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Form Codes AEEC, BWEC, CFEC

SAT Reasoning Test™

Question-and-Answer Service
May 2008 Administration

INSIDE:

- Test questions and correct answers
- The difficulty level for each question
- Your essay prompt and all other essay prompts administered on your test day
- Instructions for scoring your test
- Suggestions for using this report

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Using Your Question-and-Answer Service (QAS) Report

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This booklet contains the SAT Reasoning Test™ you took in May 2008. It also includes the correct answers, the difficulty level for each question, additional essay prompts, and scoring information. If the SAT Reasonin Test you took included an unscored "equating" section, this booklet will not include that section.

Reviewing Your SAT Results

To make the best use of this report, do the following:

- Read each question, focusing on the type of question, the correct answer, how you answered it, and th difficulty level.
- Analyze test questions you answered incorrectly to understand why your answer was incorrect. Check see whether you might have misread the question or misgridded the answer.
- Use the table below to keep track of how you did on the different types of questions (as labeled on you QAS report). You can also find this information in your online score report at **collegeboard.com/sat** This can help you understand your academic strengths and identify areas for improvement.

Section	Type of Question	Number Correct	Number Incorrect	Number Omitted
Critical Reading	C Sentence completion			
	R Passage-based reading			
Mathematics	N Number and operations			
	A Algebra and functions			
	G Geometry and measurement			
	D Data analysis, statistics, and probability			
Writing Multiple-Choice	S Improving sentences			
	E Identifying sentence errors			
	P Improving paragraphs			

Reviewing Your Essay

You can view a copy of you essay online at **www.collegeboard.com/viewessay**. Your essay prompt is includ in this booklet. Other essay prompts used on the day you took your test are also included. On the practice shee in the back of this booklet, you can try writing your essay again, or you can try writing a practice essay for a different prompt.

Scoring Your Test

If you would like to score your test, use the Scoring Worksheet, SAT Essay Scoring Guide, and score conversion tables at the back of this booklet. You will need to use the "Form Code" shown at the top of your personalized QAS report to locate your particular score conversion tables. The Scoring Worksheet and score conversion tables are specific to the test you took. Do not try to score any other tests using them.

Preparing to Take the SAT Again

Taking the SAT again might be to your advantage. Now that you're familiar with the test, you're more prepared for the kinds of questions on it. You're also more comfortable with the test-taking process, including the time limits. On average, students who take the SAT a second time increase their combined critical reading, mathematics, and writing scores by approximately 40 points.

The best way to prepare for the SAT is to take challenging high school classes, read extensively, and practi writing as often as possible. For practice questions and approaches, as well as access to the **free** insights ab SAT Skills, visit the SAT Preparation Center™ at **collegeboard.com/satprep**. Use the information to help you understand the SAT and prepare for future academic success. You are provided with the types of skills that are tested on the SAT, suggestions for improvement and sample SAT questions and answers to help you do better in the classroom, on the test and in college. You can register to take the SAT again at **collegeboard.com/sat**.

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ESSAY
Time — 25 minutes

The essay gives you an opportunity to show how effectively you can develop and express ideas. You should, therefore, take care to develop your point of view, present your ideas logically and clearly, and use language precisely.

Your essay must be written on the lines provided on your answer sheet—you will receive no other paper on which to write. You will have enough space if you write on every line, avoid wide margins, and keep your handwriting to a reasonable size. Remember that people who are not familiar with your handwriting will read what you write. Try to write or print so that what you are writing is legible to those readers.

Important Reminders:

- **A pencil is required for the essay.** An essay written in ink will receive a score of zero.
- **Do not write your essay in your test book.** You will receive credit only for what you write on your answer sheet.
- **An off-topic essay will receive a score of zero.**
- **If your essay does not reflect your original and individual work, your test scores may be canceled.**

You have twenty-five minutes to write an essay on the topic assigned below.

Think carefully about the issue presented in the following excerpt and the assignment below.

> Technological advances have freed society from tiresome labor, such as washing clothes by hand, hauling heavy loads, and walking long distances, and have given people increased access to information and entertainment. Yet, when given a choice, many people still resist using modern conveniences. There must be something to be gained from not using technology.

Assignment: Are there benefits to be gained from avoiding the use of modern technology, even when using it would make life easier? Plan and write an essay in which you develop your point of view on this issue. Support your position with reasoning and examples taken from your reading, studies, experience, or observations.

BEGIN WRITING YOUR ESSAY ON PAGE 2 OF THE ANSWER SHEET.

If you finish before time is called, you may check your work on this section only.
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> From talent contests to the Olympics to the Nobel and Pulitzer prizes, we constantly seek to reward those who are "number one." This emphasis on recognizing the winner creates the impression that other competitors, despite working hard and well, have lost. In many cases, however, the difference between the winner and the losers is slight. The wrong person may even be selected as the winner. Awards and prizes merely distract us from valuable qualities possessed by others besides the winners.

Assignment: Do people place too much emphasis on winning? Plan and write an essay in which you develop your point o view on this issue. Support your position with reasoning and examples taken from your reading, studies, experience, or observations.

BEGIN WRITING YOUR ESSAY ON PAGE 2 OF THE ANSWER SHEET.

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Think carefully about the issue presented in the following excerpt and the assignment below.

> There are those who believe that everything we do is inspired by the desire for power in its various forms. They maintain that our actions are nothing but expressions of a striving for power. In this view, even when we act kindly toward other people, we are motivated, whether we know it or not, by a desire to have some control over their lives, for our act of kindness puts them partially in our power.
>
> Adapted from Leszek Kolakowski, *Freedom, Fame, Lying, and Betrayal: Essays on Everyday Life*

Assignment: Are people's actions motivated primarily by a desire for power over others? Plan and write an essay in which you develop your point of view on this issue. Support your position with reasoning and examples taken from your reading, studies, experience, or observations.

BEGIN WRITING YOUR ESSAY ON PAGE 2 OF THE ANSWER SHEET.

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You have twenty-five minutes to write an essay on the topic assigned below.

Think carefully about the issue presented in the following excerpt and the assignment below.

> Common sense suggests an obvious division between the past and present, between history and current events. In many cases, however, this boundary is not clear-cut because earlier events are not locked away in the past. Events from history remain alive through people's memories and through books, films, and other media. For both individuals and groups, incidents from the past continue to influence the present—sometimes positively and sometimes negatively.

Assignment: Do incidents from the past continue to influence the present? Plan and write an essay in which you develop your point of view on this issue. Support your position with reasoning and examples taken from your reading, studies, experience, or observations.

BEGIN WRITING YOUR ESSAY ON PAGE 2 OF THE ANSWER SHEET.

If you finish before time is called, you may check your work on this section only.
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SECTION 2
Time — 25 minutes
20 Questions

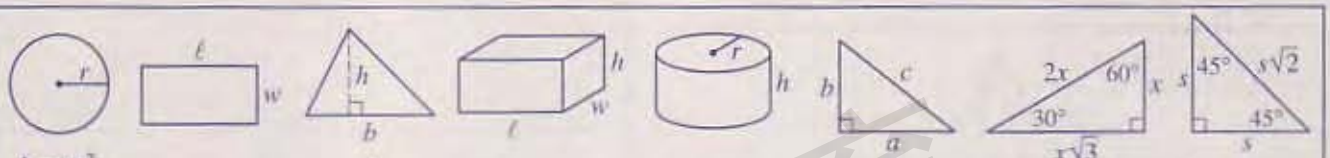
Turn to Section 2 (page 4) of your answer sheet to answer the questions in this section.

Directions: For this section, solve each problem and decide which is the best of the choices given. Fill in the corresponding circle on the answer sheet. You may use any available space for scratchwork.

Notes

1. The use of a calculator is permitted.
2. All numbers used are real numbers.
3. Figures that accompany problems in this test are intended to provide information useful in solving the problems. They are drawn as accurately as possible EXCEPT when it is stated in a specific problem that the figure is not drawn to scale. All figures lie in a plane unless otherwise indicated.
4. Unless otherwise specified, the domain of any function f is assumed to be the set of all real numbers x for which $f(x)$ is a real number.

Reference Information



$A = \pi r^2$, $C = 2\pi r$ | $A = \ell w$ | $A = \frac{1}{2}bh$ | $V = \ell wh$ | $V = \pi r^2 h$ | $c^2 = a^2 + b^2$ | Special Right Triangles

The number of degrees of arc in a circle is 360.
The sum of the measures in degrees of the angles of a triangle is 180.

1. If the degree measures of the three angles of a triangle are $x°$, $x°$, and 30°, what is the value of x?

(A) 45
(B) 50
(C) 60
(D) 70
(E) 75

2. Ms. Smith bought three kinds of fruit, and each kind of fruit had a fixed price. She spent \$1.80 for 6 oranges, \$1.20 for 6 plums, and \$2.40 for 10 apples. From this fruit, she then arranged a basket of 2 oranges, 3 plums, and 4 apples. What was the total cost of the fruit in the basket?

(A) \$1.80
(B) \$1.90
(C) \$2.16
(D) \$2.26
(E) \$5.40

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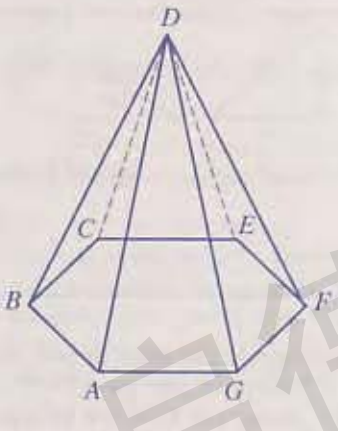
3. Which of the following expressions is equivalent to 6 more than the product of x and y?

(A) $x + y + 6$
(B) $xy + 6$
(C) $6xy$
(D) $6(x + y)$
(E) $(x + 6)y$



4. The figure above shows a solid with a hexagonal base. If each edge of the base has length 5 and each of the other edges of the solid has length 15, what is the sum of the lengths of all 12 edges?

(A) 100
(B) 105
(C) 110
(D) 115
(E) 120

0, 1, 2, 3, 4, 5, 6, 7

5. If a number is selected at random from the list above, what is the probability that it will be less than 4?

(A) $\frac{3}{8}$
(B) $\frac{1}{2}$
(C) $\frac{5}{8}$
(D) $\frac{3}{4}$
(E) 1

6. Segment $\overline{AB}$ has midpoint M. If the length of $\overline{AM}$ is $2k$, what is the length of $\overline{AB}$ in terms of k?

(A) k
(B) $2k$
(C) $3k$
(D) $4k$
(E) $5k$

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7. If $5x = 2$, then $\frac{10x}{4} =$

(A) $\frac{25}{4}$

(B) 4

(C) $\frac{5}{2}$

(D) 1

(E) $\frac{2}{5}$

8. A bag contains only two types of coins. The total value of the 37 coins in the bag is \$6.25. Of the 37 coins, x coins are worth \$0.10 each and y coins are worth \$0.25 each. If there are no other coins in the bag, which of the following systems of equations can be solved to find the number of each type of coin in the bag?

(A) $0.1x = 0.25y$
$37(x + y) = 6.25$

(B) $0.1x = 0.25y$
$37x + y = 6.25$

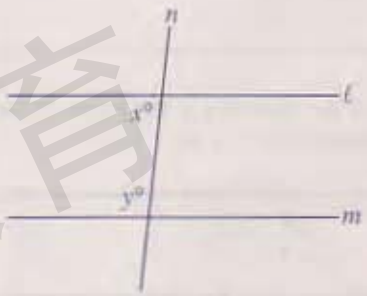
(C) $x + y = 37$
$0.35(x + y) = 6.25$

(D) $x + y = 37$
$0.1x + 0.25y = 6.25$

(E) $x + y = 6.25$
$0.1x + 0.25y = 37$

9. If k is a positive one-digit integer, which of the following is NOT a possible value of $1 - k$?

(A) -9
(B) -5
(C) -2
(D) -1
(E) 0



Note: Figure not drawn to scale.

10. In the figure above, if $\ell \parallel m$ and $y = 2x$, then $x =$

(A) 30
(B) 45
(C) 60
(D) 90
(E) 120

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11. Hao and Mike shared a box of popcorn. If they ate all the popcorn in the box and Mike ate three times as much popcorn as Hao, what percent of the popcorn did Hao eat?

(A) 20%

(B) 25%

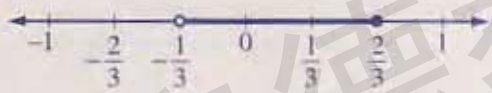
(C) 30%

(D) $33\frac{1}{3}\%$

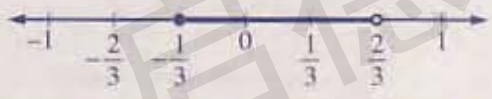
(E) 40%

12. Which of the following is the graph of the solution set of the inequality $-3 \le 6x - 1 < 3$?

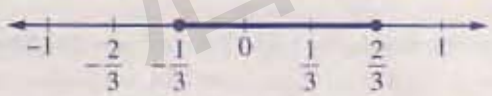
(A)



(B)

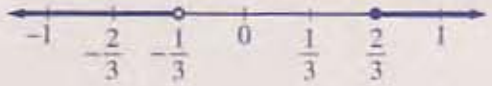


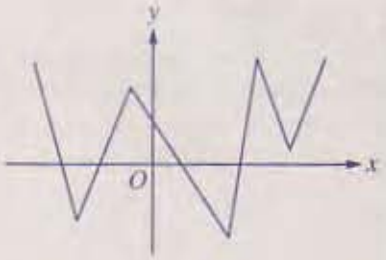
(C)



(D)

(E)





13. If the graph above is reflected about the x-axis, what is the total number of x- and y-intercepts that the resulting graph will have?

