people have rights because they are human, not because of their gender or race. This is clear in lines 58-60, when Grimké states that "human beings have *rights*, because they are *moral* beings: the rights of *all* men grow out of their moral nature" and lines 65-68, when Grimké writes, "Now if rights are founded in the nature of our moral being, then the *mere circumstance of sex* does not give to man higher rights and responsibilities, than to woman."

Choices B, C, and D are incorrect because Grimké primarily emphasizes that all men and women inherently have the same rights ("rights are founded in the nature of our moral being," lines 65-66). Her central claim is not that men and women need to work together to change society (choice B), that moral rights are the distinguishing characteristic separating humans from animals (choice C), or that there should be equal opportunities for men and women to advance and succeed.

QUESTION 17

Choice B is the best answer. In Passage 2, Grimké makes the point that human rights are not fleeting or changeable but things that remain, regardless of the circumstances, because they are tied to humans' moral nature. She emphasizes that human rights exist even if societal laws attempt to contradict or override them, citing slavery as an example: "These rights may be wrested from the slave, but they cannot be alienated: his title to himself is as perfect now, as is that of Lyman Beecher: it is stamped on his moral being, and is, like it, imperishable" (lines 61-65).

Choices A and D are incorrect because in Passage 2, Grimké makes the point that human rights are inherent and unchanging, not that they are viewed differently in different societies (choice A) or that they have changed and developed over time (choice D). Choice C is incorrect because Grimké doesn't describe a clash between human rights and moral responsibilities; instead, she says that humans have rights "because they are *moral* beings" (lines 58-59).

QUESTION 18

Choice B is the best answer. The previous question asks what point Grimké makes about human rights in Passage 2, with the answer being that they exist and have moral authority whether or not they are established by societal law. This is supported in lines 61-65: "These rights may be wrested from the slave, but they cannot be alienated: his title to himself is as perfect now, as is that of Lyman Beecher: it is stamped on his moral being, and is, like it, imperishable."

Choices A, C, and D are incorrect because the lines cited do not support the answer to the previous question about the point Grimké makes about human rights in Passage 2. Instead, they explain the source of all people's human rights (choice A), indicate what would happen if rights were determined by gender (choice C), and discuss why gender is irrelevant to rights (choice D).

QUESTION 19

Choice B is the best answer. In Passage 1, Beecher asserts that men and women naturally have different positions in society: "Heaven has appointed to one sex the superior, and to the other the subordinate station" (lines 1-2). She goes on to argue that a woman should act within her subordinate role to influence men but should not "exert coercive influences" that would put her "out of her appropriate sphere" (lines 44-46). In Passage 2, Grimké takes issue with the idea that men and women have different rights and roles. She asserts that as moral beings all people have the same inherent rights and states that "the *mere circumstance of sex* does not give to man higher rights and responsibilities, than to woman" (lines 66-68).

Choice A is incorrect because Passage 2 does not discuss the practical difficulties of something that is proposed in Passage 1 but rather argues against the main point of Passage 1. Choice C is incorrect because Passage 2 does not provide historical context for the view expressed in Passage 1; the passages were published at around the same time and both discuss contemporary society. Choice D is incorrect because Passage 2 does not elaborate on implications found in Passage 1 as much as it disputes the ideas explicitly expressed in Passage 1.

QUESTION 20

Choice A is the best answer. While Beecher and Grimké clearly disagree regarding a woman's role in society, the passages suggest that both authors share the belief that women do have moral duties and responsibilities in society. In Passage 1, Beecher writes that "while woman holds a subordinate relation in society to the other sex, it is not because it was designed that her duties or her influence should be any the less important, or all-pervading" (lines 6-10). She suggests that women do have an obligation to use their influence to bring about beneficial changes in society. In Passage 2, Grimké asserts that all people "are *moral* beings" (lines 58-59) and that both men and women have "rights and responsibilities" (line 68). She concludes that "whatever it is morally right for man to do, it is morally right for woman to do" (lines 81-83).

Choice B is incorrect because neither author suggests that when men work to bring about political changes, they often do so out of consideration for others rather than considerations for themselves. Choice C is incorrect because neither passage discusses the value given to women's ethical obligations, although both authors suggest that women do have ethical and moral obligations. Choice D is incorrect because in Passage 1 Beecher argues that women should avoid direct political activism, cautioning against actions that would put them outside their "appropriate sphere" (line 46).

QUESTION 21

Choice D is the best answer. In lines 65-68 of Passage 2, Grimké writes, "Now if rights are founded in the nature of our moral being, then the *mere circumstance of sex* does not give to man higher rights and responsibilities, than to woman." In other words, gender does not make men's rights and duties superior to women's. Beecher, on the other hand, begins Passage 1 by stating that "heaven has appointed to one sex the superior, and to the other the subordinate station," suggesting that men and women have fundamentally different natures. Therefore, Beecher most likely would have disagreed with Grimké's assertion.

Choices A and B are incorrect because Beecher fundamentally disagrees with Grimké regarding the basic nature and societal roles of men and women, making it very unlikely that she would have viewed Grimké's statement in lines 65-68 with either sympathy or agreement. Choice C is incorrect because Beecher wouldn't necessarily have been dismayed by Grimké's belief as much as she would have simply disagreed with it, and she does not indicate that the role of women in society is more difficult to play than is that of men.

QUESTION 22

Choice A is the best answer. In line 14, the passage states that industrial agriculture has become "incredibly efficient on a simple land to food basis." In this context, "simple" suggests something basic or straightforward.

Choices B, C, and D are incorrect because in the context of a land to food dynamic, the word “simple” suggests something basic or straightforward, not something humble (choice B), something without any decoration or ornamentation (choice C), or something that requires little effort (choice D).

QUESTION 23

Choice B is the best answer. The passage clearly states that conventional agriculture is very efficient, especially when compared to organic farming: “organic farming yields 25% fewer crops on average than conventional agriculture” (lines 40-42) and in a study “organic farming delivered a lower yield for every crop type” (lines 51-52). It can therefore be understood from the passage that conventional agriculture does a good job maximizing the output of the land that is farmed.

Choice A is incorrect because the passage states how efficient conventional agriculture is in regard to the amount of food it can produce but does not indicate that it produces a significantly wide variety of fruits and vegetables. Choice C is incorrect because even if the passage does say that each American farmer can produce crops to feed “over 155 people worldwide” (lines 16-17), it never claims that conventional agriculture can satisfactorily feed everyone in the world. Choice D is incorrect because the passage states that conventional agriculture uses a great deal of nitrogen, not that it changes the need for nitrogen in plant growth one way or the other.

QUESTION 24

Choice A is the best answer. The passage makes it clear that “most environmentalists” (line 27) believe conventional agriculture produces food that is not as healthy as food produced through organic farming and that it is more harmful to the environment than organic farming is: many environmentalists “have embraced organic food as better for the planet—and healthier and tastier, too—than the stuff produced by agricultural corporations” (lines 28-31).

Choices B, C, and D are incorrect because they are not supported by the passage. The passage never states that many environmentalists believe that conventional farming reduces the need to convert wilderness to farmland (choice B), is in any way good for the environment (choice C), or protects wildlife habitats (choice D).

QUESTION 25

Choice B is the best answer. The previous question asks how environmentalists perceive conventional agriculture, with the answer being that they believe it produces a product that is less healthy and more environmentally destructive than that produced by organic farming. This is supported in lines 28-31: “They have embraced organic food as better for the planet—and healthier and tastier, too—than the stuff produced by agricultural corporations.”

Choices A, C, and D are incorrect because the lines cited do not support the answer to the previous question about how environmentalists perceive the efforts of conventional agriculture. Although the lines in choice A do touch on environmentalists’ views, they indicate only that most environmentalists

don't view conventional agriculture's ability to "produce more food on less land" (line 25) as beneficial to the environment. Choice C is incorrect because these lines address environmentalists' view of the environmental effects of conventional and organic farming but not the taste or nutritional value of the food produced. Choice D is incorrect because these lines focus on a drawback to organic farming.

QUESTION 26

Choice C is the best answer. The passage makes it clear that while both conventional and organic farming need nitrogen for plant growth, conventional farming uses synthetic fertilizers and organic does not: "Conventional agriculture makes use of 171 million metric tons of synthetic fertilizer each year, and all that nitrogen enables much faster plant growth than the slower release of nitrogen from the compost or cover crops used in organic farming" (lines 61-65).

Choice A is incorrect because the passage does not state that conventional and organic farming are equally sustainable and does state that organic farming needs "more land" to produce "fewer crops" (lines 42-43) but does not indicate that it always requires dramatically more land. Choice B is incorrect because the passage does not state that organic farming uses artificial chemicals. Choice D is incorrect because the passage mentions nitrogen runoff only as a product of conventional farming, not organic farming, and does not indicate that only the nitrogen in conventional fertilizers is dangerous.

QUESTION 27

Choice D is the best answer. The previous question asks about the relationship between conventional agriculture and organic farming, with the answer being that unlike organic farms, conventional farms use synthetic fertilizers. This is supported in lines 61-65: "Conventional agriculture makes use of 171 million metric tons of synthetic fertilizer each year, and all that nitrogen enables much faster plant growth than the slower release of nitrogen from the compost or cover crops used in organic farming."

Choices A, B, and C are incorrect because the lines cited do not support the answer to the previous question about the relationship between conventional and organic farming, instead describing the efficiency only of conventional agriculture (choice A), discussing one perceived positive aspect of conventional agriculture (choice B), and highlighting a drawback of organic farming (choice C).

QUESTION 28

Choice B is the best answer. The passage states that the authors of the study comparing conventional and organic farming have come to the conclusion that an "ideal global agriculture system" would "borrow the best from both systems" (lines 80-82). The quote from Jonathan Foley in lines 84-97 indicates that this ideal system would take into consideration many different factors, including the nutrition and calories offered by specific types of foods as well as different geographic, economic, and social needs.

Choices A and D are incorrect because the passage makes it clear that the "ideal global agriculture system" would give consideration to multiple factors, not that it would focus mainly on productivity

(choice A) or nutritional value (choice D). Choice C is incorrect because Foley states that the ideal system would take economics into consideration but does not indicate that farmers' economic interests would be weighed against consumers' needs.

QUESTION 29

Choice D is the best answer. The passage states that conventional agriculture can be superior to organic farming in terms of producing "sheer calories" (line 88). In this context, "sheer" most nearly means pure; the passage is referring to the pure number of calories delivered by foods.

Choices A, B, and C are incorrect because in the context of discussing the calories foods can provide, "sheer" suggests the pure number of calories. Also, it does not make sense to say that calories can be seen through (choice A), are somehow sudden or happen unexpectedly (choice B), or are at a very sharp angle (choice C).

QUESTION 30

Choice B is the best answer. Figure 1 shows that the organic yield as a percentage of conventional yield is similar for cereals and all crops, with both yielding roughly 75%.

Choice A is incorrect because figure 1 shows that the organic yield as a percentage of conventional yield is higher for fruits (just under 100%) than for vegetables (just under 70%). Choice C is incorrect because figure 1 shows there were only 28 observations for oilseed crops. Choice D is incorrect because figure 1 shows that the organic yield as a percentage of conventional yield is higher for oilseed crops (approximately 90%) than for vegetables (just under 70%).

QUESTION 31

Choice D is the best answer. Every organically grown species represented in figure 2 produces a smaller yield than do their conventional counterparts. All of the organically grown species are within a range of approximately 60–90% of the conventional yield.

Choice A is incorrect because figure 2 shows that soybeans have the highest yield (approximately 90%), not the lowest. Choice B is incorrect because figure 2 shows that organically grown barley and maize are produced at a lower yield than the conventionally grown species (just below 70% and just below 90%, respectively), not a comparable one. Choice C is incorrect because figure 2 shows that soybeans, not tomatoes, have the highest yield of the organically grown species.

QUESTION 32

Choice B is the best answer. The majority of the passage focuses on the experiment concerning "how much the crowd influences the individual, and whether it can be controlled from outside" (lines 42-44). After explaining the experiment and the results it produced, the passage moves on to consider questions raised by the results, such as whether the findings are site specific or "true in general" (lines

75-76), why different findings are observed, and whether companies can “boost their products by manipulating online ratings on a massive scale” (lines 85-86).