(A) One
(B) Two
(C) Three
(D) Four
(E) Five

14. What is the least integer value of x for which $\left|\frac{x}{2} - \frac{3}{4}\right| = \frac{x}{2} - \frac{3}{4}$?

(A) 0
(B) 1
(C) 2
(D) 3
(E) 4

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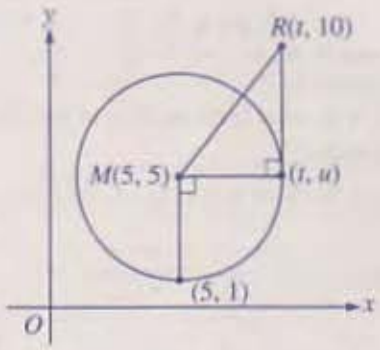
15. A salesman started at Town S and traveled 28 miles due east to Town X. He then traveled back 40 miles due west to Town Y. The salesman then traveled 55 miles due south to Town P, and then traveled back 60 miles due north to Town Q. What is the distance, in miles, between Town Q and Town S ?

(A) 5
(B) 12
(C) 13
(D) 15
(E) 20

$$\frac{3}{\sqrt{x-2}} = 2$$

16. For $x > 2$, which of the following equations is equivalent to the equation above?

(A) $3 = 2(x-2)$
(B) $3 = 4(x-2)$
(C) $9 = 2(x-4)$
(D) $9 = 2(x-2)$
(E) $9 = 4(x-2)$



17. In the figure above, point M is the center of the circle. What is the slope of segment $\overline{MR}$?

(A) $\frac{3}{4}$
(B) $\frac{4}{5}$
(C) 1
(D) $\frac{5}{4}$
(E) $\frac{6}{5}$

18. Let the function p be defined by $p(x) = a(x-k)^2$, where a and k are positive constants. For what value of x will the function p have its minimum value?

(A) $-a$
(B) $-k$
(C) 0
(D) a
(E) k

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$$x^3, x^2, x, \frac{1}{x}, \frac{1}{x^2}$$

19. If $-1 < x < 0$, what is the median of the five numbers in the list above?

(A) x^3

(B) x^2

(C) x

(D) $\frac{1}{x}$

(E) $\frac{1}{x^2}$

20. Each student in a group of 30 students studies Germa Italian, or both. The total number of students studyin German is three more than the total number of stude studying Italian. If the number of students that study both subjects is the same as the number of students that study exactly one subject, how many students in the group study only Italian?

(A) 6
(B) 9
(C) 15
(D) 21
(E) 24

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STOP

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SECTION 4
Time — 25 minutes
24 Questions

Turn to Section 4 (page 5) of your answer sheet to answer the questions in this section.

Directions: For each question in this section, select the best answer from among the choices given and fill in the corresponding circle on the answer sheet.

Each sentence below has one or two blanks, each blank indicating that something has been omitted. Beneath the sentence are five words or sets of words labeled A through E. Choose the word or set of words that, when inserted in the sentence, best fits the meaning of the sentence as a whole.

Example:

Hoping to ------- the dispute, negotiators proposed a compromise that they felt would be ------- to both labor and management.

(A) enforce . . useful
(B) end . . divisive
(C) overcome . . unattractive
(D) extend . . satisfactory
(E) resolve . . acceptable

Ⓐ Ⓑ Ⓒ Ⓓ ●

1. As scientists at the Smithsonian have observed, the institution's range of scientific inquiry may be -------, but its financial resources are far less -------.

(A) restricted . . substantial
(B) unbounded . . confined
(C) admirable . . limited
(D) vast . . extensive
(E) diminishing . . stable

2. As advocates of free speech confront those who would regulate entertainment strictly, the debate over shocking content in movies will likely -------.

(A) abate (B) concur (C) mediate
(D) conclude (E) escalate

3. The author's love of harmonious and pleasing sounds was reflected in the ------- phrases of her fiction.

(A) convoluted (B) perfidious (C) bellicose
(D) euphonious (E) sympathetic

4. The respect accorded choreographer Martha Graham by her students and colleagues alike was so great that it amounted to -------.

(A) exasperation (B) commiseration
(C) consternation (D) reconciliation
(E) veneration

5. The speaker announced that her primary focus would be on broad global concerns rather than on ------- issues.

(A) contemporary (B) substantive
(C) disputatious (D) pervasive
(E) parochial

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The passages below are followed by questions based on their content; questions following a pair of related passages may also be based on the relationship between the paired passages. Answer the questions on the basis of what is stated or implied in the passages and in any introductory material that may be provided.

Questions 6-9 are based on the following passages.

Passage 1

Kneeling motionless on the ground, I watched as a husky eastern diamondback rattlesnake slid from my 5-gallon can into its winter home, a dark gopher tortoise burrow. "See you soon," I whispered, expecting to recapture this and eight other rattlesnakes I had recently caught, marked and released in the open pine forests of northern Florida. When I began my research, I was amazed at the dearth of scientific information on eastern diamondbacks. I have subsequently filled in many details of the life history of the species. I have discovered that this creature, long despised by people, is highly evolved, incredibly complex, and surprisingly gentle.

Passage 2

Rattlesnakes have long held a mingled dread and fascination for Americans. In the Eastern part of the United States many American Indian tribes venerated them, referring to rattlesnakes as "Grandfather" and treating them with respect. The Colonists did not follow suit. The "belled viper" was one of the more sensational finds in the New World, and almost everyone agreed that the serpents were unspeakably evil, and should be killed on sight. Benjamin Franklin called rattlesnakes "Felons . . . from the Beginning of the World," but several Revolutionary War flags carried rattlers, including the famous Gadsden flag with its "Don't Tread on Me" warning to Great Britain.

6. Compared to Passage 1, Passage 2 is more concerned with

(A) advocating change
(B) providing historical perspective
(C) identifying similarities between cultures
(D) pointing out potential dangers
(E) judging the accuracy of certain views

7. Unlike Passage 2, Passage 1 makes use of

(A) personal anecdote
(B) direct quotation
(C) figurative language
(D) explicit comparison
(E) historical citation

8. In line 22, "carried" most nearly means

(A) supported
(B) transmitted
(C) extended
(D) expressed
(E) bore

9. Unlike the author of Passage 1, the author of Passage 2 acknowledges that

(A) scientists have long studied rattlesnakes
(B) many people have had a great appreciation for rattlesnakes
(C) rattlesnakes are extremely difficult to track and study
(D) scientific studies of rattlesnakes are prevalent in the Eastern United States
(E) Americans fear rattlesnakes more than any other type of snake

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Questions 10-18 are based on the following passage.

The following passage, adapted from an article published in 2000, focuses on a prehistoric lake that exists deep beneath the Antarctic ice cap. In 2006, the drilling project mentioned in the passage was resumed.

To imagine Lake Vostok, you must first envision a great lake in a living landscape, a week's walk from end to end, too wide to see across from the highest hills on its flanks. Now simplify. Erase the surrounding woods and fields; hide the encircling hills. Remove the changing seasons and the replenishing rain. Shut out the sky. Leave only the waters, the minerals, the muddy depths. Then trap, squeeze, and estrange them from everything that lives and dies. From your creation emerges a simple world that hungers for more.

To scientists, Lake Vostok, beneath 2.5 miles of solid ice, is unbearably attractive. If it ever had a direct link with the air above it, that connection ended some millions of years ago. Its sediments contain a unique record of Antarctica's climate that could revolutionize the science of the frozen continent. There could be prehistoric life in its waters, an indigenous ecosystem surviving with few resources—no sunlight, the tiniest of fresh-food inputs—and spurring adaptations never seen before. Were Lake Vostok open to the rest of the world, its faint records and fragile life-forms would have been overwritten long ago.

Vostok's existence was unknown until 30 years ago, when radar and seismographs allowed scientists to piece together a map. The first hints of water under the ice were detected in the 1970s; much later, in the early 1990s, satellites and data from earlier seismic surveys revealed Lake Vostok's full extent. In 1995, a borehole was drilled from Russia's Vostok station quite by chance, long before anyone suspected something important might be below. The borehole came within 400 feet of entering the lake, but the drillers stopped short of breaking through to the waters beneath.

Soon, however, millions of years of isolation may come to an end: researchers from several countries have started lobbying their governments for a multimillion-dollar, long-term effort to fathom Vostok's depths. If the multinational teams of scientists get their way, the exploration of Lake Vostok—perhaps the most ambitious and complex scientific undertaking Antarctica has yet seen—could begin in less than five years. New bases will be built, some temporary, some permanent; new logistical infrastructures will be created to serve them; fleets of aircraft will transport thousands of gallons of fuel oil. (It takes a hellish amount of energy to get through 2.5 miles of ice.) Tele-operated and autonomous deep-diving robots will launch themselves from the boreholes into the great lake's waters, and then sink through the blackness to the silent ooze below. Long-dark Vostok will be pried open for inspection—a process that, however carefully undertaken, runs the risk of changing the lake forever and destroying what has made it unique.

Why take that chance? Some believe Vostok should be left alone because exploration might permanently damage its pristine ecosystem. But proponents of drilling believe Vostok could provide new insights into young Earth's spectacular ecological crises, during which the whole planet was frozen solid, its oceans reduced to the very brink of lifelessness. And it could illuminate the possibilities of life farther off—in a vast ocean on Europa, Jupiter's fourth-largest moon, 483 million miles from the Sun and, along with Mars, the most likely prospect for evidence of life beyond Earth. Isolated from light, warmed only from below, starved of nutrients, the life-forms of Vostok could teach scientists how life might persist in Europa's frigid climate, where temperatures average minus 250 degrees Fahrenheit. It would certainly show them how to look for it there: exploring Vostok would be the nearest thing to a space mission without leaving the planet.

10. The primary purpose of the passage is to

(A) encourage further exploration of Antarctica
(B) describe how an Antarctic lake was discovered
(C) examine theories about the possibility of life beyond Earth
(D) discuss the significance and the fragility of an Antarctic lake
(E) compare life forms on Earth to those on Jupiter's moon Europa

11. The opening sentence of the passage (lines 1-3) emphasizes Lake Vostok's

(A) isolation
(B) vastness
(C) beauty
(D) diversity
(E) depth

12. In line 9, "simple" most nearly means

(A) naïve
(B) demure
(C) fundamental
(D) common
(E) unconditional

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13. In lines 14-19 ("Its sediments . . . before"), the author does which of the following?

(A) Speculates about a possibility.
(B) Describes an actual place.
(C) Cites a known authority.
(D) Discusses an important experiment.
(E) Questions a new hypothesis.

14. From the point of view of those who wish to keep Lake Vostok pristine, the outcome of the incident described in lines 31-33 ("The borehole . . . beneath") was

(A) foreseeable
(B) fortuitous
(C) preventable
(D) disappointing
(E) catastrophic

15. In context, the comment in lines 34-35 ("Soon . . . end") serves to

(A) challenge a past approach
(B) shift the focus of the discussion
(C) substantiate the previous claim
(D) provide a brief aside
(E) qualify a complex position

16. The author most likely includes the list in lines 41-49 ("New . . . below") in order to

(A) emphasize the enormity of a proposed undertaking
(B) highlight the cost of doing scientific research
(C) point out the importance of robots in certain experiments
(D) convey the scientists' excitement about a new development
(E) indicate the difficulty of successfully completing a project

17. The author's attitude in lines 49-52 ("Long-dark . . . unique") is best described as one of

(A) restraint
(B) ambivalence
(C) concern
(D) bewilderment
(E) outrage

18. In the final paragraph, the author indicates all of the following EXCEPT:

(A) Studying Vostok may provide information about the possibility of life beyond Earth.
(B) Exploring Vostok would be a way of learning how to explore certain celestial bodies.
(C) Understanding Vostok could help shed light on Earth's early planetary development.
(D) Vostok may have had more direct exposure to sunlight than was previously thought.
(E) Vostok may have some similarities to oceans on distant celestial bodies.

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Questions 19-24 are based on the following passages.

Passage 1 is adapted from a 1998 essay. Passage 2, adapted from an 1885 novel, is about a self-made businessman named Lapham, who manufactures house paint. In the passage, Lapham is being interviewed by Bartley, a journalist.

Passage 1

Although I refer to a conifer guide when I'm cross-country skiing, I am still not trustworthy on the difference between a spruce and a fir. But let the smallest piece of commercial-packaging trash appear along the trail and I can give you the species, genus, and phylum every time.

Much of the litter we bring with us into the wilderness is of the mental variety; past a certain point, our minds really cannot grasp places that are completely trash-free. The grape-soda can drawing bees in the middle of a supposedly pristine wilderness campsite provokes our outrage and disgust, of course. But underneath those feelings, and less comfortable to admit, is a small amount of recognition and even relief. The soda can is *us*, after all. In the nineteenth century, when the cult of the Scenic* had just begun, advertisers (especially in New England) took to plastering giant advertising slogans on the scenery itself. Hikers who reached lofty lookout points in the Adirondacks or the Berkshires would see the words VISIT OAK HALL on a rock face in the prospect before them. (Oak Hall was a Boston clothing store.) Even more remarkable is how few of them seem to have complained.

Passage 2

"In less'n six months there wasn't a board-fence, nor a bridge-girder, nor a dead wall, nor a barn, nor a face of rock in that whole region that didn't have 'Lapham's Mineral Paint—Specimen' on it in the three colors we begun by making."

Lapham continued, "I've heard a good deal of talk about that stove-blacking man and the kidney-cure man, because they advertised in that way; and I've read articles about it in the papers; but I don't see where the joke comes in, exactly. So long as the people that own the barns and fences don't object, I don't see what the public has got to do with it. And I never saw anything so very sacred about a big rock, along a river or in a pasture, that it wouldn't do to put mineral paint on it in three colors. I wish some of the people that talk about the landscape, and WRITE about it, had to bu'st one of them rocks OUT of the landscape with powder, or dig a hole to bury it in, as we used to have to do up on the farm; I guess they'd sing a little different tune about the profanation of scenery. There ain't any man enjoys a sightly bit of nature—a smooth piece of interval with half a dozen good-sized wine-glass elms in it—more than I do. But I ain't a-going to stand up for every big ugly rock I come across, as if we were all a set of dumn Druids. I say the landscape was made for man, and not man for the landscape."

"Yes," said Bartley carelessly; "it was made for the stove-polish man and the kidney-cure man."

"It was made for any man that knows how to use it," Lapham returned, insensible to Bartley's irony.

* The nineteenth-century fascination with picturesque natural scenes

19. The statement "The soda can is *us*, after all" (line 13, Passage 1) can best be understood to mean that

(A) trash is commonly found in the wilderness
(B) trash makes the wilderness feel less alien
(C) trash can make the wilderness more picturesque
(D) many people enjoy consumer goods like soda
(E) many hikers bring consumer goods with them

20. The "cult of the Scenic" (line 14, Passage 1) is best represented by which of the following in Passage 2?

(A) "Lapham" (line 27)
(B) The "'people'" (line 31)
(C) The "'people'" (line 36)
(D) "'any man'" (line 40)
(E) The "'stove-polish man'" (line 48)

21. What do the advertisements "VISIT OAK HALL" (line 18, Passage 1) and "'Lapham's Mineral Paint—Specimen'" (lines 24-25, Passage 2) have in common?

(A) Both were painted in three colors.
(B) Both were easily accessible.
(C) Both were visible in the Adirondacks.
(D) Both appeared on rocks.
(E) Both advertised paint.

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22. In contrast to the "Hikers" (line 16, Passage 1), the "'people'" (line 36, Passage 2) are

(A) publicly hostile to the defacing of the landscape
(B) openly amused by seeing stove-polish ads on rocks
(C) exasperated by the public's disregard of their editorials
(D) understanding of the advertisers' need to promote their products
(E) unaware of the revenue that advertising generates

23. Lapham's observations in Passage 2 compared with the author's observations in Passage 1 are

(A) less sarcastic
(B) less evenhanded
(C) less accusatory
(D) more resigned
(E) more circumspect

24. Which is a belief expressed by Lapham in Passage 2 that is NOT expressed by the author of Passage 1 ?

(A) That humans occupy a privileged position in the natural world
(B) That humans are only marginally concerned with preserving nature
(C) That one can love natural beauty and still be influenced by billboards
(D) That the effectiveness of advertising can be enhanced by its location
(E) That people identify with the consumer goods that they produce

NOTE: The reading passages in this test are brief excerpts or adaptations of excerpts from the published material. The ideas contained in them do not necessarily represent the opinions of the College Board or Educational Testing Service. To make the test suitable for testing purposes, we may in some cases have altered the style, contents, or point of view of the original.

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SECTION 5
Time — 25 minutes
18 Questions

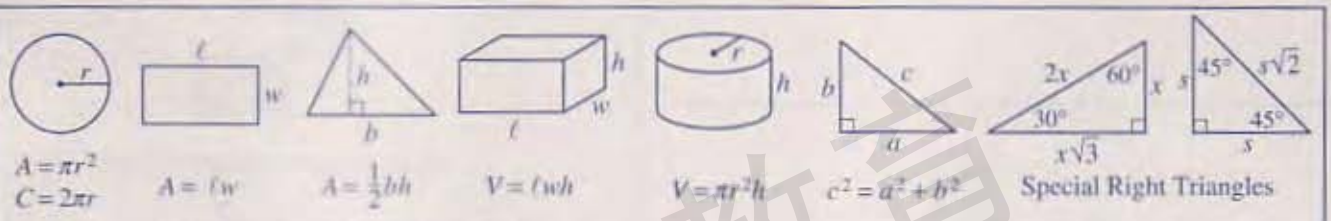
Turn to Section 5 (page 5) of your answer sheet to answer the questions in this section.

Directions: This section contains two types of questions. You have 25 minutes to complete both types. For questions 1-8, solve each problem and decide which is the best of the choices given. Fill in the corresponding circle on the answer sheet. You may use any available space for scratchwork.

Notes

1. The use of a calculator is permitted.
2. All numbers used are real numbers.
3. Figures that accompany problems in this test are intended to provide information useful in solving the problems. They are drawn as accurately as possible EXCEPT when it is stated in a specific problem that the figure is not drawn to scale. All figures lie in a plane unless otherwise indicated.
4. Unless otherwise specified, the domain of any function f is assumed to be the set of all real numbers x for which $f(x)$ is a real number.

Reference Information

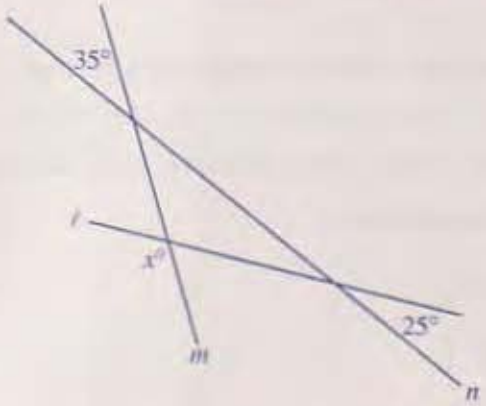


$A = \pi r^2$ $C = 2\pi r$ | $A = \ell w$ | $A = \frac{1}{2}bh$ | $V = \ell wh$ | $V = \pi r^2 h$ | $c^2 = a^2 + b^2$ | Special Right Triangles

The number of degrees of arc in a circle is 360.
The sum of the measures in degrees of the angles of a triangle is 180.

1. To rent a room for a party at an ice-skating rink, the charge is \$50 per hour plus \$2 per person attending the party. Which of the following functions represents the charge, in dollars, to rent a room at the rink for a 2-hour party if n people attend the party?

(A) $f(n) = 102n$
(B) $f(n) = 200n$
(C) $f(n) = 100n + 2$
(D) $f(n) = 100 + 2n$
(E) $f(n) = 100 + 2^n$



2. Lines ℓ, m, and n intersect as shown above. What is the value of x?

(A) 145
(B) 140
(C) 130
(D) 125
(E) 120

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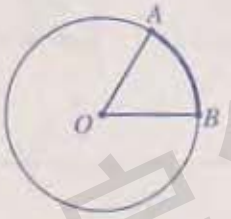
NUMBER OF GRADUATES BY MAJOR AND YEAR

Major	2000	2001
Psychology	30	25
Sociology	26	31
English	25	25
Business	40	45
Theater arts	19	49

3. According to the table above, what was the increase in the total number of graduates in these five departments from 2000 to 2001 ?

(A) 35
(B) 40
(C) 45
(D) 50
(E) 55



4. In the figure above, the length of the darkened arc $\overset{\frown}{AB}$ is $\frac{1}{6}$ of the circumference of the circle with center O. If the diameter of the circle is 18, what is the length of the darkened arc?

(A) $\frac{\pi}{6}$
(B) $\frac{\pi}{3}$
(C) 3π
(D) 4π
(E) 6π

5. If $a + b = 3$ and $c + w = 4$, what is the value of $ac + bw + aw + bc$?

(A) 7
(B) 12
(C) 14
(D) 20
(E) 24

Note: Figure not drawn to scale.

6. The largest square above has sides of length 8 and is divided into the two shaded rectangles and two smaller squares labeled I and II. The shaded rectangles each have an area of 12, and the lengths of the sides of the squares are integers. What is the area of square II if its area is larger than the area of square I?

(A) 9
(B) 16
(C) 25
(D) 36
(E) 49

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7. What percent of the integers from 3 to 12, inclusive, are neither primes nor multiples of 4 ?

(A) 20%
(B) 30%
(C) 40%
(D) 60%
(E) 70%

8. If $x^y = 2$ and $x^t = 16$, what does x^{y-t} equal?

(A) -14
(B) -8
(C) $\frac{1}{8}$
(D) 8
(E) 32

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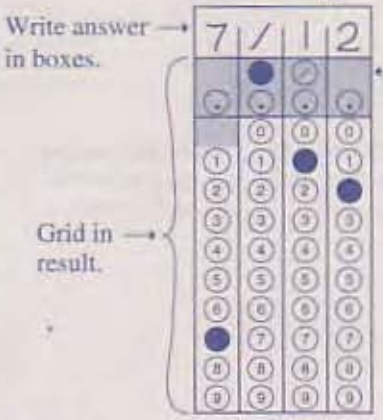
Directions: For Student-Produced Response questions 9-18, use the grids at the bottom of the answer sheet page on which you have answered questions 1-8.

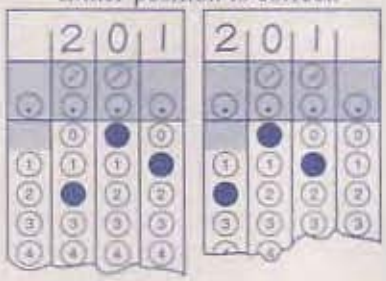
Each of the remaining 10 questions requires you to solve the problem and enter your answer by marking the circles in the special grid, as shown in the examples below. You may use any available space for scratchwork.

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

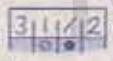


Answer: 2.5

Answer: 201
Either position is correct.

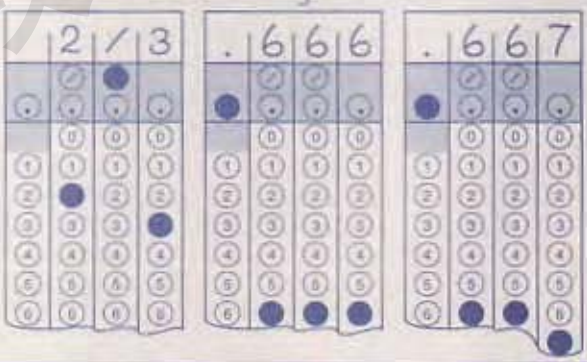


Note: You may start your answers in any column, space permitting. Columns not needed should be left blank.

- Mark no more than one circle in any column.
- Because the answer sheet will be machine-scored, **you will receive credit only if the circles are filled in correctly.**
- 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.
- Some problems may have more than one correct answer. In such cases, grid only one answer.
- No question has a negative answer.
- **Mixed numbers** such as $3\frac{1}{2}$ must be gridded as 3.5 or 7/2. (If  is gridded, 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. For example, if you obtain an answer such as 0.6666..., you should record your result as .666 or .667. **A less accurate value such as .66 or .67 will be scored as incorrect.**

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



9. Samantha can walk 14 miles in 4 hours. At this rate, how many miles can Samantha walk in 3 hours?

10. If $4000 < n + 3000 < 4500$ and n is an integer, what is the least possible value of n?

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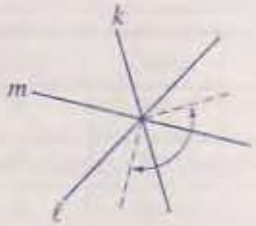
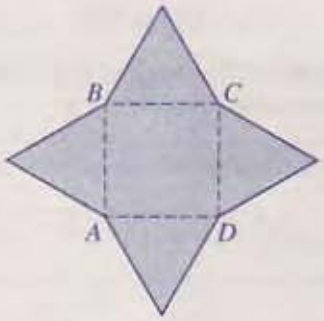


11. In the figure above, the three lines ℓ, m, and k intersect to form 6 angles with equal measures. If the dotted segments bisect 2 of those angles, what is the measure, in degrees, of the angle indicated by the arrow? (Disregard the degree symbol when gridding your answer.)

12. In a group of 212 people, there were 32 more males than females. How many males were in the group?



13. In the figure above, $ABCD$ is a square with perimeter 12. The 4 triangles are equilateral. What is the perimeter of the shaded region?

14. In a survey, 15 students were each asked to give the number of hours they studied one day and the number of hours they slept that night. The results are plotted above, where each dot represents one of the students. The median number of hours studied is how much less than the median number of hours slept?

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$$90n + 23p = 4523$$

15. If n and p are positive integers in the equation above, what is one possible value of $n + p$?

16. At a certain hospital, 89 children were born in the month of June. If more children were born on the fifteenth of June than on any other day in June, what is the least number of children that could have been born on the fifteenth of June?

x	$f(x)$	$g(x)$
-2	-5	7
-1	-2	6
0	-3	8
1	7	3
2	4	5

17. The functions f and g are defined for all values of x, and certain values of those functions are given in the table above. If the function h is defined by $h(x) = 2f(x) + g(2x)$ for all values of x, what is the value of $h(1)$?

18. In the xy-plane, line ℓ has equation $y = \frac{1}{4}x + 3$, and line m has equation $y = \frac{1}{2}x + b$. If the lines intersect at the point with coordinates $\left(t, \frac{11}{2}\right)$, what is the value of b?

STOP

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SECTION 6
Time — 25 minutes
35 Questions

Turn to Section 6 (page 6) of your answer sheet to answer the questions in this section.

Directions: For each question in this section, select the best answer from among the choices given and fill in the corresponding circle on the answer sheet.

The following sentences test correctness and effectiveness of expression. Part of each sentence or the entire sentence is underlined; beneath each sentence are five ways of phrasing the underlined material. Choice A repeats the original phrasing; the other four choices are different. If you think the original phrasing produces a better sentence than any of the alternatives, select choice A; if not, select one of the other choices.

In making your selection, follow the requirements of standard written English; that is, pay attention to grammar, choice of words, sentence construction, and punctuation. Your selection should result in the most effective sentence—clear and precise, without awkwardness or ambiguity.

EXAMPLE:

Laura Ingalls Wilder published her first book and she was sixty-five years old then.

(A) and she was sixty-five years old then
(B) when she was sixty-five
(C) at age sixty-five years old
(D) upon the reaching of sixty-five years
(E) at the time when she was sixty-five

Ⓐ ● Ⓒ Ⓓ Ⓔ

1. In some countries much of the food that is produced never comes to market because it is consumed locally or are exchanging for other goods.

(A) are exchanging
(B) exchange
(C) exchanged
(D) had exchanged
(E) were exchanging

2. Every August, Cody and Ally vacation in Hiawatha National Forest, where they enjoy hiking, fishing, and to camp with their friends.

(A) where they enjoy hiking, fishing, and to camp
(B) where they enjoy hiking, fishing, and camping
(C) where they enjoy to hike, fish, and camp
(D) which they enjoy to hike, fish, and camp at
(E) they enjoy hiking, fishing, and camping there

3. Messenger ribonucleic acid, or mRNA, carries the chemical instructions that living cells need to produce protein molecules.