Choice A is incorrect because the passage does not conclude by explaining the practical ways the experiment’s findings have been applied but rather by considering questions the findings raise. Choices C and D are incorrect because the passage does not indicate that there were any flaws in the experiment’s findings and does not include statements from anyone who disputes the findings.

QUESTION 33

Choice C is the best answer. The author of the passage suggests that a group of people can be “wiser” and more effective than a single person at assessing a quantitative answer, or a measurement, versus producing a valid qualitative judgment, or a judgment of the quality of something. This is most clear in lines 11-14, which state that when guessing a bull’s weight or how many gumballs are in a jar, “your guess is probably going to be far from the mark, whereas the average of many people’s choices is remarkably close to the true number.”

Choices A, B, and D are incorrect because lines 11-14 indicate that the author believes that crowds may be more effective than individuals when arriving at quantitative answers rather than qualitative results. Nothing in the passage suggests that the author believes that crowds are better at starting disagreements than studying an issue in depth (choice A), supporting ideas rather than challenging them (choice B), or ranking opinions rather than coming up with new ideas (choice D).

QUESTION 34

Choice B is the best answer. The previous question asks what the author of the passage suggests about the wisdom of crowds, with the answer being that crowds can be more effective at producing quantitative answers than qualitative results. This is supported in lines 11-14: when it comes to guessing a bull’s weight or how many gumballs are in a jar, “your guess is probably going to be far from the mark, whereas the average of many people’s choices is remarkably close to the true number.”

Choices A, C, and D are incorrect because the lines cited do not support the answer to the previous question about the author’s belief about when the wisdom of a crowd is effective. Instead, they simply state that crowds are sometimes wiser than individuals, without explaining when (choice A), put forth a theory held by someone other than the author (choice C), and explain how hypotheses about the wisdom of crowds could be tested (choice D).

QUESTION 35

Choice A is the best answer. In the passage, the author explains that those who are skeptical of the theory that “measuring the aggregate of people’s opinions produces a stable, reliable value” (lines 18-20) believe that “people’s opinions are easily swayed by those of others” (lines 20-21). This idea is best supported in lines 55-58, which describe a finding from a study of opinions in crowds: “Comments that received fake positive votes from the researchers were 32% more likely to receive more positive votes

compared with a control, the team reports.” In other words, people were more likely to give a positive vote when they thought other people had given positive votes.

Choices B, C, and D are incorrect because the lines cited do not provide support for the skeptics’ idea that people’s opinions are easily influenced by the thoughts of others. Instead, they cite findings concerning people giving ratings *different* from those already given (choices B and C) and share an observation that the degree to which others can be influenced depends in part on the context of the situation (choice D).

QUESTION 36

Choice B is the best answer. One question Watts asks in regard to the experiment is whether the results would hold true on a larger scale. The passage quotes him in lines 74-76: “[But] one question is whether the positive [herding] bias is specific to this site’ or true in general.” Doing the experiment again but collecting ratings on multiple websites would address Watts’s question, as it would show whether or not the same results occur on other sites.

Choices A, C, and D are incorrect. Providing fewer fake positive comments during the experiment (choice A), requiring users to be registered on the website (choice C), or telling users that their answers will be studied (choice D) are actions that likely would affect the results of the experiment involving users voting on comments about stories on one news website, but they would not address Watts’s questions about whether the study would produce the same results on *other* websites or why different categories of news items had different effects on the news website.

QUESTION 37

Choice C is the best answer. In lines 85-86 the author asks, “Will companies be able to boost their products by manipulating online ratings on a massive scale?” In the context of selling products by manipulating user reviews, “boost” most nearly means promote.

Choices A, B, and D are incorrect because in the context of selling products by manipulating user reviews, the word “boost” refers to promoting the products, not making them larger or bigger (choice A), faster (choice B), or safe (choice D).

QUESTION 38

Choice A is the best answer. In lines 85-86 the author asks, “Will companies be able to boost their products by manipulating online ratings on a massive scale?” In the context of selling products by manipulating user reviews on a massive scale, the word “scale” most nearly means level or size.

Choices B, C, and D are incorrect because in the context of selling products by manipulating user reviews, a massive “scale” refers to a great level or size, not to a payment (choice B), an interval or space between things (choice C), or a plan (choice D).

QUESTION 39

Choice B is the best answer. The figure shows that while the mean score of the control comments in the politics category is below 2.0, the artificially up-voted mean score for that category is exactly 2.5.

Choice A is incorrect because the artificially up-voted mean score of comments in the business category is higher than 3.0. Choice C is incorrect because the artificially up-voted mean score of comments in the fun category is less than 2.5. Choice D is incorrect because the artificially up-voted mean score of the comments in the general news category is just over 2.0.

QUESTION 40

Choice D is the best answer. The figure shows that the mean score for both control comments and artificially up-voted comments in the general news category is just above 2.0.

Choice A is incorrect because the mean score for the control comments in the culture and society category is a little below 2.5 while the mean score for the artificially up-voted comments is over 3.0. Choice B is incorrect because the mean score for the control comments in the information technology category is a little above 1.5 while the mean score for the artificially up-voted comments is above 2.0. Choice C is incorrect because the mean score for the control comments in the fun category is exactly 2.0 while the mean score for the artificially up-voted comments is nearly 2.5.

QUESTION 41

Choice D is the best answer. In the passage Watts notes that “the category of the news items . . . had a strong effect on how much people could be manipulated” (lines 76-79). That idea is directly supported by the data in the figure, which show that the difference in mean score between the control comments and the artificially up-voted comments varies by subject (for example, in the general news category there is virtually no difference between the mean scores of the two types of comments, while for the business category there is almost a 1.0-point difference between the mean scores).

Choices A and B are incorrect because the passage provides no data for artificially down-voted comments or negative social influence. Choice C is incorrect because the figure applies only to one context (mean score of control comments versus mean score of artificially up-voted comments on the news site); there is no way to tell what patterns would be observed in other contexts.

QUESTION 42

Choice C is the best answer. According to the passage, Maguire found that taxi drivers’ hippocampi are “7 percent larger than normal,” which is evidence that “way-finding around London had physically altered the gross structure of their brains” (lines 10-14). In lines 20-26, the passage indicates that this finding challenges an earlier consensus: “It had long been thought that the adult brain was incapable of spawning new neurons—that . . . the brain’s basic anatomical structure was more or less static. Maguire’s study suggested the old inherited wisdom was simply not true.”

Choice A is incorrect because the passage does not indicate that Maguire used a new method in her study or that her findings demonstrate the validity of a method. Choice B is incorrect because lines 20-26 show that Maguire’s findings disprove a popular viewpoint, not that they support one. Choice D is incorrect because although Maguire’s findings call into question a previous idea, there is no indication that they challenge the authenticity of any previous data.

QUESTION 43

Choice D is the best answer. The previous question asks about the significance of Maguire’s findings, with the answer being that her findings call into question a previous belief. This is supported in lines 20-26: “It had long been thought that the adult brain was incapable of spawning new neurons—that . . . the brain’s basic anatomical structure was more or less static. Maguire’s study suggested the old inherited wisdom was simply not true.”

Choices A, B, and C are incorrect because the lines cited do not support the answer to the previous question about the significance of Maguire’s findings. Choices A and B are incorrect because these lines present Maguire’s observation and her conclusion but do not indicate that her findings call into question a previous belief. Choice C is incorrect because these lines simply explain one capability of the human brain.

QUESTION 44

Choice D is the best answer. In line 24, the passage discusses the “brain’s basic anatomical structure.” In this context, the word “basic” most nearly means fundamental.

Choices A, B, and C are incorrect because in the context of discussing the brain’s structure, the word “basic” most nearly means fundamental, not first (choice A), uncomplicated (choice B), or required (choice C).

QUESTION 45

Choice C is the best answer. The purpose of Maguire’s study of the mental athletes was to try to determine what it is that makes them so good at memorization, and in particular if they have structurally different brains than people without such extraordinary memorization skills or if they have normal brain structures but use them in unusual ways. This is supported in lines 33-37, which state that Maguire and her team “wanted to find out if the memorizers’ brains were—like the London cabbies’—structurally different from the rest of ours, or if they were somehow just making better use of memory abilities that we all possess.”

Choice A is incorrect because the study was an attempt to compare the brains of mental athletes to the brains of the general population, not to compare the use of different brain structures in memorization and navigation. Choices B and D are incorrect because the passage makes it clear that it was not known

if mental athletes have unusual brain structures; finding out if they do was actually one of the goals of the study.

QUESTION 46

Choice B is the best answer. The previous question asks what Maguire’s study of mental athletes attempted to answer, with the answer being the question of whether it is brain structure or an unusual use of the brain that gives certain people extraordinary memorization skills. This is supported in lines 33-37: “They wanted to find out if the memorizers’ brains were—like the London cabbies’—structurally different from the rest of ours, or if they were somehow just making better use of memory abilities that we all possess.”

Choices A, C, and D are incorrect because the lines cited do not support the answer to the previous question about what Maguire’s study of mental athletes was investigating. Instead they simply identify the subject of the study (choice A), explain what the study involved (choice C), and state a finding concerning the cognitive ability of the mental athletes (choice D).

QUESTION 47

Choice A is the best answer. In lines 38-39, the passage describes part of Maguire’s study by stating that “the researchers put both the mental athletes and a group of matched control subjects into MRI scanners.” In the context of a study that has two groups of subjects, the word “matched” suggests subjects that are similar or comparable.

Choices B, C, and D are incorrect because in the context of a study with two groups of subjects, the word “matched” suggests subjects that are similar or comparable, not ones that are exactly the same (choice B), ones that are recognizably different (choice C), or ones that are rivals (choice D).

QUESTION 48

Choice C is the best answer. The main purpose of the fifth paragraph (lines 57-65) is to relate what Maguire discovered about the mental athletes, namely that their brain structures are not different from those of the control group but that the mental athletes use their brains differently: “there was one telling difference . . . regions of the brain that were less active in the control subjects seemed to be working in overdrive for the mental athletes.”

Choice A is incorrect because the fifth paragraph does not mention the taxi drivers or the study involving them. Choice B is incorrect because the fifth paragraph describes some of the unexpected results of Maguire’s study but does not address the possible reasons for those results. Choice D is incorrect because the fifth paragraph describes only Maguire’s findings, not her methods.

QUESTION 49

Choice C is the best answer. The passage indicates that Maguire’s second study revealed that people in the control group don’t have different brain structures than the mental athletes but that they use their brains differently. In particular, the two groups use different pathways in the brain: “regions of the brain that were less active in the control subjects seemed to be working in overdrive for the mental athletes” (lines 63-65).

Choices A and D are incorrect because the passage states that there was only “one telling difference between the brains of the mental athletes and the control subjects” (lines 57-58); there is no indication that the control group showed less total brain activity or had smaller hippocampal regions. Choice B is incorrect because the passage mentions only the general cognitive ability of the mental athletes, noting that their scores were “within the normal range” (line 54).

QUESTION 50

Choice A is the best answer. After establishing in lines 50-51 that the brains of the control group and the mental athletes seemed to be “indistinguishable,” the passage suggests that the reason mental athletes are so good at memorization is that they use parts of their brains that most other people don’t use when memorizing: “Surprisingly, when the mental athletes were learning new information, they were engaging several regions of the brain known to be involved in two specific tasks: visual memory and spatial navigation, including the same right posterior hippocampal region that the London cabbies had enlarged with all their daily way-finding” (lines 66-72).

Choices B and C are incorrect because the passage explains that the mental athletes were converting information into images, not abstract symbols or numerical lists. Choice D is incorrect because it is not supported by the passage, as the author discusses the mental athletes’ actions while memorizing but not any brain exercises the mental athletes regularly do.