(A) carries the chemical instructions that living cells need
(B) it carries the chemical instructions, and living cells need these
(C) the chemical instructions carried by it are needed by living cells
(D) carrying the chemical instructions that living cells need
(E) which carries the chemical instructions needed by living cells

4. In the nineteenth century was when astronomers used the newly developed spectroscope to gather information about the chemical composition and motions of celestial objects.

(A) century was when astronomers used the newly developed spectroscope to gather
(B) century was when the newly developed spectroscope was used by astronomers gathering
(C) century, when astronomers using the newly designed spectroscope gathered
(D) century astronomers used the newly developed spectroscope to gather
(E) century astronomers who used the newly developed spectroscope for gathering

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5. Advertised specials that are located in the front of the store tempt shoppers to stop, the best buys are often found in less prominent spots.

(A) the best buys are often found in less prominent spots
(B) it is the best buys that are often found where they are less prominent
(C) but the best buys are often found in less prominent spots
(D) and the best buys are often found less prominently
(E) in spite of this, the best buys are found to be less prominent

6. Scientists have derived a glue from a natural adhesive made by rock-clinging mollusks, it could provide an environmentally friendly alternative to current wood-binding materials.

(A) Scientists have derived a glue from a natural adhesive made by rock-clinging mollusks, it could provide
(B) Scientists who have derived from a natural adhesive made by rock-clinging mollusks a glue that could provide
(C) A glue that scientists have derived from a natural adhesive made by rock-clinging mollusks could provide
(D) A glue, which scientists have derived from a natural adhesive made by rock-clinging mollusks, possibly providing
(E) It is possible that a glue, which scientists derived from a natural adhesive made by rock-clinging mollusks, providing

7. With their unconventional topics and their unsparing treatment of the kinds of characters often ignored by mainstream fiction, R. Crumb's graphic novels are generally considered classics of the genre.

(A) R. Crumb's graphic novels are generally considered
(B) R. Crumb has written graphic novels that are generally considered
(C) the graphic novels of R. Crumb generally considered
(D) people generally consider the graphic novels of R. Crumb
(E) people generally consider that R. Crumb's graphic novels are

8. In Alaska, the ground is riddled with ice wedges, many quite ancient, caused by the cold earth cracks and the cracks fill with water.

(A) by the cold earth cracks
(B) by the cold earth cracking
(C) when the cold earth cracks
(D) where they crack the cold earth
(E) through the cold earth cracking

9. To attempt a comprehensive mapping of the human genome is undertaking an extremely ambitious project.

(A) genome is undertaking
(B) genome is to undertake
(C) genome undertakes
(D) genome, it undertakes
(E) genome, thus undertaking

10. There is a special relationship between a conductor and the members of an orchestra, when at its best can be creative and at its worst, destabilizing.

(A) when at its best can be creative and at its worst, destabilizing
(B) when at their best can be creative and at their worst, destabilizing
(C) who at best is creative and at worst, destabilizing
(D) which at its best can be creative and at its worst, destabilizing
(E) while at their best is creative and at their worst is destabilizing

11. The director valued the actor not so much for his broad commercial appeal but because he approached every role with passion and intelligence.

(A) but because he approached every role with passion and intelligence
(B) but because of his approaching every role with passion and intelligence
(C) but for being passionate and intelligent in approaching every role
(D) as for him approaching every role passionately and intelligently
(E) as for his passionate and intelligent approach to every role

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The following sentences test your ability to recognize grammar and usage errors. Each sentence contains either a single error or no error at all. No sentence contains more than one error. The error, if there is one, is underlined and lettered. If the sentence contains an error, select the one underlined part that must be changed to make the sentence correct. If the sentence is correct, select choice E. In choosing answers, follow the requirements of standard written English.

EXAMPLE:

The other (A) delegates and him (B) immediately (C) accepted the resolution drafted by (D) the neutral states. No error (E)

Ⓐ ● Ⓒ Ⓓ Ⓔ

12. After (A) tying his horse to the hitching post, the cowboy dusted off his boots and taken (B) off his hat, causing (C) the horse to shake its mane and move around uneasily. (D) No error (E)

13. Having completed a course in art appreciation, Maureen and I (A) were (B) able to judge the paintings in the Museum of Modern Art more critical (C) than we had before. (D) No error (E)

14. Because ecotours support conservation efforts and raise awareness (A) of ecological issues is why (B) they have become (C) increasingly popular with (D) environmentally sensitive travelers. No error (E)

15. The works of (A) the innovative and reclusive sculptor Marisol Escobar attracted considerable attention during the early (B) 1960s, a time when (C) the public craved artistic novelty and critics focus on (D) the personal lives of artists. No error (E)

16. The night before the playoffs began (A), the coach advised her players to eat a balanced dinner, to relax and enjoy (B) themselves (C), and they should get (D) plenty of rest. No error (E)

17. If properly cared for (A), a hundred-year-old violin will produce (B) a more fuller sound (C) than (D) it did when it was first made. No error (E)

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18. The first Asian American to be elected (A) governor in the United States, George Ariyoshi of Hawaii has served (B) longer than any (C) of his predecessors when he retired from (D) office in 1986. No error (E)

19. Lost for many years (A) and presumed stolen (B), the portrait of the nineteenth-century writer had been (C) stored inadvertent (D) in the museum basement. No error (E)

20. In the back of the textbook are (A) a list of words that can be easily learned (B) by those who want to improve (C) their command (D) of English. No error (E)

21. In Gee's Bend, Alabama, traditionally made (A) quilts are aired (B) outdoors on sunny spring days, attracting local quilters who enjoy this (C) display of one another's creations (D). No error (E)

22. After *All in the Family* made their (A) television debut, other (B) situation comedies began to explore (C) a variety of (D) social issues. No error (E)

23. When (A) recipes for iced tea appeared in (B) a few (C) late-nineteenth-century cookbooks, the drink did not become popular (D) until the 1904 World's Fair. No error (E)

24. At the highest level (A) of competitive chess, players are so familiar to (B) one another's strategies that they can practically (C) read their opponents' minds; the result is drearily predictable (D) play. No error (E)

25. In addition to having (A) a theoretical understanding of disease, medical students must have experience in treating (B) patients if he or she is (C) to learn to (D) diagnose illnesses accurately. No error (E)

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26. Most of the books around this old house smell of
A B
mildew, and if you pick one up, you will find that the
spine has deteriorated and their covers have
C D
rotted. No error
E

27. Someone who uses a personal computer to perform
A
only such tasks as word processing and sending e-mail
B
need not buy the most advanced model available on
C D
the market. No error
E

28. Despite the fact that cooking vegetables generally
A
leads to vitamin loss, the nutritional value of raw
B
tomatoes is actually less than tomatoes that have
C D
been thoroughly cooked. No error
E

29. Quincy took Dan to Derek's home for a visit,
A
never imagining that five years would pass
B C
before seeing Derek again. No error
D E

Directions: The following passage is an early draft of an essay. Some parts of the passage need to be rewritten.

Read the passage and select the best answers for the questions that follow. Some questions are about particular sentences or parts of sentences and ask you to improve sentence structure or word choice. Other questions ask you to consider organization and development. In choosing answers, follow the requirements of standard written English.

Questions 30-35 refer to the following passage.

(1) Today many people take for granted that they can communicate easily, almost instantaneously, with nearly anyone anywhere in the world. (2) For most of human history, however, long-distance communication was slow and laborious. (3) It was only with the advent of the steamship and the telegraph in the mid-nineteenth century that the pace of global communication began to quicken dramatically. (4) Advances in communication and travel have continued to make the world a much smaller place.

(5) The invention of the steamship expedited travel tremendously. (6) In the 1770s it took from five to eight months to sail from England to India. (7) A European writing a letter to someone in India usually had to wait two years for a response. (8) By 1870 the voyage to India by steamship had been shortened to three weeks, and correspondents could expect answers to their letters in less than two months—a long time by modern standards, but shorter than anyone would have dreamed a century earlier.

(9) Beginning in the 1840s, telegraph wires were strung throughout the eastern United States and western Europe. (10) In the 1860s, cables laid across the ocean floor allowed them to transmit encoded messages between continents. (11) In June of 1870 the chairman of the Eastern Telegraph Company was able to send a telegram from London to Bombay—and receive an answer in just 4 minutes and 22 seconds. (12) Today you can send an e-mail even faster—in seconds, in fact. (13) Deeply impressed with this demonstration, one contemporary remarked that the inventions of the telegraph and steamship marked the beginning of "the annihilation of time and space."

30. In context, which of the following phrases would most appropriately be inserted at the beginning of sentence 4 ?

(A) For instance,
(B) Since that time,
(C) Nonetheless,
(D) After all,
(E) Incidentally,

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31. In context, which of the following is the best way to revise the underlined portion of sentences 6 and 7 (reproduced below)?

In the 1770s it took from five to eight months to sail from England to India. A European writing a letter to someone in India usually had to wait two years for a response.

(A) Consequently, in the 1770s it took from five to eight months to sail from England to India, and a
(B) Transportation is another example: in the 1770s it took from five to eight months to sail from England to India, so that a
(C) In the 1770s, when it took from five to eight months to sail from England to India, a
(D) As early as the 1770s, sailing from England to India took five to eight months, whereas a
(E) By the 1770s, however, sailing from England to India took five to eight months, while a

32. The transition between the second and third paragraphs would be most improved by inserting which of the following sentences immediately before sentence 9 at the beginning of paragraph 3?

(A) The telegraph had an even more profound impact on global communications.
(B) The widespread use of the telegraph was made possible by the invention of the electric battery around 1800.
(C) On land the steam locomotive made travel much more efficient in the latter part of the nineteenth century.
(D) Before the invention of the telegraph, people traveled on horseback to transmit messages across great distances of land.
(E) Samuel Morse had studied painting in England and become a successful artist before he developed the world's first practical telegraph.

33. In context, which is the best version of the underlined portion of sentence 10 (reproduced below)?

In the 1860s, cables laid across the ocean floor allowed them to transmit encoded messages between continents.

(A) (as it is now)
(B) them to encode messages for transmission
(C) for these encoded messages to be transmitted
(D) encoded messages to be transmitted
(E) such messages to be encoded and transmitted

34. In context, which of the following phrases is best to insert at the beginning of sentence 11 (reproduced below)?

In June of 1870 the chairman of the Eastern Telegraph Company was able to send a telegram from London to Bombay—and receive an answer in just 4 minutes and 22 seconds.

(A) Still, these elaborate preparations do not fully explain how
(B) So efficient was this new mode of communication that
(C) It came as no surprise when
(D) Unlike in previous cases,
(E) Despite so many setbacks,

35. In context, which is the best way to deal with sentence 12 (reproduced below)?

Today you can send an e-mail even faster—in seconds, in fact.

(A) Change "Today" to "In modern times".
(B) Change "you" to "everyone".
(C) Change the dash (—) to a comma (,).
(D) Place it after sentence 1.
(E) Delete it from the passage.

STOP

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

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SECTION 7
Time — 25 minutes
25 Questions

Turn to Section 7 (page 6) of your answer sheet to answer the questions in this section.

Directions: For each question in this section, select the best answer from among the choices given and fill in the corresponding circle on the answer sheet.

Each sentence below has one or two blanks, each blank indicating that something has been omitted. Beneath the sentence are five words or sets of words labeled A through E. Choose the word or set of words that, when inserted in the sentence, best fits the meaning of the sentence as a whole.

Example:

Hoping to ------- the dispute, negotiators proposed a compromise that they felt would be ------- to both labor and management.

(A) enforce . . useful
(B) end . . divisive
(C) overcome . . unattractive
(D) extend . . satisfactory
(E) resolve . . acceptable Ⓐ Ⓑ Ⓒ Ⓓ ●

1. The scientist warned that global warming might ------- a dangerous ------- of some mosquito-borne diseases, resulting in an increasing number of epidemics around the world.

(A) precede . . decline
(B) stimulate . . resurgence
(C) eliminate . . plague
(D) deter . . expansion
(E) induce . . quarantine

2. The seventeenth and eighteenth centuries were the era when Pueblo pottery was least likely to be ------- and from which, consequently, the fewest authentic examples -------.

(A) discovered . . originate
(B) preserved . . survive
(C) promoted . . disappear
(D) counterfeited . . persist
(E) mishandled . . endure

3. Some psychologists argue that a ------- of choices can be paralyzing, since too many options can impede meaningful selection.

(A) prohibition (B) manifestation
(C) misapplication (D) modicum
(E) plethora

4. His goal was to ------- the committee's deliberations, and a measure of his success was the ease with which a decision was reached.

(A) translate (B) obfuscate (C) facilitate
(D) debilitate (E) exacerbate

5. The Classical Age of Greece, 500 B.C. to 323 B.C., was characterized by contradictions: it was a mix of superstition and -------, of ------- concepts and centuries-old traditions.

(A) intuition . . radical
(B) rationality . . revolutionary
(C) reason . . reputable
(D) revelation . . established
(E) conjecture . . progressive

6. Celia Tomlinson personifies -------; she overcame poverty, language barriers, and discrimination to found, own, and operate her own engineering company.

(A) tenacity (B) nonchalance
(C) circumspection (D) expediency
(E) munificence

7. The crude animated effects ------- projected images from seventeenth-century lantern slides have now been recognized as ------- of modern film animation.

(A) complemented by . . antecedents
(B) forestalled by . . harbingers
(C) depicted in . . derivatives
(D) featured in . . replicas
(E) afforded by . . forerunners

8. The ------- of impact craters on Venus suggests that erosion may have smoothed its surface over the past billion years.

(A) magnitude (B) panoply (C) spate
(D) ruggedness (E) paucity

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Each passage below is followed by questions based on its content. Answer the questions on the basis of what is stated or implied in each passage and in any introductory material that may be provided.

Questions 9-10 are based on the following passage.

As a professional television critic, I have had to endure a forced, contractual separation from the discriminating TV viewer's favorite phrase: "You couldn't *pay* me to watch that." But that's how I feel about miniseries. To me, they are beach reading without the beach, airport reading with the airport. They last just the wrong amount of time—they don't have the compressed energy of a short story, and they're not expansive and open-ended, like a regular series or a novel. A miniseries is like an infomercial—by the time you decide whether you want to buy the product, you've logged too many hours in front of the television.

9. The statement in lines 4-6 ("To me . . . airport") serves to

(A) advance an opinion through a comical story
(B) justify a criticism by citing evidence
(C) express a negative sentiment in humorous terms
(D) analyze a theory by citing everyday examples
(E) note a pressing problem by describing its consequences

10. In lines 9-11 ("A miniseries . . . television"), the author makes use of which of the following?

(A) Allusion
(B) Analogy
(C) Understatement
(D) Personification
(E) Euphemism

Questions 11-12 are based on the following passage.

From the start, Cirque du Soleil was hardly a conventional circus. It had outrageous costumes, original music, and clever performers—but no animals. Despite the dearth of beasts, it was a rousing success. Those initial decisions were brilliant, since they essentially redefined the genre. By not featuring animals, Cirque eliminated one of the most costly and controversial parts of any circus. And by shifting the focus from an event geared to kids to one designed for adults, Cirque pulled in an audience the traditional circus had never seen: adult theatergoers accustomed to paying steeper ticket prices.

11. The passage focuses primarily on which characteristic of the founders of Cirque du Soleil?

(A) Their innovativeness
(B) Their impracticality
(C) Their perseverance
(D) Their interest in the performing arts
(E) Their disdain for training animals

12. Why does the author consider Cirque du Soleil a success?

(A) It survived a series of nearly devastating challenges.
(B) It provided a new source of entertainment for parents.
(C) It was an outlet for the designers' creative impulses.
(D) It made a number of shrewd financial decisions.
(E) It rescued an obsolete genre from near oblivion.

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Questions 13-25 are based on the following passage.

This passage is adapted from a novel based on the life of Dr. May Chinn, a medical pioneer in Harlem during the 1920s. Here the protagonist relates several of her childhood experiences.

The summer I turned five, Mama decided she'd had enough of the Lower East Side. At least for me. She hadn't told Papa, or anyone, but she'd been saving money since before we came to New York. And she never touched it, not for food or fuel or clothes. That money was mine. She took the money she'd saved, paid off a full year of tuition, and bought a train ticket for me to the Bordentown School, a top primary school for Black children in the East, tucked away into sleepy Bordentown, New Jersey, about one hundred miles south of New York.

It was my first time away from home, the first time in my life that I was to spend even a night separated from my mother. I cried bitterly the entire trip. But when I arrived at the school gates, almost immediately, all of my little-girl fears evaporated.

A gorgeous chocolate-skinned woman named Miss Morrison showed me up to the second-floor dormitory. There I saw the most amazing thing: an entire roomful of fidgeting, giggling, pouncing little girls just like me. I had never been around children my own age, and they seemed to me to be almost fantastic, like the little elves and fairies that my father made up stories about. I believed then, in my truest heart, that they'd been made and set down in this place specifically for me.

Those days at Bordentown were some of the best of my childhood. Being the youngest children at the school, my class of five year olds wasn't as strictly monitored as the others were. So we spent much of our time in devilish pursuits, wandering the fields and gardens surrounding the school, searching for the spark of creation we used to mold the ordinary into the magical. On the grounds, we unearthed wild artichokes and ate them raw, while they were still wet from the morning dew. We little girls lay in the dirt on our bellies and ate raspberries and blackberries and strawberries off the vine until our faces dripped purple with juice.

In the woods along the railroad tracks that ran beside the river, there had once been a vineyard. It had long since grown over with thickets. We waded in among the brambles to pick grapes, fat like marbles and big as an eyeball, so dense and juicy they looked almost black. We steadily ignored the snakes, beetles, and all other manner of creatures that were supposed to send our little-girl selves off screaming—but never did.

Of the academics, I don't recall much except that I got a copy of a book by Charles Kingsley called *Water Babies* as a reward for high scholarship. That delicious woman Miss Morrison handed me the book and said, "May, you know you're smart. We know you're smart. We're not going to let you back away from that." And then I was dismissed, left alone with a pride swelling in my chest so big and tight that I couldn't speak. I just sat with my book, with my feeling, and coddled it silently, dreaming of growing up so I could be a teacher too, and stay at school with Miss Morrison forever.

In this way, I began to discover my self, to understand the fact that I existed apart from mother, father, teacher. It dawned within me that I was more than a thought that smiled when someone else smiled and walked with an outstretched hand. I wouldn't ever vanish because my mother turned out a light and walked away a long distance, off by herself.

Upon learning this about myself, mirrors became attractive to me for the first time in my life. Reflecting pools, the headmaster's teapot—anything that showed my face. The lamp beside my bed stayed on during the night because the glimmering light dropped a curtain at the window, erasing fields, oak branches, and the flight and full circle of the Moon. Only my face remained.

I found that I could make mirrors out of anything. Inside, outside, anywhere. It gave me magic. And, as it's in the nature of children to draw as close to magic as possible and adore it, the other children began to love me. Little girls followed me and fought over who could hold my hand next. Little boys got quiet when I passed and made small circles in the dirt with their toes. The teachers hugged and cuddled me, engulfing me in scents of cinnamon and lavender. And I don't think they even knew why. But I did. I understood exactly why. Because shortly after Miss Morrison gave me *Water Babies*, I'd taken it under my bed and, with a large quill pen, written on the inside cover:

This is May's.

13. Lines 2-5 ("She hadn't . . . mine") emphasize that Mama

(A) was planning to move away from New York
(B) had never wanted to live in the city
(C) put her daughter's education above basic necessities
(D) was concerned about not being able to pay the bills
(E) was impatient with her daughter's behavior

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14. The narrator's description of the Bordentown School in lines 8-10 ("tucked . . . New York") suggests that

(A) the town in which the school was located had little appeal for May
(B) the town of Bordentown was unknown outside of New Jersey
(C) the school was much smaller than other schools in the town
(D) the school was situated in a quiet and secluded location
(E) the school had little connection to the town of Bordentown

15. The second paragraph (lines 11-15) focuses primarily on

(A) the excitement of going on a trip
(B) a stirring account of an escape
(C) an intense emotional transition
(D) the reasons for Mama's decision
(E) May's defiance of her mother's wishes

16. In line 21, "fantastic" most nearly means

(A) grotesque
(B) agitating
(C) eccentric
(D) superb
(E) fanciful

17. The narrator's statement in lines 22-24 ("I believed . . . me") primarily serves to

(A) foreshadow a later disappointment
(B) emphasize the origin of a misconception
(C) reveal the strength of a conviction
(D) confess a level of self-absorption
(E) explain an alarming perception

18. In line 29, "pursuits" most nearly means

(A) studies
(B) activities
(C) vocations
(D) hobbies
(E) chases

19. Lines 30-31 ("searching . . . magical") primarily suggest that the children were

(A) hoping to discover new species of plants and animals
(B) seeking to understand how living things grow
(C) trying to find answers to their questions about nature
(D) using their imaginations to perceive the world differently
(E) escaping from an oppressive classroom routine

20. Which statement best describes the way the little girls responded to the "creatures" (line 43) outdoors?

(A) They were unfazed by their encounters with them.
(B) They enjoyed playing with them.
(C) They did everything they could to avoid contact with them.
(D) They pretended to be terrified of them.
(E) They reacted to them in a predictable fashion.

21. The description in lines 50-53 ("And then . . . silently") suggests that May experienced a new sense of

(A) self-esteem
(B) duty
(C) impassivity
(D) nervousness
(E) pressure

22. Lines 58-62 ("It dawned . . . herself") suggest that May came to recognize that she

(A) was not the person other people thought she was
(B) existed as an independent person
(C) did not have to pretend to be cheerful when she was not
(D) no longer needed the guidance of adults
(E) could withstand being rejected by other people

23. In context, the references to "mirrors" (lines 63 and 70) suggest that May was feeling

(A) self-confident and autonomous
(B) self-aggrandizing and shrewd
(C) self-possessed and calm
(D) self-conscious and embarrassed
(E) self-effacing and humble

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24. It can be inferred from the discussion of "magic" beginning in line 71 that May

(A) was mystified by her classmates' attraction to her
(B) was uncomfortable with her classmates' attention
(C) used her new popularity to make others do her bidding
(D) encouraged people to make a fuss over her
(E) radiated a sureness and poise that appealed to everyone

25. The narrative point of view in the passage is that of

(A) a doctor explaining why she chose medicine as a career
(B) a child announcing an important realization attained while living away from home
(C) a mother describing her daughter's experiences at school
(D) an objective narrator presenting multiple perspectives within a story
(E) an adult reflecting on certain memorable childhood events

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STOP

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

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SECTION 8
Time — 20 minutes
16 Questions

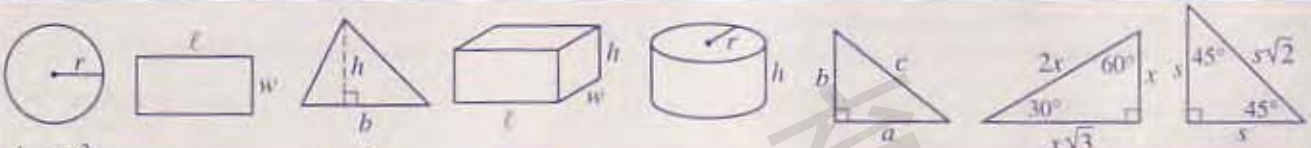
Turn to Section 8 (page 7) of your answer sheet to answer the questions in this section.

Directions: For this section, solve each problem and decide which is the best of the choices given. Fill in the corresponding circle on the answer sheet. You may use any available space for scratchwork.

Notes

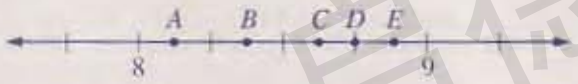
1. The use of a calculator is permitted.
2. All numbers used are real numbers.
3. Figures that accompany problems in this test are intended to provide information useful in solving the problems. They are drawn as accurately as possible EXCEPT when it is stated in a specific problem that the figure is not drawn to scale. All figures lie in a plane unless otherwise indicated.
4. Unless otherwise specified, the domain of any function f is assumed to be the set of all real numbers x for which $f(x)$ is a real number.

Reference Information



$A = \pi r^2$ $C = 2\pi r$ | $A = \ell w$ | $A = \frac{1}{2}bh$ | $V = \ell wh$ | $V = \pi r^2 h$ | $c^2 = a^2 + b^2$ | Special Right Triangles

The number of degrees of arc in a circle is 360.
The sum of the measures in degrees of the angles of a triangle is 180.



1. If all the tick marks on the number line above are equally spaced, which lettered point is closest to 8.6 ?

(A) A
(B) B
(C) C
(D) D
(E) E

2. The line graph above shows the number of computers sold by Sunshine Computer Sales in each of its first six years of operation. According to the graph, the number of computers sold in 2003 was how many times the number sold in 2001 ?

(A) 2
(B) 3
(C) 4
(D) 5
(E) 6

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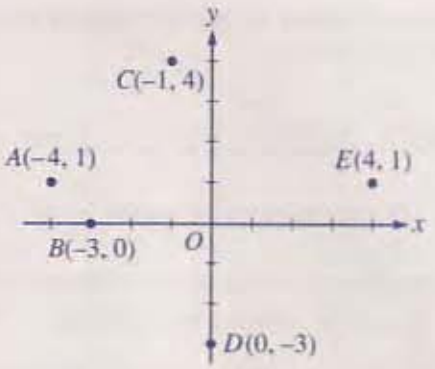
3. The average (arithmetic mean) of three numbers is equal to 50. If one of the numbers is 10, what is the sum of the other two numbers?

(A) 40
(B) 90
(C) 100
(D) 140
(E) 150

4. The chirping rate of snowy tree crickets can be used to approximate the temperature in degrees Fahrenheit. This can be done by counting the number of chirps per minute, dividing that number by 4, and then adding 40 to the result. According to this method, if n represents the number of chirps in one minute, what is the temperature, in degrees Fahrenheit, in terms of n ?

(A) $\frac{n+40}{4}$
(B) $\frac{n}{4}+40$
(C) $\frac{n}{4}-40$
(D) $n+40$
(E) $4n+40$



5. Which of the labeled points on the graph above satisfies the equation $|x| + y = 3$?

(A) A
(B) B
(C) C
(D) D
(E) E

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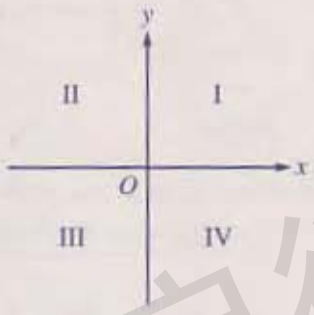
6. If 2 times a certain number is 4 less than the number, what is the number?

(A) −4
(B) −2
(C) 1
(D) 2
(E) 3



7. In the xy-coordinate system above, line ℓ (not shown) does not contain points in either quadrant II or quadrant IV. Which of the following could be the equation of line ℓ?

(A) $y = 3$
(B) $x = 3$
(C) $y = 3x$
(D) $y = 3x + 3$
(E) $y = -3x - 3$

8. Once a plant starts to grow, it doubles its height by the end of each day. It is 200 millimeters tall at the end of its seventh day. In millimeters, how much taller is it at the end of the eleventh day than at the end of the seventh?

(A) 3,000
(B) 2,400
(C) 1,400
(D) 800
(E) 600

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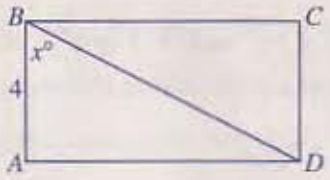
9. If $x^2 = y^2 + 50$, which of the following expressions must equal 50 ?

(A) $2(x + y)$
(B) $x^2 + y^2$
(C) $(x - y)(x - y)$
(D) $(x + y)(x - y)$
(E) $(x + y)(x + y)$

10. Lauren mixes and matches all of her jeans, shirts, and vests to make different outfits. If she can make a total of 24 different outfits, each consisting of one pair of jeans, one shirt, and one vest, which of the following could NOT be the number of shirts that Lauren has?