QUESTION 51

Choice A is the best answer. The previous question asks what the passage suggests about the mental athletes’ success with memorization, with the answer being that they use parts of the brain that most other people don’t use when memorizing. This is supported in lines 66-72: “Surprisingly, when the mental athletes were learning new information, they were engaging several regions of the brain known to be involved in two specific tasks: visual memory and spatial navigation, including the same right posterior hippocampal region that the London cabbies had enlarged with all their daily way-finding.”

Choices B, C, and D are incorrect because the lines cited do not support the answer to the previous question about what the passage suggests about the mental athletes’ success with memorization. Instead, they acknowledge that Maguire’s findings seem odd (choice B), describe how Maguire first responded to the results (choice C), and explain things that *don’t* account for the mental athletes’ ability (choice D).

QUESTION 52

Choice B is the best answer. According to the passage, Maguire’s study revealed that the mental athletes were using the same parts of the brain for memorization as were the London cabbies from the first study, a result that was initially puzzling. The questions in lines 74-78 highlight and expand on that result, making it clear that it is surprising to find that the mental athletes use images to remember numbers or use a part of the brain associated with navigation when trying to remember shapes. Although it became clear *how* the mental athletes were memorizing things, it was not clear why they were doing it that way.

Choice A is incorrect because the questions in lines 74-78 seem to reflect additional questions Maguire and others had based on their result and do not suggest that Maguire’s conclusions may not be reliable. Choice C is incorrect because the passage makes no mention of any earlier studies of the phenomenon of using images to remember numbers or to use a part of the brain associated with navigation when trying to remember shapes. Choice D is incorrect because the questions in lines 74-78 specifically address Maguire’s two studies but not her earlier work.

Section 2: Writing Test

QUESTION 1

Choice C is the best answer because the sentence is not directly related to the main point of the paragraph and should not be added. The main idea of the paragraph is that new high-tech fossil models help expand scientists’ knowledge of ancient species. There is no indication in the paragraph that these scientists are concerned about the age of the rocks in which fossils are found.

Choices A and B are incorrect because the sentence should not be added. It neither adds support to an argument nor provides a transition from one sentence to another. Choice D is incorrect because the sentence does not undermine any claim made in the paragraph.

QUESTION 2

Choice D is the best answer because “promise” suggests the hope of good things to come. The models offer the possibility of advancing the field of paleontology in the future.

Choices A, B, and C are incorrect because they do not make sense in the context of the passage.

QUESTION 3

Choice B is the best answer because the sentence should be kept: it provides a brief but useful explanation of how a 3-D printer works.

Choice A is incorrect. The sentence should be kept because it provides important information about 3-D printers, not because it explains why X-rays are used in CT scanners. Choices C and D are incorrect because the sentence is neither contradictory nor confusing and should not be deleted.

QUESTION 4

Choice C is the best answer because the relative pronoun “which” appropriately follows the independent clause “The plastic hardens quickly.” It introduces the relative clause explaining what the fact that the plastic hardens quickly allows the printer to do.

Choices A, B, and D are incorrect because each results in a comma splice (the joining of two independent clauses with only a comma).

QUESTION 5

Choice A is the best answer because no change is needed. The prepositional phrase “in order” and the infinitive “to learn” are appropriately used in conjunction to create an idiomatic phrase.

Choices B and D are incorrect because the phrases “in order for learning” and “so to learn” are not idiomatic. Choice C is incorrect because the pronoun “one” is inconsistent with the noun “team,” which identifies a specific team.

QUESTION 6

Choice C is the best answer because the personal plural pronoun “their” agrees in number with its antecedent, the plural noun “fossils.”

Choice A is incorrect because the pronoun “its” is singular and doesn’t agree with the plural antecedent “fossils.” Choices B and D are incorrect because a personal pronoun is needed in the sentence. Neither “it’s” (the contraction of “it is”) nor “there” is a personal pronoun.

QUESTION 7

Choice D is the best answer because sentence 2 should be placed after sentence 5 to make the paragraph most logical. Sentence 2 begins “But now,” signaling a contrast with the past. Sentences 4 and 5 tell what scientists did in the past, so it makes sense for sentence 2 to follow sentence 5.

Choices A, B, and C are incorrect because they result in a paragraph that does not proceed logically. Keeping sentence 2, which begins “But now,” where it is now (choice A) or placing it at the beginning of the paragraph (choice B) signals a contrast with the past that doesn’t make sense in context. Placing sentence 2 after sentence 4 (choice C) appropriately signals a contrast with the past but creates problems for sentence 5, which needs to be placed directly after sentence 4 to continue the discussion of past research limitations.

QUESTION 8

Choice D is the best answer because the phrase “for example” indicates that an example will follow. In this paragraph, the sentence that follows the phrase provides a relevant example of the use of technology to “reproduce fossils that scientists cannot observe firsthand.”

Choices A, B, and C are incorrect because they set up expectations that are not carried out in the paragraph. “By contrast” in choice A and “nonetheless” in choice B suggest that contrary information will follow. “Besides” in choice C suggests that additional information will follow. None of these choices indicates what should be indicated: that an example will follow.

QUESTION 9

Choice B is the best answer because the simple past tense verb “relied” is consistent with the other past tense verbs in the National Museum of Brazil example, such as “dug” and “determined.”

Choices A and D are incorrect because they provide singular verbs that don’t agree in number with the plural subject “researchers.” Choice C is incorrect because the future tense helping verb “will” is inconsistent with the other past tense verbs in the National Museum of Brazil example.

QUESTION 10

Choice C is the best answer because it clearly and concisely combines the sentences in a way that shows the cause-effect relationship between the condition of the fossil and the decision by the research team.

Choices A, B, and D are incorrect because they do not effectively combine the sentences. In each of these choices, the sentence mischaracterizes the relationship between the condition of the fossil and the decision by the research team.

QUESTION 11

Choice C is the best answer because the plural pronoun “they” correctly refers to its plural antecedent “researchers.”

Choices A, B, and D are incorrect because “one,” “he or she,” and “it” are singular pronouns. A plural pronoun is needed to agree in number with the plural antecedent “researchers.”

QUESTION 12

Choice D is the best answer because no transitional phrase is needed between the two sentences. The first sentence indicates that Tweed wanted to silence Nast, and the second sentence simply states what happened next: that his attempt to do so failed.

Choices A, B, and C are incorrect because no transitional phrase or conjunctive adverb such as “therefore” or “furthermore” is needed between the sentences. The information in the second sentence neither results from information in the first nor is in addition to it. Rather, it tells what happened next: the first sentence indicates that Tweed wanted to silence Nast, and the second states that his attempt to do so failed.

QUESTION 13

Choice D is the best answer because it is the only choice that clearly and concisely conveys the key information that “in the 1860s and the 1870s, . . . organizations known as ‘political machines’ started taking control of city governments.”

Choices A, B, and C are incorrect because they all contain unnecessary words or invert the logical order of words in ways that lead to vagueness and redundancy. In choice A, it is unclear if the pronoun “they” refers to “organizations” or “governments.” In choices B and C, word order is inverted, creating a lack of concision (“political organizations that were powerful” is used instead of “powerful political organizations”; “governments were taken control of” and “organizations . . . did so” are used instead of “organizations . . . started taking control of governments”).

QUESTION 14

Choice A is the best answer because no words are needed between the noun phrase “purchasing votes” and the explanatory appositive phrase that follows it (“a form of . . .”).

Choices B, C, and D are incorrect because the participle “being” and the pronouns “that” and “which” are not needed to introduce the appositive phrase “a form of . . .,” which explains the concept of “purchasing votes.”

QUESTION 15

Choice B is the best answer because the comma after “1860s” is used correctly with the comma after “group” to set off the inessential (nonrestrictive) clause “which controlled New York City in the 1860s.”

Choice A is incorrect because a dash cannot be used in conjunction with a comma to set off a nonessential clause. Either two commas or two dashes may be used, but not one of each.

Choice C is incorrect because a comma is not needed after “City.” Choice D is incorrect because a comma is necessary to separate the nonessential clause from the rest of the sentence.

QUESTION 16

Choice C is the best answer because the sentence should be deleted. Although the information is true, it is not essential to the paragraph, which is focused on political machines in general and the Tammany Hall group in particular, not on Tweed himself.

Choices A and B are incorrect because the sentence should not be kept. Choice D is incorrect because, while the sentence should be deleted, it does not undermine or challenge the main claim of the passage.

QUESTION 17

Choice C is the best answer because no comma is needed before “commented,” and the comma after “commented” correctly separates the first part of the sentence from the quotation it introduces.

Choices A, B, and D are incorrect because each includes one or more unnecessary commas.

QUESTION 18

Choice A is the best answer because the adjective “famous,” which means widely known, clearly and concisely describes “images.”

Choices B, C, and D are incorrect because “well-known” and “commonly known” are repetitive when used with the adjective “famous,” which means widely known.

QUESTION 19

Choice D is the best answer because it adds the most relevant supporting information. The paragraph is focused on the cartoons’ depictions of Tweed as a thief, so making an explicit connection between one cartoon and “Tweed’s greedy nature” is extremely relevant to the paragraph.

Choices A, B, and C are incorrect because they all contain irrelevant information. Information about Nast's other cartoons, Tweed's prison escape, and Tweed's hat is not important to add to the paragraph, which is focused on the cartoons' depictions of Tweed as a thief.

QUESTION 20

Choice D is the best answer because the word "prosecuted" correctly indicates that Tweed was charged and tried for his crimes. The preposition "on" is idiomatic when used with the verb "prosecuted."

Choices A, B, and C are incorrect because the word "persecuted" means that someone is harassed or oppressed, not that he or she is charged with a crime. "Persecuted" doesn't fit into the context of this sentence, which is about the legal troubles of Tweed and his gang.

QUESTION 21

Choice A is the best answer because the past tense verb "brought" is consistent with the other past tense verbs in the sentence, such as "escaped" and "fled."

Choices B, C, and D are incorrect because the participle "bringing," the present tense verb "brings," and the present perfect tense verb "has brought" are not consistent with the other verbs in the sentence.

QUESTION 22

Choice B is the best answer because "triumph" indicates victory. It could be considered a victory for political cartoons that Tweed was recaptured because he was recognized from a Nast cartoon.

Choices A, C, and D are incorrect because "pinnacle," "culmination," and "apex" all suggest the highest point or end of something. None of these words indicates the appropriate relationship between the recapture of Tweed and the impact of Nast's cartoons.

QUESTION 23

Choice B is the best answer because the singular possessive pronoun "its" is used correctly to refer to the singular noun "system."

Choice A is incorrect because the contraction "it's" cannot be used to show possession. Choice C is incorrect because "its" is already possessive; an apostrophe is unnecessary. Choice D is incorrect because "their" is a plural possessive pronoun that does not agree in number with the singular noun "system."

QUESTION 24

Choice B is the best answer because it clearly and concisely combines the sentences to show the relationship between the claim (“the idea is obviously very attractive”) and the supporting information about the cameras’ cost.

Choices A, C, and D are incorrect because they mischaracterize the relationship between the claim (“the idea is obviously very attractive”) and the supporting information about the cameras’ cost. The claim about the idea’s attractiveness is not *in addition to* the information about the cost; rather, the information about the cameras’ cost supports the claim that the idea is very attractive.

QUESTION 25

Choice A is the best answer because “however” is used correctly to indicate contrast. Some people consider the art space vital, but that group of people may be too small to generate necessary funding for the project.

Choices B, C, and D are incorrect because neither “therefore,” “in effect,” nor “as a rule” indicates the appropriate relationship between the two sentences being connected. The two sentences form a contrast: some people consider the art space vital, but that group of people may be too small to generate necessary funding for the project.

QUESTION 26

Choice B is the best answer because no commas are needed to set off the restrictive clause (“that is easily understood and appreciated”) that follows the subject.

Choices A and D are incorrect because the clause that describes “work” is essential and should not be set off with punctuation. Setting off a clause with two commas or dashes indicates that it is nonessential to the sentence (nonrestrictive). Choice C is incorrect because no comma is needed between the two verbs.

QUESTION 27

Choice D is the best answer because the sentence should not be added. The general information it contains is not relevant to this paragraph’s discussion of crowdfunding for the arts.

Choices A and B are incorrect because the sentence should not be added. Information about crowdfunding in general is not relevant to the discussion of the arts in this paragraph. Additionally, the sentence doesn’t support the writer’s point about funding of artistic projects.

Choice C is incorrect because, while the sentence should not be added, “funding received from public institutions” is not an idea that is developed in the passage.

QUESTION 28

Choice A is the best answer because “in addition” appropriately introduces an additional problem with crowdfunding in the arts.

Choices B, C, and D are incorrect because “conversely,” “however,” and “thus” do not indicate the appropriate relationship between what is said earlier in the paragraph about problems with crowdfunding in the arts and the additional problem that follows.

QUESTION 29

Choice C is the best answer because the pronoun “who” appropriately introduces a dependent clause defining “free riders.”

Choice A is incorrect because it results in a comma splice (two independent clauses cannot be joined by only a comma). Choice B is incorrect because it is not clear which people don’t contribute: “audiences” or “free riders.” Choice D is incorrect because the infinitive phrase “to not make” doesn’t make sense in the sentence.

QUESTION 30

Choice B is the best answer because the plural pronoun “they” agrees in number with the plural noun “people” and results in a clear, straightforward clause: “if people begin to feel that paying for the art they love is someone else’s responsibility.”

Choice A is incorrect because the passive voice is unnecessary and adds some confusion about which antecedent the pronoun “them” is referring to: “arts” or “people.” Choices C and D are incorrect because the pronouns “him” and “her” and “he” and “she” are singular and do not agree in number with the plural antecedent “people.”

QUESTION 31

Choice C is the best answer because the singular pronoun “her” is consistent with the pronoun “her” that is used earlier in the sentence to refer to the playwright.

Choices A and B are incorrect because they are plural pronouns that are not consistent with the singular pronoun “her” used earlier in the sentence to refer to the singular noun “playwright.” Choice D is incorrect because the singular pronoun “its” is not consistent with “her” and is not used to refer to a person.

QUESTION 32

Choice D is the best answer because sentence 2, which mentions the high price of the playwright's tickets, logically follows sentence 5, which addresses how the price of tickets was determined.

Choices A, B, and C are incorrect because sentence 2 does not logically follow sentences 1, 3, or 4. Sentences 3, 4, and 5 present a logical sequence of activities that establish the ticket price: first the playwright presents the total cost of her production, then she projects the attendance, and then she sets a per-person cost and prices tickets accordingly. Sentence 2, which addresses the ticket price, must come after the completion of this sequence; it can't come before the sequence (choice A) or interrupt the sequence (choices B and C).

QUESTION 33

Choice A is the best answer because it accurately interprets data in the graph. The category "dance" had the lowest amount of money raised but also had the highest percentage of projects fully funded.

Choices B, C, and D are incorrect because they do not accurately interpret the information provided in the graph.

QUESTION 34

Choice C is the best answer because sentence 3 needs to be placed before sentence 2 for the paragraph to be cohesive. Sentence 3 presents a cause ("newspapers . . . have been hit especially hard by the widespread availability of free news online") and sentence 2 presents an effect of that cause ("newspapers have reduced or eliminated investigative resources").

Choice A is incorrect because sentence 3 needs to precede sentence 2, not follow it: sentence 3 presents a cause ("newspapers . . . have been hit especially hard"), and sentence 2 presents an effect ("newspapers have reduced or eliminated investigative resources"). Choice B is incorrect because sentence 1 needs to precede sentence 3, not follow it: sentence 1 offers a general assessment of "print journalism as a viable profession," and sentence 3 offers information about one form of print journalism (newspapers). Choice D is incorrect because sentence 3 is needed to provide an explanation for the "lower print circulation and diminished advertising revenue" noted in sentence 2.

QUESTION 35

Choice B is the best answer because the plural noun “reporters” is used correctly as the object of the preposition “of” and because the colon appropriately joins two independent clauses, indicating that the second clause (“their work is expensive and time-consuming”) follows logically from the first (“It is not difficult . . . reporters”).

Choices A and D are incorrect because the singular possessive “reporter’s” does not provide an object for the preposition “of.” Choice C is incorrect because the comma after “reporters” creates a comma splice (the comma is used without a conjunction to join two independent clauses).

QUESTION 36

Choice B is the best answer because the phrase “undertaken in” appropriately identifies why and for whom investigative journalism is conducted (“in the public interest”—that is, to serve the interests of all of the people instead of only a few).

Choice A is incorrect because “taking on the public interest” implies that investigative journalism is the adversary of the public interest (that is, it “takes on,” or confronts, the interests of ordinary people). Choice C is incorrect because it implies that investigative journalism overpowers or takes control of the public interest. Choice D is incorrect because it is unclear what “taking off from the public interest” might mean in this context.

QUESTION 37

Choice D is the best answer because the general term “illegal activities” creates redundancy with the specific examples provided in the sentence and should be deleted. “Street crime,” “corporate wrongdoing,” and “political corruption” are all specific examples of “illegal activities,” so it is unnecessary to mention “illegal activities” as a separate item in the list.

Choice A is incorrect because the general term “illegal activities” creates redundancy with the specific examples of illegal activities provided in the sentence. Choices B and C are incorrect because they repeat ideas that are already in the sentence: “corporate wrongdoing” is a type of “business scandal,” and “political corruption” is a type of “abuse of government power.”

QUESTION 38

Choice C is the best answer because the sentence is out of place in the paragraph: the year 1954 breaks the chronology of the other examples (1974, 2004), and the example is about television news instead of print journalism.

Choices A and B are incorrect because the sentence is out of place in the paragraph and should not be added. Choice D is incorrect because, while the passage should not be added, the reason

is not the one specified. The example of journalists reporting a story that exposes a person in power is consistent with the passage’s definition of investigative journalism.

QUESTION 39

Choice D is the best answer because “deterrent” and “rebuke to” appropriately indicate the effect that exposure by reporters has had on “malfeasance” (misconduct).

Choices A, B, and C are incorrect because they do not appropriately indicate the effect that exposure by reporters has had on “malfeasance” (misconduct). It is unclear how journalism would act as a “blockade” to misconduct, and it is not idiomatic to say that these reports have acted as an important “interference to” or “drag on” misconduct.

QUESTION 40

Choice B is the best answer because the verb phrase “need not entail”—an inverted form of “does not need to entail”—appropriately conveys the writer’s point that the decline in traditional print media does not *necessarily* mean “the end of investigative journalism.” In other words, this possibility is real but can be prevented.

Choices A and C are incorrect because “could not” and “will not” indicate certainty—in other words, that there is no possibility of an end to investigative journalism. Choice D is incorrect because “must not” suggests a call to action by the writer (“this *must* be prevented”) that is inconsistent with the approach taken in the paragraph.

QUESTION 41

Choice D is the best answer because the noun phrase “innovative adjustments” sets up the examples that follow. The examples of the Organized Crime and Corruption Reporting Project, blogs and Twitter, and Help Me Investigate all refer to innovative projects and media that enable investigative journalism to thrive outside of traditional newspapers and magazines.

Choices A, B, and C are incorrect because they do not set up the specific examples of innovative projects and media that are helping fill the void left by the decline of investigative journalism in traditional newspapers and magazines.

QUESTION 42

Choice A is the best answer because no punctuation is needed to separate the subject of the sentence, “enterprises,” from the adjective phrase beginning “such as.”

Choices B and C are incorrect because placing a colon before or after “such as” would create an error in sentence structure: a colon must be preceded by an independent clause. Choice D is incorrect because no comma is necessary here.

QUESTION 43

Choice A is the best answer because the transitional phrase “for example” appropriately indicates that the Help Me Investigate project discussed in the sentence is an example of the use of social media mentioned in the previous sentence.

Choices B, C, and D are incorrect because neither “therefore,” “however,” nor “in any case” indicates the true relationship between this and the previous sentence. The Help Me Investigate project discussed in the current sentence is an example of the use of social media mentioned in the previous sentence.

QUESTION 44

Choice C is the best answer because the full subject of the independent clause, “the advent of the digital age,” directly follows the dependent clause that introduces it.

Choices A, B, and D are incorrect because the subjects of their independent clauses do not directly follow the introductory dependent clause. “Far from marking the end of investigative journalism” refers to the “advent of the digital age,” not to “cooperation among journalists” (choice A) or “the number of potential investigators” (choice B). In choice D, an interrupting phrase (“by facilitating cooperation among journalists and ordinary citizens”) separates the subject from the dependent clause that modifies it.

Section 3: Math Test - No Calculator

QUESTION 1

Choice D is correct. From the graph, the y -intercept of line ℓ is $(0, 1)$. The line also passes through the point $(1, 2)$. Therefore the slope of the line is $\frac{2-1}{1-0} = \frac{1}{1} = 1$, and in slope-intercept form, the equation for line ℓ is $y = x + 1$.

Choice A is incorrect. It is the equation of the vertical line that passes through the point $(1, 0)$. Choice B is incorrect. It is the equation of the horizontal line that passes through the point $(0, 1)$. Choice C is incorrect. The line defined by this equation has y -intercept $(0, 0)$, whereas line ℓ has y -intercept $(0, 1)$.

QUESTION 2

Choice A is correct. A circle has 360 degrees of arc. In the circle shown, O is the center of the circle and angle AOC is a central angle of the circle. From the figure, the two diameters that meet to form angle AOC are perpendicular, so the measure of angle AOC is 90° . This central angle intercepts minor arc AC , meaning minor arc AC has 90° of arc. Since the circumference (length) of the entire circle is 36, the length of minor arc AC is $\frac{90}{360} \times 36 = 9$.

Choices B, C, and D are incorrect. The perpendicular diameters divide the circumference of the circle into four equal arcs; therefore, minor arc AC is $\frac{1}{4}$ of the circumference. However, the lengths in choices B and C are, respectively, $\frac{1}{3}$ and $\frac{1}{2}$ the circumference of the circle, and the length in choice D is the length of the entire circumference. None of these lengths is $\frac{1}{4}$ the circumference.

QUESTION 3

Choice B is correct. Dividing both sides of the quadratic equation $4x^2 - 8x - 12 = 0$ by 4 yields $x^2 - 2x - 3 = 0$. The equation $x^2 - 2x - 3 = 0$ can be factored as $(x + 1)(x - 3) = 0$. This equation is true when $x + 1 = 0$ or $x - 3 = 0$. Solving for x gives the solutions to the original quadratic equation: $x = -1$ and $x = 3$.

Choices A and C are incorrect because -3 is not a solution of $4x^2 - 8x - 12 = 0$: $4(-3)^2 - 8(-3) - 12 = 36 + 24 - 12 \neq 0$. Choice D is incorrect because 1 is not a solution of $4x^2 - 8x - 12 = 0$: $4(1)^2 - 8(1) - 12 = 4 - 8 - 12 \neq 0$.

QUESTION 4

Choice C is correct. If f is a function of x , then the graph of f in the xy -plane consists of all points $(x, f(x))$. An x -intercept is where the graph intersects the x -axis; since all points on the x -axis have y -coordinate 0, the graph of f will cross the x -axis at values of x such that $f(x) = 0$. Therefore, the graph of a function f will have no x -intercepts if and only if f has no real zeros. Likewise, the graph of a quadratic function with no real zeros will have no x -intercepts.

Choice A is incorrect. The graph of a linear function in the xy -plane whose rate of change is not zero is a line with a nonzero slope. The x -axis is a horizontal line and thus has slope 0, so the graph of the linear function whose rate of change is not zero is a line that is not parallel to the x -axis. Thus, the graph must intersect the x -axis at some point, and this point is an x -intercept.

of the graph. Choices B and D are incorrect because the graph of any function with a real zero must have an x -intercept.

QUESTION 5

Choice D is correct. If $x = 9$ in the equation $\sqrt{k+2} - x = 0$, this equation becomes $\sqrt{k+2} - 9 = 0$, which can be rewritten as $\sqrt{k+2} = 9$. Squaring each side of $\sqrt{k+2} = 9$ gives $k + 2 = 81$, or $k = 79$. Substituting $k = 79$ into the equation $\sqrt{k+2} - 9 = 0$ confirms this is the correct value for k .