(A) 2
(B) 3
(C) 4
(D) 5
(E) 6



Note: Figure not drawn to scale.

11. In the figure above, if $ABCD$ is a rectangle and $x = 60$, what is the length of side $\overline{AD}$?

(A) $2\sqrt{3}$ (approximately 3.46)
(B) 4
(C) $4\sqrt{2}$ (approximately 5.66)
(D) $4\sqrt{3}$ (approximately 6.93)
(E) 8

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12. If $\left(b^2 \cdot b^3\right)^x = b^{125}$ and $\left(b^y\right)^y = b^{64}$, where $b > 1$ and $y > 1$, what is the product of x and y?

(A) 24
(B) 32
(C) 96
(D) 192
(E) 200

13. Cube A has volume V. The edges of cube B are 3 times as long as the edges of cube A. What is the volume of cube B, in terms of V?

(A) $3V$
(B) $6V$
(C) $9V$
(D) $18V$
(E) $27V$

14. When x is expressed as a decimal, the hundredths digit is 8. What is the greatest possible value of $\frac{1}{x}$?

(A) 0.00125
(B) 0.010101 . . .
(C) 0.98999 . . .
(D) 11.111 . . .
(E) 12.5

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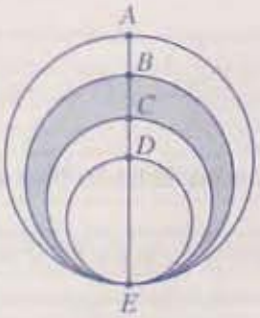

15. The figure above consists of four circles, each with its center on segment $\overline{AE}$. Point D is the center of the largest circle. If $AB = BC = CD = 1$, what is the area of the shaded region?

(A) 4π

(B) 5π

(C) $\frac{5\pi}{4}$

(D) $\frac{9\pi}{4}$

(E) $\frac{11\pi}{4}$

$x = 9a$

$y = 9a^2 + 1$

16. If $a > 0$ in the equations above, what is y in terms of x?

(A) $\frac{1}{9}x^2 + 1$

(B) $\frac{1}{9}x^2 + 9$

(C) $\frac{1}{3}x^2 + 1$

(D) $x^2 + 1$

(E) $x^2 + 9$

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SECTION 9
Time — 20 minutes
18 Questions

Turn to Section 9 (page 7) of your answer sheet to answer the questions in this section.

Directions: For each question in this section, select the best answer from among the choices given and fill in the corresponding circle on the answer sheet.

Each sentence below has one or two blanks, each blank indicating that something has been omitted. Beneath the sentence are five words or sets of words labeled A through E. Choose the word or set of words that, when inserted in the sentence, best fits the meaning of the sentence as a whole.

Example:

Hoping to ------- the dispute, negotiators proposed a compromise that they felt would be ------- to both labor and management.

(A) enforce . . useful
(B) end . . divisive
(C) overcome . . unattractive
(D) extend . . satisfactory
(E) resolve . . acceptable

Ⓐ Ⓑ Ⓒ Ⓓ ●

1. Certain clear patterns in the metamorphosis of a butterfly indicate that the process is -------.

(A) systematic (B) voluntary (C) spontaneous
(D) experimental (E) clinical

2. The book's final chapter on Mildred Imach Cleghorn suffers from an obvious -------: it fails to cover Cleghorn's years as an Apache tribal leader.

(A) omission (B) inconsistency
(C) extravagance (D) misconception
(E) assumption

3. To keep their negotiations -------, the leaders of rival groups in the country arranged meetings that were -------.

(A) relaxed . . complex
(B) covert . . prestigious
(C) secret . . clandestine
(D) productive . . unscheduled
(E) diplomatic . . illicit

4. Darren's sensitivity to his celebrity clients is nothing short of -------: he is able to ------- their needs before they themselves are fully aware of them.

(A) superfluous . . gratify
(B) unconditional . . forestall
(C) preternatural . . anticipate
(D) interminable . . formulate
(E) legendary . . minimize

5. Detractors attacked the study's -------, claiming that researchers used lax procedures to gather and analyze data.

(A) hypothesis (B) predictability
(C) methodology (D) corroboration
(E) inflexibility

6. The musical *Scrambled Feet* ------- the ------- of the theatrical world, poking fun at actors, directors, playwrights, and audiences alike.

(A) glorifies . . heroes
(B) spoofs . . genres
(C) avoids . . pitfalls
(D) satirizes . . denizens
(E) neglects . . foibles

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The passage below is followed by questions based on its content. Answer the questions on the basis of what is stated or implied in the passage and in any introductory material that may be provided.

Questions 7-18 are based on the following passage.

In this 2002 passage, the author discusses the feeling known as "the sublime," which he experiences while traveling in the Sinai desert. The definition of "the sublime" has been the subject of much discussion and debate.

In my backpack I am carrying a flashlight, a sun hat, and Edmund Burke. In 1757, at the age of twenty-four and after giving up his legal studies in London, Burke composed *A Philosophical Enquiry into the Origin of Our Ideas of the Sublime and Beautiful*. He was categorical—sublimity had to do with a feeling of weakness. Many landscapes were beautiful—meadows in spring, soft valleys, oak trees, banks of flowers (daisies especially)—but they were not sublime. "The ideas of the sublime and beautiful are frequently confounded," he complained. "Both are indiscriminately applied to things greatly differing and sometimes of natures directly opposite"—a trace of irritation on the part of the young philosopher with those who gasped at a stream and called that sublime. A landscape could arouse the sublime only when it suggested power—a power greater than that of humans, and threatening to them. Sublime places embodied a defiance to human will. Burke illustrated his argument with an analogy about oxen and bulls: "An ox is a creature of vast strength; but he is an innocent creature, extremely serviceable, and not at all dangerous; for which reason the idea of an ox is by no means grand. A bull is strong too; but his strength is of another kind; often very destructive. The idea of a bull is therefore great, and it has frequently a place in sublime descriptions, and elevating comparisons."

There were oxlike landscapes, innocent and "not at all dangerous," pliable to human will: landscapes of farms, orchards, hedges, rivers, and gardens. Then there were bull-like landscapes. The essayist enumerated their qualities: they were vast, empty, often dark and apparently infinite because of the uniformity and succession of their elements. The Sinai was among them.

But why the pleasure? Why seek out this feeling of weakness—delight in it, even? Why leave the comforts of home, join a group of desert devotees and walk for miles with a heavy pack, all to reach a place of rocks and silence where one must shelter from the sun like a fugitive in the scant shadow of giant boulders? Why exhilarate in such an environment, rather than despair?

One answer is that not everything that is more powerful than us must always be hateful to us. What defies our will can provoke anger and resentment, but it may also arouse awe and respect. It depends on whether the obstacle appears noble in its defiance or squalid and insolent. We begrudge the defiance of a cocky acquaintance even as we honor that of the mist-shrouded mountain. We are humiliated by what is powerful and mean but awed by what is powerful and noble. To extend Burke's animal terminology, a bull may arouse a feeling of the sublime, whereas a piranha cannot. It seems a matter of motives: we interpret the piranha's power as being vicious and predatory, and the bull's as guileless and impersonal.

Even when we are not in deserts, the behavior of others and our own flaws are prone to leave us feeling small. Humiliation is a perpetual risk in the human world. It is not unusual for our will to be defied and our wishes frustrated. Sublime landscapes do not therefore introduce us to our inadequacy; rather, to touch on the crux of their appeal, they allow us to conceive of a familiar inadequacy in a new and more helpful way. Sublime places repeat in grand terms a lesson that ordinary life typically introduces viciously: that the universe is mightier than we are, that we are frail and temporary and have no alternative but to accept limitations on our will, that we must bow to necessities greater than ourselves.

This is the lesson written into the stones of the desert and the ice fields of the poles. So grandly is it written there that we may come away from such places not crushed but inspired by what lies beyond us, privileged to be subject to such majestic necessities.

7. The first two paragraphs (lines 1-31) serve primarily to

(A) weigh the relative merits of two distinctly different systems of thought
(B) explore the distinction between two easily confused concepts
(C) discuss the contemporary relevance of two ancient ideas about art
(D) differentiate between the nineteenth-century and the more recent definitions of a term
(E) explain one set of views and then dismiss them in favor of another set

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8. The statements in lines 5-8 ("He was . . . not sublime") indicate that, for Burke, the "beautiful" sights did NOT

(A) create pleasant emotions
(B) inspire feelings of weakness
(C) lead to vivid memories
(D) suggest melancholy thoughts
(E) justify extended travel to see them

9. In line 10, "confounded" most nearly means

(A) refuted
(B) frustrated
(C) shamed
(D) cursed
(E) confused

10. Lines 14-16 ("A landscape . . . them") indicate that a sublime landscape is

(A) overwhelming and intimidating
(B) gloomy and melancholy
(C) vast and airy
(D) remote and desolate
(E) stark and hideous

11. Lines 16-21 ("Sublime . . . grand") suggest that an ox would not be sublime because it

(A) has an unattractive appearance
(B) demonstrates unusual power
(C) thrives in cultivated regions
(D) lives harmoniously with humans
(E) reminds observers of themselves

12. The criteria listed in lines 25-31 indicate that which of the following would best fit Burke's idea of a sublime landscape?

(A) An oasis within a large desert
(B) An immense expanse of open sea
(C) A boulder carved intricately by the wind
(D) A silent and snow-covered village at dawn
(E) A rich pasture grazed by healthy farm animals

13. The statement in line 31 ("The Sinai was among them") functions as a transition in the passage from

(A) a discussion of the history of Burke's writings to a consideration of the contemporary relevance of those writings
(B) a narrative about a specific event in the author's life to a meditation on that event's broader significance
(C) a consideration of the merits of Burke's ideas to a discussion of the limitations of those ideas
(D) an explication of Burke's views on a subject to the author's own reflections on that same subject
(E) a tribute to the originality of Burke's thought to a dismissal of the ideas of many of the author's contemporaries

14. The questions in lines 32-38 ("But . . . despair") serve primarily to

(A) advance alternative explanations
(B) simulate some stressful experiences
(C) call attention to paradoxical behavior
(D) evoke a hypothetical situation
(E) discredit a flawed argument

15. The author suggests that people do not "despair" (line 38) in sublime landscapes because such places

(A) inspire wonder
(B) encourage optimism
(C) offer entertainment
(D) reward perseverance
(E) instill perfectionism

16. The statements in lines 43-46 ("We begrudge . . . noble") are based on which assumption?

(A) Adults and children view each other similarly.
(B) All people react similarly to certain phenomena.
(C) Individuals often have superficial responses to landscapes.
(D) Tourists and local residents appreciate landscapes differently from each other.
(E) Explorers and those who follow see landscapes differently from each other.

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17. In line 46, "mean" most nearly means

(A) base
(B) dull
(C) average
(D) humble
(E) stingy

18. Lines 52-53 ("Even when . . . small") introduce the idea that

(A) sublime landscapes create both alarm and admiration
(B) human relationships are as complex as any sublime landscape
(C) sublime landscapes are not unique in producing a sense of insignificance
(D) a fear of inadequacy impairs one's enjoyment of the sublime
(E) a desire to experience the sublime might appear foolish to many people

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SECTION 10
Time — 10 minutes
14 Questions

Turn to Section 10 (page 7) of your answer sheet to answer the questions in this section.

Directions: For each question in this section, select the best answer from among the choices given and fill in the corresponding circle on the answer sheet.

The following sentences test correctness and effectiveness of expression. Part of each sentence or the entire sentence is underlined; beneath each sentence are five ways of phrasing the underlined material. Choice A repeats the original phrasing; the other four choices are different. If you think the original phrasing produces a better sentence than any of the alternatives, select choice A; if not, select one of the other choices.

In making your selection, follow the requirements of standard written English; that is, pay attention to grammar, choice of words, sentence construction, and punctuation. Your selection should result in the most effective sentence—clear and precise, without awkwardness or ambiguity.

EXAMPLE:

Laura Ingalls Wilder published her first book and she was sixty-five years old then.

(A) and she was sixty-five years old then
(B) when she was sixty-five
(C) at age sixty-five years old
(D) upon the reaching of sixty-five years
(E) at the time when she was sixty-five

Ⓐ ● Ⓒ Ⓓ Ⓔ

1. Besides publishing ten poetry collections for adults, Gary Soto, who is writing numerous collections of short stories and novels for children.

(A) Soto, who is writing
(B) Soto, the writer of
(C) Soto writing
(D) Soto has written
(E) Soto, in addition to writing

2. The oldest dated jigsaw puzzle, which was engraved in 1767, is a hand-colored map of the counties in England and Wales.

(A) which was engraved
(B) when it was engraved
(C) having engraved it
(D) being engraved
(E) since having been engraved

3. If you have done the necessary research, you will feel confident as to your statements if challenged.

(A) as to your statements if challenged
(B) if someone challenges your statements
(C) if challenged regarding statements made by you
(D) if there are challenges with your statements
(E) about your statements where someone challenges them

4. A squadron of newly trained, enthusiastic firefighters graduating each year from training academies to begin work in the nation's cities.

(A) A squadron of newly trained, enthusiastic firefighters graduating each year from training academies
(B) A squadron of newly trained, enthusiastic firefighters from training academies, each year they graduate
(C) When each year a squadron of newly trained, enthusiastic firefighters graduates from training academies
(D) Each year a squadron of newly trained, enthusiastic firefighters graduates from training academies
(E) A newly trained, enthusiastic squadron of firefighters who graduate from training academies each year

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10

5. Earth's days are slowly getting longer because the tidal effects of the Moon's gravitational pull are constantly slowing Earth's rotation.

(A) the Moon's gravitational pull are constantly slowing Earth's rotation
(B) the Moon's gravitational pull constantly slow it, Earth's rotation
(C) the gravitational pull by the Moon on Earth's rotating slow it constantly
(D) the gravitational pulling by the Moon on Earth's rotation has been constantly slowing it
(E) the gravitational pull put forth by the Moon on Earth's rotation is slow and constant

6. Once almost entirely devoted to pineapple production, tourists, who enjoy its mountain trails and nature preserves, are now attracted to the island of Lanai.