Choices A, B, and C are incorrect because substituting any of these values for k in the equation $\sqrt{k+2} - 9 = 0$ gives a false statement. For example, if $k = 7$, the equation becomes $\sqrt{7+2} - 9 = \sqrt{9} - 9 = 3 - 9 = 0$, which is false.

QUESTION 6

Choice A is correct. The sum of $(a^2 - 1)$ and $(a + 1)$ can be rewritten as $(a^2 - 1) + (a + 1)$, or $a^2 - 1 + a + 1$, which is equal to $a^2 + a + 0$. Therefore, the sum of the two expressions is equal to $a^2 + a$.

Choices B and D are incorrect. Since neither of the two expressions has a term with a^3 , the sum of the two expressions cannot have the term a^3 when simplified. Choice C is incorrect. This choice may result from mistakenly adding the terms a^2 and a to get $2a^2$.

QUESTION 7

Choice C is correct. If Jackie works x hours as a tutor, which pays \$12 per hour, she earns $12x$ dollars. If Jackie works y hours as a lifeguard, which pays \$9.50 per hour, she earns $9.5y$ dollars. Thus the total, in dollars, Jackie earns in a week that she works x hours as a tutor and y hours as a lifeguard is $12x + 9.5y$. Therefore, the condition that Jackie wants to earn at least \$220 is represented by the inequality $12x + 9.5y \geq 220$. The condition that Jackie can work no more than 20 hours per week is represented by the inequality $x + y \leq 20$. These two inequalities form the system shown in choice C.

Choice A is incorrect. This system represents the conditions that Jackie earns no more than \$220 and works at least 20 hours. Choice B is incorrect. The first inequality in this system represents the condition that Jackie earns no more than \$220. Choice D is incorrect. The second inequality in this system represents the condition that Jackie works at least 20 hours.

QUESTION 8

Choice A is correct. The constant term 331.4 in $S(T) = 0.6T + 331.4$ is the value of S when $T = 0$. The value $T = 0$ corresponds to a temperature of 0°C . Since $S(T)$ represents the speed of sound, 331.4 is the speed of sound, in meters per second, when the temperature is 0°C .

Choice B is incorrect. When $T = 0.6^{\circ}\text{C}$, $S(T) = 0.6(0.6) + 331.4 = 331.76$, not 331.4, meters per second. Choice C is incorrect. Based on the given formula, the speed of sound increases by 0.6 meters per second for every increase of temperature by 1°C , as shown by the equation $0.6(T + 1) + 331.4 = (0.6T + 331.4) + 0.6$. Choice D is incorrect. An increase in the speed of sound, in meters per second, that corresponds to an increase of 0.6°C is $0.6(0.6) = 0.36$.

QUESTION 9

Choice A is correct. Substituting x^2 for y in the second equation gives $2(x^2) + 6 = 2(x + 3)$. This equation can be solved as follows:

$$2x^2 + 6 = 2x + 6 \text{ (Apply the distributive property.)}$$

$$2x^2 + 6 - 2x - 6 = 0 \text{ (Subtract } 2x \text{ and } 6 \text{ from both sides of the equation.)}$$

$$2x^2 - 2x = 0 \text{ (Combine like terms.)}$$

$$2x(x - 1) = 0 \text{ (Factor both terms on the left side of the equation by } 2x\text{.)}$$

Thus, $x = 0$ and $x = 1$ are the solutions to the system. Since $x > 0$, only $x = 1$ needs to be considered. The value of y when $x = 1$ is $y = x^2 = 1^2 = 1$. Therefore, the value of xy is $(1)(1) = 1$.

Choices B, C, and D are incorrect and likely result from a computational or conceptual error when solving this system of equations.

QUESTION 10

Choice B is correct. Substituting $a^2 + b^2$ for z and ab for y into the expression $4z + 8y$ gives $4(a^2 + b^2) + 8ab$. Multiplying $a^2 + b^2$ by 4 gives $4a^2 + 4b^2 + 8ab$, or equivalently $4(a^2 + 2ab + b^2)$. Since $(a^2 + 2ab + b^2) = (a + b)^2$, it follows that $4z + 8y$ is equivalent to $(2a + 2b)^2$.

Choices A, C, and D are incorrect and likely result from errors made when substituting or factoring.

QUESTION 11

Choice C is correct. The volume of right circular cylinder A is given by the expression $\pi r^2 h$, where r is the radius of its circular base and h is its height. The volume of a cylinder with twice

the radius and half the height of cylinder A is given by $\pi(2r)^2(\frac{1}{2})h$, which is equivalent to $4\pi r^2(\frac{1}{2})h = 2\pi r^2h$. Therefore, the volume is twice the volume of cylinder A, or $2 \times 22 = 44$.

Choice A is incorrect and likely results from not multiplying the radius of cylinder A by 2. Choice B is incorrect and likely results from not squaring the 2 in $2r$ when applying the volume formula. Choice D is incorrect and likely results from a conceptual error.

QUESTION 12

Choice D is correct. Since 9 can be rewritten as 3^2 , $9^{\frac{3}{4}}$ is equivalent to $3^{2(\frac{3}{4})}$. Applying the properties of exponents, this can be written as $3^{\frac{3}{2}}$, which can further be rewritten as $3^{\frac{2}{2}}(3^{\frac{1}{2}})$, an expression that is equivalent to $3\sqrt{3}$.

Choices A is incorrect; it is equivalent to $9^{\frac{1}{3}}$. Choice B is incorrect; it is equivalent to $9^{\frac{1}{4}}$. Choice C is incorrect; it is equivalent to $3^{\frac{1}{2}}$.

QUESTION 13

Choice B is correct. When n is increased by 1, t increases by the coefficient of n , which is 1.

Choices A, C, and D are incorrect and likely result from a conceptual error when interpreting the equation.

QUESTION 14

Choice C is correct. The graph of $y = -f(x)$ is the graph of the equation $y = -(2^x + 1)$, or $y = -2^x - 1$. This should be the graph of a decreasing exponential function. The y -intercept of the graph can be found by substituting the value $x = 0$ into the equation, as follows: $y = -2^0 - 1 = -1 - 1 = -2$. Therefore, the graph should pass through the point $(0, -2)$. Choice C is the only function that passes through this point.

Choices A and B are incorrect because the graphed functions are increasing instead of decreasing. Choice D is incorrect because the function passes through the point $(0, -1)$ instead of $(0, -2)$.

QUESTION 15

Choice D is correct. Since gasoline costs \$4 per gallon, and since Alan's car travels an average of 25 miles per gallon, the expression $\frac{4}{25}$ gives the cost, in dollars per mile, to drive the car.

Multiplying $\frac{4}{25}$ by m gives the cost for Alan to drive m miles in his car. Alan wants to reduce his weekly spending by \$5, so setting $\frac{4}{25}m$ equal to 5 gives the number of miles, m , by which he must reduce his driving.

Choices A, B, and C are incorrect. Choices A and B transpose the numerator and the denominator in the fraction. The fraction $\frac{25}{4}$ would result in the unit miles per dollar, but the question requires a unit of dollars per mile. Choices A and C set the expression equal to 95 instead of 5, a mistake that may result from a misconception that Alan wants to reduce his driving by 5 miles each week; instead, the question says he wants to reduce his weekly expenditure by \$5.

QUESTION 16

The correct answer is 4. The equation $60h + 10 \leq 280$, where h is the number of hours the boat has been rented, can be written to represent the situation. Subtracting 10 from both sides and then dividing by 60 yields $h \leq 4.5$. Since the boat can be rented only for whole numbers of hours, the maximum number of hours for which Maria can rent the boat is 4.

QUESTION 17

The correct answer is $\frac{6}{5}$, or 1.2. To solve the equation $2(p + 1) + 8(p - 1) = 5p$, first distribute the terms outside the parentheses to the terms inside the parentheses: $2p + 2 + 8p - 8 = 5p$. Next, combine like terms on the left side of the equal sign: $10p - 6 = 5p$. Subtracting $10p$ from both sides yields $-6 = -5p$. Finally, dividing both sides by -5 gives $p = \frac{6}{5} = 1.2$. Either $\frac{6}{5}$ or 1.2 can be gridded as the correct answer.

QUESTION 18

The correct answer is $\frac{21}{4}$, or 5.25. Use substitution to create a one-variable equation that can be solved for x . The second equation gives that $y = 2x$. Substituting $2x$ for y in the first equation gives $\frac{1}{2}(2x + 2x) = \frac{21}{2}$. Dividing both sides of this equation by $\frac{1}{2}$ yields $(2x + 2x) = 21$. Combining

like terms results in $4x = 21$. Finally, dividing both sides by 4 gives $x = \frac{21}{4} = 5.25$. Either $21/4$ or 5.25 can be gridded as the correct answer.

QUESTION 19

The correct answer is 2. The given expression can be rewritten as $\frac{2x+6}{(x+2)^2} - \frac{2x+4}{(x+2)^2}$, which is equivalent to $\frac{2x+6-2x-4}{(x+2)^2}$, or $\frac{2}{(x+2)^2}$. This is in the form $\frac{a}{(x+2)^2}$; therefore, $a = 2$.

QUESTION 20

The correct answer is 97. The intersecting lines form a triangle, and the angle with measure of x° is an exterior angle of this triangle. The measure of an exterior angle of a triangle is equal to the sum of the measures of the two nonadjacent interior angles of the triangle. One of these angles has measure of 23° and the other, which is supplementary to the angle with measure 106° , has measure of $180^\circ - 106^\circ = 74^\circ$. Therefore, the value of x is $23 + 74 = 97$.

Section 4: Math Test - Calculator

QUESTION 1

Choice D is correct. The change in the number of 3-D movies released between any two consecutive years can be found by first estimating the number of 3-D movies released for each of the two years and then finding the positive difference between these two estimates. Between 2003 and 2004, this change is approximately $2 - 2 = 0$ movies; between 2008 and 2009, this change is approximately $20 - 8 = 12$ movies; between 2009 and 2010, this change is approximately $26 - 20 = 6$ movies; and between 2010 and 2011, this change is approximately $46 - 26 = 20$ movies. Therefore, of the pairs of consecutive years in the choices, the greatest increase in the number of 3-D movies released occurred during the time period between 2010 and 2011.

Choices A, B, and C are incorrect. Between 2010 and 2011, approximately 20 more 3-D movies were released. The change in the number of 3-D movies released between any of the other pairs of consecutive years is significantly smaller than 20.

QUESTION 2

Choice C is correct. Because f is a linear function of x , the equation $f(x) = mx + b$, where m and b are constants, can be used to define the relationship between x and $f(x)$. In this equation, m represents the increase in the value of $f(x)$ for every increase in the value of x by 1. From the table, it can be determined that the value of $f(x)$ increases by 8 for every increase in the value of x by 2. In other words, for the function f the value of m is $\frac{8}{2}$, or 4. The value of b can be found by substituting the values of x and $f(x)$ from any row of the table and the value of m into the equation $f(x) = mx + b$ and solving for b . For example, using $x = 1$, $f(x) = 5$, and $m = 4$ yields $5 = 4(1) + b$. Solving for b yields $b = 1$. Therefore, the equation defining the function f can be written in the form $f(x) = 4x + 1$.

Choices A, B, and D are incorrect. Any equation defining the linear function f must give values of $f(x)$ for corresponding values of x , as shown in each row of the table. According to the table, if $x = 3$, $f(x) = 13$. However, substituting $x = 3$ into the equation given in choice A gives $f(3) = 2(3) + 3$, or $f(3) = 9$, not 13. Similarly, substituting $x = 3$ into the equation given in choice B gives $f(3) = 3(3) + 2$, or $f(3) = 11$, not 13. Lastly, substituting $x = 3$ into the equation given in choice D gives $f(3) = 5(3)$, or $f(3) = 15$, not 13. Therefore, the equations in choices A, B, and D cannot define f .

QUESTION 3

Choice A is correct. If 2.5 ounces of chocolate are needed for each muffin, then the number of ounces of chocolate needed to make 48 muffins is $48 \times 2.5 = 120$ ounces. Since 1 pound = 16 ounces, the number of pounds that is equivalent to 120 ounces is $\frac{120}{16} = 7.5$ pounds. Therefore, 7.5 pounds of chocolate are needed to make the 48 muffins.

Choice B is incorrect. If 10 pounds of chocolate were needed to make 48 muffins, then the total number of ounces of chocolate needed would be $10 \times 16 = 160$ ounces. The number of ounces of chocolate per muffin would then be $\frac{160}{48} = 3.33$ ounces per muffin, not 2.5 ounces per muffin. Choices C and D are also incorrect. Following the same procedures as used to test choice B gives 16.8 ounces per muffin for choice C and 40 ounces per muffin for choice D, not 2.5 ounces per muffin. Therefore, 50.5 and 120 pounds cannot be the number of pounds needed to make 48 signature chocolate muffins.

QUESTION 4

Choice B is correct. The value of $c + d$ can be found by dividing both sides of the given equation by 3. This yields $c + d = \frac{5}{3}$.

Choice A is incorrect. If the value of $c + d$ is $\frac{3}{5}$, then $3 \times \frac{3}{5} = \frac{9}{5}$; however, $\frac{9}{5}$ is not equal to 5.

Choice C is incorrect. If the value of $c + d$ is 3, then $3 \times 3 = 9$; however, 9 is not equal to 5.

Choice D is incorrect. If the value of $c + d$ is 5, then $3 \times 5 = 15$; however, 15 is not equal to 5.

QUESTION 5

Choice C is correct. The weight of an object on Venus is approximately $\frac{9}{10}$ of its weight on Earth. If an object weighs 100 pounds on Earth, then the object's weight on Venus is given by $\frac{9}{10}(100) = 90$ pounds. The same object's weight on Jupiter is approximately $\frac{23}{10}$ of its weight on Earth; therefore, the object weighs $\frac{23}{10}(100) = 230$ pounds on Jupiter. The difference between the object's weight on Jupiter and the object's weight on Venus is $230 - 90 = 140$ pounds. Therefore, an object that weighs 100 pounds on Earth weighs 140 more pounds on Jupiter than it weighs on Venus.

Choice A is incorrect because it is the weight, in pounds, of the object on Venus. Choice B is incorrect because it is the weight, in pounds, of an object on Earth if it weighs 100 pounds on Venus. Choice D is incorrect because it is the weight, in pounds, of the object on Jupiter.

QUESTION 6

Choice B is correct. Let n be the number of novels and m be the number of magazines that Sadie purchased. If Sadie purchased a total of 11 novels and magazines, then $n + m = 11$. It is given that the combined price of 11 novels and magazines is \$20. Since each novel sells for \$4 and each magazine sells for \$1, it follows that $4n + m = 20$. So the system of equations below must hold.

$$4n + m = 20$$

$$n + m = 11$$

Subtracting side by side the second equation from the first equation yields $3n = 9$, so $n = 3$. Therefore, Sadie purchased 3 novels.

Choice A is incorrect. If 2 novels were purchased, then a total of \$8 was spent on novels. That leaves \$12 to be spent on magazines, which means that 12 magazines would have been purchased. However, Sadie purchased a total of 11 novels and magazines. Choices C and D are incorrect. If 4 novels were purchased, then a total of \$16 was spent on novels. That leaves \$4 to be spent on magazines, which means that 4 magazines would have been purchased. By the

same logic, if Sadie purchased 5 novels, she would have no money at all (\$0) to buy magazines. However, Sadie purchased a total of 11 novels and magazines.

QUESTION 7

Choice A is correct. The DBA plans to increase its membership by n businesses each year, so x years from now, the association plans to have increased its membership by nx businesses. Since there are already b businesses at the beginning of this year, the total number of businesses, y , the DBA plans to have as members x years from now is modeled by $y = nx + b$.

Choice B is incorrect. The equation given in choice B correctly represents the increase in membership x years from now as nx . However, the number of businesses at the beginning of the year, b , has been subtracted from this amount of increase, not added to it. Choices C and D are incorrect because they use exponential models to represent the increase in membership. Since the membership increases by n businesses each year, this situation is correctly modeled by a linear relationship.

QUESTION 8

Choice C is correct. The first expression $(1.5x - 2.4)^2$ can be rewritten as $(1.5x - 2.4)(1.5x - 2.4)$. Applying the distributive property to this product yields $(2.25x^2 - 3.6x - 3.6x + 5.76) - (5.2x^2 - 6.4)$. This difference can be rewritten as $(2.25x^2 - 3.6x - 3.6x + 5.76) + (-1)(5.2x^2 - 6.4)$. Distributing the factor of -1 through the second expression yields $2.25x^2 - 3.6x - 3.6x + 5.76 - 5.2x^2 + 6.4$. Regrouping like terms, the expression becomes $(2.25x^2 - 5.2x^2) + (-3.6x - 3.6x) + (5.76 + 6.4)$. Combining like terms yields $-2.95x^2 - 7.2x + 12.16$.

Choices A, B, and D are incorrect and likely result from errors made when applying the distributive property or combining the resulting like terms.

QUESTION 9

Choice B is correct. In 1908, the marathon was lengthened by $42 - 40 = 2$ kilometers. Since 1 mile is approximately 1.6 kilometers, the increase of 2 kilometers can be converted to miles by multiplying as shown: $2 \text{ kilometers} \times \frac{1 \text{ mile}}{1.6 \text{ kilometers}} = 1.25 \text{ miles}$.

Choices A, C, and D are incorrect and may result from errors made when applying the conversion rate or other computational errors.

QUESTION 10

Choice A is correct. The density d of an object can be found by dividing the mass m of the object by its volume V . Symbolically this is expressed by the equation $d = \frac{m}{V}$. Solving this equation for m yields $m = dV$.

Choices B, C, and D are incorrect and are likely the result of errors made when translating the definition of density into an algebraic equation and errors made when solving this equation for m . If the equations given in choices B, C, and D are each solved for density d , none of the resulting equations are equivalent to $d = \frac{m}{V}$.

QUESTION 11

Choice A is correct. The equation $-2x + 3y = 6$ can be rewritten in the slope-intercept form as follows: $y = \frac{2}{3}x + 2$. So the slope of the graph of the given equation is $\frac{2}{3}$. In the xy -plane, when two nonvertical lines are perpendicular, the product of their slopes is -1 . So, if m is the slope of a line perpendicular to the line with equation $y = \frac{2}{3}x + 2$, then $m \times \frac{2}{3} = -1$, which yields $m = -\frac{3}{2}$. Of the given choices, only the equation in choice A can be rewritten in the form $y = -\frac{3}{2}x + b$, for some constant b . Therefore, the graph of the equation in choice A is perpendicular to the graph of the given equation.

Choices B, C, and D are incorrect because the graphs of the equations in these choices have slopes, respectively, of $-\frac{3}{4}$, $-\frac{1}{2}$, and $-\frac{1}{3}$, not $-\frac{3}{2}$.

QUESTION 12

Choice D is correct. Adding the two equations side by side eliminates y and yields $x = 6$, as shown.

$$\begin{array}{r} \frac{1}{2}y = 4 \\ x - \frac{1}{2}y = 2 \\ \hline x + 0 = 6 \end{array}$$

If (x, y) is a solution to the system, then (x, y) satisfies both equations in the system and any equation derived from them. Therefore, $x = 6$.

Choices A, B, and C are incorrect and may be the result of errors when solving the system.

QUESTION 13

Choice D is correct. Any point (x, y) that is a solution to the given system of inequalities must satisfy both inequalities in the system. Since the second inequality in the system can be rewritten as $y < x - 1$, the system is equivalent to the following system.

$$y \leq 3x + 1$$

$$y < x - 1$$

Since $3x + 1 > x - 1$ for $x > -1$ and $3x + 1 \leq x - 1$ for $x \leq -1$, it follows that $y < x - 1$ for $x > -1$ and $y \leq 3x + 1$ for $x \leq -1$. Of the given choices, only $(2, -1)$ satisfies these conditions because $-1 < 2 - 1 = 1$.

Alternate approach: Substituting $(2, -1)$ into the first inequality gives $-1 \leq 3(2) + 1$, or $-1 \leq 7$, which is a true statement. Substituting $(2, -1)$ into the second inequality gives $2 - (-1) > 1$, or $3 > 1$, which is a true statement. Therefore, since $(2, -1)$ satisfies both inequalities, it is a solution to the system.

Choice A is incorrect because substituting -2 for x and -1 for y in the first inequality gives $-1 \leq 3(-2) + 1$, or $-1 \leq -5$, which is false. Choice B is incorrect because substituting -1 for x and 3 for y in the first inequality gives $3 \leq 3(-1) + 1$, or $3 \leq -2$, which is false. Choice C is incorrect because substituting 1 for x and 5 for y in the first inequality gives $5 \leq 3(1) + 1$, or $5 \leq 4$, which is false.

QUESTION 14

Choice A is correct. According to the table, 74 orthopedic surgeons indicated that research is their major professional activity. Since a total of 607 surgeons completed the survey, it follows that the probability that the randomly selected surgeon is an orthopedic surgeon whose indicated major professional activity is research is 74 out of 607, or $74/607$, which is ≈ 0.122 .

Choices B, C, and D are incorrect and may be the result of finding the probability that the randomly selected surgeon is an orthopedic surgeon whose major professional activity is teaching (choice B), an orthopedic surgeon whose major professional activity is either teaching or research (choice C), or a general surgeon or orthopedic surgeon whose major professional activity is research (choice D).

QUESTION 15

Choice A is correct. Statement I need not be true. The fact that 78% of the 1,000 adults who were surveyed responded that they were satisfied with the air quality in the city does not mean that the exact same percentage of all adults in the city will be satisfied with the air quality in the city. Statement II need not be true because random samples, even when they are of the same size, are not necessarily identical with regard to percentages of people in them who have a certain opinion. Statement III need not be true for the same reason that statement II need not be true: results from different samples can vary. The variation may be even bigger for this sample since it would be selected from a different city. Therefore, none of the statements must be true.

Choices B, C, and D are incorrect because none of the statements must be true.

QUESTION 16

Choice D is correct. According to the given information, multiplying a tree species' growth factor by the tree's diameter is a method to approximate the age of the tree. Multiplying the growth factor, 4.0, of the American elm given in the table by the given diameter of 12 inches yields an approximate age of 48 years.

Choices A, B, and C are incorrect because they do not result from multiplying the given diameter of an American elm tree with that tree species' growth factor..

QUESTION 17

Choice D is correct. The growth factor of a tree species is approximated by the slope of a line of best fit that models the relationship between diameter and age. A line of best fit can be visually estimated by identifying a line that goes in the same direction of the data and where roughly half the given data points fall above and half the given data points fall below the line. Two points that fall on the line can be used to estimate the slope and y-intercept of the equation of a line of best fit. Estimating a line of best fit for the given scatterplot could give the points (11, 80) and (15, 110). Using these two points, the slope of the equation of the line of best fit can be calculated as $\frac{110 - 80}{15 - 11}$, or 7.5. The slope of the equation is interpreted as the growth factor for a species of tree. According to the table, the species of tree with a growth factor of 7.5 is shagbark hickory.

Choices A, B, and C are incorrect and likely result from errors made when estimating a line of best fit for the given scatterplot and its slope.

QUESTION 18

Choice C is correct. According to the given information, multiplying a tree species' growth factor by the tree's diameter is a method to approximate the age of the tree. A white birch with a diameter of 12 inches (or 1 foot) has a given growth factor of 5 and is approximately 60 years old. A pin oak with a diameter of 12 inches (or 1 foot) has a given growth factor of 3 and is approximately 36 years old. The diameters of the two trees 10 years from now can be found by dividing each tree's age in 10 years, 70 years, and 46 years, by its respective growth factor. This yields 14 inches and $15\frac{1}{3}$ inches. The difference between $15\frac{1}{3}$ and 14 is $1\frac{1}{3}$, or approximately 1.3 inches.

Choices A, B, and D are incorrect and a result of incorrectly calculating the diameters of the two trees in 10 years.