(A) tourists, who enjoy its mountain trails and nature preserves, are now attracted to the island of Lanai
(B) mountain trails and nature preserves are enjoyed by tourists now attracted with the island of Lanai
(C) mountain trails and nature preserves are enjoyed by tourists, who are now attracted to the island of Lanai
(D) it now attracts tourists, who enjoy the mountain trails and nature preserves on the island of Lanai
(E) the island of Lanai now attracts tourists, who enjoy its mountain trails and nature preserves

7. He was convinced that if property taxes would have rose any higher, he would have had to move to a different area.

(A) if property taxes would have rose
(B) if property taxes would rise
(C) if property taxes had risen
(D) had property taxes rose
(E) were property taxes to rise

8. With the Louisiana Purchase, the United States acquired a larger territory in area than if you combined Britain, France, Italy, Germany, Spain, and Portugal.

(A) larger territory in area than if you combined Britain, France, Italy, Germany, Spain, and Portugal
(B) larger territory in area than combining Britain, France, Italy, Germany, Spain, and Portugal
(C) territory larger in area than if Britain, France, Italy, Germany, Spain, and Portugal were combined
(D) territory larger in area than Britain, France, Italy, Germany, Spain, and Portugal combined
(E) territory larger than if the area of Britain, France, Italy, Germany, Spain, and Portugal combined

9. Because consumers prefer to do their food shopping close to home, supermarket chains are now considering the revival of the small "corner" grocery store to serve individual neighborhoods and communities.

(A) Because consumers prefer to do their food shopping
(B) Due to consumers which prefer food shopping
(C) While consumers prefer shopping for their food
(D) The preference of the consumer for food shopping
(E) The reason that consumers prefer to go food shopping

10. Scandinavian people have been sailing the seas throughout recorded history, their having crisscrossed half the world by the end of the Middle Ages.

(A) Scandinavian people have been sailing the seas throughout recorded history, their having crisscrossed half the world by the end of the Middle Ages.
(B) Scandinavian people, who have been sailing the seas throughout recorded history, had crisscrossed half the world by the end of the Middle Ages.
(C) Scandinavian people have been sailing the seas throughout recorded history, they crisscrossed half the world by the end of the Middle Ages.
(D) By the end of the Middle Ages, crisscrossing half the world, the Scandinavian people sailed the seas throughout recorded history.
(E) Scandinavian people have been sailing the seas throughout recorded history, half the world crisscrossed by the end of the Middle Ages.

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11. Equipment in both factories <u>have now been upgraded, from which we can assume</u> there will be no further disruptions of our production schedule.

(A) have now been upgraded, from which we can assume
(B) have now been upgraded, and we can assume
(C) has now been upgraded, we can assume
(D) has now been upgraded, so we can assume that
(E) having now been upgraded to where we can assume that

12. Playwright Arthur Miller was once assailed for his bleak portrayal of American cultural life, <u>his plays now being</u> regarded by most critics as vital and ultimately affirming masterpieces of American literature.

(A) his plays now being
(B) his plays are now
(C) his plays now
(D) but his plays are now
(E) but with his plays now being

13. The feelings attached to the word "king" <u>varies widely with</u> the history and political traditions of the people who use it.

(A) varies widely with
(B) varies widely in
(C) vary widely with
(D) vary widely as
(E) vary widely to

14. After listening to the concerto's first movement, which sounded like a medley of every bad tune I had ever heard, <u>the second movement surprised me with its beauty and originality</u>.

(A) the second movement surprised me with its beauty and originality
(B) the second movement was surprisingly beautiful and original
(C) I was surprised by the beauty and originality of the second movement
(D) to my surprise, the second movement had beauty and originality
(E) the beauty and originality of the second movement surprised me

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Correct Answers and Difficulty Levels
Form Codes AEEC, BWEC, CFEC

Critical Reading

Section 4

	COR. ANS.	DIFF. LEV.		COR. ANS.	DIFF. LEV.
1.	D	3	13.	A	1
2.	E	2	14.	B	4
3.	D	3	15.	B	3
4.	E	4	16.	A	3
5.	E	5	17.	C	2
6.	B	1	18.	D	3
7.	A	2	19.	B	4
8.	E	3	20.	C	4
9.	B	3	21.	D	3
10.	D	3	22.	A	3
11.	B	3	23.	B	5
12.	C	5	24.	A	4

Number correct

Number incorrect

Section 7

	COR. ANS.	DIFF. LEV.		COR. ANS.	DIFF. LEV.
1.	B	3	14.	D	1
2.	B	3	15.	C	1
3.	E	3	16.	E	4
4.	C	3	17.	C	5
5.	B	3	18.	B	2
6.	A	3	19.	D	1
7.	E	5	20.	A	1
8.	E	5	21.	A	2
9.	C	3	22.	B	2
10.	B	3	23.	A	2
11.	A	3	24.	E	2
12.	D	5	25.	E	3
13.	C	1			

Number correct

Number incorrect

Section 9

	COR. ANS.	DIFF. LEV.		COR. ANS.	DIFF. LEV.
1.	A	2	10.	A	1
2.	A	3	11.	D	2
3.	C	3	12.	B	3
4.	C	3	13.	D	4
5.	C	3	14.	C	4
6.	D	3	15.	A	3
7.	B	3	16.	B	3
8.	B	3	17.	A	5
9.	E	1	18.	C	5

Number correct

Number incorrect

Mathematics

Section 2

	COR. ANS.	DIFF. LEV.		COR. ANS.	DIFF. LEV.
1.	E	1	11.	B	2
2.	C	1	12.	B	3
3.	B	1	13.	E	3
4.	E	1	14.	C	3
5.	B	1	15.	C	3
6.	D	1	16.	E	4
7.	D	2	17.	D	4
8.	D	2	18.	E	5
9.	A	3	19.	A	5
10.	C	3	20.	A	4

Number correct

Number incorrect

Section 5

Multiple-Choice Questions

	COR. ANS.	DIFF. LEV.
1.	D	1
2.	E	2
3.	A	2
4.	C	3
5.	B	3
6.	D	3
7.	B	3
8.	C	3

Number correct

Number incorrect

Student-Produced Response Questions

	COR. ANS.	DIFF. LEV.
9.	21/2 or 10.5	1
10.	1001	2
11.	120	2
12.	122	3
13.	24	3
14.	5	3
15.	51, 118 or 185	4
16.	4	4
17.	19	4
18.	1/2 or .5	5

Number correct (9-18)

Section 8

	COR. ANS.	DIFF. LEV.		COR. ANS.	DIFF. LEV.
1.	C	1	9.	D	3
2.	B	1	10.	D	3
3.	D	3	11.	D	3
4.	B	1	12.	E	3
5.	B	3	13.	E	4
6.	A	2	14.	E	3
7.	C	3	15.	D	4
8.	A	2	16.	A	5

Number correct

Number incorrect

Writing Multiple-Choice

Section 6

	COR. ANS.	DIFF. LEV.		COR. ANS.	DIFF. LEV.		COR. ANS.	DIFF. LEV.		COR. ANS.	DIFF. LEV.
1.	C	1	10.	D	3	19.	D	3	28.	D	5
2.	B	1	11.	E	5	20.	A	3	29.	D	5
3.	A	1	12.	B	1	21.	E	3	30.	B	2
4.	D	1	13.	C	2	22.	A	3	31.	C	3
5.	C	1	14.	B	2	23.	A	3	32.	A	3
6.	C	3	15.	D	1	24.	B	4	33.	D	3
7.	A	3	16.	D	2	25.	C	5	34.	B	3
8.	C	3	17.	C	3	26.	D	4	35.	E	4
9.	B	3	18.	B	3	27.	E	5			

Number correct

Number incorrect

Section 10

	COR. ANS.	DIFF. LEV.		COR. ANS.	DIFF. LEV.		COR. ANS.	DIFF. LEV.
1.	D	1	6.	E	3	11.	D	3
2.	A	1	7.	C	3	12.	D	3
3.	B	1	8.	D	3	13.	C	4
4.	D	1	9.	A	3	14.	C	4
5.	A	2	10.	B	3			

Number correct

Number incorrect

NOTE: Difficulty levels are estimates of question difficulty for a reference group of college-bound seniors. Difficulty levels range from 1 (easiest) to 5 (hardest).

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The Scoring Process

1. **Scanning.** Your answer sheet is scanned electronically, and the circle you filled in for each question is recorded in a computer file.

2. **Scoring.** The computer compares the circle filled in for each question with the correct response.

   - Each correct answer receives one point.
   - Omitted questions do not count toward your score.
   - One-fourth of a point is subtracted for each wrong answer to multiple-choice questions. No points are subtracted for wrong answers to the student-produced response mathematics questions.

     Example:

     The critical reading section, for example, has 67 questions with five answer choices each. If you have 37 right, 28 wrong, and 2 omitted, the resulting raw score of 30 is determined as follows:

     $37 - 28\ (1/4) = 37 - 7 = 30$

   - If the raw score is a fractional number, it is rounded to the nearest whole number. For example, a raw score of 36.25 is rounded to 36, the nearest whole number. A raw score of 36.50 is rounded upward to 37.

3. **Essay scoring.** Using the scoring guide shown on page 51, experienced, trained high school and college faculty score the essay. Each essay is read independently by two readers who rate it on a scale of 1 to 6. (If the two scores differ by more than one point, a third reader scores the essay.) The two readers' scores are added together, and the essay subscore is reported on a scale of 2 to 12. The essay section is worth approximately 30 percent of the raw score, and the multiple-choice writing section counts for approximately 70 percent.

4. **Converting raw scores to scaled scores.** Raw scores are then placed on the scale of 200–800 through a process that adjusts scores to account for minor differences in difficulty among different editions of the test. This process, known as equating, is performed so that a student's reported score is not affected by the edition of the test taken or by the abilities of the group with whom the student takes the test. As a result of placing SAT scores on the College Board scale, scores earned by students at different times can be compared. For example, an SAT mathematics score of 400 on a test taken at one administration indicates the same level of developed mathematics ability as a 400 score obtained on a different edition of the test taken at another time.

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SAT Essay Scoring Guide

SCORE OF 6

An essay in this category demonstrates *clear and consistent mastery*, although it may have a few minor errors. A typical essay

- effectively and insightfully develops a point of view on the issue and demonstrates outstanding critical thinking, using clearly appropriate examples, reasons, and other evidence to support its position
- is well organized and clearly focused, demonstrating clear coherence and smooth progression of ideas
- exhibits skillful use of language, using a varied, accurate, and apt vocabulary
- demonstrates meaningful variety in sentence structure
- is free of most errors in grammar, usage, and mechanics

SCORE OF 5

An essay in this category demonstrates *reasonably consistent mastery*, although it will have occasional errors or lapses in quality. A typical essay

- effectively develops a point of view on the issue and demonstrates strong critical thinking, generally using appropriate examples, reasons, and other evidence to support its position
- is well organized and focused, demonstrating coherence and progression of ideas
- exhibits facility in the use of language, using appropriate vocabulary
- demonstrates variety in sentence structure
- is generally free of most errors in grammar, usage, and mechanics

SCORE OF 4

An essay in this category demonstrates *adequate mastery*, although it will have lapses in quality. A typical essay

- develops a point of view on the issue and demonstrates competent critical thinking, using adequate examples, reasons, and other evidence to support its position
- is generally organized and focused, demonstrating some coherence and progression of ideas
- exhibits adequate but inconsistent facility in the use of language, using generally appropriate vocabulary
- demonstrates some variety in sentence structure
- has some errors in grammar, usage, and mechanics

SCORE OF 3

An essay in this category demonstrates *developing mastery*, and is marked by ONE OR MORE of the following weaknesses:

- develops a point of view on the issue, demonstrating some critical thinking, but may do so inconsistently or use inadequate examples, reasons, or other evidence to support its position
- is limited in its organization or focus, or may demonstrate some lapses in coherence or progression of ideas
- displays developing facility in the use of language, but sometimes uses weak vocabulary or inappropriate word choice
- lacks variety or demonstrates problems in sentence structure
- contains an accumulation of errors in grammar, usage, and mechanics

SCORE OF 2

An essay in this category demonstrates *little mastery*, and is flawed by ONE OR MORE of the following weaknesses:

- develops a point of view on the issue that is vague or seriously limited, and demonstrates weak critical thinking, providing inappropriate or insufficient examples, reasons, or other evidence to support its position
- is poorly organized and/or focused, or demonstrates serious problems with coherence or progression of ideas
- displays very little facility in the use of language, using very limited vocabulary or incorrect word choice
- demonstrates frequent problems in sentence structure
- contains errors in grammar, usage, and mechanics so serious that meaning is somewhat obscured

SCORE OF 1

An essay in this category demonstrates *very little* or *no mastery*, and is severely flawed by ONE OR MORE of the following weaknesses:

- develops no viable point of view on the issue, or provides little or no evidence to support its position
- is disorganized or unfocused, resulting in a disjointed or incoherent essay
- displays fundamental errors in vocabulary
- demonstrates severe flaws in sentence structure
- contains pervasive errors in grammar, usage, or mechanics that persistently interfere with meaning

Essays not written on the essay assignment will receive a score of zero.

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Scoring Worksheet for Form Codes AEEC, BWEC, CFEC

From your responses on your QAS report, fill in the blanks below and do the calculations to get your critical reading, mathematics, and writing raw scores. Use the tables on the following pages to find your scaled scores.

Get Your Critical Reading Score

How many critical reading questions did you get **right**?

Section 4: Questions 1–24 _____

Section 7: Questions 1–25 + _____

Section 9: Questions 1–18 + _____

Total = _____ (A)

How many critical reading questions did you get **wrong**?

Section 4: Questions 1–24 _____

Section 7: Questions 1–25 + _____

Section 9: Questions 1–18 + _____

Total = _____

× 0.25 = _____ (B)

A – B = _____
Critical Reading Raw Score

Round the critical reading raw score to the nearest whole number.