QUESTION 19

Choice B is correct. Triangles ADB and CDB are congruent to each other because they are both 30° - 60° - 90° triangles and share the side \overline{BD} . In triangle ADB , side \overline{AD} is opposite to the angle 30° ; therefore, the length of \overline{AD} is half the length of hypotenuse \overline{AB} . Since the triangles are congruent, $AB = BC = 12$. So the length of \overline{AD} is $\frac{12}{2} = 6$.

Choice A is incorrect. If the length of \overline{AD} were 4, then the length of \overline{AB} would be 8. However, this is incorrect because \overline{AB} is congruent to \overline{BC} , which has a length of 12. Choices C and D are also incorrect. Following the same procedures as used to test choice A gives \overline{AB} a length of $12\sqrt{2}$ for choice C and $12\sqrt{3}$ for choice D. However, these results cannot be true because \overline{AB} is congruent to \overline{BC} , which has a length of 12.

QUESTION 20

Choice D is correct. The graph on the right shows the change in distance from the ground of the mark on the rim over time. The y-intercept of the graph corresponds to the mark's position at the start of the motion ($t = 0$); at this moment, the mark is at its highest point from the ground. As the wheel rolls, the mark approaches the ground, its distance from the ground decreasing until it reaches 0—the point where it touches the ground. After that, the mark moves up and away from the ground, its distance from the ground increasing until it reaches its maximum height from the ground. This is the moment when the wheel has completed a full rotation. The remaining part of the graph shows the distance of the mark from the ground during the second rotation of the wheel. Therefore, of the given choices, only choice D is in agreement with the given information.

Choice A is incorrect because the speed at which the wheel is rolling does not change over time, meaning the graph representing the speed would be a horizontal line. Choice B is incorrect because the distance of the wheel from its starting point to its ending point increases continuously; the graph shows a quantity that changes periodically over time, alternately decreasing and increasing. Choice C is incorrect because the distance of the mark from the center of the wheel is constant and equals the radius of the wheel. The graph representing this distance would be a horizontal line, not the curved line of the graph shown.

QUESTION 21

Choice A is correct. The equation can be rewritten as $1 - \frac{b}{a} = c$, or equivalently $1 - c = \frac{b}{a}$. Since $a < 0$ and $b > 0$, it follows that $\frac{b}{a} < 0$, and so $1 - c < 0$, or equivalently $c > 1$.

Choice B is incorrect. If $c = 1$, then $a - b = a$, or $b = 0$. But it is given that $b > 0$, so $c = 1$ cannot be true. Choice C is incorrect. If $c = -1$, then $a - b = -a$, or $2a = b$. But this equation contradicts the premise that $a < 0$ and $b > 0$, so $c = -1$ cannot be true. Choice D is incorrect. For example, if $c = -2$, then $a - b = -2a$, or $3a = b$. But this contradicts the fact that a and b have opposite signs, so $c < -1$ cannot be true.

QUESTION 22

Choice C is correct. It is given that 34.6% of 26 students in Mr. Camp's class reported that they had at least two siblings. Since 34.6% of 26 is 8.996, there must have been 9 students in the class who reported having at least two siblings and 17 students who reported that they had fewer than two siblings. It is also given that the average eighth-grade class size in the state is 26 and that Mr. Camp's class is representative of all eighth-grade classes in the state. This means that in each eighth-grade class in the state there are about 17 students who have fewer than two siblings. Therefore, the best estimate of the number of eighth-grade students in the state who have fewer than two siblings is $17 \times (\text{number of eighth-grade classes in the state})$, or $17 \times 1,800 = 30,600$.

Choice A is incorrect because 16,200 is the best estimate for the number of eighth-grade students in the state who have at least, not fewer than, two siblings. Choice B is incorrect because 23,400 is half of the estimated total number of eighth-grade students in the state; however, since the students in Mr. Camp's class are representative of students in the eighth-grade classes in the state and more than half of the students in Mr. Camp's class have fewer than two siblings, more than half of the students in each eighth-grade class in the state have fewer than two siblings, too. Choice D is incorrect because 46,800 is the estimated total number of eighth-grade students in the state.

QUESTION 23

Choice D is correct. The linear function that represents the relationship will be in the form $r(p) = ap + b$, where a and b are constants and $r(p)$ is the monthly rental price, in dollars, of a property that was purchased with p thousands of dollars. According to the table, (70, 515) and (450, 3,365) are ordered pairs that should satisfy the function, which leads to the system of equations below.

$$\begin{cases} 70a + b = 515 \\ 450a + b = 3,365 \end{cases}$$

Subtracting side by side the first equation from the second eliminates b and gives $380a = 2,850$; solving for a gives $a = \frac{2,850}{380} = 7.5$. Substituting 7.5 for a in the first equation of the system gives $525 + b = 515$; solving for b gives $b = -10$. Therefore, the linear function that represents the relationship is $r(p) = 7.5p - 10$.

Choices A, B, and C are incorrect because the coefficient of p , or the rate at which the rental price, in dollars, increases for every thousand-dollar increase of the purchase price is different from what is suggested by these choices. For example, the Glenview Street property was purchased for \$140,000, but the rental price that each of the functions in these choices provides is significantly off from the rental price given in the table, \$1,040.

QUESTION 24

Choice B is correct. Let x be the original price, in dollars, of the Glenview Street property. After the 40% discount, the price of the property became $0.6x$ dollars, and after the additional 20% off the discounted price, the price of the property became $0.8(0.6x)$. Thus, in terms of the original price of the property, x , the purchase price of the property is $0.48x$. It follows that $0.48x = 140,000$. Solving this equation for x gives $x = 291,666.\bar{6}$. Therefore, of the given choices, \$291,700 best approximates the original price of the Glenview Street property.

Choice A is incorrect because it is the result of dividing the purchase price of the property by 0.4, as though the purchase price were 40% of the original price. Choice C is incorrect because it is the closest to dividing the purchase price of the property by 0.6, as though the purchase price were 60% of the original price. Choice D is incorrect because it is the result of dividing the purchase price of the property by 0.8, as though the purchase price were 80% of the original price.

QUESTION 25

Choice D is correct. Of the first 150 participants, 36 chose the first picture in the set, and of the 150 remaining participants, p chose the first picture in the set. Hence, the proportion of the participants who chose the first picture in the set is $\frac{36+p}{300}$. Since more than 20% of all the participants chose the first picture, it follows that $\frac{36+p}{300} > 0.20$. This inequality can be rewritten as $p + 36 > 0.20(300)$. Since p is a number of people among the remaining 150 participants, $p \leq 150$.

Choices A, B, and C are incorrect and may be the result of some incorrect interpretations of the given information or of computational errors.

QUESTION 26

Choice B is correct. A cube has 6 faces of equal area, so if the total surface area of a cube is $6\left(\frac{a}{4}\right)^2$, then the area of one face is $\left(\frac{a}{4}\right)^2$. Likewise, the area of one face of a cube is the square of one of its sides; therefore, if the area of one face is $\left(\frac{a}{4}\right)^2$, then the length of one side of the cube is $\frac{a}{4}$. Since the perimeter of one face of a cube is four times the length of one side, the perimeter is $4\left(\frac{a}{4}\right) = a$.

Choice A is incorrect because if the perimeter of one face of the cube is $\frac{a}{4}$, then the total

surface area of the cube is $6\left(\frac{\frac{a}{4}}{4}\right)^2 = 6\left(\frac{a}{16}\right)^2$, which is not $6\left(\frac{a}{4}\right)^2$. Choice C is incorrect because if

the perimeter of one face of the cube is $4a$, then the total surface area of the cube is

$6\left(\frac{4a}{4}\right)^2 = 6a^2$, which is not $6\left(\frac{a}{4}\right)^2$. Choice D is incorrect because if the perimeter of one face of

the cube is $6a$, then the total surface area of the cube is $6\left(\frac{6a}{4}\right)^2 = 6\left(\frac{3a}{2}\right)^2$, which is not $6\left(\frac{a}{4}\right)^2$.

QUESTION 27

Choice C is correct. If the mean score of 8 players is 14.5, then the total of all 8 scores is $14.5 \times 8 = 116$. If the mean of 7 scores is 12, then the total of all 7 scores is $12 \times 7 = 84$. Since the set of 7 scores was made by removing the highest score of the set of 8 scores, then the difference between the total of all 8 scores and the total of all 7 scores is equal to the removed score: $116 - 84 = 32$.

Choice A is incorrect because if 20 is removed from the group of 8 scores, then the mean score of the remaining 7 players is $\frac{(14.5 \cdot 8) - 20}{7} \approx 13.71$, not 12. Choice B is incorrect because if 24 is removed from the group of 8 scores, then the mean score of the remaining 7 players is $\frac{(14.5 \cdot 8) - 24}{7} \approx 13.14$, not 12. Choice D is incorrect because if 36 is removed from the group of 8 scores, then the mean score of the remaining 7 players is $\frac{(14.5 \cdot 8) - 36}{7} \approx 11.43$, not 12.

QUESTION 28

Choice C is correct. The slope of a line is $\frac{\text{rise}}{\text{run}}$ and can be calculated using the coordinates of any two points on the line. For example, the graph of f passes through the points $(0, 3)$ and $(2, 4)$, so the slope of the graph of f is $\frac{4-3}{2-0} = \frac{1}{2}$. The slope of the graph of function g is 4 times the slope of the graph of f , so the slope of the graph of g is $4\left(\frac{1}{2}\right) = 2$. Since the point $(0, -4)$ is the y -intercept of g , g is defined as $g(x) = 2x - 4$. It follows that $g(9) = 2(9) - 4 = 14$.

Choice A is incorrect because if $g(9) = 5$, then the slope of the graph of function g is $\frac{-4-5}{0-9} = 1$, which is not 4 times the slope of the graph of f . Choices B and D are also incorrect. The same procedures used to test choice A yields $\frac{-4-9}{0-9} = \frac{13}{9}$ and $\frac{-4-18}{0-9} = \frac{22}{9}$ for the slope of the graph of g for choices B and D, respectively. Neither of these slopes is 4 times the slope of the graph of f .

QUESTION 29

Choice B is correct. The standard equation of a circle in the xy -plane is of the form $(x - h)^2 + (y - k)^2 = r^2$, where (h, k) are the coordinates of the center of the circle and r is the radius. To convert the given equation to the standard form, complete the squares. The first two terms need a 100 to complete the square, and the second two terms need a 64. Adding 100 and 64 to both sides of the given equation yields $(x^2 + 20x + 100) + (y^2 + 16y + 64) = -20 + 100 + 64$, which

is equivalent to $(x + 10)^2 + (y + 8)^2 = 144$. Therefore, the coordinates of the center of the circle are $(-10, -8)$.

Choice A is incorrect and is likely the result of not properly dividing when attempting to complete the square. Choice C is incorrect and is likely the result of making a sign error when evaluating the coordinates of the center. Choice D is incorrect and is likely the result of not properly dividing when attempting to complete the square and making a sign error when evaluating the coordinates of the center.

QUESTION 30

Choice B is correct. The given equation can be thought of as the difference of two squares, where one square is x^2 and the other square is $(\sqrt{a})^2$. Using the difference of squares formula, the equation can be rewritten as $y = (x + \sqrt{a})(x - \sqrt{a})$.

Choices A, C, and D are incorrect because they are not equivalent to the given equation. Choice A is incorrect because it is equivalent to $y = x^2 - a^2$. Choice C is incorrect because it is equivalent to $y = x^2 - \frac{a^2}{4}$. Choice D is incorrect because it is equivalent to $y = x^2 + 2ax + a^2$.

QUESTION 31

The correct answer is 1492. Let x be the number of watts that is equal to 2 horsepower. Since 5 horsepower is equal to 3730 watts, it follows that $\frac{2}{5} = \frac{x}{3730}$. Solving this proportion for x yields $5x = 7460$, or $x = \frac{7460}{5} = 1492$.

QUESTION 32

The correct answer is $\frac{29}{3}$. It is given that the height of the original painting is 29 inches and the reproduction's height is $\frac{1}{3}$ the original height. One-third of 29 is $\frac{29}{3}$, or $9.\bar{6}$. Either the fraction $\frac{29}{3}$ or the decimals 9.66 or 9.67 can be gridded as the correct answer.