_____

Use the table on page 53 to find your critical reading scaled score.

_____

Get Your Mathematics Score

How many mathematics questions did you get **right**?

Section 2: Questions 1–20 _____

Section 5: Questions 1–18 + _____

Section 8: Questions 1–16 + _____

Total = _____ (A)

How many **multiple-choice** mathematics questions did you get **wron**

Section 2: Questions 1–20 _____

Section 5: Questions 1–8 + _____

Section 8: Questions 1–16 + _____

Total = _____

× 0.25 = _____ (B)

A – B = _____
Mathematics Raw Score

Round the mathematics raw score to the nearest whole number.

_____

Use the table on page 53 to find your mathematics scaled score.

_____

Get Your Writing Score

How many multiple-choice writing questions did you get **right**?

Section 6: Questions 1–35 _____

Section 10: Questions 1–14 + _____

Total = _____ (A)

How many multiple-choice writing questions did you get **wrong**?

Section 6: Questions 1–35 _____

Section 10: Questions 1–14 + _____

Total = _____

× 0.25 = _____ (B)

A – B = _____
Writing Multiple-Choice Raw Score

Round the writing multiple-choice raw score to the nearest whole number.

_____ (C)

Use the table on page 53 to find your writing multiple-choice scaled score.

_____

Copy your essay score from your QAS report.

_____ (D)

Use the appropriate writing composite table (pages 54–56) for your form code and look up your writing multiple-choice raw score (C) and your essay score (D) to find your writing composite scaled score

_____

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SAT Score Conversion Table
Form Codes AEEC, BWEC, CFEC

Raw Score	Critical Reading Scaled Score	Math Scaled Score	Writing Multiple-Choice Scaled Score	Raw Score	Critical Reading Scaled Score	Math Scaled Score	Writing Multiple-Choice Scaled Score
67	800			31	500	540	55
66	800			30	500	530	54
65	800			29	490	520	53
64	790			28	480	510	52
63	770			27	480	510	51
62	750			26	470	500	50
61	730			25	470	490	49
60	720			24	460	480	49
59	710			23	460	480	48
58	700			22	450	470	47
57	680			21	440	460	46
56	670			20	440	450	45
55	660			19	430	450	44
54	650	800		18	420	440	43
53	640	780		17	420	430	42
52	640	750		16	410	420	41
51	630	730		15	400	420	41
50	620	720		14	400	410	40
49	610	710	80	13	390	400	39
48	600	690	78	12	380	390	38
47	600	680	75	11	380	380	37
46	590	670	73	10	370	370	36
45	580	660	71	9	360	370	35
44	580	650	69	8	350	360	34
43	570	640	68	7	340	350	33
42	560	640	66	6	330	340	32
41	560	630	65	5	320	320	31
40	550	620	64	4	310	310	29
39	550	610	63	3	300	300	28
38	540	600	61	2	290	290	26
37	540	590	60	1	270	270	25
36	530	580	59	0	260	260	23
35	520	570	58	-1	240	240	21
34	520	560	57	-2	220	220	20
33	510	550	57	-3	200	200	20
32	510	550	56	and below			

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SAT Writing Composite Score Conversion Table
Form Code AEEC

Writing MC Raw Score	Essay Raw Score											
	12	11	10	9	8	7	6	5	4	3	2	0
49	800	800	800	800	780	760	740	720	710	700	680	680
48	800	800	780	770	740	720	700	690	680	660	650	640
47	790	780	760	740	720	690	680	660	650	640	620	620
46	780	760	740	720	700	680	660	640	630	620	600	600
45	760	740	730	710	680	660	640	630	620	600	590	580
44	750	730	710	690	670	650	630	610	600	590	570	570
43	730	720	700	680	660	630	620	600	590	570	560	560
42	720	710	690	670	640	620	610	590	580	560	550	540
41	710	700	680	660	630	610	600	580	570	550	540	530
40	700	690	670	650	620	600	590	570	560	540	530	520
39	690	680	660	640	610	590	580	560	550	530	520	510
38	680	670	650	630	600	580	570	550	540	520	510	500
37	670	660	640	620	600	570	560	540	530	520	500	500
36	670	650	630	610	590	570	550	530	520	510	490	490
35	660	640	620	600	580	560	540	530	510	500	480	480
34	650	630	610	600	570	550	530	520	510	490	480	470
33	640	630	610	590	560	540	530	510	500	480	470	460
32	630	620	600	580	560	530	520	500	490	470	460	460
31	630	610	590	570	550	530	510	490	480	470	450	450
30	620	600	580	570	540	520	500	490	470	460	450	440
29	610	600	580	560	530	510	500	480	470	450	440	430
28	600	590	570	550	530	500	490	470	460	450	430	430
27	600	580	560	540	520	500	480	460	450	440	420	420
26	590	570	550	540	510	490	470	460	450	430	420	410
25	580	570	550	530	500	480	470	450	440	420	410	400
24	580	560	540	520	500	480	460	440	430	420	400	400
23	570	550	530	510	490	470	450	440	420	410	390	390
22	560	540	520	510	480	460	440	430	420	400	390	380
21	550	540	520	500	470	450	440	420	410	390	380	370
20	550	530	510	490	470	450	430	410	400	390	370	370
19	540	520	500	480	460	440	420	410	390	380	370	360
18	530	510	500	480	450	430	410	400	390	370	360	350
17	520	510	490	470	440	420	410	390	380	360	350	340
16	520	500	480	460	440	420	400	380	370	360	340	340
15	510	490	470	460	430	410	390	380	360	350	340	330
14	500	490	470	450	420	400	380	370	360	340	330	320
13	490	480	460	440	420	390	380	360	350	330	320	310
12	490	470	450	430	410	390	370	350	340	330	310	310
11	480	460	440	420	400	380	360	350	330	320	310	300
10	470	450	430	420	390	370	350	340	330	310	300	290
9	460	450	430	410	380	360	350	330	320	300	290	280
8	450	440	420	400	380	350	340	320	310	290	280	270
7	440	430	410	390	370	340	330	310	300	290	270	270
6	440	420	400	380	360	340	320	300	290	280	260	260
5	430	410	390	370	350	330	310	290	280	270	250	250
4	410	400	380	360	340	310	300	280	270	260	240	240
3	400	390	370	350	320	300	290	270	260	240	230	220
2	390	370	350	340	310	290	270	260	250	230	220	210
1	380	360	340	320	300	280	260	240	230	220	200	200
0	360	340	320	310	280	260	240	230	210	200	200	200
-1	340	330	310	290	260	240	230	210	200	200	200	200
-2	320	310	290	270	240	220	210	200	200	200	200	200
-3 and below	310	300	280	260	230	210	200	200	200	200	200	200

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SAT Writing Comprehensive Conversion Table
Form Code BWEC

Writing MC Raw Score	Essay Raw Score											
	12	11	10	9	8	7	6	5	4	3	2	0
49	800	800	800	800	780	760	740	730	710	700	690	680
48	800	800	780	770	740	720	710	690	680	670	650	640
47	790	780	760	740	720	700	680	660	650	640	630	620
46	770	760	740	720	700	680	660	650	630	620	610	600
45	760	740	730	710	680	660	650	630	620	610	590	580
44	740	730	710	690	670	650	630	620	600	590	580	570
43	730	720	700	680	660	640	620	600	590	580	570	550
42	720	700	690	670	650	630	610	590	580	570	550	540
41	710	690	680	660	640	620	600	580	570	560	540	530
40	700	680	670	650	630	610	590	570	560	550	530	520
39	690	670	660	640	620	600	580	560	550	540	520	510
38	680	670	650	630	610	590	570	550	540	530	510	500
37	670	660	640	620	600	580	560	540	530	520	510	500
36	660	650	630	610	590	570	550	540	520	510	500	490
35	660	640	620	610	580	560	540	530	520	500	490	480
34	650	630	610	600	570	550	540	520	510	500	480	470
33	640	620	610	590	570	550	530	510	500	490	470	460
32	630	620	600	580	560	540	520	500	490	480	470	460
31	620	610	590	570	550	530	510	500	480	470	460	450
30	620	600	580	570	540	520	510	490	480	470	450	440
29	610	590	580	560	540	520	500	480	470	460	440	430
28	600	590	570	550	530	510	490	470	460	450	440	430
27	600	580	560	540	520	500	480	470	460	440	430	420
26	590	570	550	540	510	490	480	460	450	440	420	410
25	580	560	550	530	510	490	470	450	440	430	410	400
24	570	560	540	520	500	480	460	440	430	420	410	400
23	570	550	530	520	490	470	450	440	430	410	400	390
22	560	540	530	510	480	460	450	430	420	410	390	380
21	550	540	520	500	480	460	440	420	410	400	380	370
20	540	530	510	490	470	450	430	420	400	390	380	370
19	540	520	500	490	460	440	420	410	400	380	370	360
18	530	510	500	480	460	430	420	400	390	380	360	350
17	520	510	490	470	450	430	410	390	380	370	350	340
16	510	500	480	460	440	420	400	390	370	360	350	340
15	510	490	470	460	430	410	390	380	370	350	340	330
14	500	480	470	450	420	400	390	370	360	350	330	320
13	490	480	460	440	420	400	380	360	350	340	320	310
12	480	470	450	430	410	390	370	360	340	330	320	310
11	480	460	440	430	400	380	360	350	340	320	310	300
10	470	450	430	420	390	370	360	340	330	320	300	290
9	460	440	430	410	390	370	350	330	320	310	290	280
8	450	440	420	400	380	360	340	320	310	300	280	270
7	440	430	410	390	370	350	330	310	300	290	280	270
6	430	420	400	380	360	340	320	310	290	280	270	260
5	420	410	390	370	350	330	310	300	280	270	260	250
4	410	400	380	360	340	320	300	280	270	260	250	240
3	400	390	370	350	330	310	290	270	260	250	230	220
2	390	370	350	340	310	290	280	260	250	240	220	210
1	370	360	340	320	300	280	260	240	230	220	210	200
0	360	340	320	310	280	260	250	230	220	200	200	200
-1	340	320	310	290	270	250	230	210	200	200	200	200
-2	320	300	290	270	250	230	210	200	200	200	200	200
-3 and below	310	290	280	260	240	220	200	200	200	200	200	200

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SAT Writing Composite Score Conversion Table
Form Code CFEC

Writing MC Raw Score	Essay Raw Score											
	12	11	10	9	8	7	6	5	4	3	2	0
49	800	800	800	800	780	760	740	730	710	700	680	670
48	800	800	780	760	740	720	710	690	680	660	650	640
47	790	770	760	740	720	700	680	670	650	640	620	610
46	770	750	740	720	700	680	660	650	640	620	600	600
45	750	740	720	710	680	660	650	630	620	600	590	580
44	740	720	710	690	670	650	640	620	610	590	570	570
43	730	710	700	680	660	640	620	610	590	580	560	550
42	720	700	680	670	650	630	610	600	580	570	550	540
41	710	690	670	660	640	620	600	580	570	560	540	530
40	700	680	660	650	630	610	590	570	560	550	530	520
39	690	670	650	640	620	600	580	570	550	540	520	510
38	680	660	640	630	610	590	570	560	540	530	510	500
37	670	650	640	620	600	580	560	550	530	520	500	500
36	660	640	630	610	590	570	560	540	530	510	490	490
35	650	640	620	600	580	560	550	530	520	500	490	480
34	640	630	610	600	570	560	540	520	510	500	480	470
33	640	620	600	590	570	550	530	520	500	490	470	460
32	630	610	600	580	560	540	520	510	500	480	460	460
31	620	610	590	570	550	530	520	500	490	470	460	450
30	610	600	580	570	540	530	510	490	480	470	450	440
29	610	590	570	560	540	520	500	490	470	460	440	430
28	600	580	570	550	530	510	490	480	470	450	430	430
27	590	580	560	540	520	500	490	470	460	440	430	420
26	580	570	550	540	510	500	480	460	450	440	420	410
25	580	560	550	530	510	490	470	460	440	430	410	400
24	570	550	540	520	500	480	470	450	440	420	400	400
23	560	550	530	510	490	470	460	440	430	410	400	390
22	560	540	520	510	490	470	450	430	420	410	390	380
21	550	530	520	500	480	460	440	430	410	400	380	380
20	540	520	510	490	470	450	440	420	410	390	380	370
19	530	520	500	490	460	440	430	410	400	380	370	360
18	530	510	490	480	460	440	420	410	390	380	360	350
17	520	500	490	470	450	430	410	400	390	370	350	350
16	510	500	480	460	440	420	410	390	380	360	350	340
15	500	490	470	460	430	420	400	380	370	360	340	330
14	500	480	460	450	430	410	390	380	360	350	330	320
13	490	470	460	440	420	400	380	370	360	340	320	320
12	480	470	450	430	410	390	380	360	350	330	320	310
11	470	460	440	430	400	390	370	350	340	330	310	300
10	470	450	430	420	400	380	360	350	330	320	300	290
9	460	440	430	410	390	370	350	340	320	310	290	290
8	450	430	420	400	380	360	350	330	320	300	280	280
7	440	430	410	390	370	350	340	320	310	290	280	270
6	430	420	400	380	360	340	330	310	300	280	270	260
5	420	410	390	370	350	330	320	300	290	270	260	250
4	410	400	380	360	340	320	310	290	280	260	250	240
3	400	380	370	350	330	310	290	280	270	250	230	230
2	390	370	350	340	320	300	280	270	250	240	220	210
1	370	360	340	320	300	280	270	250	240	220	210	200
0	360	340	320	310	290	270	250	240	220	210	200	200
-1	340	320	310	290	270	250	230	220	210	200	200	200
-2	320	300	290	270	250	230	220	200	200	200	200	200
-3 and below	310	290	280	260	240	220	200	200	200	200	200	200

This table is for use only with the test in this booklet.

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Practice Sheet for Essay

This is a copy of the answer sheet provided to you on the day you tested.

SECTION 1

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