QUESTION 33

The correct answer is 7. It is given that $PQ = RS$, and the diagram shows that $PQ = x - 1$ and $RS = 3x - 7$. Therefore, the equation $x - 1 = 3x - 7$ must be true. Solving this equation for x leads to

$2x = 6$, so $x = 3$. The length of segment PS is the sum of the lengths of PQ , QR , and RS , which is $(x - 1) + x + (3x - 7)$, or equivalently $5x - 8$. Substituting 3 for x in this expression gives $5(3) - 8 = 7$.

QUESTION 34

The correct answer is 9. Since the point $(2, 5)$ lies on the graph of $y = f(x)$ in the xy -plane, the ordered pair $(2, 5)$ must satisfy the equation $y = f(x)$. That is, $5 = f(2)$, or $5 = k - 2^2$. This equation simplifies to $5 = k - 4$. Therefore, the value of the constant k is 9.

QUESTION 35

The correct answer is 13. Let w represent the width of the rectangular garden, in feet. Since the length of the garden will be 5 feet longer than the width of the garden, the length of the garden will be $w + 5$ feet. Thus the area of the garden will be $w(w + 5)$. It is also given that the area of the garden will be 104 square feet. Therefore, $w(w + 5) = 104$, which is equivalent to $w^2 + 5w - 104 = 0$. The quadratic formula can be used or the equation above can be factored to result in $(w + 13)(w - 8) = 0$. Therefore, $w = 8$ and $w = -13$. Because width cannot be negative, the width of the garden must be 8 feet. This means the length of the garden must be $8 + 5 = 13$ feet.

QUESTION 36

The correct answer is 80. The measure of an angle inscribed in a circle is half the measure of the central angle that intercepts the same arc. That is, $m\angle A = \frac{x^\circ}{2}$. Also, the sum of the interior angles of quadrilateral $ABCP$ is 360° , and the measure of the obtuse angle P is $360^\circ - x^\circ$. Hence, $\frac{x^\circ}{2} + 20^\circ + (360^\circ - x^\circ) + 20^\circ = 360^\circ$. Simplifying this equation gives $\frac{x^\circ}{2} = 40^\circ$, and so $x = 80$.

Alternate approach: If points A and P are joined, then the triangles that will be formed, APB and APC , are isosceles because $PA = PB = PC$. It follows that the base angles on both triangles each have measure of 20° . Angle A consists of two base angles, and therefore, $m\angle A = 40^\circ$. Since the measure of an angle inscribed in a circle is half the measure of the central angle that intercepts the same arc, it follows that the value of x is 80° .

QUESTION 37

The correct answer is 43.5, 43, or 44. The distance from Ms. Simon's home to her workplace is $0.6 + 15.4 + 1.4 = 17.4$ miles. Ms. Simon took 24 minutes to drive this distance. Since there are 60 minutes in one hour, her average speed, in miles per hour, for this trip is $\frac{17.4}{24} \times 60 = 43.5$ miles per hour. Based on the directions, $87/2$ or 43.5 can be gridded as the correct answer. We

are accepting 43 and 44 as additional correct answers because the precision of the measurements provided does not support an answer with three significant digits.

QUESTION 38

The correct answer is 6. Ms. Simon travels 15.4 miles on the freeway, and her average speed for this portion of the trip is 50 miles per hour when there is no traffic delay. Therefore, when there is no traffic delay, Ms. Simon spends $\frac{15.4 \text{ miles}}{50 \text{ mph}} = 0.308$ hours on the freeway. Since there are 60 minutes in one hour, she spends $(0.308)(60) = 18.48$ minutes on the freeway when there is no delay. Leaving at 7:00 a.m. results in a trip that is 33% longer, and 33% of 18.48 minutes is 6.16; the travel time for each of the other two segments does not change. Therefore, rounded to the nearest minute, it takes Ms. Simon 6 more minutes to drive to her workplace when she leaves at 7:00 a.m.

Scoring Your SAT[®] Practice Test #5

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; 7–8; 13; 15–18
- ▶ Math Test – Calculator: Questions 2; 4; 6; 11–13; 23–25; 28; 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; 5; 7; 9; 14–18; 20; 22; 27; 31–32; 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 3–6; 9–10; 12; 14; 19
- ▶ Math Test – Calculator: Questions 8; 10; 21; 26; 30; 34; 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 1–3; 7–8; 10; 12–13; 16; 18–19; 22; 24–25; 27–28; 32–34; 37–39; 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 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 4–6; 9; 11; 14–15; 17; 20–21; 23; 26; 29–31; 35–36; 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 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 7; 10; 14–15; 22; 29; 37–38; 44; 47
 - ▶ Writing and Language Test: Questions 2; 10; 13; 18; 22; 24; 37; 39Your 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 5; 9; 12; 18; 30–31; 34; 39; 43; 46
 - ▶ Writing and Language Test: Questions 1; 3; 16; 19; 27; 33; 38; 41Your 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 12–13; 16; 18; 19; 22
- ▶ Math Test – No Calculator: No Questions
- ▶ Math Test – Calculator: Questions 7; 9; 14–15; 23–25; 32

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 1–3; 7–8; 10
- ▶ Math Test – No Calculator: Question 8
- ▶ Math Test – Calculator: Questions 5; 10; 16–18; 20; 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 Science cross-test score.

SAT Practice Test #5: Worksheets

ANSWER KEY

Reading Test Answers

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

READING TEST
RAW SCORE
(NUMBER OF
CORRECT ANSWERS)

Writing and Language Test Answers

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

WRITING AND
LANGUAGE TEST
RAW SCORE
(NUMBER OF
CORRECT ANSWERS)

Math Test No Calculator Answers

1 D	11 C
2 A	12 D
3 B	13 B
4 C	14 C
5 D	15 D
6 A	16 4
7 C	17 $\frac{6}{5}$, 1.2
8 A	18 $2\frac{1}{4}$, 5.25
9 A	19 2
10 B	20 97

MATH TEST
NO CALCULATOR
RAW SCORE
(NUMBER OF
CORRECT ANSWERS)

Math Test Calculator Answers

1 D	11 A	21 A	31 1492
2 C	12 D	22 C	32 $\frac{29}{3}$, 9.66, 9.67
3 A	13 D	23 D	33 7
4 B	14 A	24 B	34 9
5 C	15 A	25 D	35 13
6 B	16 D	26 B	36 80
7 A	17 D	27 C	37 43, 43.5, 44, $\frac{87}{2}$
8 C	18 C	28 C	38 6
9 B	19 B	29 B	
10 A	20 D	30 B	

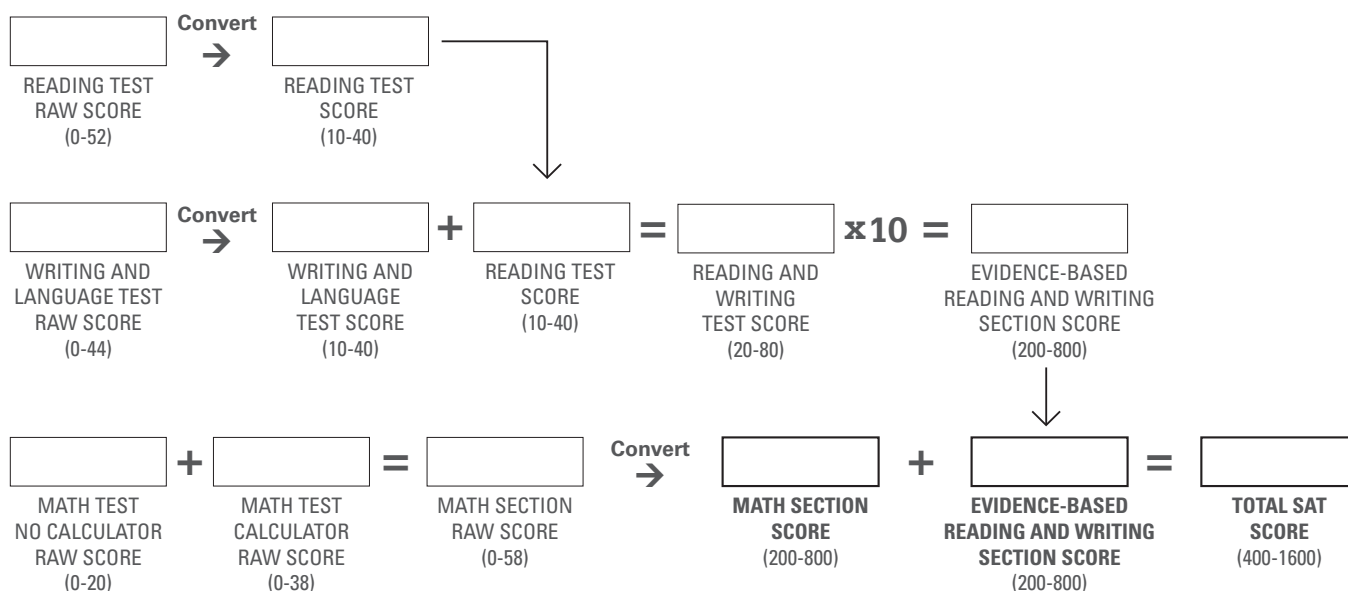
MATH TEST
CALCULATOR
RAW SCORE
(NUMBER OF
CORRECT ANSWERS)

SAT Practice Test #5: 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	540	26	30
1	200	10	10	31	540	27	30
2	210	10	10	32	550	28	31
3	230	10	10	33	560	28	32
4	250	11	11	34	570	29	32
5	260	11	12	35	580	29	33
6	270	12	13	36	590	29	34
7	290	13	13	37	600	30	34
8	300	14	14	38	600	30	35
9	320	14	15	39	610	31	36
10	330	15	16	40	620	31	37
11	340	16	16	41	630	32	38
12	360	16	17	42	640	32	39
13	370	17	18	43	650	33	40
14	390	17	18	44	660	33	40
15	400	18	19	45	660	34	
16	410	18	20	46	670	35	
17	420	19	20	47	680	35	
18	430	20	21	48	690	36	
19	440	20	22	49	700	37	
20	450	21	23	50	710	37	
21	460	21	23	51	710	39	
22	470	22	24	52	720	40	
23	480	23	25	53	730		
24	490	23	25	54	750		
25	500	24	26	55	760		
26	510	24	27	56	770		
27	510	25	28	57	790		
28	520	25	28	58	800		
29	530	26	29				

CONVERSION EQUATION 1 SECTION AND TEST SCORES



SAT Practice Test #5: 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	2	1	3	1	2
2	1	1	3	1	4	1	3
3	2	1	4	2	5	2	4
4	3	2	5	3	6	3	4
5	4	3	6	4	7	4	5
6	4	4	7	5	8	5	6
7	5	4	7	6	9	6	6
8	6	5	8	7	9	7	7
9	6	6	9	8	10	7	8
10	7	7	9	9	11	8	8
11	8	7	10	10	11	9	9
12	8	8	10	10	12	10	10
13	9	9	11	11	13	11	10
14	9	10	11	12	14	11	11
15	10	11	12	13	14	12	12
16	10	12	13	14	15	13	13
17	11	13	13	15		14	14
18	12	14	14			15	15
19	12	15	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 #5: 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	26
1	10	10	19	27	26
2	10	12	20	27	27
3	11	13	21	28	28
4	13	14	22	29	28
5	14	15	23	29	29
6	15	16	24	30	30
7	16	17	25	30	30
8	17	18	26	31	31
9	18	19	27	32	31
10	19	20	28	33	32
11	20	21	29	33	33
12	21	21	30	34	34
13	22	22	31	35	34
14	23	23	32	36	35
15	24	24	33	37	36
16	24	24	34	38	38
17	25	25	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	12–13; 16; 18–19; 22		1–3; 7–8; 10	
Math Test No Calculator	No Questions		8	
Math Test Calculator	7; 9; 14–15; 23–25; 32		5; 10; 16–18; 20; 31	
Total				

